Evaluation of Performance Service Quality at Private Universities

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Abstract

In today's marketplace, whether in manufacturing or the service business, it is vital to prioritize customer demands. Managers in the service industry are subject to external influences; they place a premium on customer satisfaction, which has resulted in the continuous growth of service organizations' performance. While this is occurring, it is vital to comprehend and quantify customer expectations. Numerous efforts at quantifying service quality using the SERVQUAL paradigm have been attempted. The goal of this study is to analyze the ideas and elements impacting the quality of services using a modified SERVQUAL model, and then to assess the quality of services using the suggested Grey Analytic Hierarchy Process (G-AHP (Grey Analytic Hierarchy Process)) and Multilevel Grey Evaluation models (GST). To demonstrate our strategy, we will conduct a case study on the performance of service quality in Kurdistan Sulaymaniyah's higher education institutions, as the data indicates that the most crucial factor for universities is the communication quality of staff with students, followed by service depth and intensity, and the least crucial factor for universities is external building beautification.

1. Introduction

Today's service organizations are attempting to implement the concept and culture of customer orientation in their organizations, as well as provide the essential conditions to improve

organizational performance while gaining a competitive advantage by concentrating on clients' needs. Also, service-quality plays important roles for improving customers positive perception and revisit or repurchase intention for the long-term success of the organization (Budur et al., 2021). The private universities, in this respect, should identify their customer or students' needs and expectations by providing highly satisfactory services in terms of UpToDate technological devices, proper communication channels, suitable physical environment etc. (Budur et al., 2018). The students should feel that even when they are paying for their education there should be a high quality/service in the university that keeping them safe from stress inside the campus and let them feel they are in the right place for learning, which in turn, improves their favorable outcomes for the future, respectively.

Measuring and improving the service quality is essential for every organization to increase business profitability, which has positive effects on the customer perception of products and services that they receive (Torlak et al., 2019). Customers' expectations are used to estimate the quality of an organization's administrative delivery. Further, customers buy goods and services to meet a certain demand (Budur, 2018). To satisfy their expectations, customers have perceptions about how a company would organize its products and services. A high-quality association between perceptions and services improves the future connections or revisit intentions of the clients in this respect.

The quality of higher education in Kurdistan starting from 2008 is developing seriously, whereas the number of private universities is still increasing in the region. Further, adapting to the changing environment is particularly important for private universities since the ministry of higher education is the strongest competitor in the sector. Every year the ministry has different regulations for the private sectors that they want to get more students from the market by decreasing the acceptance average or opening parallel education system. However, in terms of the quality of the education, private universities are always providing UpToDate education and training systems, where public universities cannot offer it. From the customer satisfaction perspective, the private sector is differentiating in the market, and focusing on student satisfaction as an essential factor in determining the performance of higher education institutions.

Because of its broad use in service quality monitoring, the SERVQUAL instrument has garnered attention (Budur et al. 2019). The SERVQUAL aims to assess the quality of customer service in five areas, all of which are relevant to higher education: Tangibility: the institution`s buildings,

equipment, and personnel's clothing and demeanor are all tangible aspects of the university. Reliability: the capacity to provide the promised service consistently and precisely. Student assistance and fast service are two examples of responsiveness. Safety: The ability of university staff to demonstrate professional knowledge courtesy, trust, and safety. Empathy is important to give students the attention they deserve. Service quality is measured in terms of the gap between what students expect and what they think about the quality of service they receive. Buyers are only disappointed when the actual quality does not live up to expectations (Demir et al, 2019; Torlak et al., 2021). Further, with regards to the relevance of perceptions (Zineldin, 2007) noted that assessing students' views of the quality of service provided by a university can provide insight into the institution's overall student satisfaction level. Besides, Zineldin concentrated on the measuring of perceptions of five quality dimensions: object quality, process quality, infrastructure quality, interaction and communication quality, and atmosphere quality" (Zineldin, 2007). Additionally, the current paper focuses on the service quality dimensions from different perspectives, employing an analytical hierarchy process to determine which dimensions are more effective on the students to decide about their further education. As a result, the Analytic Hierarchy Process (AHP) was established in response to the human brain's processing of complicated issues (Saaty, 1980). Analytical Hierarchy Processes assess any type of organization to make the best possible choice for the organization. AHP is a structured technique for organizing and analyzing complex decisions, based on mathematics and psychology and by comparing the points that will be given to the students (Budur, 2018).

