ENHANCING REGISTRATION EFFICIENCY: A CASE STUDY ON LATE REGISTRATION PATTERNS AMONG FACULTY OF EDUCATION STUDENTS AT SUAN SUNANDHA RAJABHAT UNIVERSITY

Arsira Disayakulkij[1], Chutikran Siviboon[2]
[1,2]Suan Sunandha Rajabhat University, Thailand
Email: arsira.di@ssru.ac.th[1]; chutikran.si@ssru.ac.th[2]

ABSTRACT

This research investigates the late registration patterns among Faculty of Education students at Suan Sunandha Rajabhat University based on data from the academic year 2565. The study aims to understand the causes and issues related to late registration and explore potential solutions using statistical analysis, including percentages, averages, and standard deviations. The research is divided into two parts, focusing on basic student information and types of late registration requests.In the first part, the analysis of basic student information reveals that the majority of late registrants are female, accounting for 71.55%, with males at 28.44%. The highest number of late registrants comes from the Mathematics Education program, constituting 28.44%, followed by Early Childhood Education with 23.54%, and Social Studies Education with 6.72%. Among the academic years, the fourth year has the highest number of late registrants (27.21%), followed by the third year (24.77%), and the fifth year with the least (12.23%).The second part focuses on the types of late registration requests, with the most common being registering after the deadline (33.63%), followed by changes in registration (29.96%), and withdrawal from courses (9.78%). Analysis of the identified problems reveals that exceeding the academic calendar deadline is the most significant issue, with an average rating of 4.15, followed by financial problems and registration fee payment delays with an average of 3.95. Other issues include late registration fee payments (3.88), changes in study plans (2.16), and health-related problems or accidents (2.14).Based on the research findings, recommendations for improving education services and operational efficiency include enhancing communication through online platforms, addressing financial concerns, and educating students on the registration process. The study highlights the importance of adapting to current societal and economic conditions, integrating technology into daily life, and fostering a better understanding of registration procedures for optimal service delivery.

Keywords: Registration Efficiency, Online Services, Digital University

INTRODUCTION

The efficient registration of students is a cornerstone of successful academic administration, ensuring timely enrollment and fostering a smooth start to the learning journey. Yet, late registration remains a persistent challenge in universities worldwide, hindering optimal academic progress and creating administrative burdens (Nookhong, J., & Kaewrattanapat, N., 2017). This research delves into the specific case of late registration patterns among Faculty of Education students at Suan Sunandha Rajabhat University, Thailand, during the academic year 2565. Through a descriptive approach, the study aims to illuminate

the multifaceted causes and issues associated with delayed enrollment, paving the way for the development of effective strategies and solutions.

By investigating the underlying factors contributing to late registration, this research sheds light on the lived experiences of Faculty of Education students at Suan Sunandha Rajabhat University. By delving into financial constraints, technological limitations, and the intricacies of the registration process itself, the study seeks to unveil the complex interplay of personal, institutional, and systemic factors that perpetuate the issue. Understanding these intricate dynamics is crucial for crafting targeted interventions that address the root causes of late registration, rather than merely treating its symptoms.

Furthermore, the research proposes to explore a spectrum of potential solutions tailored to the specific needs of the Faculty of Education student population. By delving into best practices employed by other universities and leveraging relevant research findings, the study aims to formulate practical recommendations for enhancing the registration process at Suan Sunandha Rajabhat University. These proposed solutions may encompass streamlining administrative procedures, expanding access to technological resources, and providing targeted financial aid or student support services and student relationship management: SRM (Kaewrattanapat et al., 2023).

Ultimately, this research aspires to contribute to the ongoing dialogue surrounding student enrollment patterns and the optimization of university administrative processes. By offering a nuanced understanding of the late registration phenomenon within the context of Suan Sunandha Rajabhat University, the study seeks to empower educational institutions with the knowledge and tools necessary to foster a more efficient and inclusive learning environment for all students.

