

BINDURA UNIVERSITY OF SCIENCE EDUCATION

**TRANSFORMING THE INITIAL REGISTRATION PROCESS AT BINDURA
UNIVERSITY OF SCIENCE EDUCATION: A PATHWAY TO IMPROVED
STUDENT SATISFACTION**

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**A DISSERTATION SUBMITTED TO THE BINDURA UNIVERSITY OF SCIENCE
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DECLARATION

I, MANGACHENA VALENTINE Student registration Number B226848A, do hereby declare that this dissertation is a result of my own investigation and research, except to the extent indicated in the acknowledgments, bibliography, references, and comments included in the body of the report, and that it has not been submitted in part or in full for any other degree to any other university.

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DEDICATION

This work is dedicated to the students of BUSE, whose voices and experiences inspired this research. Their pursuit of knowledge and desire for a seamless academic journey motivated the exploration of ways to improve the initial registration process. Special gratitude goes to the administrative staff committed to enhancing university services and embracing change for the betterment of all. May this study contribute meaningfully to creating a more efficient and satisfying registration experience for current and future students.

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ABSTRACT

Global trends in university management increasingly emphasize the use of ICTs and automation to improve service delivery and student engagement, as many universities have adopted digital registration platforms and integrated student management systems to streamline enrollment procedures. The research was motivated by recurrent challenges faced by students during registration, including long waiting times, inefficient communication and limited digital support. The main objective of the study was to examine the existing initial registration process at BUSE, so as to develop a transformative, student-centered model aimed at improving efficiency, accessibility and overall student satisfaction. Five faculties were selected, which are present at BUSE so to have a representative population of the study, this was done using stratified random sampling, giving a total of 200 students. Data was collected through questionnaires with students in different faculties' and key informants guide was used to solicit data from the administration staff. Descriptive statistics were used to analyse demographic profile of students' involved in the study. The Likert scale was used to analyse student satisfaction on the registration process, whilst effective of communication channels on registration efficiency used the regression analysis. Correlation of communication with satisfaction and efficiency used the regression analysis and the relationship between waiting time and satisfaction used the Pearson Correlation co-efficient. The findings showed a moderate level of overall satisfaction with the registration process. The mean satisfaction score was 3.83 on a 5-point scale (Std. Dev. = 0.72). This suggests that while the process is functional, there is significant room for improvement to achieve a higher level of student contentment. On communication channels E-Portal and emails were identified as the two most effective communication channels, though notice boards were perceived as the least effective channel. The model on communication efficiency was not statistically significant (Prob (F-statistic) = 0.858, R-squared = 0.013), thus none of the individual communication channels had a statistically significant impact on perceived efficiency. The relationship between waiting time and satisfaction reveals a statistically significant, though weak, negative relationship between waiting time and student satisfaction. The descriptive statistics show a mean waiting time of 11.84 days (Std. Dev. = 3.58), with a range from 5 to 20 days. On relationship between registration efficiency and student satisfaction, the correlation matrix between communication channels and satisfaction provides noted that notice board were effective as there was significant negative correlation with satisfaction (-0.18), while SMS effectiveness shows a positive correlation (0.10) at ($P < 0.05$ using Spss version 25. It was concluded that i) student satisfaction is a crucial measure of institutional performance, particularly during administrative processes such as registration ii) prolonged waiting times, lack of real-time updates, insufficient human resources and over-reliance on manual procedures contributed to frustrations and dissatisfaction iii) initiatives aimed at streamlining communication through SMS alerts, email notifications, the E-portal system and physical help desks were noted as critical enablers of efficiency iv) registration efficiency is strongly correlated with student satisfaction. The researcher recommended that: i) BUSE should fully implement an online registration platform that allows students to complete the process remotely ii) the university must utilize multiple communication platforms (SMS, email, E-portal alerts, social media) to keep students updated on registration deadlines, changes and requirements iii) organize digital and in-person orientation sessions for first-year students before registration starts iv) BUSE should temporarily increase administrative support staff during registration windows to reduce delays and assist with student queries v) Implement a student feedback tool within the registration platform to collect real-time input on challenges faced vi) a mobile app with offline capabilities can ease access to registration materials and status updates, especially for students in remote areas with limited internet access vii) consider segmenting registration by faculty, year, or program to prevent system overloads and physical congestion on campus viii) establish clear KPIs for the registration process and conduct yearly evaluations using student satisfaction surveys and system performance reports ix) ensure the registration process is accessible to all

students, including those with physical, visual, or hearing impairments. This may include sign language interpreters, or step-free digital navigation x) offering instructions in Shona or Ndebele may improve clarity and reduce confusion for students unfamiliar with technical terms.

Keywords: Student satisfaction, Initial registration, Digital transformation, Operation efficiency and Service delivery.

LIST OF ACRONYMS AND ABBREVIATIONS

AI	Artificial Intelligence
BUSE	Bindura University of Science Education
ERP	Enterprise Resource Planning
GoZ	Government Of Zimbabwe
GZU	Great Zimbabwe University
I.D	Identity Cards
ICT	Information Communication and Technology
KIPs	Key Performance Indicators
MSU	Midlands State University
NUST	National University of Science and Technology
OECD	Organisation for Economic Co-operation and Development.
Spss	Statistical Package for Social Sciences
Stand Dev	Standard Deviation
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UZ	University of Zimbabwe

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

Globally, many universities have adopted digital registration platforms and integrated student management systems to streamline enrollment procedures. Institutions like the University of Cape Town (South Africa), University of Melbourne (Australia), and Harvard University (USA) utilize fully automated registration systems that allow students to register online, access support services and make payments in real time (Tadesse & Muluye, 2021). These systems not only improve administrative efficiency but also contribute to positive student experiences and retention. In higher education institutions worldwide, the initial registration process serves as a critical point of interaction between students and the university system. It significantly influences students' first impressions, perceptions of institutional efficiency and overall satisfaction (Phua,, 2024. A smooth and efficient registration process fosters student engagement and confidence (Zhou & Mavhundutse, 2019).

Global trends in university management increasingly emphasize the use of ICTs and automation to improve service delivery and student engagement (UNESCO, 2021). Bahadur., 2024), noted that digital transformation, when applied to registration systems, can reduce processing time, increase accuracy and improve access to information. Institutions that invest in transforming their administrative services, particularly registration, demonstrate a commitment to quality education and student welfare. Thus sets the tone for their entire experience and can significantly impact their satisfaction and perception with the institution, as it is imperative to continuously improve this process to ensure that students have a seamless and satisfactory registration experience.

Higher education institutions globally are under increasing pressure to improve administrative efficiency and enhance the student experience, especially during key stages such as initial registration. The initial registration process represents a student's formal entry into the university system and is often their first encounter with institutional operations. This process, if poorly managed, can result in stress, confusion and long-term dissatisfaction (Pevida., Olivar & Decena,, (2023). In a digital era where efficiency and user experience are paramount, many universities World-wide are being compelled to modernize traditional systems to meet student expectations and operational demands (UNESCO, 2021).

Automation, digital integration and user-friendly platforms can significantly improve the speed, accuracy and transparency of student registration. Hassan & Shamsudin, (2024), stipulated that this also frees up staff to focus on value-added services, thus satisfaction with administrative services is closely linked to retention and student engagement. Zhou & Mavhundutse, (2019), notes that students who experiences stress or confusion during registration may develop negative attitudes towards the institution, reducing trust in its systems. As Saunders, (2015): Ellis and Hogard, (2018), also notes that students are the customers to a university, despite some have contrarian views. Transforming the registration process is therefore not just an operational need, but a strategic priority for institutions of higher learning seeking to enhance the overall student experience and institutional competitiveness.

In Africa's higher education context, the initial registration process is a crucial determinant of student satisfaction, retention and overall institutional efficiency. The process marks the beginning of a student's academic journey and influences their perception of service quality within the institution (Munyoro & Mutsau, 2021). However, many universities across Africa, including in Zimbabwe, face persistent challenges in delivering streamlined, student-centered registration systems due to limited infrastructure, underdeveloped digital platforms and administrative bottlenecks (Chikasha & Makurumidze, 2020). Moreover, with the rising competition among higher learning institutions, both locally and regionally, there is a growing need for Zimbabwe's institutes such as BUSE to align with international standards in academic administration. This is because universities are transitioning toward paperless registration systems, real-time data management, integrated student portals and AI-powered helpdesks to enhance the user experience (Hassan, & Shamsudin, 2024). These advancements are not just technological upgrades but strategic investments that contribute directly to student satisfaction, institutional branding and operational excellence. According to OECD, (2020), improved registration processes have been linked to better academic planning, timely fee payments, early access to learning materials and a smoother student transition into academic life. Institutions that succeed in optimizing these systems often experience increased student engagement, better compliance with academic calendars and reduced administrative workload. African universities like the University of Pretoria (South Africa) and Makerere University (Uganda) have made strides in digitizing student registration through the use of Enterprise Resource Planning (ERP) systems and online portals. These improvements have led to increased operational efficiency, reduced paperwork and

enhanced student engagement (Tadesse & Muluye, 2021). In contrast, institutions that have failed to modernize continue to experience student dissatisfaction, delayed academic calendars and a lack of transparency in administrative processes (Zilai, et al., 2024).

In the Southern African region, higher education institutions are under increasing pressure to modernize administrative systems in line with digital transformation and rising student expectations. One of the most critical touch points for student engagement is the initial registration process, which shapes learners' first impressions of institutional efficiency and responsiveness (Munyoro & Mutsau, 2021). Despite this, many universities, including Bindura University of Science Education (BUSE), thus continue to face persistent challenges related to manual registration systems, long queues, delays and fragmented communication (Nyandoro & Chigona, 2022). At the University of Namibia, the introduction of a student portal improved registration completion rates and minimized logistical challenges, particularly for first-year students (Dube & Mlambo, 2021). Similarly, the Botswana International University of Science and Technology implemented real-time registration tracking to enhance student support.

Countries such as South Africa, Namibia and Botswana have made considerable strides in integrating digital systems into their university registration processes. The University of Pretoria and Stellenbosch University in South Africa have adopted integrated online registration platforms that allow students to complete enrolment remotely, check course availability in real time and access academic advising (Moyo & Mavhunga, 2020). These developments have improved turnaround time, reduced administrative burden and enhanced student satisfaction.

The demand for higher education in Zimbabwe has increased over the past decade, but administrative services in many institutions have not kept abreast with this growth (Zhou & Mavhundutse, 2019). This mismatch often results in student dissatisfaction, particularly during high-pressure periods like orientation and registration. A smooth, student-centered registration system is not only essential for improving the student experience but also for enhancing institutional reputation and operational efficiency (Chikasha & Makurumidze, 2020). In many developing countries, including Zimbabwe, university administrative systems are often characterized by delays (NGO., 2025), such that manual processing and limited student support, often leads to dissatisfaction, anxiety and inefficiency.

The initial registration process at BUSE is a very important stage for students as this sets the foundation for all other university processes e.g. library registration, generation of student identity cards (I.D's), student portal creation, from most student's personal experience the process was associated with challenges such as unnecessary long waiting times, frustrating administration processes, confusion, duplication of processes (for instance, asking students to bring passport sized photos, then later take actual pictures of the students for student ID's of which the digital pictures taken for student ID's can be used and save costs for the students), lack of guidance, which can negatively impact student satisfaction and success. More so student's face frustration of repeatedly having to email proof of payments to be credited to the tuition accounts including those who had paid their tuition through the banking mediums recommended by the institute.

Many Zimbabwean universities, including BUSE, still rely on semi-manual or outdated systems that are prone to errors, lack transparency and require students to navigate multiple departments physically (Zhou & Mavhundutse, 2019). As a result, students often experience frustration and delays during registration, which can negatively affect their academic motivation and trust in institutional processes (Munyoro & Mutsau, 2021). At Bindura University Of science Education (BUSE), challenges during initial registration, such as long queues, limited digital platforms and unclear communication. These have frequently been cited by students as a source of frustration and academic disruption. Asif (2015), noted that to win over customers, service quality should not only meet but rather exceed customer expectations. These inefficiencies have contributed to student frustration, delays in attending lectures and in some cases, late access to academic resources and financial services (Munyoro & Mutsau, 2021). Given the growing student population at BUSE, the traditional registration model, largely manual and paper-based, thus no longer meets the expectations of today's digitally literate learners.

There is growing recognition in Zimbabwe that transforming registration processes through digital integration and student-focused design is essential. According to Chikasha and Makurumidze (2020), enhancing administrative efficiency through Information Communication and Technology (ICT) not only reduces operational costs but also improves accountability and responsiveness in universities. Moreover, institutions that have begun digitizing services, show that localized, scalable solutions can be implemented even within limited-resource settings. Thus this study seeks to examine the current registration process at BUSE, identify its weaknesses from a student

satisfaction perspective and propose a redesigned model informed by successful practices in other Zimbabwean universities. The goal is to contribute to improved student experience, institutional performance and alignment with World-wide higher education modernization goals.

1.2 Statement of the research problem

According to (Punch, 2014), research problem refers to an issue, difficulty or gap that needs to be addressed through a systematic investigation. In this regard, BUSE, face various systemic challenges, ranging from underfunding and staff shortages to outdated administrative systems and this affect service delivery. The registration process, in particular, remains heavily reliant on manual procedures, long physical queues and delayed communication, especially during intake periods (Munyoro & Mutsau, 2021). These inefficiencies not only delay academic commencement but also lower institutional trust and diminish student morale (Zhou & Mavhundutse, 2019). Students have increasingly expressed dissatisfaction with these delays, citing a lack of clear instructions, poor communication and repetitive verification requirements, as a result of limited technological integration, absence of automated feedback systems and sometimes inadequate staff training on digital tools (Chikasha & Makurumidze, 2020). Such inefficiencies hinder the university's ability to deliver quality student services, risking a decline in student retention and stakeholder confidence. Moreover, with the rising competition among higher learning institutions that is both locally and regionally, there is a growing need for BUSE to align with international standards in academic administration. In this regard globally universities are transitioning toward paperless registration systems, real-time data management, integrated student portals and AI-powered helpdesks (Nyandoro & Chigona, 2022). These advancements are not just technological upgrades but strategic investments that contribute directly to student satisfaction, institutional branding and operational excellence. Thus the need to modernize administrative processes in response to increased student expectations, digital trends and service delivery standards in higher education.

1.3 Research objectives

1.3.1 Main research objective

To develop a transformative, student-centered model aimed at improving efficiency, accessibility and overall student satisfaction.

1.3.2 Secondary research objectives

- 1) To assess the level of student satisfaction with the current initial registration process at BUSE.
- 2) To measure the effect of communication channels (e.g., email, notice boards, SMS, Eportal) on registration efficiency being used at BUSE.
- 3) To determine the relationship between registration efficiency and student satisfaction at BUSE.
- 4) To analyze the association between waiting time and student satisfaction during the registration period.

1.4 Research questions

1.4.1 Main research question

What strategies can the university implement to enhance students' satisfaction with the initial registration process?

1.4.2 Secondary research questions

- 1) What is the level of student satisfaction with the current initial registration process at BUSE?
- 2) What is the effect of communication channels (e.g., email, notice boards, SMS, E-portal) on registration efficiency being used at BUSE?
- 3) What is the relationship between registration efficiency and student satisfaction at BUSE?
- 4) What is the association between waiting time and student satisfaction during the registration period?

1.5 HYPOTHESIS

H₀: Student satisfaction level with their initial registration experience has an impact on enhancing their overall satisfaction with the university.

H₁: Student satisfaction with their initial registration experience has no impact on enhancing their overall satisfaction with the university

1.6 Significance of the Study

1.6.1 Students

Enhancing student satisfaction during initial registration positively impacts academic success and engagement. A report by the Association of American Colleges and Universities (Ahmed & Malik, 2018). emphasized that students who experience frustration or dissatisfaction during registration

may carry negative perceptions into their academic pursuits. Conversely, a seamless and efficient registration process can contribute to a positive mind-set, leading to increased engagement with coursework and campus activities. As a smooth and efficient registration process can significantly reduce stress and anxiety for students, allowing them to start their academic journey on a positive note, thus fostering a sense of belonging and engagement among students. This leads to higher levels of motivation and involvement in university activities, even after leaving the university the students would want to be involved through alumni activities.

1.6.2 Faculty

For faculty members, an enhanced student satisfaction during initial registration can have several positive implications. A smoother registration process means that students are more likely to start classes on time and with less administrative issues, thus improved attendance and participation in classes, ultimately contributing to a more conducive learning environment. More so, there is reduced administrative burden related to registration issues, allowing them to focus more on teaching and research activities, thus higher enrolment numbers are experienced as prospective students are more likely to choose an institution known for its student-centred approach at the expense of others

1.6.3 Administration

From an administrative perspective, focusing on enhancing student satisfaction during initial registration is vital for maintaining a positive institutional image and reputation. A seamless registration process reflects positively on the university's efficiency and commitment to student success. This leads to higher enrolment numbers as prospective students are more likely to choose an institution known for its student-centered approach. Additionally, improved student satisfaction can result in fewer complaints and appeals. In a way this reduces the workload for administrative staff. Furthermore, a positive initial experience for students sets the stage for ongoing engagement and support throughout their academic journey, contributing to overall institutional success and image.

1.7 Research assumptions

- ✓ That the stakeholders involved in the study were willing and able to participate in the research and provided accurate and reliable information.

- ✓ That the data collected from the samples was a true representative of the broader population
- ✓ That the data analysis and interpretation was conducted in a rigorous and unbiased manner.
- ✓ That the findings of the research can be generalised to other Universities in Zimbabwe, developing countries in Africa and beyond.
- ✓ That the findings of the research was relevant and useful for policy makers and practitioners working at BUSE

1.8 Justification of the study

Numerous studies have focused on various aspects of student satisfaction, such as teaching quality, campus facilities and student services, there is limited research specifically examining the impact of the registration process on student satisfaction and its subsequent effects on academic performance, retention and overall university reputation. Despite the importance of enhancing students' satisfaction during the initial registration process, there is a practical research gap in current literature as students' satisfaction impact on:

- **Enhancing Institutional Reputation**

Satisfied students are more likely to recommend their university to others, which can help improve the institution's reputation. A positive reputation can attract more high-quality students and faculty staff, further enhancing the university's rankings.

- **Improving Administrative Efficiency**

By identifying and addressing issues in the initial registration process, universities can improve administrative efficiency and reduce the workload on staff members. This can lead to cost savings and a more streamlined operation.

- **Student retention**

Student satisfaction during the initial registration process has a direct correlation with student retention rates. According to a study published in the "Journal of College Student Retention: Research, Theory & Practice (Schmid & Weber, 2018)," a positive initial registration experience contributes to higher retention rates, the university is likely to benefit from students who want to do their postgraduate studies with the same university instead of going elsewhere.

- **Increasing Student Feedback and Participation**

By focusing on enhancing students' satisfaction during the initial registration, universities can encourage students to provide valuable feedback on the process. This feedback can be used to continuously improve the registration process and other aspects of the university operations.

- **Strengthening Alumni Networks**

Satisfied students are more likely to maintain strong connections with their alumni after graduation. This can lead to a more robust alumni network, which can benefit both the university and its graduates through networking opportunities, mentorship and career support.

1.9 Purpose of the research

The purpose of this study is to systematically investigate and transform the initial registration process at Bindura University of Science Education (BUSE) to enhance student satisfaction, administrative efficiency, and institutional effectiveness. The study seeks to explore the multifaceted challenges that hinder smooth registration, including procedural delays, lack of integration between departments, limited use of digital technologies and inadequate communication strategies. Given the increasing student population and the growing demand for quality service delivery in Zimbabwe's higher education sector, this research aims to develop an innovative, scalable and user-friendly registration model that integrates digital tools and process re-engineering principles (Munyoro & Mutsau, 2021; Nyandoro & Chigona, 2022). The study also aims to contribute to a deeper understanding of how effective registration processes influence student perceptions of the university, their academic motivation and retention rates (Chikasha & Makurumidze, 2020). Moreover, this research will provide empirical evidence on the importance of aligning administrative processes with student-centered approaches and institutional goals. It will also explore how digital transformation in administrative services can mitigate challenges posed by resource constraints typical of Zimbabwean universities (Zhou & Mavhundutse, 2019). By addressing these critical issues, the study seeks to empower BUSE and other universities with practical recommendations that will foster a culture of continuous improvement, transparency and responsiveness to student needs, ultimately positioning the university as a leader in administrative excellence within the region and beyond. Lastly the study seeks to fill a gap in the existing literature on the importance of the initial registration stage and its contribution to all other forms of satisfaction in the education sector. By focusing on BUSE, the study aims to contribute to the

growing body of knowledge on student satisfaction in developing countries and to inform future policy decisions by the Government of Zimbabwe (GoZ).

1.10 Chapter Lay Out

Chapter one starts with the introduction, background of the study, statement of the research problem, then there are the research objectives. Research questions and the hypothesis then follows, there is also the significance of the study, followed by research assumptions and the justification, whilst the purpose of the research caps off the chapter.

1.11 Chapter Summary

This chapter introduced the research by outlining the background to the study, problem statement, purpose, objectives, and research questions. It justified the study's relevance, highlighted its theoretical and practical significance, overall, the chapter established the foundation for students' satisfaction on the operational performance at BUSE, focusing on efficiency, effectiveness, reliability, and sustainability. The next chapter reviews related literature, theoretical foundations, and the research gap addressed by this study.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter provides a comprehensive review of the existing literature related to the university initial registration process and its impact on students' satisfaction. The chapter begins with what is student satisfaction then student satisfaction with the current initial registration process in Universities follows. The effect of communication channels used on registration efficiency is also looked at in detail, followed by the relationship between registration efficiency and student satisfaction and lastly the association between waiting time and student satisfaction during the registration period is also explored. The theoretical and Conceptual frameworks used in the study follows and the chapter summary comes as the last chapter.

2.1 Student satisfaction

Student satisfaction is the degree to which a student perceives the educational experience to be meeting their needs and expectations (Phua, 2024). In this case it refers to the degree to which students perceive the initial registration experience meets their expectations. Kerlin (2018), defined student satisfaction as an attitude or emotional response to the university experience. This involves students' perceptions on whether the quality of the educational services provided by the institution has met their requirements and preferences (Weerasinghe & Dedunu, 2017). Student satisfaction is an important measure of institutional effectiveness and is linked to student retention, engagement and achievement (Kerlin, 2018).

2.2 The role of initial registration process

The initial registration process plays a crucial role in shaping students' experiences at the university, as it is the first interaction that students have with the institution and it sets the tone for their entire academic journey (Munyoro & Mutsau, 2021). A smooth and efficient registration process not only helps students feel welcomed and supported but also contributes to their overall satisfaction and engagement with the university (Zhou & Mavhundutse, 2019). On the other hand, a cumbersome and time-consuming registration process can lead to frustration and dissatisfaction among students, negatively impacting their perception of the institution.

2.3 Student satisfaction at the initial registration processes in Universities

Administrative services, particularly the initial registration process, has become a key indicator of institutional performance in higher education, in the view of student satisfaction. Globally, universities are under increasing pressure to deliver student-centered services as competition for enrolments and student retention intensifies (Grisham., 2025). The initial registration experience is the student's first formal interaction with institutional systems, significantly influences their perception of university efficiency and quality (Tessema, Ready, & Yu, 2020).

In developed contexts such as the United States and Europe, studies have shown that digital transformation of registration systems has had a positive impact on student satisfaction. Tessema et al. (2020) found that efficient, self-service registration platforms that offer real-time updates and feedback significantly improved students' trust in university systems. Similarly, in Australia, Devlin and McKay (2019) reported that personalized online registration portals with clear instructions led to reduced administrative errors and enhanced satisfaction levels.

In contrast, developing countries often face structural and infrastructural challenges. In Nigerian universities, Adedoyin and Soykan (2020) observed that while many institutions have introduced online registration systems, inconsistent internet connectivity, poor system integration and lack of technical support continue to hinder student satisfaction. These findings are echoed in other parts of Africa where traditional, manual systems are still common (Tadesse & Muluye, 2021). Moreover, effective communication during the registration process is cited as a major determinant of satisfaction. A study by Kebede (2021) in Ethiopian public universities highlighted that the absence of timely information and unclear procedures led to student confusion and delays in completing registration, thereby lowering satisfaction levels.

Globally, it is increasingly evident that student satisfaction hinges on four major aspects of the registration process: accessibility, clarity of information, system usability, and staff responsiveness (Wang & Liao, 2019). Institutions that invest in digital tools, streamline bureaucratic steps and gather continuous student feedback tend to score higher in satisfaction ratings. Therefore, assessing student satisfaction with the registration process at Bindura University of Science Education requires benchmarking against these global practices and standards. Understanding

gaps from a student perspective will inform efforts to redesign the process in a way that enhances efficiency, reduces frustration and aligns with international service quality trends.

2.3.1 Student satisfaction at the initial registration processes in European Universities

Student satisfaction is a central measure of institutional quality in European higher education. Douglas et al., (2016), noted that the initial registration process—being the first administrative experience for incoming students—is increasingly seen as a determinant of both immediate and long-term student perceptions. Most European universities, have had a transition from paper-based to digital registration systems and this has significantly influenced service delivery and satisfaction outcomes.

Studies from the UK, Germany and the Netherlands emphasize the importance of efficiency, accessibility, and communication in registration services. Maringe and Gibbs (2016) noted that in UK universities, prompt communication, clarity of procedures and availability of support services during registration were among the strongest predictors of student satisfaction. Similarly, with research by Schreurs and Dumbraveanu (2017), who reported that Dutch universities that offer multilingual and mobile-compatible registration systems experience fewer delays and higher student approval ratings.

In Germany, the adoption of centralized online portals has allowed students to complete their registration process remotely and independently, which has minimized campus congestion and administrative backlog. A survey conducted by Kornbluth & Kushnir, (2024). found that over 75% of first-year students preferred online systems due to ease of access and faster processing times. However, they also noted that inadequate user support and poor interface design could still negatively affect satisfaction levels.

The European Commission (2020) also highlights the push for digitally inclusive universities under the European Higher Education Area (EHEA). The Digital Education Action Plan (DEAP) encourages the implementation of student-centred administrative platforms to promote equity, transparency and responsiveness. Moreover, research by Pilkington and Hanif (2017) stresses the importance of user experience (UX) in educational portals. They found that students respond positively to platforms that are intuitive, well-organized, and responsive to feedback. In contrast, delays in login credentials, system downtime, or lack of human backup lead to frustration, especially during orientation weeks. Despite these advancements, disparities remains, as noted by

Ivanova, (2018), some Eastern European universities still struggle with fragmented systems and language barriers that impact registration satisfaction. These challenges reveal the need for continued investment in digital infrastructure and training. The European experience offers key insights, as they help in benchmarking against best practices such as real-time support, clear instructions, multilingual access and platform integration. This will help BUSE align its registration processes with global service standards and improve student satisfaction.

2.3.2 Student satisfaction at the initial registration processes in Asian Universities

In Asia, the transformation of university registration systems has been a central part of broader efforts to digitalize higher education. Ng (2017), noted that a growing student population and increasing demand for efficient services, institutions across countries like China, India, Malaysia and South Korea have implemented diverse strategies to enhance the initial registration experience. Student satisfaction in this context is closely tied to factors such as speed, transparency, system accessibility and the availability of support during registration.

In China, universities have adopted centralized, cloud-based systems allowing students to register online, upload documents and access academic calendars. Zhang et al. (2019) found that these platforms significantly reduced in-person traffic and improved student satisfaction, especially when combined with mobile-friendly interfaces. However, the study also emphasized that students expected fast-loading systems and real-time support to be fully satisfied.

Similarly, in India, Kumar and Bhatia (2021) examined student experiences in public universities transitioning from manual to hybrid (semi-digital) registration models. They observed that while online components improved efficiency, poor internet infrastructure and limited digital literacy negatively impacted overall satisfaction levels, particularly in rural campuses. Malaysia has been at the forefront of student-centered administrative transformation in Southeast Asia. A study by Hassan et al. (2018) found that effective communication, real-time assistance (using chatbots or help desks), and mobile compatibility were major contributors to high satisfaction scores among new students during registration. Furthermore, they observed that universities using pre-registration orientation modules improved students' understanding and engagement with the process.

In South Korea, the focus has been on automation and integration, where registration systems are linked to other student services such as accommodation, course enrolment and ID generation. According to Lee and Jung (2016), such integration streamlines the student journey and reduces stress, especially for international students unfamiliar with local systems. Across Asia, there is a consistent pattern that is universities that combine user-friendly digital platforms with clear communication and responsive support tend to record higher levels of student satisfaction with registration (Rahman et al., 2020). These insights are critical for institutions like BUSE, which seek to enhance student experiences by modernizing administrative systems.

2.3.3 Student satisfaction at the initial registration processes in Sub-Saharan Africa Universities

In Sub-Saharan Africa, the quality of administrative services in higher education—especially the initial registration process—has become a key component of efforts to enhance student satisfaction and institutional efficiency. The registration experience plays a critical role in shaping student perceptions of institutional reliability, responsiveness and preparedness (Tadesse & Muluye, 2020). In many universities across the region, the registration process is often characterized by long queues, fragmented communication and lack of digital integration (Kigongo & Naluwemba, 2019). These issues negatively impact student satisfaction, especially among first-year students who often lack familiarity with institutional systems.

Kenyan universities have adopted hybrid systems—mixing manual verification with online registration tools. Mwangi et al. (2021) found that where institutions provided orientation programs and help desks during the registration period, student satisfaction was significantly higher. The availability of timely communication through Short Message/Messaging Service (SMS) and email notifications further contributed to smoother student experiences. Despite progress, challenges such as limited digital literacy, poor internet connectivity and administrative bottlenecks continue to affect satisfaction levels across many institutions in the region (Tadesse & Muluye, 2020). As such, the literature highlights the need for a student-centered approach to registration, supported by investment in infrastructure, training and continuous feedback systems. These insights underscore the importance of assessing student satisfaction to identify specific pain

points in the initial registration process. Aligning systems with best practices from leading universities in Sub-Saharan Africa could lead to better outcomes and student trust in Zimbabwe.

Akomolafe and Ibijola (2017) in Nigerian universities revealed that manual and semi-digital registration systems were prone to errors, delays and congestion. Students expressed dissatisfaction with unclear instructions, limited support and poor coordination between departments. These findings are echoed in Ugandan universities, where a study by Kigongo and Naluwemba (2019) found that although many institutions had introduced online portals, weak infrastructure and lack of user support limited their effectiveness. On the other hand in South Africa, progress has been more visible. According to Moutlana and Letseka (2016), institutions such as the University of Pretoria and Stellenbosch University have implemented fully digital registration systems that provide real-time updates, mobile access and streamlined payment integration. These systems have led to measurable improvements in student satisfaction and reduced dropouts during registration.

2.3.4 Student satisfaction at the initial registration processes in Southern Africa Universities

In Southern Africa, student satisfaction with university administrative systems, particularly the initial registration process, has gained increasing attention as institutions strive to improve student retention and experience. Mutula & Makondo, (2016), noted that the registration period serves as a first impression for new students and inefficiencies in the process often lead to frustration and negative perceptions of institutional effectiveness. In South Africa, many public universities have made significant strides in digitizing registration systems. Institutions like the University of Cape Town and the University of Pretoria have introduced self-service registration portals, SMS notifications and pre-arrival document uploads to ease congestion (Moyo & Dube, 2019). These innovations have contributed to increased levels of student satisfaction, especially when accompanied by proper user support and communication during the registration window (Letseka and Pitsoe, 2018).

However, other institutions in countries like Namibia, Botswana and Zimbabwe continue to face challenges due to weak infrastructure, bureaucratic delays and poor communication channels. In a study conducted at the University of Namibia, Shilongo and Kanyenze (2020) observed that many students expressed dissatisfaction with long waiting times, lack of real-time updates and

system errors during registration. In Zimbabwe, Chigora and Zvavahera (2021) found that despite attempts to modernize registration at selected universities, the process remains labour-intensive, with students often required to visit multiple offices physically. This fragmented approach significantly reduces satisfaction, especially among first-year students who are unfamiliar with administrative procedures. The study emphasized the importance of integrating registration, payment and academic advising into a single digital platform.

Zambian universities also face similar challenges. Mumba and Simukanga (2017) noted that although the University of Zambia introduced an online registration system, low ICT literacy and inconsistent access to internet services remain key barriers to student satisfaction. The authors stress that digital tools alone are insufficient unless supported by adequate training and responsive technical assistance. Overall, the literature across Southern Africa suggests that student satisfaction with registration systems is largely influenced by ease of use, transparency, support availability and digital infrastructure (Moyo & Dube, 2019). Thus other institutions should address these factors through a student-centred and tech-enhanced registration model which could significantly improve satisfaction levels.

2.3.5 Student satisfaction at the initial registration processes in Zimbabwe's Universities

In Zimbabwean universities, the initial registration process is one of the most critical touch points in the student journey. The efficiency clarity, and accessibility of this process directly influence students' overall satisfaction and perception of institutional quality (Zvavahera & Chigora, 2020). Zvavahera and Chigora (2020) found that while some universities have implemented e-portals and online registration, students still face difficulties such as unstable systems, lack of technical support, and unclear registration timelines in Zimbabwe. Their study concluded that student satisfaction is heavily influenced by the simplicity, speed and transparency of the process.

Another challenge noted in Zimbabwean universities is the lack of integration between registration, finance and academic departments. Chinamasa and Chavhunduka (2021) emphasized that students are often required to get physical signatures or approvals from multiple departments, which slows down the process and leads to bottlenecks. As universities transition toward digital systems, challenges such as limited infrastructure, lack of user support and fragmented communication continue to affect the effectiveness of registration.

Studies conducted across public institutions in Zimbabwe have revealed persistent dissatisfaction among students due to long queues, poor coordination and repetitive manual steps during registration. Musingafi et al. (2016) observed that despite efforts to adopt ICT-based systems at institutions like the University of Zimbabwe (UZ) and Midlands State University (MSU), most students still undergo partially manual registration that involves queuing at multiple offices. Efforts to streamline registration have seen some success at institutions like the National University of Science and Technology (NUST), where hybrid systems combining online registration and in-person verification have reduced congestion and improved satisfaction levels (Mataruse, 2018). However, scalability and system resilience remain areas of concern. The overall evidence suggests that improving registration systems in Zimbabwean universities requires a multi-faceted approach that includes technological upgrades, process simplification, user support and clear communication. Assessing and addressing these factors will be essential in improving the student experience.

The initial registration process in Zimbabwe's state universities remains a critical factor influencing student satisfaction and their overall academic experience. This process, which often marks the first formal interaction students have with the university, significantly shapes their perception of institutional efficiency and service quality (Musingafi, Zebron, & Chaboneka, 2016). Inefficient registration procedures have been linked to student dissatisfaction, affecting retention and academic performance (Zvavahera & Chigora, 2020).

Studies across Zimbabwean state universities such as the UZ, MSU, and BUSE indicate that the registration process is often hampered by logistical challenges. These include long queues, unclear communication about required documentation and lack of sufficient technical infrastructure to support digital registration (Nyikadzino & Dube, 2019). In their research at Bindura University of Science Education (BUSE), Nyikadzino and Dube (2019) highlighted that many students expressed frustration with inconsistent communication and delays in confirmation of registration. The study recommended centralizing the registration process and improving system reliability through investment in server capacity and training of administrative staff.

Despite attempts to digitize the process through e-portals and online platforms, there remains a gap in user experience and system reliability (Mataruse, 2018). The intermittent nature of internet access and inadequate training of both staff and students contribute to low satisfaction levels.

Zvavahera and Chigora (2020) emphasized that communication inefficiencies, such as the inconsistent dissemination of registration information via SMS, emails and notice boards, negatively impact the smoothness of the process and consequently student satisfaction. Moreover, integration issues between administrative departments complicate registration, leading to repeated visits and verification procedures. McConvey, Guha & Kuzminykh., (2023) found that this lack of coordination is a significant source of frustration among students in Zimbabwean universities, negatively affecting their overall registration experience.

In light of these findings, scholars recommend a holistic approach that involves technological enhancement, clear and timely communication, and process re-engineering to reduce bottlenecks (Musingafi et al., 2016; Nyikadzino & Dube, 2019). Streamlining registration processes not only improves efficiency but also has a direct positive correlation with student satisfaction and institutional reputation (Zvavahera & Chigora, 2020). The initial registration process at Zimbabwean state universities is a fundamental step that significantly influences student satisfaction and their academic engagement (Musingafi, Zebron, & Chaboneka, 2016). This process serves as a first impression of university administrative services and affects students' motivation and trust in institutional management (Zvavahera & Chigora, 2020). However, evidence from various studies suggests that many students are dissatisfied with the registration procedures due to inefficiencies and poor service delivery.

Challenges such as prolonged waiting times, inadequate communication and lack of clarity regarding registration requirements are commonly reported. Chinamasa and Chavhunduka (2021) highlighted that the disjointed nature of administrative tasks across departments forces students to make multiple visits, resulting in frustration and fatigue. Such inefficiencies contribute to a negative registration experience, which can lower students' overall satisfaction and affect their academic morale. Digitization efforts aimed at improving registration processes are underway in many institutions, including BUSE, the UZ, and MSU (Mataruse, 2018). However, these initiatives are often hindered by technical challenges such as unstable internet connectivity, limited ICT infrastructure and inadequate training for both staff and students (Nyikadzino & Dube, 2019). These factors limit the effectiveness of online registration platforms, forcing many universities to revert to manual or hybrid registration systems that still suffer from delays and errors.