As a result, in today's competitive world, managers of service organizations have discovered that to boost their organization's performance, they must assess customer satisfaction regularly with the quality of services given. Following these further, current paper aims to investigate service quality differences among the private universities of Tishk international university, American university in Sulaymaniyah, and Komar university of science and technology in the Kurdistan Region based on their services in terms of service quality dimensions through analytical hierarchy model (AHP). Accordingly, the next section explains the theoretical background of the study. Third section explains the methodology of the research in terms of demographics of the respondents, importance level of the service quality dimensions, and the results of the hypotheses. And the last section discusses the findings of the current paper and gives some recommendations for future research.

2. Literature review

2.1 Kurdistan university education. Private universities, public universities.

Higher education began to focus on quality of service in the 1980s, and this emphasis continued until the early 1990s. The need for higher education institutions to adapt to changing financial conditions, and consumer demand for improved quality of service, has received more attention (Mostafa, 2006). Until 1992 there was only one university in Kurdistan. Since then, the government growth program has pumped money into the industry, with the aim of establishing new higher education in (K.R.I). Today there are more than 15 public universities and 20 private universities. In addition, the government has invested in improving the quality of higher education by implementing a strict quality assurance system (Budur and Poturak, 2021; Rashid et al. 2020). Further, demand for the educational services is always increasing, as the region's youth population continues to grow, which puts enormous pressure on existing higher education institutions. As a result, even as the area strives to have a balance between accessibility, quality, and price, improving the quality of higher education, this is a major issue and a pressing concern for K.R.I. In addition, any changes made in the higher education must consider the dual issue of quality and relevance.

3.2 What is service quality, general? The dimensions with findings from educational organizations.

A product or service has no value until consumers evaluation. A product or service is considered high quality if it meets the standards and requirements of consumers (Budur et al. 2019; Demir et al., 2019). The SERVQUAL model is primarily used as a multi-dimensional research instrument for customer satisfaction (Budur, 2018). It includes the following dimensions: reliability, empathy, responsiveness, assurance, and tangibility. In this research, we will focus on several of these dimensions that contribute to customer satisfaction. According to (Smith and Houston, 1982), satisfaction with services is conditional on the confirmation or rejection of expectations. They based their findings on the disconfirmation paradigm, which states that pleasure is related to the magnitude and direction of the disconfirmation experience, whereas disconfirmation is proportional to the individual's initial expectations" (Churchill and Suprenaut, 1982).

Further, universities should have a better-quality service and performance due to the increasing number of private universities in the region. Besides, the competition level is high among them

and having a superior quality and service, performance in the university in all aspects and dimensions is important to attract more students. Research shows the importance of the dimensions from the answer of the students that they are already in these universities that was selected for the research and from each university the dimensions asked to the professors and principals of the university to show "which are the importance and what is that the university seek more in those dimensions." Based on the service quality that we are using in this study are (Tangibles, Human Factors, service core, providing systematic service, social responsibility), and accordingly as a result we will talk about this dimension briefly:

▪ **Tangibles**

The tangibles value of a service is one of the components of service quality. Physical characteristics of the services provided, such as the appearance of a building, the cleanliness of the building, and the appearance of its people, are known as tangible assets (Torlak et al., 2019). For example, if you go to a restaurant and the table and cutlery are dirty, you will have a different opinion on the service. On the other hand, entering a nicely decorated clean restaurant with well-dressed waiters will have a good impact on your perception of service, this also go on for the universities like when the students see that the university building is nice the place of the university is in a good strategic place most students find that very important because learning in a place for approximately (4-6) years that should feel u are comfortable to learn in it and make a sense of being belonging to the place and there are students also just don't care about the appearance but they care about what is inside the book.