RESEARCH OBJECTIVES

This research study was aimed to
1) To investigate the causes and issues associated with late registration among Faculty of Education students at Suan Sunandha Rajabhat University, aiming to identify the factors contributing to delayed enrollment.
2) To explore strategies and recommendations for addressing the challenges related to late registration among Faculty of Education students at Suan Sunandha Rajabhat University, with a focus on developing effective solutions to improve the registration process and prevent delays in enrollment.

CONCEPTUAL FRAMEWORK

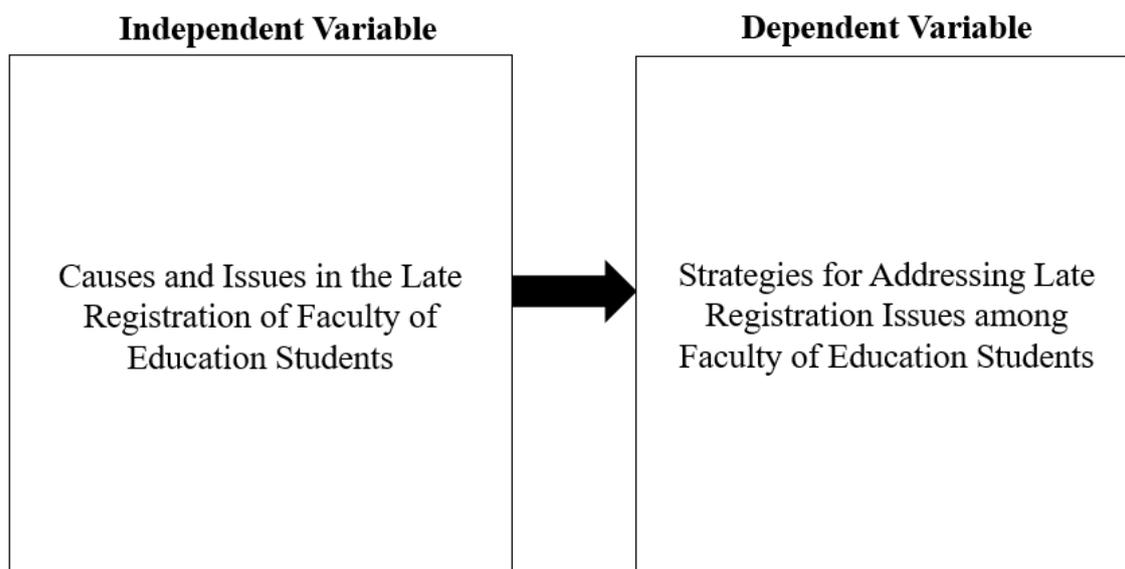| Independent Variable	Dependent Variable
Causes and Issues in the Late Registration of Faculty of Education Students	Strategies for Addressing Late Registration Issues among Faculty of Education Students

Figure 1: Causes and Issues in the Late Registration of Faculty of Education Students

This figure presents the independent and dependent variables associated with late registration among Faculty of Education students at Suan Sunandha Rajabhat University. The independent variables, or causes and issues, are listed in the left column and include factors such as financial constraints, lack of access to technology, and unclear registration procedures. The dependent variable, or late registration, is shown in the right column. The arrows connecting the variables indicate that the independent variables are thought to contribute to the dependent variable.

This figure provides a visual representation of the research question and helps to illustrate the relationships between the different factors that may be contributing to late registration among Faculty of Education students. The caption also summarizes the key findings of the research, which can be helpful for readers who are unfamiliar with the topic.

METHODOLOGY

This research aims to investigate the development of strategies for addressing late registration issues among Faculty of Education students at Suan Sunandha Rajabhat University during the academic year 2565. The objectives are to understand the causes and problems associated with late registration and to explore effective solutions for improving the registration process. The research methodology includes data collection, analysis, and interpretation. The study focuses on the population of 2,329 Faculty of Education students at Suan Sunandha Rajabhat University during the academic year 2565.The primary data sources include the college's academic records, service reports, and case studies related to late registrations during the second semester of the academic year 2565.

