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QUALITY STANDARDS OF HIGH EDUCATION AND ITS CONTRIBUTION TO ACHIEVE COMPETITIVE ADVANTAGE

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BİNGÖL ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İŞLETME ANABİLİM DALI

YÜKSEKÖĞRETİMDE KALİTE STANDARTLARI NIN REKABET AVANTAJINI BAŞARMADA KATKISI

Hazırlayan

Hewa Mohammed OMAR

YÜKSEK LISANS TEZI

DANIŞMAN:

Prof. Dr. Sait Patir

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BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım (**QUALITY STANDARDS OF HIGH EDUCATION AND ITS CONTRIBUTION TO ACHIEVE COMPETITIVE ADVANTAGE**) adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim

/   / 2017

İmza

HEWA MOHAMMED OMAR

EK-6: Tez Kabul ve Onay Sayfası Örneği

BİNGÖL ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Sarhang Salahadın Saleh tarafından hazırlanan "QUALITY STANDARDS OF HIGH EDUCATION AND ITS CONTRIBUTION TO ACHIEVE COMPETITIVE ADVANTAGE" başlıklı bu çalışma, ... tarihinde yapılan tez savunma sınavı sonucunda . . . . başarılı bulunarak jürimiz tarafından *İŞLETME* Anabilim Dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

TEZ JÜRİSİ ÜYELERİ (Unvanı, Adı ve Soyadı)

İmza: …………………..   :   **Başkan**

Danışman   :   İmza: …………………..

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ONAY

Bu Tez, Bingöl Üniversitesi Sosyal Bilimler Enstitüsü Yönetim Kurulunun ...../..../ 201.. tarih ve .... sayılı oturumunda belirlenen jüri tarafından kabul edilmiştir.

Unvanı Adı Soyadı
Enstitü Müdürü

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ÖZET

Bu çalışmanın temel amacı, Irak Kürdistanı'ndaki üniversitelerin akademik personeli arasında yükseköğretimdeki kalite standartları ile rekabet avantajı arasındaki korelasyonun bulunmasıdır. Çalışma, yükseköğrenimde kalite standartları ile bağımsız değişkenler arasındaki ilişkiyi ve bağımlı değişken olarak rekabet avantajı arasındaki ilişkiyi belirlemeyi amaçlamaktadır. Bu araştırmanın ampirik kısmı niceliksel yaklaşımla yürütülmektedir. Veriler yapılandırılmış bir anket yoluyla toplanmıştır. Anketler, Irak'ın kuzeyinde üç üniversite (UHD, ISHIK ve AUK) arasında rastgele bir akademik personel dağıtıldı. Toplam 126 anket formu toplandı. Analizde Pearson korelasyon ve çoklu regresyon analizi yapılmıştır. Analiz, İstatistik Sosyal Bilim Paketi (SPSS) aracılığıyla gerçekleştirildi. Bağımsız değişkenler ile bağımlı değişkenler arasında güçlü bir pozitif ilişki olduğunu gösteren Pearson korelasyon değeri 0.743'tür. Aynı şekilde, Sig. (2-Kuyruklu) değeri 0.000, ki bu 0.05'den düşüktür. Bağımsız değişkenler ile bağımlı değişkenler arasında istatistiksel olarak anlamlı bir ilişki olduğu, tüm korelasyonların pozitif ve anlamlı olduğu sonucuna varıldı ($p < 0.05$). Bu, tüm değişkenlerin tutarlı bir şekilde ilişkili olduğunu göstermektedir

ANAHTAR KELIME: Kalite Kavramı, Yükseköğretimde Kalite Standardı, Rekabet Üstünlüğü

ABSTRACT

The core objective of this study is to find the correlation between quality standards in higher education and competitive advantage among academic staff in three universities in Iraqi Kurdistan. The study aims to determine the relationship between quality standards in high education as independent variables and competitive advantage as a dependent variable. The empirical part of this research is conducted by using the quantitative approach. The data were collected through a structured questionnaire. The questionnaires were distributed randomly academic staff between three university, (UHD, ISHIK, and AUK) in north of Iraq. A total of 126 completed questionnaires were collected. Pearson's correlation and multiple regression analysis were adopted in the analysis. The analysis was carried out via Statistical Package for Social Science (SPSS). The Pearson correlation value is 0.743 which indicates a strong positive relationship between Independent and dependent variables. Likewise, the Sig. (2-Tailed) value is 0.000, which is less than 0.05. Therefore, we can conclude that there is a statistically significant relationship between Independent and dependent variables, All the correlations are positive and significant ($p < 0.05$). This illustrates that all variables are related rather cohesively

Key word: Quality concept, Quality standard in higher education, Competitive advantage

LIST OF ABBREVIATION

ASQC	American Society for Quality Control
AUK	American University of Kurdistan
BSI	British Standard Institution
ENQA	European Association for Quality Assurance in Higher Education
EUA	European University Association
ISO	International organizational of standardization
KRG	Kurdistan region government
SPSS	Statistical Package for Social Science
UHD	University of Human Development
UNESCO	United Nations Educational, Scientific, and Cultural Organization

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CHAPTER ONE

1.1 Introduction

A preface to the framework of theoretical and field come the contents of the first chapter to view a number of previous studies, then they are others have found out in the field of studies that we believe it is close to a little bit of the current study, as well as its methodology and section of the problem of the study, importance of study, significant of research, objectives, and research structure.

1.2 Background of the Study

Higher education is imparts in depth knowledge and understanding that leads students and learners to new borders of knowledge in the different domains of life, then the university most be make a satisfaction according to stakeholders, including students, employees, management board, authorities, different national, international unions, and agencies, as well as achieving the university's images and strategic aims (Najafabadi, Sadeghi, & Habibzadeh, 2008) hence, through the quality in higher education must be coordination with common factor. according to research (Ali & Kumar, 2010, pp. 9-16) that the total quality management should be unavoidably common factor that will shape the strategies of higher educational institutions in a same manner, the other authors are reached to the development of higher education requires increase capitals and even more for its conservation, its application can fit in all institutions of higher education (Siddiek & Hamadtu Ahmed, 2012, pp. 90-103), also standards as the basic foundation for the success of the operations of total quality management, The study confirmed (Badrakhan, 2013, pp. 59-87) to identify the extent of the application of quality

standards and quality assurance in Amman private university of Jordan by use a style described as analytical study sample consisted of (110) faculty member at Amman private university working in the humanities and science colleges, The results showed that the extent of the application of quality standards and quality assurance in Amman private university came highly, with a mean (3.72), The results showed no trace of the variables of experience and college in estimates of faculty members to the extent of quality application and quality assurance in Amman private university, faculty member is direct effect to create a good output (student), however, the quality assurance is focused on good graduates outcome (Dalimy, emirate, & Asadi, 2012, pp. 147-171) moreover, the leading institutions working on that hold its graduates Project of paper, not a certificate of paper, and that to be successful and productive economic projects to support the economy, sustainable development, and contribute to building a knowledge society, as well as the developing of the academic programs to importance of the application of quality assurance for academic programs in building, sustaining a culture of innovation, and excellence in order to reach a leader in the educational process in all stages of building a knowledge society. Additionally, the important points that cannot be avoided it is the quality of service, with the importance of faculty members, new curricula, libraries, and comfortable spaces for universities, the quality of services in which great importance to assess and survival of universities, internal and external customer service (students) (Al-Samarrai, 2012, pp. 987-1010). while, the service quality can trace the trend of customer relative importance, expectation, and perception, if applied periodically and it is able to identify the specific area of excellence or weaknesses, then it is able to an order area of service weaknesses (Khodayari & Khodayari, 2011, pp. 38-46) generally, the improve quality assurance depending on

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implementing the three elements of quality assurance, namely quality, standards, and relevance (Van der, 2014, pp. 395-406). Quality assurance also can be conceptualized as those 'policies, attitudes, actions, and procedures necessary to ensure that quality is being maintained and enhanced. Therefore quality standards part of quality assurance as provide a picture of reality in order to better plan for the future.

And the study about competitive advantage more and more, competitive advantage is strategic procedures (Porter, 1998), so the strategic is an important role in the organizations, for increasing the product and service in the organization or firm must be focused on the strategies competitive advantage. Companies can achieve competitive advantage through the differentiation variables, product differentiation, services differentiation, personnel differentiation, channel differentiation, and image differentiation. To highlight the variety of study, it could be say some of the elements are increasing and impacting on competitive advantage, many of the studies are emphasized that the influencing to competitive advantage, like Training and development, innovation (Goksoy, Vayvay, & Ergeneli, 2013, pp. 304-321), and vision of the Organization an impact positively on increasing their competitive advantage in the accessories. On other hands, the cost element is more important in achieving to competitive advantage also refers to one of the most important elements that continue to be a competitive advantage in the many global companies as well the element of cost is more important to achieve a competitive advantage, then interest in the control study and quality in order to reduce development costs, and try to analyze in order to streamline decision-making process, as well as some studies, focuses on value creation to build a competitive advantage in creating value. While, creation of value is significant for the construction of competitive advantages of the institution, study

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competitive advantage arise in new ways more effective than those used by competitors, where it is able to represent the world and divided into two kinds, firstly. Cost leadership advantage as the company is able to offer their products at low prices, secondly, advantage of differentiation, where the company provides unique products to competitors. According to (Anna & William, 2012, p. 15) after world war II education institution became providers and students became consumers, in addition, the universities seek to achieve competitive advantage through the apply generic strategy, as cost leadership, differentiation, and focus (Tanwar, 2013, p. 12). Finally, as seen the studies above, the competitive advantages are the result of the success and the failure of the organization, as the organization to strengthen and develop their products competitive advantages from other organizations (Porter, 1998, p. 276), including the competitive advantages of the subject of the universality of each sector and the business units of different forms. According to (Yorke & Vidovich, 2016) the high quality for educations create competitive advantage and also increasing market share.

1.3 Problem Statement

Possibly one of the most modern management methods in our time today is the concept of quality management as one of the concepts and current practices that can achieve the goals of organizations with different orientations and the nature of their business, so that the last century called the (quality century), as they have a direct impact on the achievement of excellence in performance and entrepreneurship down to achieve competitive advantage, also it became necessary to university departments pursuit of international standards if it wants to stay competitive environment to grow and continue. Clearly, one of the most vital problems facing universities in the Iraqi

universities in generally, and in the universities of the Kurdistan region in particular, they are weakness of the application of quality standards of education as reflected negatively of the efficiency their outputs (graduates), then to the national and international rankings. According to the study above current study is focuses on applying quality standards in higher education, Supported by the ministry of higher education in the Kurdistan Region, They standards included the (Academic staff, scientific research, International activities, and student satisfaction, Quality, Culture and Society Activity, Libraries). As well as they impact of the application of these standards to achieve competitive advantage.

1.4 Research Questions

According to problem statement above could be summarized research problem by trying to answer the following research questions:

1. Is there quality standards of higher education contribute to achieving the competitive advantage?

2. Is there a relationship between the quality standards of higher education and competitive advantage?

3. Does affect the quality standards of higher education in achieving a competitive advantage?

4. Does it vary relative importance of quality standards in higher education to achieve competitive advantage?

1.5 Research Objectives

The central purpose of the study is to identify the relationship between the quality standards of higher education and competitive advantage of the between three university in the north of Iraq. Therefore, objectives of this study are:

1. Describe the quality standards of higher education and competitive advantage as well as diagnosed in the university researched variables.

2. Determine the correlation between the quality standards in higher education and the dimensions of competitive advantage between three university in north of Iraq.

3. Test influential relationship between the variables of the study in the surveyed university.

4. Determine the level of impact between two variables

1.6 Importance of the Study

The importance of the study by noting the growing interest in the concepts of quality standards in higher education institutions on the one hand, also the implications of competitive advantage as a result can be accessed and achieved through the adoption of quality standards, application, and try to simulate these concepts in the Kurdistan Region Environment - Iraq. Based on the foregoing highlights the importance of the study in the following aspects:

1. This study will extend university's visions to quality standard is the significant role to achieve competitive advantage.

2. This study enables the university to develop strategies to overcome quality standards in higher education problems.

3. This study will empower universities to identify and recognize the quality standards which have an impact on competitive advantage.

1.7 Research Methodology

This study has been done by using the quantitative approach of research. This method has been chosen to find a suitable answer to the research questions. This study is a correlation study, because it determines the relationship between quality standards in higher education with competitive advantage compared between three university in north of Iraq, the unit of analysis for this study is an academic staff in (UHD, ISHIK, and AUK). In this study, the independent variables are quality standards in higher education, and competitive advantage is a dependent variable. The population of this study includes the academic staff between three universities in north of Iraq. The sample of this study is the sample of academic staffs that were chosen to participate in this study. To select the sample of this study a random Sample was used. The sample size for this study is 150 academic staff between three universities in north of Iraq (HUD, ISHIK, and AUK). The research instrument for this study is a self-administered questionnaire. To accomplish the objective of the study, the questionnaire is used to collect data from targeted participants. The questionnaire includes two sections. The first one contains the personal characteristics of respondents such as gender, age, education level, number of training, and work experience. Section two is divided into two parts; part one consists of questions are related to quality standards in higher education. Part two includes three structured questions about competitive advantage.

Secondary data were collected from textbooks, journal articles, magazine, report, conference, and websites which were presented in the literature review. Primary data were collected by questionnaire. The questionnaires were sent to academic staff by email, hard copy, and goggle form. The Distributed 150 form questionnaires, 126 were completed, computer statistical package was used to analyses the collected data. Descriptive statistics were used to describe the respondents' profile. Correlations were used to determine the relationship between dependent and independent variables. Finally, multiple regression analysis was used to determine which independent variables have a greater influence on competitive advantage.

1.8 Research Structure

The structure of thesis includes three chapters as follow:

Chapter 1: This chapter includes the introduction that gives the basic research background and concepts related to the research, problem statement, research objectives, important, and research methodology.

Chapter 2: This chapter is the review of literature that analyzes several existing work related to select quality standards in higher education, and its contribution to achieving competitive advantage, illustrated the quality in education, standards, quality assurance, and three porter's generic strategy with respect to north of Iraq.

Chapter 3: This chapter is describes the research method, include; it includes research design, research framework, research hypothesis, population and sampling, research instruments, data collection, test validity and reliability of the questionnaire, and data analysis. Also includes the finding and discusses the data analysis and interpretation part

that analyzes the collected data using several statistical tools in order to test the proposed research hypothesis, finally, provide conclusion and recommendation that gives the summary of findings of data analysis followed by the conclusion of the research and recommendations for improvement, as well as suggestion for future research and limitation of this research.

CHAPTER TWO

2.1 Introduction

This chapter discusses quality standards in higher education, its (conceptual entrance quality, standards in education, and quality standards assess university), as well as discusses the dimensions of the dependent variable; include the competitive advantage , its concept and definitions, and also highlight the porter's three generic strategy.

2.2 Conceptual framework of quality

2.2.1 Quality

Quality word derived from the Latin word which meant the nature of the thing and the person and the degree of goodness, while the word quality in the dictionary English language means excellence (Advanced, 2014, p. 1162), then the old meant accuracy and wholeness through their manufacture monuments and historical monuments of the statues, and castles, or to be used for security purposes. according to (Kis, 2005), The concept of quality is not new, it has always been part of the academic tradition, and also It is the outside world that now emphasizes the need for attention to quality, It is the relationship between higher education and society which has changed, but newly the concept of quality changed after the development of management science and the emergence of large-scale production, an industrial revolution, an emergence of large companies, and increased competition. There are exist different definitions about quality. According to (Daradkeh & Shibley, 2002), International Organization for Standardization is defining quality as "degree to which a set of inherent characteristics

fulfils requirement" On other side, The British Standard Institution (BSI) defines quality as "the totality of features and characteristics of a product or service that bears on its ability to satisfy the stated or implied needs" (Sudha, 2013, p. 123). However, the American Society for Quality Control (ASQC) defined quality as "A set of features and characteristics of the product or service capable of meeting the needs of consumers" (Daradkeh, 2006). Moreover, the concept of quality from the perspective of the pioneers as follows (Najafabadi, et al., 2008):

- (Edwards Deming)"Quality is the degree to which performance meets expectations" - (Joseph Juran) "The fitness of the product for the use"

- (Genichi Taguchi) "The lack of quality is the losses a product imparts to the society from the time the product is shipped"

- (Philip Crosby) "quality is achieved by preventing defects and conforming to requirements"

Through the previous definitions, quality is often described as the totality of features also characteristics of a service that allow on its ability to satisfy stated or implied needs, It uses quality term to specify that a good product and / or a good service, but it is wrong to believe that the products or high-quality services are the only products or more expensive services, but are those products or services that fit the needs and expectations of customers in terms of high performance, low cost, and availability of product or service required quantity at the right time.

2.2.2 The concept of quality in higher education

The focus on 'quality' in higher education came to the forefront in the early nineties (Yorke & Vidovich, 2016), Then before accessing the concept of quality in education is supposed to address the concept of quality of service. according to (khan, Ahmed, & Nawaz, 2011, p. 160) it could be define the quality of service from the perspective of the service provider's perspective is the beneficiary of this service, quality is from the viewpoint of the service provider is matching service standards already set for this service, and the quality of service from the perspective of the beneficiary (the customer) are adapting the service to the customer uses, it's uses As the quality of service refers to the evaluation of customers (beneficiaries) to the degree of excellence in the performance of this service. The quality of service is an express service to match the expectations and preferences of customers, as well as out points to the concept of quality service to the compatibility of the service specifications expectations of customers for this service, So determined that degree of satisfaction that can bring service to users by satisfying their needs, expectations, and meet them, in addition, quality of service is express service to match the expectations and preferences of customers. However, they are three principal elements determining for the concept of quality in education include:

1. Philosophy: In the content that the student is not the original product, but the product is learned by the student, through the education process of knowledge, skills, and values of moral and aesthetic working on self-development in the aspects related to the possession of knowledge, skills, and expertise (Tankary, 2014).

2. Objective: It is that each product or service up to any class of consumers in education within the organization or outside, then all activity leads the final product or service should be the highest possible level of quality, and also match the elements of the quality system specifications (Nasreen & Bano, 2016, p. 22).

3. Process: Any feedback from the shareholders of parents, students, and community members to determine the quality of products and services to be levied level, then the use of trained personnel for the development of these products and services to the satisfaction of customers to the maximum degree (Nasreen & Bano, 2016, p. 17).

In other word, the concept of academic quality through the dimensions shown in (Figure:1) Of high performance, low internal, and external orientation, as determined by the institution's performance in light of these dimensions relative or absolute success by moving toward excellence and conforming to the purpose of satisfying the beneficiaries, then the orientation of the low level of standards internally to standards qualifies competition institution and get arranged within institutions external competition (Damme, 2004, p. 133), The idea of the concept of quality in education has emerged through the integration of the university in total, in order to find the efficiency of the final product through an integrated system to work, efficient management, development, need to develop the administrative capacity in terms of concept, application, including making them give everything they can to improve the performance, and quality of the product. In the area of education, quality judgment means on the level of achievement of the goals and the value of this achievement, this provision and associated activities or outputs that are some of the features and characteristics in the light of some of the standards and objectives agreed (Musa Idris, Ahmed, & Alochter, 2012, p. 45), and

also study (Khodayari & Khodayari, 2011, p. 38) confirm that the beginning of the quality of educational services point lies in determining the collection is required, followed by educational curricula capable design to achieve these results. the selection of students qualified to study the curriculum, put this curriculum within the university plan and its implementation in order to achieve the desired results, with the need to take into account to achieve quality assurance in the light of indicators and benchmarks to ensure that, then reflect the quality of educational services for the attainment and achievement of the defined goals of the university management, elements, and issues targeted (Hamdatu, Siddiek, & Al-Olyan, 2013, p. 109).

Figure: 1: Definition of Academic Quality
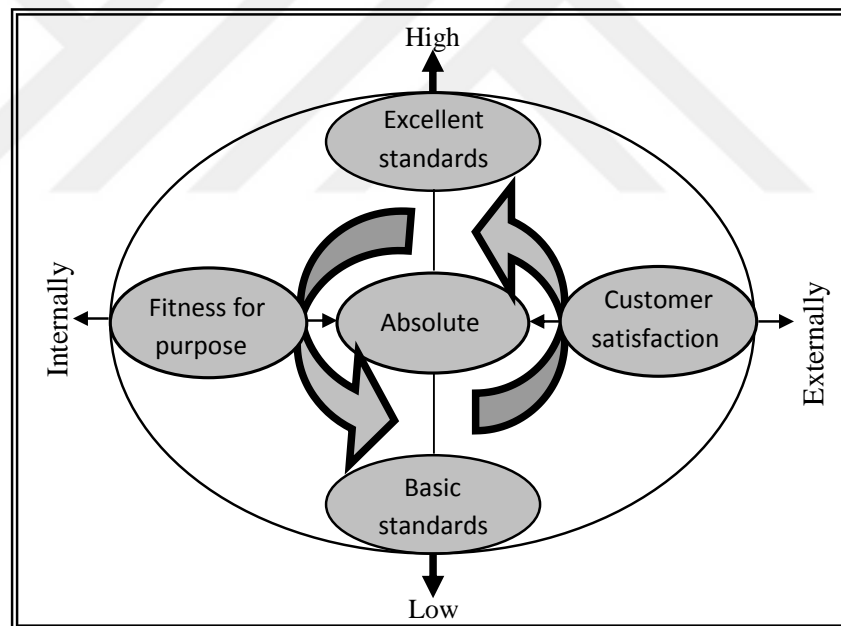
Source: Van Damee, Dirk, 2004, Standards and Indicators in Institutional and Programmed Accreditation in Higher Education: A conceptual Framework and a Proposal, P. 133.

2.2.3 The importance of quality in higher education

The quality of higher education is one of the strategic issues that cannot be ignored or overlooked, it has become to improve the quality of education an important and strategic goal for all universities that are looking to achieve leadership and excellence, because the great challenge facing at present and in the future, is the extent of its ability to deliver educational, research service, and high quality achieved outstanding graduate that meets the needs of the community and the labor market specifications, as well as contributes to the development programs and requirements, education is a real investment (Van der, 2014, p. 397). However, the education is most important way to build individual and community development, as it is the best tool to confront the variables that are difficult to restrict the major challenges that are renewed daily, and also higher education in general and the university in particulars is the basis of the progress and the basis for the beginning (Türkkahraman, 2012, p. 38), as well other the researchers determined in the importance of quality in higher education. Higher education has an important role for both students, as an individual, and also for the society in which lives. Higher education represents an aid for the growth and the development of the students and a key for a better life. For the society, higher education institutions can contribute to the creation of ideal citizens, who will help in keeping the society peaceful, and also higher education help the educational institution to identify the features of quality in education, mental, and physical energies. Then the improve quality of other services, and help in identifying performance levels. moreover, education help to satisfy the needs and desires of the customer (student) to achieve its requirements, and what could universities from the prosecution of developments in education for lasting development, as well as it helps to develop leadership skills

(Tankary, 2014). In addition, it can be argued that the application of quality principles and requirements in the field of higher education stems from the importance of higher education great and its impact on various other sectors. In other words, quality in the educational process has become an indicator outstanding performance at the university, the knowledge of the administrative, educational performance, scientific research, and community services, quality is included in every policy, and procedure (khan, et al., 2011, p. 160).

2.2.4 Quality objectives in higher education

Actually, every organization and institution has many goals since formed; including the quality of education has many goals, among the most important of these objectives as follows:

1. Improve the performance of all employees through the development of the willing spirit of teamwork and develop teamwork skills in order to take advantage of all the energies and all employees of the facility educational (Nasreen & Bano, 2016, pp. 17).

2. Consolidate the concepts of quality under the permanent logo: To do things the right way in first time

3. Take all preventive measures to avoid errors before they occur and work to improve performance on an ongoing basis.

4. Achieve a qualitative increase in the process of education is based on the documentation of programs, procedures, and the activation of the regulations, directives, and standards of selection of students (Hamdatu, et al., 2013, p. 106).

5. Attention to performance levels for administrators, teachers, and staff at universities through follow-up actors and find the necessary corrective measures and implementation of training programs inhalers and continuing qualification with good quality at all educational components of the system's activities focus(inputs, processes, outputs) (Van der, 2014, p. 396).

In the context of relevant, the fundamental objective of quality in education is to enhance the educational and research process, their presence means the availability of features and benefits of the educational product, and ensures the organization of scientific reputation, along with enhances its position academy in international and global scientific forums.

2.2.5 Advantage an application of quality in higher education

2.2.5.1 At the University level

The important stage in the early for university is the settings administrative system in any educational institution and developed to accurately clarity of roles and responsibilities, then to ensure improved performance in all areas of the university, thus enabling higher education establishments of competitiveness, and also Set standards for performance measurement and evaluation, as well increasing the administrators, employees of educational institutions efficiency, and raise the level of their performance (Dahlan , 2006). In addition, improve the level of communication and the development of teamwork style by teams working, in order to cultivate and develop a sense of loyalty to the university along with providing an ambiance of understanding and cooperation, human relations among all employees of educational institutions, then thus contributing to the development of creativity and innovation skills. Finally, improve the quality of

university graduates, including contributing to the increased demand for the output of the university (Nouri, 2013).

2.2.5.2 At the Students level

The great significant advantages of the application of quality in higher education at the level of the student as following:

1. Student's ability to discover knowledge by himself, and having the ability to analysis, synthesis, evaluation through the proper methods of learning, teaching, and looking at the role that the role of the participant (Dahlan , 2006).

2. Student's ability to create new knowledge and apply what has them in solving problems, then face with various situations faced by them.

3. Increase students' desire to learn more, so to prepare for lifelong learning, with the grades up of the students in all the physical, mental, social and psychological aspects (Tankary, 2014).

2.2.5.3 At the Community level

The most important advantages of the application of quality in higher education at the community level include:

1. The discovery of rings and various types of waste, from a financial, human waste, administrative, educational, timetable, estimate their rates and their impact on the efficiency of internal and external education (Nouri, 2013).

2. The development of education, through the educational system assessment and diagnosis of the shortcomings of the inputs, processes, and outputs, an even calendar

turns into a real development and adjust to the actual quality of the educational service (Dahlan , 2006).

3. Improve the competitive position of local and international universities, then granting educational institution respect the local, global appreciation, and recognition.

4. The concentration of the efforts of universities to satisfy the real needs of the community, through the linkage between education curricula as inputs, labor market and in line with the times, and also regulate the role of universities in contributing to economic growth and the development of the surrounding community at the university (Dalimy, et al., 2012, p. 145).

2.3 Standards

2.3.1 Concept and definition of standards in higher education

The main of standard in the English dictionary is a level of quality (Advanced, 2014, p. 1412). Standard setting methods have been used widely since the early 1970's as a response to the increased use of criterion-referenced and basic skills testing to establish desirable levels of proficiency. according to (Al-maliki, 2010, p. 13) the standard is to compare used to determine the standards for performance evaluation point, may refer to the current levels of performance in the enterprise and include education sectors, Standard is also used to refer to varying levels of quality or performance, as in phrases such as low performance, high quality or teaching excellence. This is the "how much" of standards. This use is reinforced by technical methods for setting standards (Coates, 2010, p. 5), moreover, a standard is a document that provides requirements, specifications, guidelines or characteristics that can be used

consistently to ensure that materials, products, processes, and services are fit for their purpose, there are more and more number of standards for variety sections, ISO had published over 21000 International Standards that can be purchased from the ISO store or from the members (ISO, 2015). Then Standard methods for measuring productivity were developed for profit - or shareholder value- maximizing firms engaged in the production of goods or service. According to the measurement of quality standards, it can be classified products or services to high or good or bad or unacceptable, as is the standard setting standards of quality in agreement with the desires of the consumer quality, available capacity, and the economic feasibility, as well Academic standards usually refer to student performance and levels of achievement on a particular piece of assessment, in a subject, or at the end of a degree, As with the indicators of academic quality, the standards would often be national or international in scope, although a few may be specific to individual institutions (Coates, 2010, p. 5). According to (Yorke & Vidovich, 2016) standards in education are "definite degree of academic achievement established by authority, custom, or agreement, and used as a fixed reference point for reporting a student's level of attainment". Also degree of established by authority are divided in national, international, and global standards. In addition, the national standards will be a powerful means of informing students, parents, families, teachers, schools, and the education system about how well things are going and what could be done better to improve learning for all students. However, They are three types of standards, firstly assessment standards; the standards used for the certification process, and secondly called Occupational standards; this kind is often set through a discussion with stakeholders in the economic world and reflects the needs of the labor market and

of society more generally, and finally Educational standards; These standards relate to education and training (Bulgarelli, 2009).

2.3.2 Purposes of standards in higher education

According to (ENQA, 2009) the purposes of the standards in education are:

1. for advance the education available to students in higher education institutions;

2. To support higher education institutions in supervision and improving their quality and, thereby, to help to explain their institutional autonomy;

3. to arrangement a background for quality assurance activities in their work;

4. To make external quality assurance more transparent and simpler to understand for everybody involved.

2.4 Quality Standards assess University

In the third millennium, education systems face significant challenges represent as demography economic, strategic, and also technology. whole improve the quality of education provided by universities and research centers, because the development, innovation in management theory, methodology, and manners are the fundamental requirement in the construction of cultural and educational nations, There is no doubt that the quality and standards assurance in universities and educational systems and programs of the academy, will impact on building capacities of knowledge essential to advancing development and catch up with the development, progress ,and competencies, as university leadership positions in society, which are closest to the science and fields of knowledge. In the context of the above, this section allocated to

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highlight the concept of quality assurance in higher education and its objectives and indicators of guarantee, according to universities of the Kurdistan Region of Iraq.

2.4.1 The concept of Quality Assurance in Higher Education

In fact, the university is the fundamentals for the growth and development of societies to reach the stages of production, progress, and access to the concept of knowledge-based modern societies, and contributes to university education in this important through the rehabilitation of the human level, and engage the areas of local development, economic, social dimensions, face future challenges, to highlight the need to reconcile growth dimension quantitative, and qualitative addition to the community (Brooch & Berkane, 2012, p. 106), Quality has become a choice inevitable, organizations seeking to achieve leadership and excellence, then the guaranteed operations and adopt an urgent need to achieve competitive requirements and stay, and also there are many definitions that include quality assurance, identified (Hamdatu, et al., 2013, p. 106) that all the functions of the organization which ensures a level quality which wants to beneficiaries, and seeks quality assurance to prevent quality problems through a series of planned and regular activities, building a good quality management system, evaluate the efficiency of this system, audit system processes, and review. They are several and varied definitions cited by the researcher's topic of quality assurance, it is difficult to find a comprehensive and uniform definition of this concept, according to (Kahsay, 2012), All necessary actions planned organization to give confidence that the product or service will satisfy the specific needs in advance. However, (Tankary, 2014), defined quality assurance as find mechanisms and procedures within the organization process applied in the correct and timely manner to ensure that the desired quality will

be achieved. Quality assurance refers to the determination of standards, appropriate methods, and quality requirements by an expert body. Through the previous definitions the researcher sees the concept of quality assurance as:

1. There is no specific definition of quality assurance in the field of education in general, or the educational process in particular, because of endoscopes differing visions for researchers,

2. The quality assurance process is the basis for the success of any program, system, or curriculum, and to the university achieve quality assurance is supposed to prove that the follow-up performance is part of the educational system, and that periodically happens on the components of the program at least once each year.

2.4.2 The Objectives of Quality Assurance in Higher Education

The quality assurance efforts aimed at promotion the professional practices to ensure the achievement maximum use of resources and access to high-quality output. According to (Musa Idris, et al., 2012, p. 45) Include all activities that should be done to get to a certain level of performance or developed through a commitment to standards and procedures lead to the outputs and services achieve performance requirements, thus reinforcing the confidence of the institution concerned and outputs, as well as The entrance to the quality assurance in higher education seeks to achieve a number of goals, Sum improving institutional performance, including the institution's relationship with the community that created, then in line interacts and meets the requirements of the environment in which it operates educational institution, regardless of the nature of the research and educational activities (Al-Agha & Al-Agha, 2010). Moreover, quality

assurances have important objectives, according to (Al-Samarrai, 2012, pp. 995-997; Amin, 2012), the briefly most important goals are:

1. Quality educational program achieved this goal through several indicators:

- Evaluation of integrated courses on the event and modern.

- Ensuring more effective to provide study materials and teaching methods to support the main objectives and sub-academic program.

- Appropriate laboratory, library, computers, and multimedia facilities to provide support in order to support academic pursuit's main and branch.

- Achieve a high level of academic success for students.

- Meet the needs of the community.

2. The high quality of the student experience achieved this goal through the following indicators:

- Ensure the high quality of the interaction between students and faculty.

- Ensure that services student in high quality and the quality of support systems be.

- Ensure that the physical environment of concrete and high quality suitable and safe.

- Ensure that the student experience suitable for the labor market and enable jobs and a wide open space for further study in front of college graduates.

3. Excellence and productivity to the growing activities of research activity in particular, this goal is achieved through the following indicators:

- Increase the capacity and productivity of research.

- Increase student involvement in research activities.

 In the context of the above and concluded to the opinions of researchers could targets quality assurance system modes according to the two goals: external and internal, as shown in Table (1) as follows: (ENQA, 2009; Amin, 2012; Badrakhan, 2013, p. 63)

Table 1: Internal and External Objectives of the Quality Assurance System in the Educational Institution

No	Internal goals	No	external goals
1	A change in the performance of employees in educational institutions, whether university, college or institute.	1	Improving the quality of output and qualify to compete in the labor market and the ability to effectively participate in community service.
2	Change and the development of methods, academic work environment for the better, and raise the skills and abilities of workers.	2	Increase awareness of the importance of the introduction of the principle of universality in higher education.
3	Establish the good human relations, and strengthen the loyalty of the institution.	3	Development of competition strategy between the institutions on the internal and external level.
4	Facilitate the procedures, shortened to save time, effort, and cost.	4	Connecting education institutions of society to ensure the construction of a reference framework within which to measure the availability of the global dimension of the quality of processes in higher education institutions.
5	Motivate and encourage employees to participate in the events.	5	Encourage higher education institutions to complete their shortcomings; to reach the world advanced level universities in line with its aims, objectives, culture.
6	Help higher education institutions to evaluate and enhance the quality of its existing operations in the light of the principle of universality.	6	Ensure improved standards of programs or educational institution which is below the required level, also work to correct them quickly, effectively, and in accordance with international standards requirements.
7	Providing students, employees,	7	Activate strategic alliances with

other stakeholders with information on quality, standards used in each educational institution, therefore being able to the trade-off, and choose among them.	international universities and integration with other systems in the global system of higher education in order to improve the quality of national higher education standards.

Source: (ENQA, 2009; Amin, 2012; Badrakhan, 2013, p. 63)

2.4.3 The Principle of Quality Assurance System

After touched on the concept of quality assurance system, also internal and external objectives must be referring to the principles of quality assurance system, determines three basic principles of quality assurance system at the institution are (O'Shea & Downes, 1997, p. 57):

1. Have a message associated with an educational institution in a positive and tangible reality of society.

2. The possibility of measuring the successful completion of that message by focusing on the quality of the educational experience of the student.

3. It should be the institution at any time and clear objectives (phenomenon) in order to further improve the quality of the educational experience of the student.

This requires leaders of educational institutions and their employees should be aware that the application of quality built on a number of principles related to this concept that should be recognized and identifiable to find a conscious culture of the concept of quality assurance, including (Amin, 2012, p. 52):

1. It is a relatively new concept in terms of application in the educational field.

2. Pursue to increase the contribution for all academic and administrative levels.

3. Works to minimize the mistakes.

4. Include all services provided to the student sector.

5. Institution able to satisfy through the beneficiary, the provide service falls the framework of students, parent, and community in various sectors.

6. Quality assurance process going on does not stop or end at a certain stage.

2.5 Competitive Advantage

2.5.1 Concept of Competitive Advantage

The concept of competitive advantage is stable in the thinking of value creation and distribution (Goksoy, et al., 2013, p. 305). Competitive advantage is help of the company to offer buyers extra values and advantages more than its competitors; Porter offered the theory of competitive advantage in 1985 emphasizes productivity growth as the focus of national strategies (Baroto, Bin Abdullah, & Wan, 2012, p. 11). Porter defined competitive advantage as "Arises competitive advantage once the organization find to the discovery of new ways to be more effective than those used by competitors, where it is able to embody this discovery in the field, in other words, once you make a creative process in its broadest sense." Michael Porter was pursuit of competitive advantage is an idea very much at the heart of the strategic management, Understanding the sources of sustained competitive advantage has become a major area of study in strategic management, While, the competitive advantage is process not easily able to simulate. According to (Shahmansouri, Dalvi, & Niki, 2013, p. 842) Competitive

advantage collection organization unique features that allow it that better performance than their show competitors and competitors are not easily able to simulate. Also (Agha, