

**ASSESSMENT CRITERIA AND INDICATORS OF ERGONOMIC
COMPETENCE IN THE PROFESSIONAL ACTIVITIES OF REGISTRAR
OFFICE MANAGERS****To‘xtamurodov Azizbek Azimjon o‘g‘li**

Namangan davlat universiteti, p.f.f.d. (PhD)

G-mail: tuxtamurodovazizbek@gmail.com, +998 94 150 15 10

Аннотация. В статье анализируется проблема, связанная с направлением: критерии и индикаторы оценки эргономической компетентности в профессиональной деятельности менеджеров офиса регистратора. Цель исследования заключается в обосновании механизмов совершенствования деятельности офиса регистратора в высших образовательных учреждениях на основе эргономического подхода. Используются системный анализ, эргономическая диагностика, моделирование процессов, сравнительный анализ и концептуальное обобщение. Результаты показывают, что повышение эффективности обеспечивается диагностикой условий труда, оптимизацией рабочих процессов, адаптацией цифровых сервисов к человеческому фактору, развитием эргономической компетентности сотрудников и внедрением системы мониторинга. Предложены научно-методические рекомендации по совершенствованию управления офисом регистратора.

Ключевые слова: офис регистратора, высшее образование, эргономический подход, академические услуги, эффективность управления, человеческий фактор, цифровые сервисы, эргономическая компетентность, мониторинг, моделирование

Abstract. This article analyzes assessment criteria and measurable indicators of ergonomic competence among registrar office managers. The aim of the study is to substantiate mechanisms for improving registrar office management in higher education institutions on the basis of an ergonomic approach. The research employs competency analysis, criteria modeling, expert-based grouping of indicators, and comparative synthesis of human factors literature. The findings show that ergonomic diagnostics, redesign of work processes, human-centered digital services, development of staff ergonomic competence, and performance monitoring are key conditions for improving efficiency. The article proposes scientific and methodological recommendations for enhancing registrar office activities and academic service quality.

Key words: registrar office, higher education, ergonomic approach, academic services, management efficiency, human factors, digital services, ergonomic competence, monitoring, modeling

INTRODUCTION

In contemporary higher education, the quality of academic services increasingly depends on the ability of institutions to provide transparent, timely, accessible, and student-centered administrative support. The registrar office is one of the key organizational units responsible for academic records, enrollment procedures, student requests, credit information, scheduling data, and coordination between students, faculty, and management. Therefore, improving registrar office management requires not only digital tools but also an ergonomic approach that aligns work processes with human capabilities and service needs.

An ergonomic approach places human factors at the center of organizational design. In registrar office management, this means considering staff workload, cognitive complexity, interface usability, communication comfort, work environment, emotional pressure, and feedback mechanisms. When these factors are ignored, digitalization may increase procedural complexity instead of reducing it, and academic services may become slower, less transparent, and more stressful for both staff and students.

The aim of this study is to examine assessment criteria and measurable indicators of ergonomic competence among registrar office managers and to substantiate mechanisms for improving management efficiency in higher education institutions. The research tasks include analyzing the theoretical role of ergonomics in administrative management, identifying key factors that influence registrar office performance, developing a human-centered mechanism, and formulating practical recommendations for institutional implementation.

LITERATURE REVIEW AND METHODS

The literature shows that ergonomics is no longer limited to workstation design or physical comfort. In modern human factors research, it is interpreted as a systemic approach to harmonizing people, technologies, information flows, and organizational environments [1; 2]. ISO 6385 emphasizes the need to design work systems according to human abilities and limitations, while ISO 9241-210 highlights human-centered design principles for interactive systems [1; 2].

Dul and Neumann argue that ergonomics contributes to organizational strategy by improving productivity, quality, safety, and employee well-being [3]. Wilson develops the idea of systems ergonomics and shows that human factors should be understood as a central component of complex socio-technical systems rather than as an isolated workplace issue [4]. These ideas are highly relevant to registrar office management, where digital platforms, employees, students, regulatory procedures, and institutional decisions interact continuously.

The study employs competency analysis, criteria modeling, expert-based grouping of indicators, and comparative synthesis of human factors literature. Systems analysis was used to examine registrar office management as an integrated structure consisting of goals, staff, students, digital services, information flows, organizational rules, and performance outcomes. Ergonomic modeling made it possible to define the key components of a human-centered management mechanism and to identify indicators for evaluating its effectiveness.

RESULTS AND DISCUSSION

The findings indicate that ergonomic management of the registrar office should begin with diagnostic assessment. This assessment must examine the physical and digital work environment, service stages, staff workload, information overload, frequency of repeated operations, student access channels, and usability of electronic systems. Without such diagnosis, managerial decisions remain fragmented and do not address the real causes of inefficiency.