▪ **Human Factors**

Product and process improvements in manufacturing, product design, and human-computer interfaces have traditionally been the focus of human factors research. The human factor is the natural expansion into the service industry. Most service delivery systems have an important human component that spans both the customer and the enterprise. Due to the elevated level of human involvement, these systems justify human variables. Service systems can be more efficient, effective, safer, and more comfortable for employees and consumers by using theories, methods, and practices of the human side, As stated in the definition, the purpose of human factors is to build systems that are productive, safe, pleasant, and successful. A productive service is one that delivers the service that the consumer has requested (Rashid & Abdullah, 2022).

For example, the proper layout of the equipment means that where the equipment should be in the organization like in the universities each room has it is desk and white board with data show which is a basic thing, and it is particularly important also another example of the human factors is the staff proper understanding.

- **Service core**

The advantages that clients obtain when services are given to them are known as core services. The term "core service" refers to the basic service that allows a company to do business in the market or a team to add value to an organization. These represent key service tasks supported and enhanced by peripheral services and play a significant role in maintaining an elevated level of quality overall. For example, using student feedback in the university is a good example for service core because when the university use the idea or get information from the idea of the student by selecting the most repeated feedback it means there a problem or there is something that the customer needs to be fixed also, another example innovation in service delivery in a highly competitive economy, service innovation is one of the strategies for gaining a competitive advantage. Service innovation is a useful approach for enterprises to increase growth and profitability. Innovation is a strategy for the efficient use of current ideas to increase your competitiveness in the company (Poturak et al., 2020). In addition, previous studies across different sectors have shown that competition can lead to service innovation, which can lead to higher customer satisfaction.

- **Providing a systematic service**

The colleges should provide a comprehensive survey of the writing on the benefit of learning usage in higher instruction. There is a shortage of research on benefit learning's work in higher instruction. Besides, past inquiries about have ignored to conduct a full precise writing assessment of benefit learning in higher instruction. As a result, this investigation incorporates an in-depth efficient writing assessment that speaks to the utilize of benefit learning in higher instruction and its results.

- **Social responsibility**

Colleges, as instructive education, play a vital part in the improvement and advancement of society, contributing to human happiness. This topic looks at how colleges define key objectives, destinations, and exercises to fulfill the desires of an expansive number of partners (understudies, associations, governments, laborers, companies, nearby communities, etc.) on social duty. In this

sense, a college can be seen as a trade institution that characterizes vital objectives and forms, which is an imperative step in long-term victory.

3.3 AHP with service quality in education.

Educational systems and institutions that offer instructive administration are critical components within the development of society and the economy. Instructive teachers must keep up with natural changes since they happen on an everyday premise. Higher instruction teachers such as universities, colleges, and resources, got to be mindful of this. Individuals secure and progress their information, as well as their competencies, proficiency, and social abilities, all through the instructive handle. Although all degrees of instruction have a work and play a portion in social advancement, the importance of higher instruction has developed within the twenty-first century. "Service quality is a measure of how well the service level delivered matches customer expectations. Delivering quality service means conforming to customer expectations on a consistent basis." (Lewis and Booms 1983).

Measuring the quality of administrations given by higher instruction educate could be a vital obligation for giving feedback on the regions of quality that ought to be tended to, and so offers a significant competitive advantage within the information showcase. In later decades, the SERVQUAL demonstrate has picked up broad acknowledgment and pertinence for this reason. The primary area of the ponder centers on the issues that higher instruction teaches in creating nations confront, as well as a writing investigation of the SERVQUAL strategy for evaluating benefit quality in Higher education.