Studies also show that the physical environment during registration—such as overcrowded spaces, insufficient seating and poor signage—affects students' comfort and patience levels (Musingafi et al., 2016). Poorly organized registration venues further complicate an already stressful process, detracting from the overall student experience. Research suggests that successful transformation of the registration process should adopt a student-centered approach, emphasizing ease of use, transparency, and support (Nyikadzino & Dube, 2019). This includes investing in robust digital platforms, streamlining procedures to reduce unnecessary steps and enhancing communication strategies to provide timely and clear information. Additionally, continuous feedback mechanisms where students can report challenges and suggest improvements are essential for refining the registration system (Chinamasa & Chavhunduka, 2021). Ultimately, improving the registration experience at State Universities, will not only increase student satisfaction but also contribute to better academic performance and retention rates by reducing initial administrative barriers (Zvavahera & Chigora, 2020).

2.4 Communication channels effect on registration efficiency in Universities

Effective communication channels are critical in enhancing registration efficiency in universities worldwide. The initial registration process requires timely, accurate and accessible information dissemination to students to ensure smooth and efficient enrolment (Smith & Wilson, 2018). Various communication modes such as emails, notice boards, SMS and online portals (e.g., Eportals) have been adopted by universities to improve student awareness and participation in registration activities Schmidt & Weber, 2018).

Studies indicate that emails remains a predominant tool for university communication due to its formal nature and capacity to convey detailed information (Larsen & Pedersen, 2019 : Johnson & Lee, 2019). However, its effectiveness depends on students' regular access and attention to their university email accounts. Research by Adeyemi and Oladipo (2020) in Nigerian universities showed that despite widespread use, email communication had limited reach to students unfamiliar with digital platforms, Müller & Braun, 2020, noted that this impacts registration efficiency.

The use of SMS notifications has gained prominence for its immediacy and high open rates (Muller et al., 2019). SMS alerts serve as reminders for registration deadlines and provide short, direct instructions that improve student responsiveness. Nguyen and Tran (2021) in Southeast Asian

universities demonstrated a 20% increase in on-time registrations after implementing SMS campaigns alongside traditional communication.

Notice boards, though considered traditional, remain relevant especially in universities where digital penetration is low or uneven (Kariuki & Wambua, 2018). Physical notices strategically placed in high-traffic areas help reach students who may lack reliable internet access. However, their static nature limits real-time updates and interactivity, which can lead to missed or outdated information (Okeke, 2019).

The emergence of Electronic portals (E-portals) and online registration platforms has revolutionized the registration process by integrating information dissemination with transactional capabilities (Garcia & Patel, 2020). Universities with well-designed E-portals provide students with one-stop access to registration forms, guidelines and real-time updates, which significantly improve registration efficiency and satisfaction (Hassan & Shamsudin., 2024). Nevertheless, the success of these platforms is contingent on ICT infrastructure, digital literacy and continuous technical support. Research in universities by Müller and Schwarz (2018) emphasized that a multi-channel communication strategy, combining email, SMS and online platforms, offers the best outcomes in reaching diverse student populations and minimizing registration delays. The integration of communication tools enables redundancy, ensuring students receive key messages through their preferred channels, thereby enhancing overall efficiency.

The effectiveness of communication channels in improving registration efficiency depends on context-specific factors such as student access to technology, digital literacy and the university's ICT capabilities. Institutions that adopt a blended communication approach—leveraging digital and traditional media—tend to achieve higher registration efficiency and student satisfaction.

2.4.1 Communication channels effect on registration efficiency in European Universities

Email remains one of the most widely used tools for official communication in higher education institutions in Europe, due to its convenience and ability to deliver comprehensive information (Larsen & Pedersen, 2019). However, studies suggest that the effectiveness of email communication depends on students' timely checking and responsiveness, with some reports indicating occasional delays in email engagement that affect registration completion rates (Müller & Braun, 2020).

Notice boards serve as an important communication channel in many European universities, especially in institutions where physical presence remains high. According to NGO., (2025), strategically placed notice boards continue to provide immediate, visible updates to students, especially in faculties or campuses where digital penetration is limited. However, their static nature and limited interaction reduce their overall impact on accelerating registration processes.

European studies have demonstrated that SMS reminders significantly improve registration deadlines adherence by providing students with concise, timely alerts (Kovacs & Szabo, 2018). A research conducted at Hungarian universities showed that SMS communication increased on-time registrations by approximately 15%, indicating the channel's effectiveness in complementing email notifications (Horvath & Toth, 2021).

The introduction of E-portals and online registration systems represents a significant advancement in registration efficiency. These platforms integrate information dissemination with actual registration transactions, enabling students to self-register, access real-time updates and receive instant feedback (Schroeder et al., 2019). Research in German universities found that E-portals reduced registration errors and administrative workload by up to 30%, significantly improving overall efficiency (Klein & Mayer, 2020). However, the success of these platforms depends on robust ICT infrastructure and user-friendly interfaces, as well as adequate training for students and staff (Fischer & Lang, 2021).

Furthermore, Müller and Schwarz (2019) highlight that a multi-channel communication strategy, combining email, SMS, notice boards and online portals, is optimal in addressing diverse student preferences and improving registration outcomes. This integrated approach ensures redundancy, thereby increasing the likelihood that critical registration information reaches all students effectively. European universities demonstrate that leveraging a combination of digital and traditional communication channels enhances registration efficiency and student satisfaction. Continuous improvements in ICT infrastructure, coupled with strategic communication planning, remain key to transforming registration processes in higher education settings.

2.4.2 Communication channels effect on registration efficiency in Asian Universities

Institutions have adopted diverse methods such as email, notice boards, SMS and online portals (Eportals) to optimize the initial registration process and reduce administrative bottlenecks in Asian universities (Chen & Lee, 2018). Email communication remains a primary channel due to

its ability to deliver detailed registration instructions and updates. In Asian universities, email effectiveness is influenced by students' digital literacy and their regular checking habits (Kumar & Singh, 2019). Studies at Indian and Malaysian universities indicate that while email is widely used, delays in student responses sometimes affect the overall registration timeline (Wong & Lim, 2020).

On the other hand notice boards continue to play an important role, especially in regions or campuses where access to digital technologies may be inconsistent. Research in Nepalese universities highlights that physical notice boards offer immediate, visible communication but are limited by their static nature and dependency on students' physical presence (Shrestha, 2017). Therefore, reliance solely on notice boards may not sufficiently enhance registration efficiency.

SMS messaging has gained prominence as a rapid and direct communication channel. Several Asian universities, including those in the Philippines and Indonesia, report significant improvements in registration adherence due to SMS reminders, which prompt students about deadlines and required documentation (Tan et al., 2018). Empirical data suggests SMS communication improves registration completion rates by 10-20% (Rahman & Abdullah, 2021).

Eportals and integrated online registration systems have revolutionized the registration landscape in Asia. Universities in South Korea and Japan have implemented robust Eportal platforms enabling real-time updates, self-service registration, and automated confirmation messages (Park & Kim, 2019). These systems reduce manual errors, cut down queues, and provide students with convenient access to registration information (Suzuki & Nakamura, 2020). However, challenges remain in ensuring equitable access and sufficient training for all students to fully utilize these platforms (Liu & Chen, 2021).

A study by Ahmed and Zhang (2019) emphasized the importance of adopting a multi-channel communication approach to cater to diverse student needs and preferences. Combining emails, SMS, notice boards and E-portals leads to redundancy and higher registration efficiency, as supported by evidence from universities in China and Bangladesh. Asian universities show that strategic use of varied communication channels positively influences registration efficiency. Digital tools, especially E-portals and SMS, have transformed traditional methods, but integrating these with conventional channels remains essential to maximize student reach and satisfaction.

2.4.3 Communication channels effect on registration efficiency in African Universities

Various modes such as email, notice boards, SMS, and online portals (Eportals) have been adopted to streamline the initial registration process (Munyaka & Waweru, 2018). Email communication is widely used across African universities due to its ability to convey detailed and timely information. However, challenges such as inconsistent internet access and low email engagement among students can limit its effectiveness (Okello & Achieng, 2019). Studies in Kenyan and Ugandan universities highlight that while emails provide essential registration updates, their impact on efficiency depends largely on students' digital literacy and connectivity (Amwoka et al., 2020).

Notice boards remain a traditional but important communication method, especially in institutions where digital access is limited. In Nigerian and Tanzanian universities shows that physical notice boards are still relied upon for immediate visibility of registration information but often lead to information gaps for students who miss posted updates (Ojo & Mwansa, 2017). This limitation affects the overall registration efficiency, particularly during peak registration periods.

SMS messaging has emerged as a powerful tool in African higher education settings. Universities in Ghana and Zambia have reported significant improvements in registration compliance and reduced delays through the use of SMS reminders (Badu et al., 2018). SMS is particularly effective due to its wide accessibility, including among students in rural areas with limited internet. Empirical evidence shows that SMS notifications can increase on-time registration by up to 25% (Chikasha & Simukanga, 2021).

The introduction of E-portals has been transformative in enhancing registration processes. Institutions such as the University of Cape Town (UCT) and Makerere University in Uganda have implemented Eportal systems allowing students to complete registration online, access real-time updates and receive immediate confirmation of registration status (Ndlovu & Moyo, 2020). These systems reduce administrative workload, eliminate physical queues and improve accuracy in data handling. Nevertheless, challenges like infrastructural limitations and digital divide remain barriers to full utilization (Kabwe et al., 2019).

Recent studies advocate for an integrated communication approach combining emails, SMS, notice boards and Eportals to maximize reach and efficiency (Kassahun & Bekele, 2021). Such multi-channel strategies accommodate diverse student preferences and overcome access limitations,

leading to enhanced registration outcomes. African universities are increasingly leveraging various communication channels to improve registration efficiency. While digital platforms like Eportals and SMS demonstrate the greatest impact, blending these with traditional methods remains essential for comprehensive student engagement and satisfaction.

2.4.4 Communication channels effect on registration efficiency in Sub-Saharan African Universities

In universities across Sub-Saharan Africa, channels including email, notice boards, SMS and Eportals, facilitate the dissemination of critical information during the registration period, thereby reducing delays and improving student satisfaction (Munyaka & Waweru, 2018). Email is widely used as a communication tool in many universities, however, its effectiveness depends on reliable internet connectivity and students' digital literacy (Okello & Achieng, 2019). Studies in Kenyan universities highlight that while email can deliver comprehensive registration instructions, challenges such as delayed responses and limited access reduce its overall impact on registration efficiency (Amwoka et al., 2020).

Notice boards remain a traditional and accessible means of communication, especially in universities where digital infrastructure is still developing. In Nigerian and Tanzanian universities, physical notice boards are often used to display registration information, although they are limited by their static nature and potential for information to be overlooked. This affects the timeliness and efficiency of the process (Bahadur., 2024).

SMS messaging has become a critical communication channel due to its wide reach and immediacy. Universities in Ghana and Zambia have successfully implemented SMS notifications to remind students of registration deadlines and requirements, significantly improving punctuality and compliance (Badu et al., 2018). SMS's ability to reach students regardless of internet access has made it an indispensable tool in enhancing registration efficiency in the Sub-Saharan context (Chikasha & Simukanga, 2021).

Eportals represent a more advanced digital communication channel, enabling students to register online, access real-time updates and receive instant feedback. Universities like the University of Cape Town and Makerere University in Uganda have reported increased registration efficiency and reduced administrative burdens following Eportal adoption (Ndlovu & Moyo, 2020). Despite

these advantages, infrastructural challenges and digital literacy gaps continue to limit Eportal effectiveness in some regions (Kabwe et al., 2019). An integrated communication strategy combining email, SMS, notice boards and Eportals is most effective in addressing the diverse needs of students and ensuring registration efficiency (Kassahun & Bekele, 2021). This multi-channel approach allows universities to mitigate access limitations and reinforce critical registration information through multiple touch points. As communication channels have a substantial effect on the registration efficiency in Sub-Saharan African universities. SMS and Eportals have shown significant positive impacts, their effectiveness is maximized when combined with traditional methods like notice boards and supplemented by email communication.

2.4.5 Communication channels effect on registration efficiency in Southern African Universities

Communication channels play a crucial role in enhancing the efficiency of university registration processes in Southern Africa. Various modalities such as email, notice boards, SMS and Eportals have been employed to improve communication between university administration and students, with the aim of streamlining registration and increasing student satisfaction (Moyo & Ndlovu, 2018). Email communication is widely adopted across Southern African universities due to its cost-effectiveness and ability to reach students with detailed information. However, Maphosa and Chimbari (2019) noted that inconsistent internet access and delayed email responses can hamper the effectiveness of this channel in rural and underserved areas. Despite these challenges, universities like the University of KwaZulu-Natal (UKZN) report that email remains a vital tool for communicating registration deadlines and updates (Zondo & Mokoena, 2020).

Notice boards, though traditional, remain relevant, especially where digital infrastructure is limited. At the University of Zimbabwe, physical notice boards continue to serve as key information points during registration, yet their static nature means information can sometimes be missed or outdated quickly (Chikafa, 2017). Studies show that students still rely heavily on this method alongside digital communications, suggesting a hybrid approach is necessary (Ncube & Sithole, 2018).

SMS messaging has emerged as a powerful channel due to its immediacy and high accessibility. In universities such as the University of Botswana and the University of Namibia, SMS notifications have been successfully used to send reminders and alerts about registration schedules,

reducing late registrations and administrative bottlenecks (Sekgala & Malima, 2019). The high mobile penetration rate in Southern Africa underpins the effectiveness of SMS as a communication tool (Phiri & Makatjane, 2021).

Eportals represent an advanced communication and registration platform that provides students with real-time access to registration information and the ability to complete registration online. Institutions like the University of Cape Town (UCT) and the University of Pretoria have reported significant improvements in registration efficiency and student satisfaction following the implementation of Eportals (Dube & Gumbo, 2020). However, infrastructural constraints, digital literacy gaps, and intermittent power supply remain barriers to universal adoption in the region (Masunda & Zimba, 2018). Moyo and Ndlovu (2018) emphasize that integrated communication strategies leveraging both traditional and digital channels are key to improving the registration experience and overall student satisfaction in Southern African universities.

2.4.6 Communication channels effect on registration efficiency in Zimbabwe's Universities

Zimbabwean universities have adopted various communication channels, including email, notice boards, SMS and electronic portals (Eportals), have been adopted to facilitate timely and accurate dissemination of registration information, thereby improving overall student satisfaction (Chivasa & Mutsvangwa, 2018). Despite this, universities like the UZ have reported that email communication plays a vital role in reminding students of registration deadlines and procedural changes (Sibanda & Moyo, 2020). Traditional notice boards continue to be a prominent communication medium, particularly in campuses with limited digital infrastructure. Universities like Great Zimbabwe University still rely on notice boards as part of a multi-channel communication strategy (Ndlovu & Dube, 2019). Chikafa and Mlambo (2017) highlight that while notice boards provide essential information in visible locations, their static nature means they may not always reflect real-time updates, leading to occasional misinformation during peak registration periods. Nonetheless, students still rely on physical notices in combination with digital channels to navigate the registration process effectively (Ndlovu & Dube, 2019).

SMS communication has been increasingly embraced for its immediacy and wide reach. In Zimbabwean universities such as MSU and Zimbabwe Open University (ZOU), SMS have been used to reduce late registrations and improve compliance with registration timelines (Maphosa & Nyikahadzoi, 2021), SMS notifications have been effectively used to send registration reminders

and important alerts, significantly reducing the number of late registrations and alleviating congestion during registration periods (Maphosa & Nyikahadzoi, 2021). The high mobile phone penetration in Zimbabwe supports SMS as a reliable communication tool (Chitiyo & Nyoni, 2020).

The implementation of Eportals has marked a significant step towards digitizing the registration process. Eportals have revolutionized the registration process by enabling online registration, reducing queues, and improving administrative efficiency. BUSE, GZU and other state universities like Chinhoyi University of Technology (CUT) have adopted Eportals to streamline the registration process, which has contributed significantly to improved registration efficiency and student satisfaction (Gutu & Ncube, 2018). However, infrastructural challenges such as unreliable internet connectivity and limited computer access continue to hinder optimal usage (Mutasa & Gumbo, 2021), though this has led to notable improvements in registration efficiency and student satisfaction (Gutu & Ncube, 2018). More so challenges such as intermittent power supply and limited digital literacy among some students remain obstacles to full adoption (Mutasa & Gumbo, 2021).

Email communication is frequently used to share detailed registration information, deadlines, and updates with students. However, challenges related to inconsistent internet access and limited digital literacy among some students have affected the efficiency of email communication in Zimbabwean universities (Moyo & Chitungo, 2019). Despite these challenges, the University of Zimbabwe and Midlands State University continue to rely on email as a primary communication tool for registration purposes (Sibanda & Moyo, 2020). Communication channels are critical in facilitating an efficient and effective student registration process at institutions such as BUSE. Efficient dissemination of registration information through multiple communication platforms enhances student engagement and satisfaction (Chikafa & Mlambo, 2018).

2.5 Registration efficiency and student satisfaction relationship in Universities

The relationship between registration efficiency and student satisfaction is a critical aspect of higher education administration globally. Efficient registration processes are linked to positive student experiences, which ultimately influence overall satisfaction and retention rates (Johnson & Kumar, 2018). Registration efficiency refers to the ease, speed, accuracy and transparency of the process through which students enroll in their courses and programs (Smith et al., 2019).

Research consistently shows that universities with streamlined registration systems report higher levels of student satisfaction, as inefficiencies such as long waiting times, system errors and unclear procedures often lead to frustration and disengagement (Brown & Lee, 2020).

In multiple universities across Europe and North America revealed a strong positive correlation between registration efficiency and student satisfaction (Ahmed and Malik, 2018). They noted that universities adopting online registration portals with real-time updates experienced fewer complaints and higher student trust in administrative services. The integration of digital technologies, such as automated E-portals, mobile applications and electronic payment systems, has enhanced registration efficiency and subsequently student satisfaction (Nguyen et al., 2020). Universities that utilize user-friendly platforms with intuitive interfaces and robust backend support reduce processing errors and improve speed, directly impacting students' positive perceptions (Patel & Desai, 2019). However, Patel and Desai (2019) caution that technology alone does not guarantee satisfaction; clear communication and support during registration are equally important.

Transparency in the registration process—including clear timelines, requirements and feedback mechanisms—also plays a crucial role in student satisfaction (Olson & Morrison, 2017). Olson and Morrison's (2017) research in Australian universities showed that students who received prompt feedback and status updates during registration reported higher satisfaction levels, irrespective of minor technical glitches. Despite advancements, challenges such as system downtime, inadequate staff training and resistance to change hinder registration efficiency in some institutions (Khan et al., 2019). These issues were evident in universities in Asia and Africa, where infrastructural limitations impact the smooth operation of registration systems, often leading to dissatisfaction (Singh & Ram, 2021). Modern universities focus on designing student-centered registration processes that incorporate user feedback and continuous improvement cycles to enhance efficiency and satisfaction (White & Chen, 2022). According to White and Chen (2022), engaging students during the redesign of registration platforms fosters a sense of ownership and trust in institutional processes.