The sample group comprises students from all five academic levels (years 1-5) within the Faculty of Education, ensuring a 95% confidence level.

Utilizing the Krejcie & Morgan (1970) table for determining sample size, a total of 327 students were selected for the study, covering the period from October 1, 2015, to July 31, 2016.

An extensive review of secondary data was conducted, involving academic literature, contextual information, and relevant research findings. Additionally, internet sources were explored. Primary data was collected through the development of a questionnaire, distributed to the sample group to gather insights into their late registration experiences and preferences. Descriptive statistics, including percentages, means, and standard deviations, were employed to analyze the collected data. This involved summarizing and interpreting the basic characteristics of the student population and their late registration patterns. Ethical guidelines were strictly followed throughout the research process, ensuring the confidentiality and anonymity of participants. Informed consent was obtained, and ethical approval was sought from relevant institutional review boards. By employing a comprehensive methodology, this research seeks to provide valuable insights into the late registration challenges faced by Faculty of Education students and to propose effective strategies for improvement.

RESULT

Table 1 presents basic information on students applying for late registration during the academic year 2023.

No.	Student Information for Late Registration	Quantity	Percentage	Mean
1	General Information			
	Gender			
	Male	93	28.44	0.28
	Female	234	71.55	0.71
2	Major			
	Early Childhood Education	77	23.54	0.23
	Mathematics	93	28.44	0.29
	Thai Language	32	9.78	0.09
	English Language	45	13.76	0.13
	General Science	31	9.48	0.09
	Social Studies	22	6.72	0.06
	Educational Technology and Computing	27	8.25	0.08
3	Academic Year			
	Year 1	55	16.81	0.16
	Year 2	62	18.96	0.18
	Year 3	81	24.77	0.24
	Year 4	89	27.21	0.27
	Year 5	40	12.23	0.12
	Total	327	100.0	1.00

From Table 1, it is observed that the majority of late registration requests were submitted by female students, accounting for 71.55% (234 individuals), while male students constituted 28.44% (93 individuals). The highest number of requests came from students majoring in Mathematics, with 93 students (28.44%), followed by Early Childhood Education with 77 students (23.54%). The lowest number of contacts was from students majoring in Social Studies, with 22 students (6.72%). Regarding the academic year, fourth-year students had the highest number of late registration requests, totaling 89 students (27.21%), followed by third-year students with 81 individuals (24.77%), and fifth-year students with the fewest contacts at 40 individuals (12.23%).

Table 2 presents data on the types of late registration requests, categorizing them into four types. The table shows the quantity, percentage, and mean for each type during the academic year 2023.

No.	Late Registration Request Type	Quantity	Percentage	Mean
1	Late Registration	110	33.63	0.33
2	Adding Courses	87	26.60	0.226
3	Withdrawing Courses	32	9.78	0.09
4	Changing Registration Information	98	29.96	0.29
	Total	327	100.0	1.00

Table 2 reveals that the majority of late registration requests fall under the category of "Late Registration," accounting for 33.63% (110 cases). The second most common type is "Changing Registration Information," representing 29.96% (98 cases), followed by "Adding Courses" at 26.60% (87 cases). The least frequent type is "Withdrawing Courses," constituting 9.78% (32 cases).

Table 3 presents data on the types of problems related to late registration requests, categorized based on the reasons provided by students in their late registration request messages.