Following these, "We shall employ Saaty's 1970s theories" (Saaty, 1980). The Analytic Hierarchy Process (AHP) was established in response to the human brain's examination of complicated issues. It is extensively used in decision-making. Ranking according to the values derived from characteristics that may be determined to estimate the priority using paired comparisons demonstrates the capabilities of this instrument" (Liu & Hai, 2005).

This also suggests that higher instruction education is required to offer input on understudy fulfillment. Giving students the chance to form suggestions for improvement is one approach to induce input from them. Numerous journalists have emphasized the significance of understudy and making strides instructive benefit quality. However, if this input is not precise, the impacts of the actualized changes would be troublesome to measure and compare. As a result, precise investigation could be a predominant procedure to induce input from understudies. The
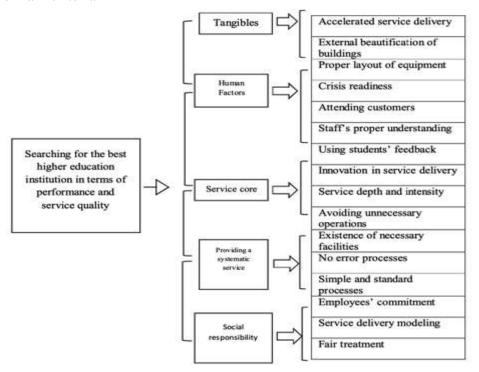
SERVQUAL approach is outlined particularly for businesses whose essential yield is benefit. This approach may be utilized to analyze understudy bliss as well as the quality of higher instruction administrations. It involves surveying numerous perspectives of benefit quality, such as tangibility, constancy, responsiveness, confirmation, and compassion.

3. Methodology

The aim of the research is to investigate the service quality perceptions of the students and lecturers in the Sulaymaniyah city of Kurdistan among the private universities. Further, based on the service quality dimensions, the current paper evaluates the importance level of each dimension with the AHP model and determines the strong differences among the private higher education institutions in the city. The survey has applied as main criteria and sub criteria of service quality, which are Tangibles, Human Factor, Service core, providing a systematic service, social responsibility and sub criteria are part of the big criteria.

Table 1: The main criteria and sub criteria's

The table shows the connection of the small criteria are part of each main criteria in this research two different type of survey were asked to get the findings and see which criteria has more impact on the universities and which one is the most important also which university having better performance in the service quality.

4.1 Sub Criteria

We sent the performance indicator to all three university students and asked them to rate the relevance of each criterion in relation to other criteria, and they filled in all the criteria that are crucial in comparison to others. Therefore, the table's comparison matrices reveal the essential rows of each indicator's important weight in relation to other indicators.

Table 2: Sub criteria initial comparison matrix

Tangibles				
AHP	Quickness of service delivery	External beautification of building		
Quickness of service delivery	1.00	3.33		
External beautification of building	0.30	1.00		
Total	1.30	4.33		

Human Factors				
AHP	Proper layout of equipment	Readiness for risks	Attending Customers	Communication quality of staff with the students
Proper layout of equipment	1.00	2.20	0.42	0.22
Readiness for risks	0.45	1.00	0.20	0.27
Attending Customers	2.40	5.00	1.00	0.44
Communication quality of staff with the students	4.60	3.67	2.25	1.00
Total	8.45	11.87	3.87	1.94

Service core				
AHP	Using student feedback	Innovation in service delivery	Service depth and intensity	Avoiding unnecessary operation
Using student feedback	1.00	2.38	0.39	1.79
Innovation in service delivery	0.42	1.00	0.63	0.25
Service depth and intensity	2.54	1.58	1.00	4.27
Avoiding unnecessary operation	0.56	4.00	0.23	1.00
Total	4.52	8.96	2.26	7.31