2.5.1 Registration efficiency and student satisfaction relationship in European Universities

The efficiency of the student registration process has been identified as a key determinant of student satisfaction in European universities. Registration efficiency refers to the speed, ease and

accuracy of enrolling students in their courses, which directly influences their overall academic experience (Jones & Smith, 2018). In Europe, universities have increasingly prioritized improving administrative processes, recognizing the link between efficient registration and enhanced student satisfaction (Müller et al., 2019). Jones and Smith (2018) conducted a multi-country study across universities in the UK, Germany and the Netherlands, finding a positive correlation between streamlined registration procedures and high student satisfaction levels. The study highlighted that reduced waiting times, minimal paperwork, and clear guidance contribute to better student perceptions of institutional efficiency.

Müller et al. (2019) emphasized that inefficiencies such as system downtime, confusing registration steps and lack of real-time support lead to student frustration, lowering satisfaction scores. Their research across several European institutions revealed that universities investing in digital registration platforms reported a significant increase in student satisfaction by 15% compared to those relying on manual systems. Digital transformation in registration processes is a common theme in European higher education. According to Fernandes and Oliveira (2020), universities adopting user-friendly online registration portals, combined with proactive communication via emails and SMS, enhance the transparency and convenience of the registration process, thus improving student satisfaction. Their study of Portuguese universities found that registration systems integrated with real-time feedback mechanisms reduced errors and allowed students to track their registration status, which boosted confidence and satisfaction.

Petrova and Ivanov (2017), who examined Eastern European universities and concluded that electronic registration systems not only improve operational efficiency but also empower students by providing 24/7 access to registration information, reducing anxiety and dissatisfaction. Beyond the technical aspects, the availability of support services during registration is crucial. Swedish universities that combined efficient registration systems with dedicated support teams to assist students during the process observed higher satisfaction levels (Larsson et al., 2021). This underscores that registration efficiency is not solely technological but also dependent on human factors. Despite advancements, some European universities face challenges such as system overload during peak registration periods and resistance to change among staff, which impact registration efficiency and student satisfaction negatively (Kovač & Jurić, 2018). These challenges

suggest that continuous improvement and staff training are essential for maintaining high satisfaction.

2.5.2 Registration efficiency and student satisfaction relationship in Asian Universities

In Asian universities, the efficiency of the student registration process plays a pivotal role in shaping students' perceptions of administrative effectiveness and overall institutional quality. Registration efficiency is defined by timely service delivery, accurate processing of information, accessibility of platforms and clear communication (Lim & Lee, 2018). Research across various Asian countries has shown a consistent positive relationship between streamlined registration processes and student satisfaction.

Asian universities, particularly in technologically advanced countries like South Korea, Singapore, and China, have leveraged automation and digitization to transform student services. Chinese universities that adopted centralized online registration portals reported a significant improvement in student satisfaction due to minimized queues, fewer manual errors and transparent systems (Zhang and Wang, 2019). Similarly, Lee and Kim (2020) conducted a study in South Korea and found that students rated their experience more positively when the registration systems were mobile-accessible, intuitive and supported by real-time help functions. This efficiency in service delivery increased trust in the institution and reduced registration-related anxiety.

A key factor contributing to registration efficiency is the usability of the system. In a study across several Indian universities, Patel and Sharma (2018) found that ease of navigation, response time and clarity of registration steps had a direct impact on student satisfaction. Students who experienced delays or lacked clarity during registration reported lower satisfaction levels, even when academic quality was rated highly. There is need for sufficient support during the registration period as this is critical. Al-Momani and Jamal (2020), noted that in Jordanian and Gulf universities, students valued timely updates via SMS or email and accessible help desks during the registration window. Efficient communication reduced confusion and contributed to higher satisfaction scores.

Despite progress, some universities in developing parts of Asia still face challenges such as limited digital infrastructure, over-reliance on paper-based processes, and insufficient staff training (Rahman & Nasir, 2019). These barriers hinder registration efficiency, resulting in student dissatisfaction, particularly during peak periods. According to Tan and Chew (2021), successful

universities in Asia continually review student feedback to optimize the registration process. Their case study in Malaysian public universities shows that involving students in evaluating system performance leads to innovations that increase both efficiency and satisfaction.

2.5.3 Registration efficiency and student satisfaction relationship in African Universities

In African universities, the efficiency of the initial registration process has increasingly become a focal point for enhancing student satisfaction and improving administrative service delivery. Efficient registration processes are generally characterized by reduced processing time, minimized errors, digital accessibility and adequate communication, which collectively influence student perceptions of service quality (Olayemi & Akinbode, 2019). Many African universities have made strides toward digitizing registration, Ngulube and Sibanda (2020) found that the adoption of e-registration systems in South African universities significantly reduced queues and increased student satisfaction. Their study noted that the ability to register remotely enhanced convenience and gave students a sense of institutional efficiency. In Nigeria, Igbokwe-Ibeto et al. (2019) demonstrated that universities using integrated student information systems experienced higher levels of satisfaction among newly registered students. These systems allowed for real-time updates, easy access to information and reduced human error, all contributing to an efficient process.

The effectiveness of registration communication also plays a key role, Kenyan universities showed that consistent communication through email, SMS and university portals correlates with increased transparency and satisfaction during the registration period (Kamau and Otieno 2021). Students who received timely instructions and updates felt more in control and less anxious about the process. Despite progress, several institutions across Africa still struggle with infrastructural and human resource limitations. Olayemi and Akinbode (2019) highlighted that unreliable internet connectivity, lack of ICT skills among staff and insufficient support structures continue to hinder the effectiveness of registration systems, particularly in rural or underfunded universities. Zimbabwean state universities, including BUSE, must continuously evaluate and improve registration systems by incorporating student feedback, automating routine tasks and ensuring system reliability. Their findings suggest that transforming registration processes not only improves student satisfaction but also enhances institutional reputation and retention rates.

2.5.4 Registration efficiency and student satisfaction relationship in Sub-Saharan Africa Universities

Administrative service quality in sub-Saharan African universities emphasized that registration is one of the most crucial touch points in the student journey (Chiteng Kot and Menon, 2017). Delays, overcrowding and lack of clarity during registration often result in dissatisfaction, while streamlined, technology-driven systems tend to improve the overall student experience. The efficiency of initial registration processes has emerged as a key determinant of student satisfaction in higher education institutions across Sub-Saharan Africa. Registration efficiency encompasses timely service delivery, user-friendly systems, adequate staffing and effective communication. The relationship between these factors and student satisfaction is well-documented in literature from the region.

Effective communication during the registration period also plays a crucial role. In Kenyan universities, Kamau and Otieno (2021) noted that timely updates via email, text or campus portals helped manage student expectations and reduced anxiety, thereby improving satisfaction. The authors emphasized that communication is not separate from registration efficiency but an integral component of it. Institutions that regularly gather feedback from students and revise registration protocols based on that feedback tend to report better outcomes. Mapolisa and Ncube (2020), in their study of Zimbabwean universities, concluded that registration reforms guided by student input lead to measurable improvements in satisfaction.

In many Sub-Saharan universities, administrative processes such as registration significantly influence students' perceptions of the overall quality of university services (Chiteng Kot and Menon, 2017). Their study revealed a strong correlation between the perceived efficiency of registration and levels of student satisfaction, particularly among first-year students. More so E-registration systems have been introduced in several universities to streamline processes. Ngulube and Sibanda (2020) found that universities in South Africa that implemented online registration platforms saw a marked improvement in student satisfaction. The digital systems reduced in-person congestion, enabled remote access and minimized human error—factors that directly contributed to enhance satisfaction. Delays and inefficiencies in registration continue to plague several universities in countries such as Nigeria, Kenya, and Zimbabwe. As noted in a study by Olayemi and Akinbode (2019) indicated that long queues, system downtimes, and unclear

instructions during registration significantly reduced satisfaction levels among students in many public universities.

2.5.5 Registration efficiency and student satisfaction relationship in Southern Africa Universities

The initial registration process in Southern African universities is a critical administrative function that significantly influences student satisfaction. Efficient registration systems—defined by ease of access, minimal delays, clear communication and supportive technology—are increasingly being adopted to enhance the student experience. In Southern Africa, the relationship between registration efficiency and student satisfaction has gained scholarly interest in recent years. Efficient registration also depends on effective communication. Mudzonga and Chigusiwa (2017) found that students in Zimbabwean state universities who received registration updates through SMS, notice boards and e-portals were more likely to complete the process on time and report higher satisfaction levels. The study emphasized the integration of multichannel communication as a core element of efficient registration.

In South African universities, digital transformation has been a driving force in improving administrative services. According to Ngulube and Sibanda (2020), institutions that adopted e-registration platforms reduced wait times and streamlined the enrolment process, which directly increased student satisfaction. Their findings showed that students appreciated the convenience and autonomy that digital systems provided during registration. Similarly, Mokone and Lekhetho (2019) studied registration practices at universities in Lesotho and found that digitized systems, when combined with supportive communication, improved student perceptions of institutional efficiency. They emphasized the need for continuous training of both staff and students to maximize the benefits of new registration technologies. In Botswana, Molefe and Marope (2018) highlighted that universities using student feedback to refine registration processes achieved higher satisfaction scores, their research demonstrated a positive correlation between the perceived efficiency of the registration process and students' satisfaction with broader university services, such as academic scheduling and access to support services.

2.5.6 Registration efficiency and student satisfaction relationship in Zimbabwe's Universities

In Zimbabwean state universities, the efficiency of the student registration process remains a central determinant of student satisfaction, particularly at the beginning of each academic semester. Registration efficiency is often influenced by the use of technology, administrative coordination, staffing levels and communication effectiveness. According to Mapolisa and Ncube (2020), student satisfaction in Zimbabwean public universities is strongly linked to how swiftly and effectively administrative processes—especially registration—are executed. Delays, unavailability of support staff and malfunctioning systems have been cited as major barriers to smooth registration processes. Their research at two state universities showed that institutions with streamlined registration procedures recorded higher student satisfaction levels.

Mawere and Taringa (2019) noted that the introduction of e-portals in some Zimbabwean universities, such as the UZ, BUSE, GZU and MSU, has helped improve efficiency by reducing physical queues and allowing students to register remotely. However, their study also revealed that the success of such systems depends on adequate ICT infrastructure and user support. Despite these gains, several Southern African universities still face challenges. Mapolisa and Ncube (2020) noted that in Zimbabwe, institutions like BUSE and others often experience system downtimes, long queues and administrative bottlenecks. These inefficiencies negatively impact student satisfaction, particularly during peak registration periods. Mandoga, Matswetu, and Mhishi (2017) on administrative service quality at Great Zimbabwe University highlighted the value of collecting student feedback to improve the registration process. The study found that student satisfaction was positively correlated with how responsive the university was to challenges raised during prior registration cycles.

Chikondo and Chadamoyo (2021) emphasized that poor communication and lack of timely information dissemination negatively affect students' experiences during registration. Their research at a state university found that clear, early communication (via SMS, email, or notice boards) significantly enhances the efficiency of the registration process and improves satisfaction levels. Despite technological advancements, some universities still struggle with frequent system downtimes, inadequate staff training and limited infrastructure. Dzimiri and Dube (2020) argued that unless universities invest in reliable systems and continuous process evaluation, registration inefficiencies will continue to affect student satisfaction adversely.

Students at BUSE have often cited delays, long queues and system breakdowns as major contributors to dissatisfaction during the registration period. Efficient service delivery, clarity of procedures and technological support are central to improving satisfaction. BUSE has adopted digital platforms such as the E-portal for registration. However, Sibanda and Mupfiga (2019) note that while the digital shift is a step forward, system outages and limited ICT literacy among new students often disrupt smooth registration. Their study highlights that improving system stability and providing guidance during registration boosts satisfaction levels. A study conducted by Chikodzi and Nyoni (2021) at Midlands State University, which shares operational similarities with BUSE, found that when students were kept informed of registration timelines and changes through SMS, notice boards and the university portal, the level of frustration decreased. This implies that registration efficiency is not only about technology but also about communication and queuing logistics. According to Ncube and Mutsau (2020), the presence of support staff and help desks during registration significantly improves the student experience. BUSE has implemented orientation sessions for first-year students, which have shown positive results in reducing confusion and enhancing perceptions of service delivery.

2.6 Waiting time and student satisfaction during registration in Universities

Waiting time during student registration has been widely studied as a determinant of service satisfaction in higher education institutions. Globally, universities recognize that prolonged waiting during registration—whether physical queues or online delays—negatively impacts students' first impressions and overall satisfaction with administrative services (Sultan & Wong, 2019). In a study conducted across several UK universities, Roberts and Styron (2018) revealed that students' satisfaction is significantly influenced by time spent navigating the registration system. Students expressed frustration with system lags and long processing queues, which affected their perception of institutional efficiency. The study found that perceived fairness and predictability of waiting times were more influential than the actual length of the wait. Similarly, in the United States, Hossain and Dwivedi (2020) examined how waiting times during digital registration influenced satisfaction at public universities. The research demonstrated that excessive digital load times, unresponsive systems and unclear progress updates led to dissatisfaction and increased stress among students, especially first-years.

Sugiarto and Kurniawan (2019), in their research on universities in Southeast Asia, emphasized that improving queue management strategies—like the implementation of virtual queues, time-slot scheduling, and real-time updates—can greatly reduce student anxiety and improve service perception. They found a strong positive correlation between shorter, well-managed queues and overall satisfaction. Globally, many universities have adopted mobile registration apps or web-based platforms with real-time support to reduce wait time complaints. In Australia, Rowley and Slack (2017) found that implementing real-time chatbot support during registration periods significantly decreased student complaints and improved feedback scores, particularly regarding waiting time.

2.6.1 Waiting time and student satisfaction during registration in European Universities

In European universities, the efficiency of administrative processes—particularly registration—has become an increasingly important factor influencing overall student satisfaction (Pecujlija et al., 2018). Registration waiting times, both physical and online, are perceived as a reflection of institutional effectiveness and student-centered service delivery.

A study by Kettunen (2017) in Finnish higher education institutions showed that students associate long waiting times with poor institutional organization. The research found that students who encountered shorter waiting periods during registration reported significantly higher satisfaction levels. Similarly, in Germany, Müller and Renz (2019) found that predictable and well-communicated registration timelines helped manage student expectations and improved satisfaction, even when actual wait times were moderate. In the United Kingdom, Roberts and Styron (2018) explored the impact of automated queue systems and online registration platforms. The integration of time-slot booking systems and instant feedback channels helped reduce perceived waiting times and increased student satisfaction, especially among international students unfamiliar with local registration norms.

Clear, timely communication was identified by Navarro et al. (2020) in Spanish universities as a mitigating factor in wait-time dissatisfaction. Their research indicated that when students were informed in advance about expected delays and registration stages, their satisfaction remained high despite actual wait durations. This highlights the role of transparency and expectation management in reducing the negative perception of wait times.

2.6.2 Waiting time and student satisfaction during registration in Asian Universities

In Asian universities, student satisfaction with administrative services—particularly the registration process—has gained prominence due to growing enrolment and digitalization demands. Waiting time has emerged as a significant factor affecting satisfaction levels, especially during critical on boarding periods such as initial registration (Wong & Soh, 2019). Indian university students perceive long wait times during registration as indicative of inefficiency and mismanagement (Pathania and Mishra, 2020). Their research found a negative correlation between waiting time and overall student satisfaction, especially when queue systems were unstructured or lacked digital support. Similarly, studies in Malaysian public universities by Latif and Yusof (2018) found that students expected fast, accurate and clear processes, as delays reduced their trust in administrative operations and created early frustration with the institution.

Asian universities have increasingly adopted e-registration systems to reduce waiting periods. In China, Zhou and Li (2021) observed that the introduction of mobile registration apps and automated time-slot allocations improved both service efficiency and satisfaction. Students appreciated systems that provided live updates on queue status or allowed them to complete pre-registration activities before arriving on campus. Clear communication about registration timelines was also found to buffer the negative effects of waiting. In Pakistani universities showed that proactive updates via SMS or university portals helped students manage expectations, even when delays occurred (Ahmed and Anwar, 2019). This aligns with broader findings that perceived fairness and transparency in waiting can moderate dissatisfaction (Lee & Lee, 2017).

2.6.3 Waiting time and student satisfaction during registration in African Universities

In African higher education institutions, administrative efficiency, particularly during registration, plays a crucial role in shaping student perceptions of service quality. Long waiting times have often been linked with negative experiences, leading to dissatisfaction and reduced trust in institutional processes (Aduke, 2017). In South African universities, Mokhele and Jita (2019) emphasized the role of proper communication in managing perceptions of waiting. The study showed that when students are well-informed about timelines and delays, their tolerance increases—even when actual waiting time remains high. This demonstrates that perceived fairness and transparency can soften dissatisfaction with delays.

In Nigerian universities prolonged waiting during registration negatively impacts students' first impressions and satisfaction levels (Mushtaq and Mubarik, 2019), as institutions with long queues

and manual processes reported lower student approval ratings. Similarly, in Kenya, a study by Kipkebut and Omondi (2020) found a strong inverse relationship between registration wait time and student satisfaction, with 68% of respondents citing delays as a source of stress and dissatisfaction. Some African universities have adopted digital platforms to minimize queues. In Tanzanian institutions, the introduction of online registration significantly reduced in-person waiting times, leading to improved student satisfaction (Mtebe and Raisamo, 2018). However, issues such as poor internet connectivity and system downtimes sometimes undermined these gains, highlighting the need for consistent ICT support.

2.6.4 Waiting time and student satisfaction during registration in Sub-Saharan Universities

Efficient registration processes are a key component of administrative service delivery in higher education institutions across Sub-Saharan Africa. Long waiting times during student registration remain a persistent challenge, often contributing to dissatisfaction and negative perceptions of university services (Mutisya & Makokha, 2017). A study conducted across public universities in Kenya, Kiptoo and Kanyiri (2019) found a statistically significant negative relationship between prolonged registration waiting times and student satisfaction. Students who spent more than two hours in queues reported higher levels of frustration and lower satisfaction with institutional efficiency. This finding aligns with earlier studies that link administrative delays to diminished student morale and poor institutional image.

Similarly, Musoke and Atwebembeire (2020) reported that in Ugandan universities, slow registration processes—exacerbated by manual systems—resulted in long queues and confusion, particularly for first-year students. These inefficiencies undermined students' confidence in university structures and reduced overall satisfaction scores. Several universities in Sub-Saharan Africa have introduced digital systems such as online portals and mobile registration to reduce congestion and improve service delivery. Odhiambo and Mwololo (2018) studied a university in Tanzania that implemented an e-registration platform, finding that students experienced shorter wait times and expressed higher satisfaction with the process. However, the researchers noted that system downtimes and lack of ICT literacy in rural populations still posed barriers to complete adoption. According to Muwonge et al. (2021), effective communication about expected wait times and registration procedures improves students' tolerance towards delays. Their survey of Rwandan institutions revealed that when students were kept informed via SMS and notice boards, even

longer waiting periods were more tolerable due to improved perception of fairness and transparency.