The second mechanism is the redesign of work processes. Registrar offices often face repeated data entry, unclear distribution of responsibilities, overlapping paper-based and electronic procedures, and excessive communication loops. Human-centered ergonomic design requires these processes to be simplified, standardized, and aligned with both staff capabilities and student expectations. This reduces unnecessary operations and increases service reliability.

The third mechanism is the integration of digital technologies with human factors. Electronic queues, unified student information systems, online requests, automated notifications, and dashboard-based monitoring can significantly improve service quality. However, digital tools become effective only when their interfaces are clear, task flows are logical, and users receive adequate support. Therefore, digital transformation must be evaluated through usability, accessibility, and cognitive workload indicators.

The fourth mechanism concerns the development of ergonomic competence among registrar office staff and managers. This competence includes the ability to regulate workload, communicate effectively in stressful situations, use digital platforms efficiently, follow service protocols, analyze errors, and participate in continuous improvement. Such competence transforms staff members from passive operators into active participants in service quality management.

The fifth mechanism is continuous monitoring and feedback. Performance should be evaluated through service processing time, number of repeated requests, error frequency, student satisfaction, staff workload, digital service usage, and accessibility indicators. Based on these indicators, a structured indicator framework covering cognitive workload, digital interface use, communication comfort, service safety, and reflective management can be created. This allows management decisions to rely on evidence rather than assumptions and supports the sustainable improvement of registrar office activities.

The proposed mechanism has a multi-level structure. At the strategic level, it links registrar office objectives with institutional quality assurance policy. At the organizational level, it defines service standards, functional responsibilities, and feedback channels. At the operational level, it regulates daily procedures, workload distribution, digital request processing, and communication with students. At the evaluative level, it uses quantitative and qualitative indicators to determine whether ergonomic improvements produce measurable effects.

A distinctive feature of the ergonomic approach is its preventive character. Instead of responding only to complaints, delays, and errors, the institution identifies sources of overload and procedural complexity in advance. This makes it possible to prevent staff burnout, reduce student dissatisfaction, and ensure a stable quality of academic services. Therefore, ergonomics should be considered not as an auxiliary technical measure, but as a methodological foundation for sustainable administrative management in higher education.

CONCLUSION

In conclusion, the ergonomic approach is a strategically important basis for improving registrar office management in higher education institutions. It connects human factors, digital technologies, organizational processes, communication culture, and service quality into a unified management framework.

The study shows that efficiency improvement can be achieved through ergonomic diagnostics, human-centered redesign of work processes, usability-oriented digital transformation, development of staff ergonomic competence, and evidence-based monitoring. In practical terms, higher education institutions should conduct ergonomic audits of registrar office activities, simplify service protocols, adapt digital platforms to user needs, and implement professional development programs focused on ergonomic competence and student-centered service management.

REFERENCES

1. International Organization for Standardization. (2016). ISO 6385:2016. Ergonomics principles in the design of work systems. Geneva: ISO.
2. International Organization for Standardization. (2019). ISO 9241-210:2019. Ergonomics of human-system interaction - Human-centred design for interactive systems. Geneva: ISO.
3. Dul, J., & Neumann, W. P. (2009). Ergonomics contributions to company strategies. *Applied Ergonomics*, 40(4), 745-752.
4. Wilson, J. R. (2014). Fundamentals of systems ergonomics/human factors. *Applied Ergonomics*, 45(1), 5-13.
5. Dul, J., Bruder, R., Buckle, P., Carayon, P., Falzon, P., Marras, W. S., Wilson, J. R., & van der Doelen, B. (2012). A strategy for human factors/ergonomics: Developing the discipline and profession. *Ergonomics*, 55(4), 377-395.
6. Carayon, P. (2006). Human factors of complex sociotechnical systems. *Applied Ergonomics*, 37(4), 525-535.
7. Parasuraman, R., & Riley, V. (1997). Humans and automation: Use, misuse, disuse, abuse. *Human Factors*, 39(2), 230-253.
8. To'xtamurodov, A. (2026). МЕТОДОЛОГИЯ ОЦЕНКИ ИНДИКАТОРОВ ЭРГОНОМИЧЕСКОЙ КОМПЕТЕНТНОСТИ В УПРАВЛЕНИИ АКАДЕМИЧЕСКИМИ УСЛУГАМИ В ВЫСШЕМ ОБРАЗОВАНИИ. *Научно-методический журнал Ta'lim va taraqqiyot*, (2), 325-330.
9. To'xtamurodov, A. (2026). OLIY TA'LIM MUASSASALARIDA REGISTRATOR OFISI FAOLIYATINI RAQAMLASHTIRISH VA ERGONOMIK INTEGRATSIYA MEKANIZMLARI. *Ijtimoiy-gumanitar sohada ilmiy-innovatsion tadqiqotlar*, 3(4), 572-575.
10. TOXTAMURODOV, A. (2024). THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF PREPARING INFORMATICS TEACHERS FOR ERGONOMIC ACTIVITIES. *INTERNATIONAL JOURNAL*, 4(10), 205-211.