Providing a systematic service				
AHP	Existence of necessary facilities	No error processes	Simple and standard processes	
Existence of necessary facilities	1.00	4.13	1.00	
No error processes	0.24	1.00	0.75	
Simple and standard processes	1.00	1.33	1.00	
Total	2.24	6.46	2.75	

Social responsibility				
AHP	Employees' commitment	Service delivery modeling	Fair treatment	
Employees' commitment	1.00	1.08	0.54	
Service delivery modeling	0.93	1.00	2.00	
Fair treatment	1.85	0.50	1.00	
total	3.78	2.58	3.54	

In this part we evaluated the small criteria in which they are part of the bigger criteria. Firstly, the tangibles' part there is quickness of service delivery and external beautification of the building. Accordingly, it has been observed that the quickness of service delivery was (3,33), which is moderately more important than the external beautification of the building. Secondly, human factors were evaluated, ranging from (1 to 9). By the end, collecting the data in this way we evaluated by comparing how many people choose one criterion and how many choose the other one. Further, from the total ratings, we subtracted from the other and then the number is divided

by the number of people that answered the survey then we get the number showing which one is more important than the other.

Table 3: Importance weights of the criteria

weights			
AHP	Quickness of service delivery	External beautification of buil	weight total
Quickness of service delivery	0.77	0.77	0.77
External beautification of building	0.23	0.23	0.23

weights					
AHP	Proper layout of equipment	Readiness for risks	Attending Customers	Communication quality of staff with the students	weight total
Proper layout of equipment	0.12	0.19	0.11	0.11	0.13
Readiness for risks	0.05	0.08	0.05	0.14	0.08
Attending Customers	0.28	0.42	0.26	0.23	0.30
Communication quality of staff with the students	0.54	0.31	0.58	0.52	0.49

weights					
AHP	Using student feedback	Innovation in service delivery	Service depth and intensity	Avoiding unnecessary operation	wieght total
Using student feedback	0.22	0.27	0.17	0.25	0.23
Innovation in service delivery	0.09	0.11	0.28	0.03	0.13
Service depth and intensity	0.56	0.18	0.44	0.58	0.44
Avoiding unnecessary operation	0.12	0.45	0.10	0.14	0.20

weights				
AHP	Existence of necessary facilitie	No error processes	Simple and standard processe	total wieght
Existence of necessary facilities	0.45	0.64	0.36	0.48
No error processes	0.11	0.15	0.27	0.18
Simple and standard processes	0.45	0.21	0.36	0.34

weights				
AHP	Employees' commitment	Service delivery modeling	Fair treatment	Total weight
Employees' commitment	0.26	0.42	0.15	0.28
Service delivery modeling	0.25	0.25	0.56	0.35
Fair treatment	0.49	0.49	0.28	0.42

From the above table we found the importance weights of each criterion of the small ones. This table shows the Standardized and final weight of AHP calculated by dividing each cell with its total column. for example: in the providing a systematic service section there is the comparison between existence of necessary facilities and no error process. We divide the initial comparison on the total comparison to get the importance or final weight of the criteria's which is (4.13/6.46 = 0.64) the importance weight is (0.64) also the other criteria as shown done by the same way to get there importance weight and also in each part there is one which was most important than the other first : in the tangible part (Quickness of service Delivery which has an importance of 0.77) then in the human factor (Communication quality of staff with the students 0.49) service core (Service depth and intensity has an importance of 0.44) providing a systematic service (simple and standard process has an importance of 0.34) and in last social responsibility (fair treatment has an importance of 0.42) this importance which is inside in each big ones are the importance and the

weight of them according to the survey that was published to the university, and the total of the importance weight for all criteria is (1) or (100%) ,As a result of normalization, we have determined the average of each criterion, and the global weight has been displayed. In other words, we compute global weight by adding all the criteria together and dividing the total number of criteria by the number of criteria in this instance.

4.2 Main criteria

Table 4: **Main criteria initial comparison matrix**

Big Creteria					
AHP	Tangibles	Human Factors	Service core	Providing a systematic service	Social responsibility
Tangibles	1.00	0.13	0.14	0.14	0.30
Human Factors	8.00	1.00	8.00	0.75	0.33
Service core	7.00	0.13	1.00	6.67	1.67
Providing a systematic service	7.33	1.33	0.15	1.00	1.00
Social responsibility	3.33	3.00	0.60	1.00	1.00
Total	26.67	5.58	9.89	9.55	4.30

In this table, the comparison matrix of the big criterion is illustrated that the small criteria were also calculated, for example human factor is (8) highly more important than the tangibles as for the calculation this part also has been done in the same way as the small criterions. Accordingly, we got the answers of the survey by comparing between two criteria and the respondent will choose one of the criteria when it is asked to them and put a rating number on the scale of (1 to 9) by collecting it. Then we evaluated by comparing how many people choose one criterion and how many choose the other one and from the rating from each criterion it is added then subtracted from the other and then the number is divided by the number of people that answered the survey then we get the number shows which one is more important than the other.

Table 5: importance weights of the criteria (Main criteria)

AHP	Tangibles	Human Factors	Service core	Providing a systematic service	Social responsibility	Weight
Tangibles	0.04	0.02	0.01	0.01	0.07	0.03
Human Factors	0.30	0.18	0.81	0.08	0.08	0.29
Service core	0.26	0.02	0.10	0.70	0.39	0.29
Providing a systematic service	0.28	0.24	0.02	0.10	0.23	0.17
Social responsibility	0.13	0.54	0.06	0.10	0.23	0.21

In this table the importance weight of the big criteria was found as for the small ones. This table shows that the Standardized and final weight of AHP calculated by dividing each cell with it is total column. Accordingly, the most important weight is the human factor and service core which both have the same weight according to the data's that were evaluated, (0.29) is the importance weight of human factor and service core which means the 29% of the (SERVEQUAL) model that consisted of (Tangibles, human factor, service core, providing a systematic service, social responsibility) in this project, and the tangibles has the least importance according to the research which is (0.03).

Table 6: The initial normalized and new normalized weight

			Initial Normalized Weights	New Normalized Weights
Tangibles		Quickness of service Delivery	0.77	0.0231
	0.03	External beautification of bulgding	0.23	0.0069
		total	1	0.03
Human Factors		Proper layout of equipment	0.13	0.0377
	0.29	Readiness for risks	0.08	0.0232
		Attending Customers	0.30	0.09
		Communication quality of staff with the students	0.49	0.1421
		total	1.00	0.29
Service core				
	0.29	Using student feedback	0.23	0.0667
		Innovation in service delivery	0.13	0.0377
		Service depth and intensity	0.44	0.1276
		Avoiding unnecessary operation	0.2	0.058
		total	1	0.29
		Existence of necessary facilities	0.48	0.0816
Providing a systematic service	0.17	No error processes	0.18	0.0306
		Simple and standard processes	0.34	0.0578
		total	1	0.17
Social responsibility	0.21	Employees' commitment	0.28	0.0588
		Service delivery modeling	0.35	0.0735
		Fair treatment	0.42	0.0882
		total	1.05	0.2205

In this table the criteria and the sub criteria are defined, that means the sub or small criteria are part of the big criteria. We found the initial normalized weight or the importance weight that tells the importance of each sub criteria and also we found the importance weight of the big criteria's which is shown in the table in the blue color, now in each part of the sub or small criteria which is a part of the bigger ones like in the tangible part there is (0.03) weight of importance of tangible and it is sub criteria which is quickness of service delivery has an importance weight of (0.77) and external beautification of building has (0.23) which is equal to (1) as total this (0.77) and (0.23) is a part of the tangible importance weight in which tangible importance weight is (0.03) that also it is least importance weight among the criteria's, and for all the big and small criteria it is same as shown also the most importance weights are the human factors and service core in the big criteria