2.6.5 Waiting time and student satisfaction during registration in Zimbabwe's Universities

In Zimbabwean state universities, the registration period is often characterized by long queues, delayed processing and administrative bottlenecks, all of which contribute to student dissatisfaction. Registration waiting time has been identified as a key indicator of service quality in the higher education sector (Gwarinda & Muchengetwa, 2018). Satisfaction is also influenced by how well students' expectations are managed. Gutu and Chagwiza (2017) asserts that poor communication regarding deadlines, procedures and service hours intensifies the impact of wait time. Their study at GZU found that even when actual delays were not excessive, students reported dissatisfaction due to lack of updates or guidance.

A study conducted at the UZ by Chikasha and Mataruse (2019) found that students who experienced shorter wait times during the registration process rated their satisfaction significantly higher compared to those who faced prolonged delays. The research noted that the psychological impact of waiting, particularly among first-year students, led to increased anxiety and frustration, negatively affecting their perception of the institution. Similarly, research by Bwanya and Dube (2021) at MSU revealed that long queues, limited staff, and system downtimes during registration were major causes of student complaints. The study showed that over 70% of respondents believed that reducing wait time would greatly enhance their registration experience.

Bindura University of Science Education, like other state universities, has gradually adopted online registration platforms. However, access challenges and limited ICT infrastructure still result in partial digital usage, leading to hybrid systems that may not fully eliminate waiting time (Munyoka & Chikombingo, 2020). This inconsistency often results in bottlenecks, especially during peak periods. Waiting time during initial registration is a crucial determinant of student satisfaction in higher education. At BUSE, anecdotal evidence and institutional reviews have suggested that long queues, system delays and limited support staff have negatively influenced student experiences, especially during peak registration periods (Munyoka & Chikombingo, 2020).

According to Munyoka and Chikombingo (2020), students at BUSE reported high dissatisfaction with long in-person waiting periods caused by system inefficiencies and lack of real-time updates.

These delays disrupted the smooth transition into academic life and contributed to frustration and anxiety among first-year and returning students. Chitongo (2019) found in a survey of students across three Zimbabwean universities, including BUSE, that over 60% of students felt that their satisfaction with registration was directly linked to how long they had to wait to be served or access online platforms. Moreover, delays were often compounded by poor communication, lack of clear instructions and limited ICT support.

Although BUSE has introduced an online portal to ease the registration burden, Guvamatanga and Matongo (2018) argue that hybrid systems (online and manual) create confusion and increase administrative pressure, especially when portal glitches push students back to physical queues. Globally, Sohail et al. (2017), emphasized that student service environments that minimize perceived and actual wait times significantly boost satisfaction and institutional loyalty. These findings align with the BUSE context, where reducing registration delays has been linked with increased student morale and trust in administrative systems.

2.7 Theoretical frameworks

This study is grounded in two key theories Expectancy-Disconfirmation Theory (EDT) and the Technology Acceptance Model (TAM), both of which offer insights into student satisfaction and the role of systems used in the registration process. . Improvements in system design uses the TAM, managing student expectations, EDT was used in enhancing service delivery are key to transforming the registration process.

2.7.1 Expectancy-Disconfirmation Theory (EDT)

EDT suggests that satisfaction is determined by the gap between prior expectations and actual experiences (Oliver, 1980). Applied to the registration process at BUSE, students form expectations about the ease, speed and clarity of registration. If the actual experience falls short (e.g., long wait times or poor communication), dissatisfaction occurs. Conversely, when expectations are met or exceeded, satisfaction improves. Student satisfaction in administrative services is largely influenced by expectation disconfirmation, especially in processes involving queues, clarity of procedures and responsiveness (Santos and Bianchi, 2017).

Expectancy-Disconfirmation Theory, posits that satisfaction arises from the gap between user expectations and actual experiences (Oliver, 1980). When the registration process at BUSE fails to meet expectations—due to delays, lack of guidance, or system errors—students experience

negative disconfirmation, leading to dissatisfaction. When services exceed expectations, satisfaction is reinforced. Santos and Bianchi (2017) found that clear communication, timely service and efficient systems significantly affect students' satisfaction in higher education administrative processes.

2.7.2 Technology Acceptance Model (TAM)

TAM postulates that user acceptance of technology is driven by perceived usefulness and perceived ease of use (Davis, 1989). In the BUSE context, the e-portal and digital communication systems (e.g., SMS, email) are tools meant to enhance registration efficiency. If students find these systems easy to use and helpful in simplifying registration, their satisfaction increases. A study by Alharbi and Drew (2017) confirmed that students' acceptance of university information systems was directly related to their satisfaction with service delivery, reinforcing TAM's relevance in educational settings.

Together, EDT and TAM provide a strong theoretical lens for analyzing how registration efficiency, communication methods, and system usability influence student satisfaction at BUSE. TAM (Davis, 1989) explains how perceived ease of use and perceived usefulness determine acceptance of technology. In BUSE's case, the use of the student E-portal, email, SMS updates and online payment platforms directly impacts how students engage with the registration process.

2.7.2.1 Core Constructs of TAM

2.7.2.1 Perceived Usefulness (PU)

The degree to which a person believes that using a particular system will enhance their job or task performance. In BUSE's context, if students believe that the E-portal or online registration system helps them complete registration faster and more easily, their perceived usefulness of the system increases.

2.7.2.2 Perceived Ease of Use (PEOU)

The degree to which a person believes that using the system would be free of effort. At BUSE, if students find the registration platform easy to navigate and use without requiring external assistance, their likelihood of accepting the system increases.

2.7.2.3 Attitude Towards Use (ATU)

This refers to the user's overall affective reaction to using the system. Attitudes formed by students about the registration system are shaped by their PU and PEOU. Positive attitudes increase willingness to engage with the system and enhance satisfaction levels (Park, 2009).

2.7.2.4 Behavioural Intention to Use (BIU)

Behavioural Intention to Use represents the students' intention to use the registration system in the future. If students find the system useful and easy to use, they are more likely to continue using it and recommend it to others (Tarhini et al., 2017).

2.7.2.5 Actual System Use (ASU)

This reflects the real adoption of the registration system by students. Higher usage rates typically indicate a successful implementation, with a positive impact on satisfaction and institutional efficiency.

2.7.2.6. Student Satisfaction

In this study, student satisfaction is the key dependent variable, influenced by all the above TAM variables. Efficient, accessible, and responsive registration systems improve students' perception of university service quality and overall institutional trust (Naveed et al., 2020).

2.8 Conceptual framework

2.8.1 Institutional Process Efficiency Framework

This component considers registration time efficiency – duration and timeliness of processes, communication effectiveness – clarity and timeliness of notices via SMS, email, or portals, system availability – uptime and accessibility of registration tools and staff coordination – internal communication and responsiveness. The dependent variables in the study was student satisfaction – overall contentment with the registration experience and the outputs of the process would be high student retention and high market share (Fig 1).

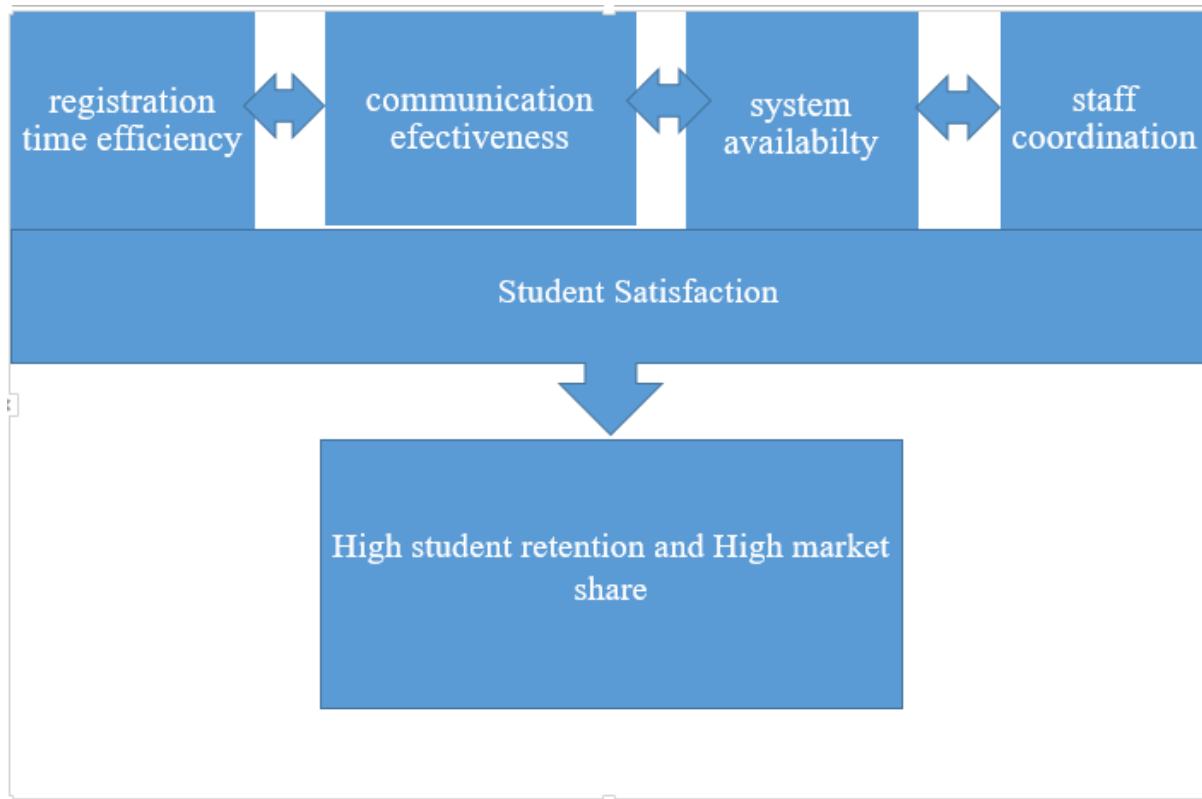


Figure 2:1 Conceptual framework for the study

Source: Researcher, 2025

2.9 Chapter summary

The chapter illustrates student satisfaction then student satisfaction with the current initial registration process in Universities follows. The effect of communication channels used on registration efficiency is also looked at in detail from a World-wide view to a minimal that is BUSE's view. The relationship between registration efficiency and student satisfaction was also looked at from different perspectives and lastly the association between waiting time and student satisfaction during the registration period was explored. The theoretical and Conceptual frameworks used in the study concludes the chapter.

CHAPTER 3 METHODOLOGY

3.1 Introduction

This chapter presents the research methodology adopted and outlines the research design, approach, population, sampling techniques, data collection instruments, procedures and methods of data analysis. It also highlights the ethical considerations and limitations associated with the methodology. The chosen methodology is aligned with the study's aim to explore the current challenges within the initial registration process at BUSE and to identify strategic interventions for enhancing student satisfaction. The methodology is also informed by previous studies which emphasize that process transformation in higher education requires a holistic understanding of system inefficiencies, user experience and communication (Grisham., 2025). Thus, this chapter provides a comprehensive framework that guided the data collection and interpretation for effective analysis and informed recommendations.

3.2 Philosophy of this study

This study adopts a pragmatic research philosophy, which is well-suited to applied research aiming to solve real-world problems such as inefficiencies in university registration systems. Pragmatism emphasizes practical outcomes and supports a pluralistic approach to inquiry, combining both qualitative and quantitative methods (Saunders, Lewis, & Thornhill, 2016). This aligns with the study's objective to assess, understand and propose improvements to the initial registration process at BUSE with the ultimate goal of enhancing student satisfaction. The selection of pragmatism is also influenced by its flexibility in accommodating diverse epistemological and ontological positions, pragmatism bridges the gap by recognizing that both objective and subjective data are essential in educational research (Creswell, 2016). The use of surveys to gather student feedback quantifies satisfaction levels, while interviews with administrators provide context and deeper understanding of process inefficiencies.

Pragmatism allows the researcher to remain open to evolving insights during the research process. This is critical in complex institutional environments like universities, where rigid philosophical adherence might limit the scope of analysis (Morgan, 2014). Through this philosophy, the study values not just truth for its own sake, but truth that informs actionable change—an approach

particularly useful in enhancing student-facing administrative processes. Moreover, pragmatism supports mixed methods research design, which is especially beneficial in this study. Quantitative analysis (e.g., descriptive statistics, regression) will be used to measure satisfaction trends and waiting times, while qualitative analysis (e.g., thematic coding) will explore the lived experiences of students and staff during registration. These diverse insights will be integrated to guide evidence-based recommendations for transforming the registration system. The pragmatic philosophy provides a strong foundation for this study by emphasizing practical solutions grounded in diverse forms of evidence, supporting the goal of improving the registration experience at BUSE through actionable, student-centred innovations.

3.3 Research design

This study employs a mixed-methods research design, which integrates both quantitative and qualitative approaches to provide a comprehensive understanding of the registration process at BUSE and its effect on student satisfaction. The rationale for this design stems from the need to both measure student satisfaction statistically and explore the contextual factors that influence the registration experience. According to Saunders, Lewis, and Thornhill (2016), a mixed-methods design is especially effective when a single data source may not provide complete insights into a research problem. In this study, the quantitative component—mainly through surveys—will capture measurable indicators such as waiting times, ease of access to registration platforms and perceived efficiency. Meanwhile, qualitative data—collected via semi-structured interviews with university staff and focus groups with students—will explore the lived experiences, expectations and perceptions that numbers alone cannot reveal.

This design aligns with the explanatory sequential model, where quantitative data collection and analysis are followed by qualitative inquiry to further explain or contextualize the quantitative results (Creswell, 2016). This structure enables the researcher to first determine patterns or issues in the registration system and then dig deeper into why those patterns exist and how they impact student satisfaction. The research design also incorporates descriptive and correlational techniques. Descriptive statistics will be used to summarize the state of the current registration process, while correlational analysis will assess the strength and direction of relationships between variables such as registration efficiency, communication effectiveness and satisfaction levels. By combining both numerical evidence and human perspectives, the research design offers a holistic

framework to evaluate the effectiveness of the current registration process and identify areas for improvement that align with the students' needs and expectations.

The study leverages applied research, which focuses on solving practical problems rather than generating theoretical knowledge alone. The registration process directly impacts student experiences and optimizing it aligns with broader goals of operational efficiency, student retention and institutional reputation (Bryman & Bell, 2015). The design also considers causal-comparative elements to determine how different variables (e.g., use of E-portal vs. manual registration) affect student satisfaction. By comparing experiences across demographic or departmental groups, the study will highlight key factors influencing the effectiveness of the registration system. Data integrity will be maintained through pilot testing of questionnaires, ensuring reliability and face validity. The interviews were recorded, transcribed and thematically analysed to capture nuanced perceptions. Triangulation enhanced the robustness of results, enabling cross-verification between quantitative and qualitative findings (Saunders et al., 2016).

3.4 Sampling procedure

The study employed a stratified random sampling technique to ensure fair representation of the various stakeholder groups involved in the initial registration process at BUSE. These strata included first-year undergraduate students, returning students and administrative staff directly involved in registration logistics. Stratification was necessary to capture the diverse experiences and expectations across user groups, which is crucial when assessing overall satisfaction and identifying process inefficiencies.

The unit of analysis to the student was estimated sample is given below based on the formula given by Kothari (2004) as shown below:

$$N = \frac{pqz^2}{E^2} \quad \text{[Equation 1]}$$

Where; N is the sample size, z is confidence level ($\alpha=0.05$), p was the proportion of the population of interest, student in the study area. Variable q was the weighting variable and it was computed as (1 - p) and E was an acceptable error (level of precision). p was 0.5 since statistically, a proportion of 0.5 results in a sufficient and reliable size particularly when the population proportion is not known with certainty. This led to q of 0.5 (1- 0.5). An error of less than 10% is

usually acceptable according to (Kothari, 2004). Thus, an error of 0.05 was used to approximate a sample size of 200 respondents. Thus 200 respondents were asked targeting mainly all the 5 faculties.

Each stratum had participants selected randomly to eliminate selection bias and improve the generalizability of the findings (Saunders, Lewis, & Thornhill, 2016). A sample size of 200 students and 10 administrative staff members was deemed adequate, considering the university's total registration population and the need for manageable yet reliable data. The inclusion criteria for student participants required that they had experienced at least one full registration cycle at BUSE, whilst for administrative staff, only those directly engaged in registration—such as ICT support, registry officers and faculty secretaries—were considered eligible.

The rationale for this sampling approach was grounded in the goal of ensuring comprehensive insight into both user experience and service delivery mechanisms. Stratified random sampling was preferred over simple random sampling to avoid under-representing key subgroups whose input is critical to understanding systemic challenges and opportunities (Creswell, 2014).

Furthermore, purposive sampling was used for the qualitative component, particularly for selecting key informants such as the Head of Registry Services and ICT managers. These individuals possess specialized knowledge regarding policy, implementation and systemic challenges related to digital transformation in registration. The combination of probability and non-probability sampling methods supports methodological triangulation, thereby strengthening the reliability and depth of the study's conclusions (Saunders et al., 2016). The decision to use both probability (stratified random sampling) and non-probability (purposive sampling) techniques was grounded in the research design's mixed-methods nature. This alignment allowed the study to generate both quantitative data for generalizable patterns and qualitative insights to explore the nuances of student and staff experiences (Tashakkori & Teddlie, 2010).

3.5 Data collection procedure

3.5.1 Questionnaire

A self-administered questionnaire was used to collect data from individuals, during the interview process, the questionnaire was translated into vernacular language for ease understanding by the respondents. The study used both semi-structured and unstructured interviews, as Kvale (1996) notes that these are commonly used interview techniques, which follow a framework in order to address key themes rather than specific questions. The participant patterns and topics were controlled by the interviewer in trying to address issues as they emerged during the interview, as this method proved useful in exploring the full breadth of a topic under study (Appendix 1).

3.5.2 Observational Method

Complementing the survey and interview methods, non-participant observation was conducted during the registration period. The researcher visited different service points—such as the admissions office, ICT helpdesk and finance section—to observe queues, response times, and interaction dynamics. This added a real-time understanding of student frustrations or satisfaction not always captured through questionnaires.

3.5.3 Key Informant Interviews

A semi-structured questionnaire was used to guide these key informant interviews with 10 respondents, as this qualitative method enabled the researcher to capture in-depth information from the interviewees (Appendix 2). These individual in-depth interviews were conducted with 15 administrative and ICT staff were targeted, representing the departments directly involved in facilitating or supporting the registration process. These informants were selected based on their decision-making roles and tenure at BUSE, which enabled them to provide historical and technical context.