No.	Problem Type	Mean	Standard Deviation	Level
1	Repetitive Class Schedules	3.21	0.31	Moderate
2	Exceeding Academic Calendar Registration Deadline	4.15	1.95	High
3	Late Payment of Registration Fees	3.88	0.07	High
4	Changing Study Plans	2.16	0.20	Low
5	Courses Opened After Academic Calendar Deadline	2.35	0.25	Low
6	Registration Errors	3.41	0.74	Moderate
7	Returning to Student Status/Taking Leave	2.33	0.24	Low
8	Financial Issues/Flexibility in Tuition Fees	3.95	0.96	High
9	Illness or Accident	2.14	1.23	Low
	Overall Mean	3.59	0.89	High

The Academic Affairs Department collected information from text records submitted for late registration requests from students of all academic years during the 2565 academic year. The data was summarized, revealing that the most severe issues leading to late registration requests are exceeding the academic calendar registration deadline, with a mean score of 4.15 and a standard deviation of 1.95. Another major concern is financial problems, including tuition fees and payment flexibility, with a mean score of 3.95 and a standard deviation of 0.96. The next significant issue is late payment of registration fees, with a mean score of 3.88 and a standard deviation of 0.07, falling into the "high" category. Mid-level concerns include registration errors, such as changing study groups, adding or dropping courses beyond the academic calendar deadline, with a mean score of 3.41 and a standard deviation of 0.74. Repetitive class schedules follow with a mean score of 3.21 and a standard deviation of 0.31, categorized as "moderate." The least severe problems, at the "low" level, involve courses opened after the academic calendar deadline, with a mean score of 2.35 and a standard deviation of 0.25. Additionally, changing study plans has a mean score of 2.16 and a standard deviation of 0.20, while health-related issues, such as illness or accidents, have the lowest mean score of 2.14, with a standard deviation of 1.23.

CONCLUSION

In conclusion, the study aimed to explore and address the causes and problems associated with late registration requests among students at the Faculty of Education, Suan Sunandha Rajabhat University. The first part of the study provided a basic overview of students who requested late registration, revealing that the majority were female students, constituting 71.55%, while male students accounted for 28.44%. The analysis also highlighted that students majoring in Mathematics were the most common group seeking late registration, comprising 28.44%, followed by Early Childhood Education at 23.54%, and Social Studies Education with the least representation at 6.72%. Additionally, the fourth academic year had the highest number of students contacting for late registration (27.21%), followed by the third academic year (24.77%), and the fifth academic year had the fewest contacts for late registration (12.23%).

The second part of the study focused on the types of late registration requests, classifying them into four categories: 1. Late registration, 2. Course addition, 3. Course withdrawal, and 4. Registration modification. The findings indicated that late registration was the most prevalent issue, accounting for 33.63%, followed by registration modification at 29.96%, course addition at 26.60%, and course withdrawal at 9.78%.

Furthermore, the analysis delved into the major problems identified by students in their late registration request messages. The primary concern was exceeding the academic calendar registration deadline, with a mean score of 4.15 and a standard deviation of 1.95, categorized as a high-level problem. Financial issues, including tuition fees and payment flexibility, ranked second with a mean score of 3.95 and a standard deviation of 0.96. Late payment of registration fees was also a significant problem, with a mean score of 3.88 and a standard deviation of 0.07, falling into the moderate category. Other noteworthy issues included registration errors, repetitive class schedules, courses opened after the academic calendar deadline, returning to student status, and health-related problems.

In addressing these challenges, it is crucial for the Faculty of Education to focus on enhancing students' understanding of the registration process and implementing online services to improve efficiency. The integration of modern technology can aid in meeting the diverse needs of both service providers and recipients. Therefore, the faculty should strive to develop a service-oriented approach that leverages contemporary technology to achieve optimal results in academic administration and provide high-quality service.

ACKNOWLEDGMENTS

REFFERENCES

Krejcie, R. V. & Morgan, D. W. (1970). Determining Sample Size for Research Activities. Educational and Psychological Measurement, 30(3), pp. 607-610.

Kaewrattanapat N., Wannapiroon P., & Nilsook P. (2023) The System Architecture of Intelligent Student Relationship Management Based on Cognitive Technology with Conversational Agent for Enhancing Student's Loyalty in Higher Education. International Education Studies; Vol. 16, No. 2; 2023. https://doi.org/10.5539/ies.v16n2p103

Nookhong, J., & Kaewrattanapat, N. (2017). The Automatic Consulting System in Higher Education. International Journal of Information and Education Technology, 7(10).