and in each of their sub criteria service depth and intensity, and communication quality of the staff with student is the most important, now coming to the new normalized weight that is found by multiplying each sub criteria with it is big criteria for example the readiness of risk which is a sub criteria of human factor by multiplying (0.08 * 0.29 = 0.0232) this number that shown and been found (0.0232) is the importance of readiness of risk among all of the sub or small criteria's, so the new normalized weight is found to take out the sub criteria from their big criteria's and also to get their importance weight of them not inside their big criteria's it is now among the sub criteria that the most importance weight among the sub criteria will be found by using the new normalized method, so the most importance weight among the sub or small criteria is the Communication quality of staff with the students of the way of the communication with the students universities is the most important according to the data's that were collected and also this table shows the least importance weight among the sub criteria which is external beautification of building is the least importance for effecting the service quality and performance of the university.

Table 7: Rating of the universities

		Ratings	
New Normalized Weights	TIU	KUST	AUIS
0.0231	5.5	6.6	6.5
0.0069	3	6.8	7.8
0.03			
0.0377	5	6.66	6.33
0.0232	6.33	4.8	6.66
0.09	3.66	8.5	6.5
0.1421	6.67	5.5	7.33
0.29			
0.0667	6.33	4.83	7.33
0.0377	5.33	6	6
0.1276	5	5.66	6.66
0.058	6.67	4.5	4.8
0.29			
0.0816	3.33	8	6.83
0.0306	5.16	5.33	6.64
0.0578	6.33	6.82	5.5
0.17			
0.0588	7.33	5.33	6.33
0.0735	5.16	6.43	5.8
0.0882	7.16	5.83	4.66
0.2205			
Total of rating	5.634619	6.124758	6.335471

This table shows the rating of the universities. The table was also made by using another survey for the students. The questions were asked like for example how the Proper layout of equipment in your university and the scale was ranging from (1 to 9). Then we take the average of each university students to get the ratings for each sub or small criteria that is shown in the table, after

doing the same things also for all the university and getting the ratings for each criterion now as shown in the table the total of the rating is found also with the help of the new normalized weight. The total ratings of the university are found by multiplying the new normalized weight of each criterion with its rating of criteria then adding all of them to get the total average rating of the university like shown in the table for example: (0.0231*5.5) +(0.0069*3) +…… ETC.

In this way the rating of the university is found, and this shows which students are more satisfied with and have good service and performance according to the data. Accordingly, American university (AUIS) the students are more satisfied than the other two means the performance and the service quality are effective giving them the highest ranking on the performance of the university and their students they are happy with their university and satisfied with the quality and the performance. Secondly, Komar university (KUST) got the second importance weight in the results in terms of service quality perceptions and satisfaction of the students. Lastly, it has been observed that instead of getting the best evaluation in two criterion Human factor and Systematic Services, TIU (Tishk International University) has been the third university in the region.

5   Conclusion

In this study, the researchers sought the perceptions of students and lecturers at three different universities. The information was gathered from these institutions through an online survey conducted through a Google survey form, which included criteria and perceptions that were tangible, such as the appearance of the building, cleanliness of facilities, and more also human factors such as the communication quality of staff. The findings were presented in a report that was distributed to participants. Professors from various universities agreed that the human factor and the service core were the most crucial factors. The sub or small criteria in this section each criterion that contained within the big criteria's but after the sub criteria was multiplied by the new normalized weight, we obtained the sub criteria's that were not contained within the big criteria's and could be compared to each other.

The most important one also here was communication quality of staff with the students means by the staff so how they treat the students how they can help them to achieve what they want to become. Lastly, students have evaluated those criteria based on the universities and it has been observed that American university (AUIS) got the highest ranking for the tangible factors which were for example like the external beautification of the building and the quickness service delivery.

Further, TIU university got the highest evaluation in service core and in Systematic services.

Lastly, KUST got the highest evaluation in the systematic services.

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