3.5.4 Secondary Data

A review of relevant documents, such as official reports and policy documents, provided a comprehensive understanding of the institutional documents were reviewed, including registration policy and procedures, student handbooks, helpdesk reports and system audit logs (where accessible). Cooper and Schindler (2003) defined secondary data as data from studies made by other researchers for their own purpose. The researcher used secondary data to guide the research and to identify further research needed for an effective evaluation of resource based conflict issues.

3.6 Data Analysis

In this study, both quantitative and qualitative data was collected through questionnaires and key informant interviews, respectively. The data analysis procedure was designed to reflect the mixed-methods approach, ensuring that student satisfaction and the effectiveness of the current registration process are analysed holistically. Quantitative data obtained from structured household questionnaires was coded and entered into Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics such as frequencies, means, and percentages was used to summarize the data. Inferential statistics, including chi-square tests and correlation analysis, was be employed to determine relationships between variables such as registration efficiency and student satisfaction. This approach ensured statistical rigor and helps identify significant trends and perceptions among students regarding the registration process.

Qualitative data from key informant interviews (e.g., university administrators, ICT personnel, and registration officers) will be analysed using thematic analysis. Responses were transcribed, coded, and categorized into themes that align with the study's objectives. The analysis explored participants' views on the effectiveness of the registration process, communication channels used, waiting time, and technology acceptance.

3.7 Data analysis procedure

The data analysis in this study is structured to reflect a convergent mixed-methods approach, enabling both quantitative and qualitative data to complement each other in assessing the impact of transforming the initial registration process at BUSE on student satisfaction.

3.7.1 Assessing the level of student satisfaction at BUSE.

Descriptive statistics was used to summarize responses from the student questionnaire. Satisfaction-related items (e.g., timeliness, staff helpfulness, accessibility of services) was measured using a Likert scale (1 = Very Dissatisfied to 5 = Very Satisfied).

Key metrics:

- Mean and Median satisfaction scores
- Standard Deviation (to assess variability)
- Frequency distributions and percentages per satisfaction item

Data was visualized using: bar charts (for frequency comparisons), box plots (to show distribution of satisfaction scores) and pie charts (for categorical satisfaction levels)

3.7.2 Measuring the effect of communication at BUSE

Mean, standard deviation and frequency distributions was computed for each communication channel in terms of usage frequency, accessibility, clarity of information and timeliness. This provided a snapshot of how students interact with communication tools during registration.

3.7.3 Relationship between registration efficiency and student satisfaction at BUSE

Descriptive statistics provided an overview of how students perceive registration efficiency and their satisfaction levels. The variables included registration efficiency indicators, time taken to complete registration, number of steps required, ease of navigation of E-portal, communication effectiveness, student satisfaction indicators, satisfaction with support staff, clarity of instructions and overall experience of the registration process. Data was presented in frequency tables, histograms, and box plots to visualize central tendencies and distribution spreads.

Pearson correlation was assessed the direction and strength of the relationship between independent variable (registration efficiency) and dependent variable (student satisfaction). This helped to identify potential multi-collinearity between sub-variables (e.g., E-portal usability and clarity of instructions). The statistical analysis provided empirical evidence on whether improvements in registration efficiency at BUSE are likely to significantly enhance student satisfaction, guiding institutional reforms in administrative systems.

3.7.4 Association between waiting time and student satisfaction during the registration period.

Descriptive statistics provided an overview of how students perceive registration efficiency and their satisfaction levels. The variables included registration efficiency indicators (time taken to complete registration, number of steps required, ease of navigation of E-portal and communication effectiveness) whilst student satisfaction indicators (satisfaction with support staff, clarity of instructions and overall experience of the registration process). Data was presented in frequency tables, histograms, and box plots to visualize central tendencies and distribution spreads. Pearson correlation was used to assess the direction and strength of the relationship between the

independent variable (registration efficiency) and dependent variable: (student satisfaction). This helped to identify potential multi-collinearity between sub-variables (e.g., E-portal usability and clarity of instructions). Findings from the statistical analysis provided empirical evidence on whether improvements in registration efficiency at BUSE are likely to significantly enhance student satisfaction, guiding institutional reforms in administrative systems.

3.8 Scope/Delimitations and Limitations of this study

This study focused on the initial registration process at BUSE, specifically examining how this process influences student satisfaction. The scope is limited to undergraduate students who have undergone the initial registration process between 2017 and 2025. It considers the technological, procedural and human interaction elements of registration, including communication methods (e.g., SMS, emails, E-portal notifications), system responsiveness, and staff assistance.

3.8.1 Scope/Delimitations of this study

The research did not include other administrative services such as course selection, examinations or graduation processes. The study also does not assess external factors unrelated to BUSE's internal registration processes, such as economic or social conditions affecting student enrolment. Geographically, the study is confined to BUSE's campuses both in Bindura and Harare, although findings may be partially applicable to other Zimbabwean tertiary institutions with similar registration structures. The temporal scope is from 2017 to 2025 allowing the study to reflect on how digital transformation has evolved and impacted registration processes over time. The study ensures in-depth analysis and a more accurate understanding of how transforming initial registration processes can serve as a pathway to enhanced student satisfaction. The study concentrated on the academic years between 2017 and 2025, covering a transitional period during which most universities in Zimbabwe, including BUSE, moved from manual to more digitalized registration systems. This time frame allows for analysis of pre- and post-transformation outcomes and helps to evaluate the effectiveness of implemented changes over time. The study does not delve into other academic administrative procedures such as fee payment, academic advising, accommodation, or course registration beyond the initial enrolment period. Furthermore, the perspectives of students who deferred or discontinued their studies are excluded, as their experience with the registration process may not be complete or representative.

3.8.2 Delimitation of this study

Despite the significance of investigating the transformation of the initial registration process BUSE, the study is subject to several limitations that may affect the generalizability and scope of the findings.

3.8.2.1 Geographical Scope

The study is limited to BUSE's campuses in both Harare and Bindura, thus this does not include other public universities or satellite campuses in Zimbabwe. As a result, the conclusions drawn may not be wholly representative of the experiences in other institutions with different administrative and technological capacities (Saunders, Lewis, & Thornhill, 2016).

3.8.2.2 Respondent Bias

The study relied heavily on self-reported data collected through questionnaires and interviews. There is a possibility of response bias, particularly where students may overstate their satisfaction due to fear of repercussions, or where staff may underreport inefficiencies to protect institutional reputation (Punch, 2014).

3.8.2.3 Limited Access to Institutional Records

Access to detailed internal records regarding registration timelines, error rates and IT system performance was limited due to confidentiality and data protection policies. This constraint reduced the ability to triangulate student feedback with administrative data.

3.8.2.4 Time Constraints

The study was conducted within a limited timeframe, focusing only on one academic intake cycle. This may not capture seasonal or year-to-year variations in the registration process and may overlook long-term effects of digital transformation initiatives.

3.8.2.5 Technological Assumptions

The research assumes a uniform level of access and literacy in digital tools (e.g., E-portals, emails, SMS systems), yet disparities in student digital literacy may influence both experience and

satisfaction. This nuance may not be fully explored due to the study's focus on broader institutional processes (Tadesse & Muluye, 2021).

3.8.2.6 Dynamic Nature of Digital Transformation

Digital transformation is a continuous process. By the time the study concludes, new technologies or policy shifts may already be in place, making some findings potentially outdated or less relevant for future implementations (OECD, 2020).

3.9 Ethical considerations

Ethical considerations are central to ensuring that the research process upholds integrity, protects participants and promotes trust. This study on transforming the initial registration process at BUSE adhered to the following key ethical principles:

3.9.1 Informed Consent

Participants were fully informed about the nature, purpose and procedures of the study (Appendix 3). They were given the freedom to voluntarily consent to participate or withdraw at any time without facing any penalties. This aligns with the ethical research guidelines outlined by Saunders, Lewis, and Thornhill (2016), which emphasize autonomy and respect for individuals.

3.9.2 Confidentiality and Anonymity

All data collected was handled with strict confidentiality. Identifiable information such as names or student numbers was not recorded or disclosed. The data will be anonymised to protect participant identity and ensure privacy (Saunders et al., 2016).

3.9.3 Non-Maleficence

All research instruments (e.g., questionnaires, interview guides) were designed to avoid psychological distress or discomfort. The research aims to benefit both the institution and students by improving the registration process, which adds value to ethical justification (Resnik, 2015).

3.9.4 Justice and Equity

All participants were selected fairly, ensuring no group is unfairly excluded or overrepresented. Gender, disability, or socio-economic status will not influence inclusion or exclusion criteria (Babbie, 2016).

3.9.5 Data Management and Protection

Data was only used for academic purposes. Hard copies were to be stored in locked cabinets, and digital data were password-protected. Only the researcher and supervisor had access. Data was destroyed after the recommended retention period.

3.10 Summary

This chapter outlined the methodology framework guiding this study on transforming the initial registration process at BUSE pathway to improved student satisfaction. By doing so it employed a mixed methods approach the research seeks to comprehensively capture the nuances the initial registration process at BUSE. The researcher also outlined the ethical issues pertaining research which are confidentiality and informed consent.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.1 Introduction

This chapter presents the analysis, interpretation and discussion of the data collected to assess student satisfaction with the initial registration process at Bindura University of Science Education (BUSE). The chapter is structured according to the research objectives, beginning with a demographic profile of the respondents, followed by an analysis and discussion of student satisfaction, the effectiveness of communication channels, the impact of waiting time and finally, qualitative feedback. The other results from descriptive statistics, correlation analysis and regression models are presented and discussed in detail to draw meaningful conclusions.

4.2 Demographic Profile of Respondents

4.2.1 Year of study population

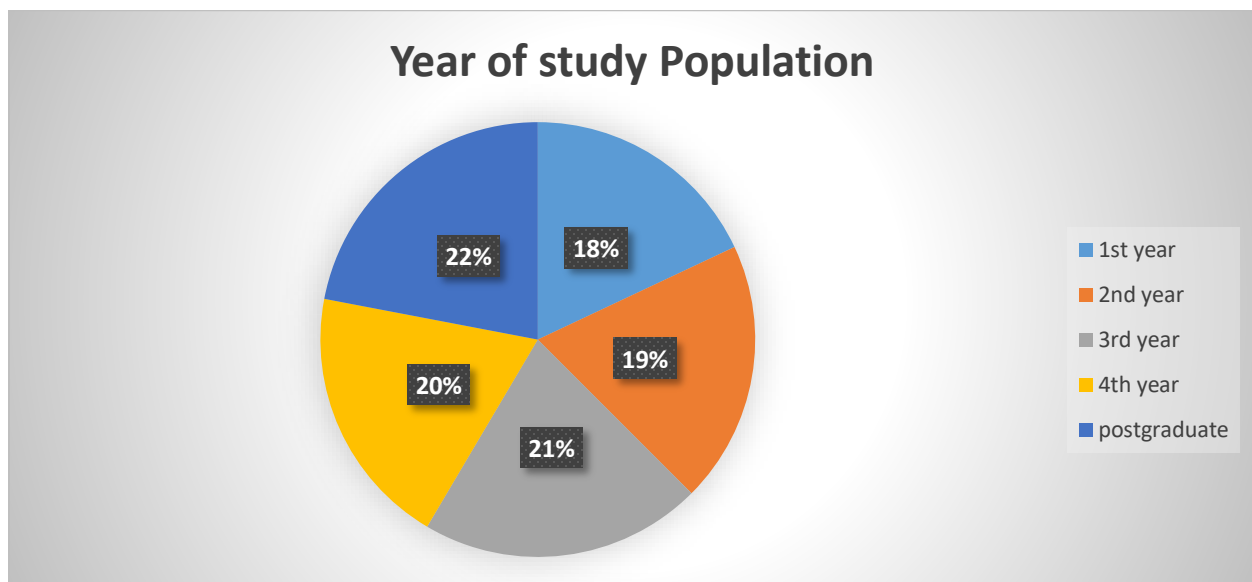


Figure 4.2: Year of study

A total of 200 students participated in the study and the sample was well-distributed across the different academic levels, ensuring a representative view of the student population. The results showed the respondents as follows 1st Year (18%), 2nd Year (19.5%), 3rd Year (21%), 4th Year (19.5%), and Postgraduate students (22%). First-year students (most post graduates), as new entrants, were most affected by the clarity, accessibility and guidance offered during registration of university systems and services, which are vital for long-term satisfaction and retention (Tinto,

2022). Thus these reported challenges in navigating online platforms and understanding procedures, indicating a gap in user orientation and digital onboarding mechanisms. Second year students were at 19.5%, this group was more vocal about delays in communication and inconsistent system updates, showing that while digital transformation is progressing, user support and process transparency need reinforcement (Kim & Malek, 2017). This distribution mitigates bias and allows the findings to be generalized across the university's student as a whole.

4.3 Faculties

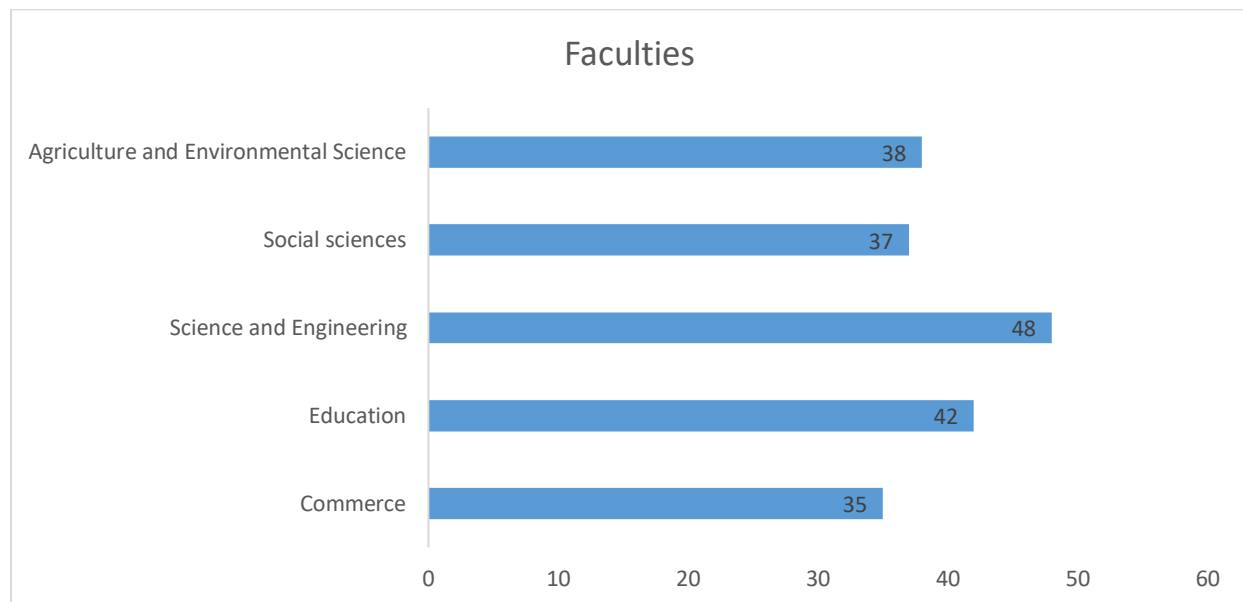


Figure 4.3: Faculties

The survey sample was well-distributed across faculties, with Science and Engineering being the largest group (Fig: 4.3). Education, Social Science, and Commerce were also well-represented. The survey sample was well-distributed across faculties, with Science and Engineering being the largest group, this aligns with the research by Nambisan et al. (2017) who emphasized that digital systems must be scalable and responsive to the operational needs of large academic units. The faculty of Commerce and Agriculture and Environmental Sciences had lower number of students, this supports the notion that digital transformation should be contextual and adaptable across different administrative units (Venkatesh, Thong, & Xu, 2009). The inclusion of multiple faculties enabled the research to capture cross-faculty perspectives on how the registration process affects student satisfaction, operational efficiency and academic readiness. Almarabeh, (2017), noted that

transforming the registration process should not be approached as a one-size-fits-all model, but rather as a multi-faceted framework sensitive to the needs and operations of individual faculties.

4.4 Gender

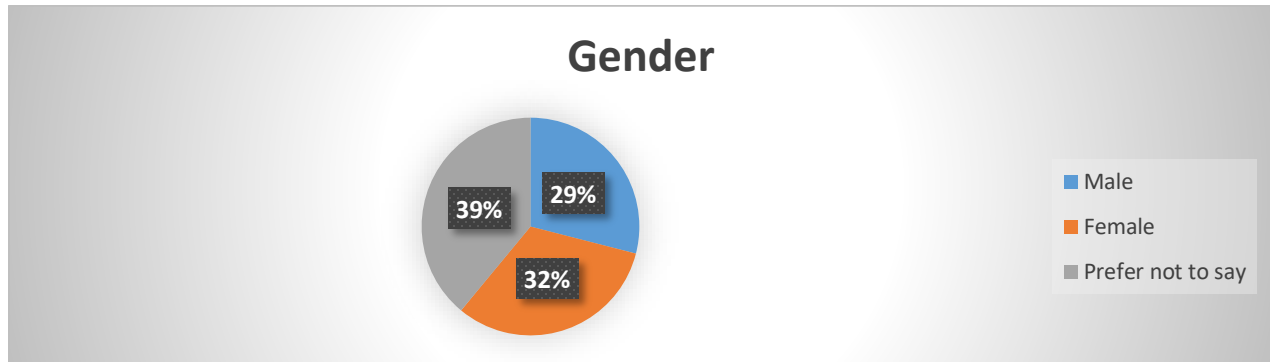


Figure 4.4: Gender

Respondents were nearly evenly split between female (39%) and male (32%) students (Fig: 4.4). A notably large segment (29%) preferred not to disclose gender, indicating strong privacy preferences but limiting gender-specific analysis. Gender, as a demographic factor, significantly influences user interaction with administrative systems, digital platforms, and institutional support services (Venkatesh et al., 2017). Respondents were nearly evenly split between female (39%), this aligns with the argument by Zhu et al. (2021) that information clarity and system feedback are key components of user satisfaction, particularly among female users who tend to be more risk-averse in uncertain environments, thus more females were partakers of the research. Twenty-nine students preferred not to disclose gender, indicating strong privacy preferences but limiting gender-specific analysis. Nambisan et al. (2017), also asserted that customer-centric digital innovations must accommodate diverse user experiences to be effective, thus this might be reason some refused to identify their genders.

4.5 Analysis of Student Satisfaction

The data indicates a moderate level of overall satisfaction (Fig: 4.5) with the registration process. The mean satisfaction score was 3.83 on a 5-point scale (Std. Dev. = 0.72). This suggests that while the process is functional, there is significant room for improvement to achieve a higher level of student contentment. Analysis by year of study (Figure 4.2) reveals notable variations. Later-year and postgraduate students reported marginally higher satisfaction levels compared to newcomers. This could be attributed to familiarity with the process, established peer networks for information sharing, or more streamlined registration pathways for returning students. The initial

experience for first-year students appears to be the most challenging, highlighting a critical area for intervention through improved orientation and guidance. According to Parasuraman, Zeithaml, & Berry (2020), student satisfaction is largely driven by the perceived reliability, responsiveness and assurance of service delivery. The results showed that while the process is functional, there is significant room for improvement to achieve a higher level of student contentment. Hassan and Rahman (2017), also noted that technological inefficiencies reduce student trust and satisfaction, even if the intention is positive. Clarity and reliability of university systems are directly proportional to student satisfaction, particularly in administrative areas (Hill, Lomas, and MacGregor 2017).

More so, analysis by year of study reveals notable variations, as later-year and postgraduate students reported marginally higher satisfaction levels compared to newcomers. Alves and Raposo (2017), emphasized on the importance of structured orientation and digital literacy in promoting satisfaction among new students. The findings were also supported by a study by Kotler and Fox's (2017), who argued that satisfaction in higher education is not just about service delivery but also about how institutions evolve to meet the changing expectations of students. This was also cemented by Selwyn (2017), who explained, that digital tools must be user-friendly and fully functional to improve satisfaction; otherwise, they risk deepening frustration.



Figure 4.5: Satisfaction with registration process

4.6 Effectiveness of communication channels

Figure 4.6 clearly identifies the E-Portal and emails as the two most effective communication channels, as reported by students. This underscores a student preference for direct, digital and accessible information. Notice boards were perceived as the least effective channel, indicating that this traditional method may be obsolete or poorly maintained for disseminating critical registration information.

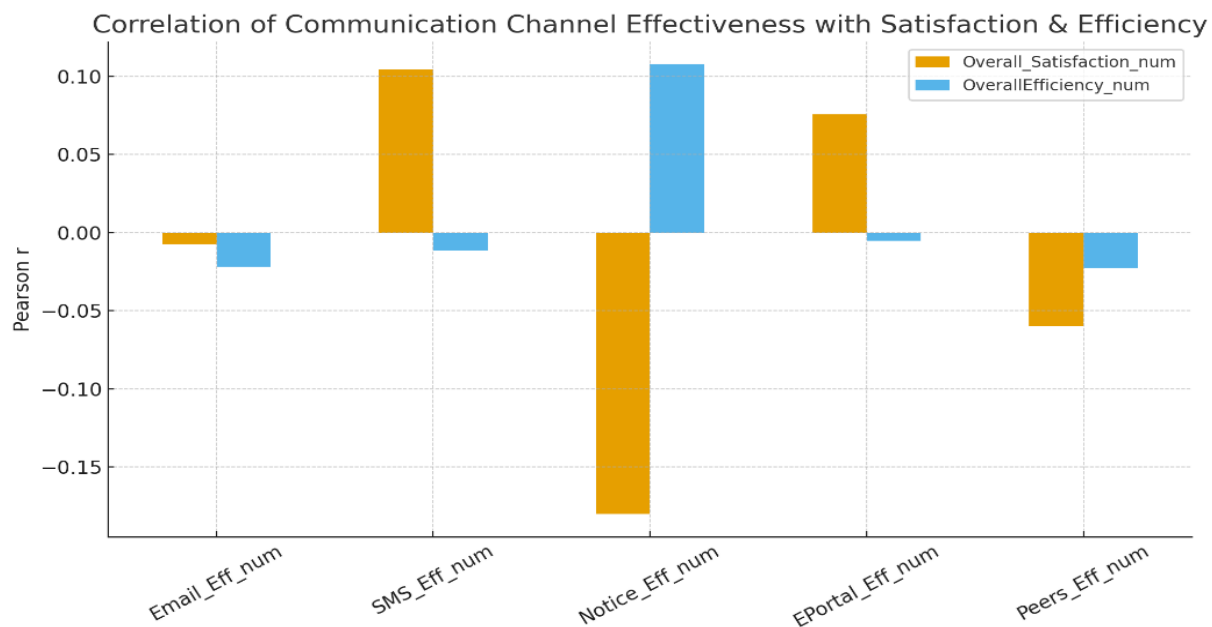


Figure 4.6: Correlation of communication with satisfaction and efficiency

The regression analysis (Model 3) sought to measure the effect of these channels on registration efficiency. Surprisingly, the model was not statistically significant (Prob (F-statistic) = 0.858, R-squared = 0.013) refer to *annexure 1*. None of the individual communication channels had a statistically significant impact on perceived efficiency. This suggests that while students have channel preferences (E-Portal and emails), the mere use of these channels does not, in itself, translate into a perception of greater efficiency. Efficiency may be more heavily influenced by other factors, such as the quality, timeliness and clarity of the messages rather than the channel itself.

Electronic Portals and emails were noted as two most effective communication channels, as reported by students, this is because these University communication platforms have the ability to tailor communication based on student feedback and registration analytics, thus reflects a customer-oriented approach that positively influences satisfaction (Mhlanga, 2018). Cheng, (2017), noted that clarity and tone of communication are critical, as clear, jargon-free messages

foster understanding and reduce frustration, while personalized communications enhance the students' sense of belonging and institutional support.

Student preference for direct, digital and accessible information, such as notice boards were perceived as the least effective channel, indicating that this traditional method may be obsolete or poorly maintained for disseminating critical registration information. Though this was in contrast with Mhlanga, (2018), who cautioned that over-reliance on digital channels without adequate backup can exclude students with limited access to technology or those less technologically literate, potentially lowering satisfaction levels among vulnerable groups.

According to Liu et al. (2018), the integration of multi-channel communication ensures that students receive reminders and instructions in formats that suit their preferences and technological access, thereby reducing confusion and anxiety during registration. This suggests that while students have channel preferences (E-Portal and emails), the mere use of these channels does not, in itself, translate into a perception of greater efficiency. Platforms such as interactive chatbots and help desks provide immediate responses to student inquiries, facilitating problem resolution without undue delay (Gonzalez & Moneva, 2018). This responsiveness contributes to higher levels of satisfaction as students feel supported and valued throughout the registration journey (Ahmed & Hassan, 2015).

Efficiency may be more heavily influenced by other factors, such as the quality, timeliness and clarity of the messages rather than the channel itself. Roberts & Wilson (2017), noted that the registration process is often the first point of institutional interaction for students and the quality of communication during this phase significantly shapes their perceptions and overall experience.

4.7 The Relationship between Waiting Time and Satisfaction

The analysis reveals a statistically significant, though weak, negative relationship between waiting time and student satisfaction. The descriptive statistics show a mean waiting time of 11.84 days (Std. Dev. = 3.58), with a range from 5 to 20 days.

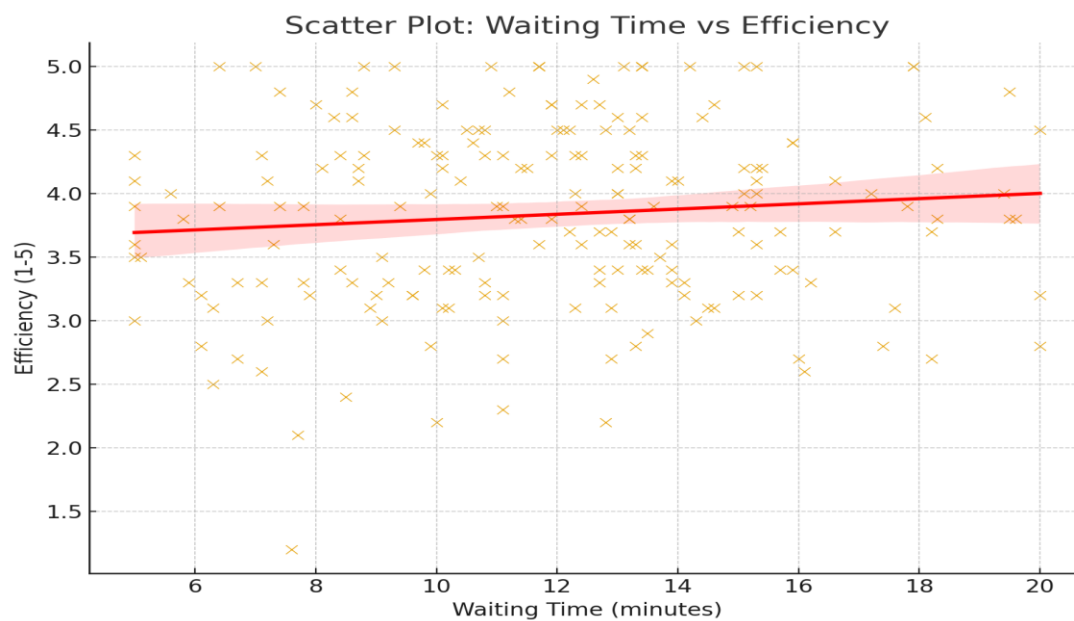


Figure 4.7: Waiting time and student satisfaction

Table 4.1: Correlation Analysis

Correlation	P-value
0.101652289	0.152063

A negative correlation of -0.102 was found between waiting time and satisfaction, though it was not strong enough to be statistically significant at the conventional level of $P > 0.05$ as the p-value = 0.152). This initial finding hints at a trend but requires further modelling. Regression Analysis (Model 1 (refer to annexure 1): When isolating the variable, the simple linear regression model (Satisfaction-Waiting time) showed that waiting time is a negative predictor of satisfaction

(coefficient= -0.1721, p-value = 0.058). This p-value, being just on the border of significance, indicates a strong trend that longer waiting times lead to decreased satisfaction. Regression Analysis (Model 2) (*refer to annexure 2*): This model confirms the relationship. When controlling for the influence of communication channels, waiting time remains a significant negative predictor of satisfaction (coefficient = -0.1843, p-value = 0.041). For every additional day of waiting time, overall student satisfaction decreases by approximately 0.18 points on the 5-point scale, all else being equal. This confirms that there is a measurable, inverse association between waiting time and student satisfaction. The scatter plots (Figure 4.7, 4.8 and 4.9) visually supports this finding, showing a cluster of points with a downward trend.

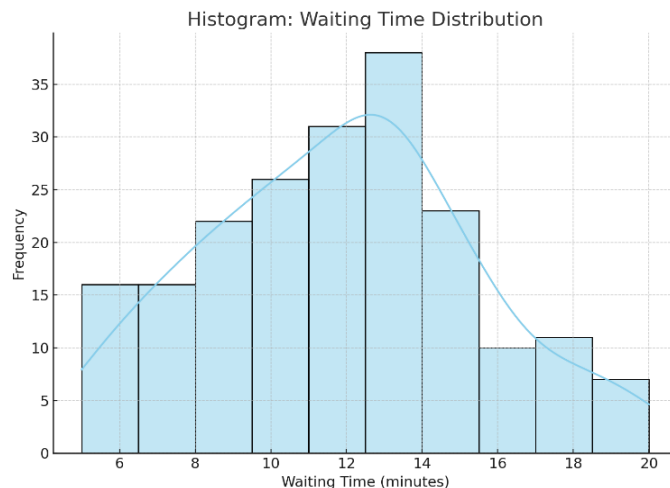


Figure 4.8: Waiting time distribution

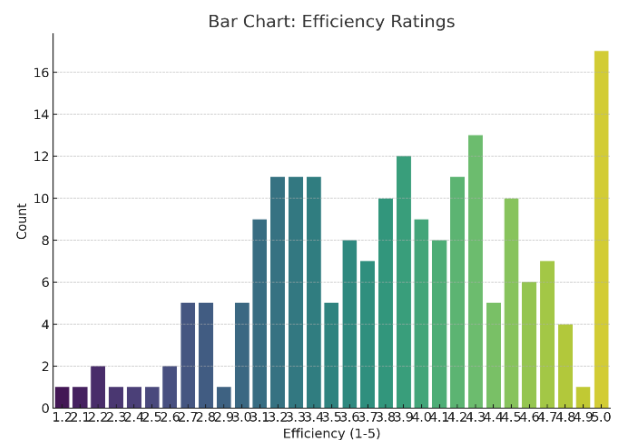


Figure 4.9: Efficiency rating

4.6 Relationship between Registration Efficiency and Student Satisfaction

The correlation matrix between communication channels and satisfaction provides initial insights for this objective. Notice board effectiveness shows a significant negative correlation with satisfaction (-0.18), while SMS effectiveness shows a positive correlation (0.10). However, the most robust finding comes from Model 2. In this research notice board effectiveness shows a significant negative correlation with satisfaction (-0.18), Mhlanga, (2018), noted that the language of communication deserves attention. English is the medium of instruction at BUSE, thus incorporating local languages or providing multilingual support in communication materials could help reduce misunderstandings and create a more inclusive environment for all students. Liu, Vargo and Pan, (2017), noted that this approach can be particularly beneficial for students coming from rural backgrounds or those who are first-generation university attendees. Williams & Cooper, (2017), noted that inefficient registration processes characterized by delays, lack of communication and bureaucratic hurdles have been linked to increased student dissatisfaction, which can adversely affect retention rates and academic motivation.

Model 2 (Satisfaction~Channels+Waiting) explains a low but significant proportion of the variance in satisfaction (R-squared = 0.075, Model p-value = 0.019). Among the communication channels, the perceived effectiveness of Notice Boards is a statistically significant negative predictor of satisfaction (coefficient = -0.1768, p-value = 0.008). This critical finding suggests that students who rely on notice boards for information are significantly less satisfied. This could be because notice boards are often associated with information delays, overcrowding or outdated information, leading to frustration and inefficiency. Studies in Zimbabwe's higher education context emphasize the widespread use of mobile phones, making SMS notifications and WhatsApp groups effective tools for real-time updates and reminders about registration deadlines or document submissions (Chikodzi & Nyoni, 2017). This was in-line with the findings of research which noted that SMS were effective with a positive correlation (0.10). These platforms also allow peer-to-peer support, where senior students or student representatives can assist new entrants in navigating the registration process. These findings were similar with a study by Johnson & Stewart, (2018), who noted that when registration procedures are streamlined, students experience less frustration and confusion, leading to higher levels of satisfaction and trust in the institution's ability to support their academic journey.

This directly addresses objective that there is a relationship between (perceived) efficiency and satisfaction, but it is channel-specific. Relying on inefficient channels (like notice boards) damages satisfaction, while using preferred channels (SMS, E-Portal) shows a positive, though not statistically significant, trend towards higher satisfaction.

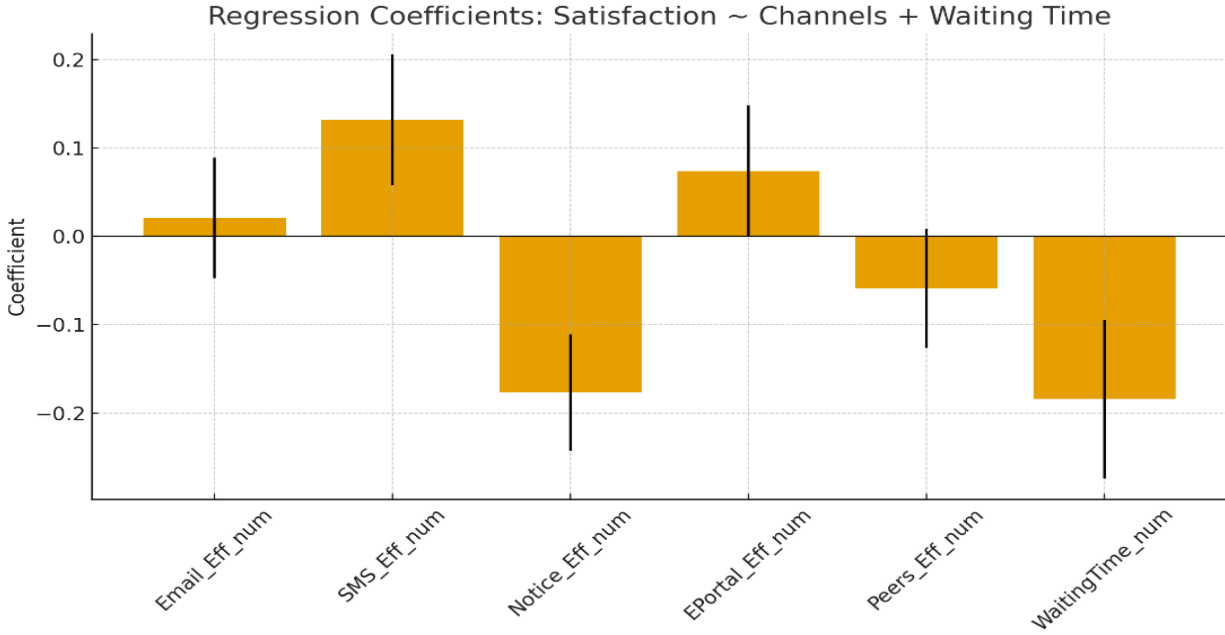


Figure 4.10: Regression coefficients

4.7 Analysis of Open-Ended Responses

The qualitative data from open-ended questions richly contextualized the quantitative findings. Students' suggestions for improvement align perfectly with the statistical results:

- ✓ Reduce waiting time as this was a predominant theme, directly supporting the regression results that identified waiting time as a key detractor from satisfaction.
- ✓ Improve digital systems which calls for a more user-friendly and intuitive online portal (E-Portal) affirm its status as the most preferred channel and indicate that its current implementation can be enhanced.
- ✓ Provide clearer information as this suggestions for clearer instructions and electronic confirmations point to the quality of communication being as important as the channel itself, explaining why Model 3 (on efficiency) was not significant.
- ✓ Staff training and process simplification this highlights that process inefficiencies extend beyond just waiting time and digital systems, involving human resources and bureaucratic complexity.

Prolonged waiting times have been consistently identified as a significant source of frustration and dissatisfaction among students, negatively impacting their first impressions of the institution

(Kumar & Kumar, 2018). This was in-line with this research which noted that a statistically significant, though weak, negative relationship between waiting time and student satisfaction. Munyoro, (2017), noted in his studies a strong negative correlation between waiting time and student satisfaction, as waiting time increases, the perceived quality of service decreases, leading to diminished satisfaction levels. Students who experience long queues or delays in accessing registration assistance may feel that their time is undervalued, which can translate into lower trust and engagement with the university's systems (Mugari, 2018). A stressful registration experience can dampen enthusiasm and affect subsequent engagement with academic and support services (Chivasa, 2019).

The descriptive statistics show a mean waiting time of 11.84 days (Std. Dev. = 3.58), with a range from 5 to 20 days. Research indicates that students perceive waiting time differently depending on their expectations and the nature of the waiting experience (Dabholkar, 2017). Unstructured, unexplained delays tend to exacerbate feelings of frustration, whereas clear communication during wait times can mitigate negative perceptions (Ncube, 2017). In addition to administrative delays, physical infrastructure constraints such as limited service counters, inadequate staffing, and inefficient workflow design exacerbate waiting times (Mbengo & Chitsike, 2019). Digital transformation presents an opportunity to alleviate these constraints by automating routine tasks and enabling self-service registration options, thereby drastically reducing waiting times (Zhou & Ng, 2017).

Long queues and delays can lead to overcrowding, reducing the quality of interaction between students and registration officers (Mugari, 2018). This diminished quality of service can cause errors, incomplete registrations, or omissions, which in turn affect students' academic progress and satisfaction (Tafadzwa, 2018). This was in-line with the findings of this research which showed a negative correlation of -0.102 was found between waiting time and satisfaction, though it was not strong enough to be statistically significant. These findings were in contrast with a research by Chigora and Nyamadzawo (2019), who highlighted that when students experience a smooth, timely registration process, they are more likely to develop a positive attitude toward the institution and feel confident in its administrative capacity.

4.8 Chapter Summary

The chapter presented and interpreted data on research findings obtained from the responses on questionnaires that were distributed at BUSE Campuses. Data was presented by use of pie charts, scatter plots and tables, also the analysis was done using the Regression model and Pearson's correlation coefficient, so as to align the research with the objectives. The findings underscore that factors such as registration efficiency, effective communication channels, reduced waiting times and inclusive service delivery significantly influence students' overall satisfaction during registration. Streamlining these processes not only addresses operational challenges but also fosters positive perceptions of BUSE's commitment to student welfare. Furthermore, leveraging digital technologies and transparent communication can mitigate frustrations related to delays and improve the registration experience. Ultimately, prioritizing a student-centered registration framework aligns with broader institutional goals of academic excellence and retention by creating a welcoming and efficient entry point for students. Continuous evaluation and adaptation of the registration process, informed by student feedback, will be crucial in sustaining improvements and ensuring that BUSE remains responsive to evolving student needs.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the overall conclusions drawn from the study on transforming the initial registration process at BUSE as a pathway to improved student satisfaction. It synthesizes the key findings discussed in the previous chapters and highlights their implications for the university's registration practices. Additionally, this chapter offers practical recommendations aimed at enhancing the registration experience, based on the research evidence. Finally, it identifies areas for future research to support ongoing improvements in student services and institutional effectiveness.

5.2 Research summary

The study was concerned with transforming the initial registration process at BUSE: a pathway to improved student satisfaction. The researcher used a questionnaire and key informant interviews as tools to collect data and the findings showed a moderate level of overall satisfaction with the registration process. The mean satisfaction score was 3.83 on a 5-point scale (Std. Dev. = 0.72). This suggests that while the process is functional, there is significant room for improvement to achieve a higher level of student contentment. On communication channels E-Portal and emails were identified as the two most effective communication channels, though notice boards were perceived as the least effective channel. The model on communication efficiency was not statistically significant (Prob (F-statistic) = 0.858, R-squared = 0.013), thus none of the individual communication channels had a statistically significant impact on perceived efficiency. The relationship between waiting time and satisfaction reveals a statistically significant, though weak, negative relationship between waiting time and student satisfaction. The descriptive statistics show a mean waiting time of 11.84 days (Std. Dev. = 3.58), with a range from 5 to 20 days. On relationship between registration efficiency and student satisfaction, the correlation matrix between communication channels and satisfaction provides noted that notice board were effective as there was significant negative correlation with satisfaction (-0.18), while SMS effectiveness shows a positive correlation (0.10).

5.3 Conclusions

The findings of this research have reinforced the argument that student satisfaction is a crucial measure of institutional performance, particularly during administrative processes such as

registration. This study explored various facets of the registration process at BUSE, and it became clear that while students value academic quality, their overall university experience is deeply shaped by administrative efficiency, transparency and accessibility during entry points such as registration. The analysis showed that prolonged waiting times, lack of real-time updates, insufficient human resources and over-reliance on manual procedures contributed to frustrations and dissatisfaction. On the other hand, initiatives aimed at streamlining communication through SMS alerts, email notifications, the E-portal system and physical help desks were noted as critical enablers of efficiency—though they are still underutilized.

One of the key takeaways is that registration efficiency is strongly correlated with student satisfaction. This means that interventions such as digitization, process automation, staff training and better coordination between academic departments and administration are not optional but necessary. Additionally, the importance of pre-registration communication, student support systems and feedback mechanisms was highlighted as a way to create a student-centered approach to service delivery. Moreover, the study revealed that different faculties and academic years' experience the registration process differently, with freshmen often feeling more overwhelmed due to lack of guidance and information.

Therefore, BUSE must adopt differentiated strategies that cater to the diverse needs of its students' population, in a way transforming the initial registration process is not just about operational convenience—it is a strategic initiative for enhancing student trust, reducing administrative bottlenecks and improving the university's institutional image. Future success in this area lies in the continuous assessment of existing systems, active student participation in decision-making processes and the integration of flexible, scalable digital solutions that keep pace with institutional growth.

5.4 Recommendations

To address all the constraints with the initial registration process:

- BUSE should fully implement an online registration platform that allows students to complete the process remotely. This system should include course selection, payment confirmation, document uploads and automated feedback to reduce congestion and waiting time.

- The university must utilize multiple communication platforms (SMS, email, E-portal alerts, social media) to keep students updated on registration deadlines, changes and requirements. A responsive helpline or chatbot service should be introduced for real-time support.
- Organize digital and in-person orientation sessions for first-year students before registration starts. This will equip them with the necessary information, reduce anxiety, and improve the accuracy and speed of the process.
- BUSE should temporarily increase administrative support staff during registration windows to reduce delays and assist with student queries. Well-trained staff enhance efficiency and student confidence.
- Implement a student feedback tool within the registration platform to collect real-time input on challenges faced. This data should guide continuous process improvement and policy reform.
- A mobile app with offline capabilities can ease access to registration materials and status updates, especially for students in remote areas with limited internet access.
- Consider segmenting registration by faculty, year, or program to prevent system overloads and physical congestion on campus.
- Establish clear KPIs for the registration process and conduct yearly evaluations using student satisfaction surveys and system performance reports.
- Ensure the registration process is accessible to all students, including those with physical, visual, or hearing impairments. This may include sign language interpreters, or step-free digital navigation.
- Although English is the main medium, offering instructions in Shona or Ndebele may improve clarity and reduce confusion for students unfamiliar with technical terms.

5.5 Areas for further research

The focus of this study was transforming the initial registration process at BUSE: A pathway to improved student satisfaction. However, the study proposes:

1. Comparative study across Universities

Future research can compare registration processes across other public and private universities in Zimbabwe to benchmark best practices and innovations that can inform improvements at BUSE.

2. Impact of E-registrations systems on academic performance

Investigate whether smoother, more efficient registration systems lead to better academic preparedness and improved performance due to reduced stress and administrative delays.

3. Role of Artificial Intelligence (AI) in University registration systems

Explore the feasibility and effectiveness of AI-powered chatbots, virtual assistants and predictive analytics in automating and personalizing the student registration experience.

4. Gender-based analysis of registration challenges

Study whether male and female students experience different challenges or satisfaction levels during the registration process and the underlying reasons for any disparities.

5. Evaluation of staff attitudes and responsiveness during registration

Explore how the behavior, knowledge, and responsiveness of administrative staff influence students' perceptions of the registration process.

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APPENDICES

6.7 Appendix 1: Survey Questionnaire

BINDURA UNIVERSITY OF SCIENCE EDUCATION



My name is **MANGACHENA VALENTINE** from Bindura University of Science Education in Zimbabwe. I am conducting a research on **TRANSFORMING THE INITIAL REGISTRATION PROCESS AT BINDURA UNIVERSITY OF SCIENCE EDUCATION: A PATHWAY TO IMPROVED STUDENT SATISFACTION**. This individual have been selected amongst other students to participate in this important survey. The information collected in this survey will help Policy makers and relevant stakeholders to continuously improve on student satisfaction through the feedback that you provide. Your participation is voluntary and you are free to stop your participation at any time. However, I hope that you will participate since your views are important. This process will take approximately 60 minutes. Would you like to participate in this survey by answering questions?

1=Yes 2= No

SECTION A: DEMOGRAPHIC INFORMATION

1. Year of study

☐ 1st Year ☐ 2nd Year ☐ 3rd Year ☐ 4th Year ☐ Postgrads

2. Faculty

☐ Science and Engineering ☐ Commerce ☐ Social Sciences ☐ Education ☐ Agriculture and Environmental Sciences

3. Gender

☐ Male ☐ Female ☐ Prefer not to say

SECTION B: STUDENT SATISFACTION WITH INITIAL REGISTRATION

4. How would you rate your satisfaction with the overall registration process?

☐ Very dissatisfied ☐ Dissatisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

5. The registration process was easy to understand.

☐ strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

6. The staff were helpful and supportive during registration.

☐ strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

SECTION C: COMMUNICATION CHANNELS

7. Which channels did you rely on for registration updates? (tick all that apply)

☐ Email ☐ Notice boards ☐ SMS ☐ E-Portal ☐ Peers

8. How effective was email communication in helping you register? (– Very effective, 1–5 scale)

☐ Very ineffective ☐ Ineffective ☐ Neutral ☐ Effective ☐ Very Effective

9. How effective was SMS communication?

☐ Very ineffective ☐ Ineffective ☐ Neutral ☐ Effective ☐ Very Effective

10. How effective were notice boards?

☐ Very ineffective ☐ Ineffective ☐ Neutral ☐ Effective ☐ Very Effective

11. How effective was the E-Portal system?

☐ Very ineffective ☐ Ineffective ☐ Neutral ☐ Effective ☐ Very Effective

12. How effective was word-of-mouth/peers communication?

☐ Very ineffective ☐ Ineffective ☐ Neutral ☐ Effective ☐ Very Effective

SECTION D: WAITING TIME AND EFFICIENCY

13. On average, how long did you wait during the registration process?

☐ <30 min ☐ 30 min – 1 hour ☐ hour / 1–2 hours ☐ >2 hours

14. The waiting time was reasonable and acceptable?

☐ strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

15. I was able to complete registration in a timely manner.

☐ strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

16. Overall, registration was efficient.

☐ strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

SECTION E: OPEN-ENDED QUESTIONS

17. What should be improved in the registration process?

18. Any additional comments about your registration experience?

END OF SURVEY

THANK YOU!

6.8 Appendix 2: Key informant guide

BINDURA UNIVERSITY OF SCIENCE EDUCATION



My name is **MANGACHENA VALENTINE** from Bindura University of Science Education in Zimbabwe. I am conducting a research on **TRANSFORMING THE INITIAL**

**REGISTRATION PROCESS AT BINDURA UNIVERSITY OF SCIENCE EDUCATION:
A PATHWAY TO IMPROVED STUDENT SATISFACTION.** This key informant have been selected other key informants to participate in this important survey. The information collected in this survey will help Policy makers and relevant stakeholders to continuously improve on student satisfaction through the feedback that you provide. Your participation is voluntary and you are free to stop your participation at any time. However, I hope that you will participate since your views are important. This process will take approximately 60 minutes. Would you like to participate in this survey by answering questions?

1=Yes 2= No

SECTION A: BACKGROUND INFORMATION

1. Can you briefly introduce yourself and your role in the administration department?

.....
.....

2. How long have you been involved in the university's registration process?

.....
.....

SECTION B: CURRENT REGISTRATION PROCESS EVALUATION

3. Describe the university's current initial registration process and identify the key steps involved?

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.....
.....

4. In your opinion, what are the strengths of the current registration process?

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.....

5. What are the main challenges or pain points experienced by students during the initial registration process?

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6. How do you measure or assess students' satisfaction with the current registration process?

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.....

7. Are there any specific areas of the initial registration process that you believe need improvement? If yes, explain why?

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.....

.....

SECTION C: STUDENT SUPPORT AND COMMUNICATION

8. How does the department provide support to students during the initial registration process?

.....

.....

9. How would you rate the effectiveness of the current support mechanisms in addressing students' concerns issues?

☐ Very ineffective ☐ Ineffective ☐ Neutral ☐ Effective ☐ Very Effective

10. How does the department communicate important registration dates, deadlines, and requirements to students? **(List all that apply)**

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.....
.....
11. Have there been any instances where miscommunication or lack of information negatively impacted the registration process? If yes, provide some examples?

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.....
12. Does the university have enough resources, such as technology and personnel, to support a smooth initial registration process? Explain in detail

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.....
SECTION D: TECHNOLOGY AND ONLINE REGISTRATION SYSTEM

13. What is your perspective on the usability and functionality of the current online registration system?

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.....
14. Are there any specific technical challenges or limitations which are encountered by students during the registration process (i.e. system failures, tuition payment updates from banks etc).....

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.....
15. After how long are software updates or improvements made to the online registration system?

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.....

16. Are there any additional features or improvements which can be done on the online registration system to enhance students' satisfaction?

.....
.....
.....

SECTION E: COLLABORATION AND FEEDBACK

17. Do departments collaborate with each other, such as academic departments or IT, to improve the registration process?

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.....

18. Does the department take time to reduce repeat processes or processes that can be collaborated into a single entity?

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.....
.....

19. What other strategies or initiatives which have been implemented to address feedback or suggestions for improvement? Explain in detail

.....
.....
.....

SECTION F: BEST PRACTICES AND FUTURE VISION

20. Are there any successful practices or initiatives from other universities or institutions that you think could be adopted to enhance the registration process?

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21. What would be an ideal working model for the university's initial registration process to maximize students' satisfaction?

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.....

22. What steps or changes are necessary to achieve that ideal model?

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.....
.....

23. Any specific recommendations or suggestions which are essential for improving the registration process?

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.....
.....

24. Do you have any other comments or information regarding the initial university registration process?

.....
.....
.....

END OF SURVEY
THANK YOU!

6.9 Appendix 3: Consent Form

My name is **MANGACHENA VALENTINE** from Bindura University of Science Education in Zimbabwe. I am conducting a research on **TRANSFORMING THE INITIAL REGISTRATION PROCESS AT BINDURA UNIVERSITY OF SCIENCE EDUCATION: A PATHWAY TO IMPROVED STUDENT SATISFACTION**. This individual/key informant have been selected amongst other students to participate in this important survey. The information collected in this survey will help policy makers and relevant stakeholders to continuously improve the intial registration process at BUSE through the feedback that you provide

To be completed by the contributor/interviewee

1) I agree to participate in the above interview.

2) I agree that some or all of the information, interview statements or other contributions I make may be used for any of the following purposes:

- in connection with educational, research or monitoring and evaluation work;
- in connection with support of future registration programmes.

3) I understand that I will not receive any money or gift now or in the future as a result of giving my consent to be interviewed. I also understand that my consent or participation in the above interview does not affect my involvement in education activities at BUSE. I can still participate in future educational programmes at BUSE even if I do not sign this form.

4) I understand that the researcher will store and be able to use my contribution in the ways described above for a period of time that is considered appropriate.

Name:

Address /Community name:

.....

.....

Signature: **Date:**

Annexures

Model	Summary
	OLS Regression Results Dep. Variable: Overall_Satisfaction_num R-squared: 0.018 Model: OLS Adj. R-squared: 0.013 Method: Least Squares F-statistic: 3.644 Date: Fri, 19 Sep 2025 Prob (F-statistic): 0.0577 Time: 03:33:57 Log-Likelihood: -349.97 No. Observations: 200 AIC: 703.9 Df Residuals: 198 BIC: 710.5 Df Model: 1 Covariance Type: nonrobust coef std err t P> t [0.025 0.975] const 3.5631 0.240 14.826 0.000 3.089 4.037 WaitingTime_num -0.1721 0.090 -1.909 0.058 -0.350 0.006 Omnibus: 139.742 Durbin-Watson: 1.819 Prob(Omnibus): 0.000 Jarque-Bera (JB): 13.774 Skew: -0.107 Prob(JB): 0.00102 Kurtosis: 1.732 Cond. No. 7.25 Notes: [1] Standard Errors assume that the covariance matrix of the errors is correctly specified. OLS Regression Results
Model 1: Satisfaction~WaitingTime	

	OLS Regression Results						
	=====						
	Dep. Variable:	Overall_Satisfaction_num	R-squared:	0.075			
	Model:	OLS	Adj. R-squared:	0.046			
	Method:	Least Squares	F-statistic:	2.601			
	Date:	Fri, 19 Sep 2025	Prob (F-statistic):	0.0191			
	Time:	03:33:57	Log-Likelihood:	-344.02			
	No. Observations:	200	AIC:	702.0			
	Df Residuals:	193	BIC:	725.1			
	Df Model:	6					
	Covariance Type:	nonrobust					
	=====						
		coef	std err	t	P> t	[0.025	0.975]

	const	3.6915	0.511	7.221	0.000	2.683	4.700
	Email_Eff_num	0.0208	0.068	0.305	0.761	-0.114	0.155
	SMS_Eff_num	0.1317	0.074	1.782	0.076	-0.014	0.277
	Notice_Eff_num	-0.1768	0.066	-2.689	0.008	-0.306	-0.047
	EPortal_Eff_num	0.0738	0.074	0.997	0.320	-0.072	0.220
	Peers_Eff_num	-0.0593	0.067	-0.881	0.380	-0.192	0.074
	WaitingTime_num	-0.1843	0.089	-2.060	0.041	-0.361	-0.008
	=====						
	Omnibus:	76.945	Durbin-Watson:	1.868			
	Prob(Omnibus):	0.000	Jarque-Bera (JB):	11.368			
	Skew:	-0.026	Prob(JB):	0.00340			
	Kurtosis:	1.833	Cond. No.	38.3			
	=====						
Model 2: Satisfaction~Channels+Wait	Notes:						
	OLS Regression Results						

OLS Regression Results							
=====							
Dep. Variable:	OverallEfficiency_num	R-squared:	0.013				
Model:	OLS	Adj. R-squared:	-0.017				
Method:	Least Squares	F-statistic:	0.4301				
Date:	Fri, 19 Sep 2025	Prob (F-statistic):	0.858				
Time:	03:33:57	Log-Likelihood:	-345.68				
No. Observations:	200	AIC:	705.4				
Df Residuals:	193	BIC:	728.5				
Df Model:	6						
Covariance Type:	nonrobust						
=====							
	coef	std err	t	P> t	[0.025	0.975]	

const	3.0244	0.515	5.867	0.000	2.008	4.041	
Email_Eff_num	-0.0282	0.069	-0.409	0.683	-0.164	0.108	
SMS_Eff_num	-0.0122	0.075	-0.164	0.870	-0.159	0.135	
Notice_Eff_num	0.1006	0.066	1.517	0.131	-0.030	0.231	
EPortal_Eff_num	-0.0025	0.075	-0.033	0.974	-0.150	0.145	
Peers_Eff_num	-0.0189	0.068	-0.278	0.781	-0.153	0.115	
WaitingTime_num	-0.0130	0.090	-0.144	0.886	-0.191	0.165	
=====							
Omnibus:	86.769	Durbin-Watson:	1.699				
Prob(Omnibus):	0.000	Jarque-Bera (JB):	11.948				
Skew:	-0.073	Prob(JB):	0.00254				
Kurtosis:	1.811	Cond. No.	38.3				
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Model 3: Efficiency~Channels+Wait	Notes:						

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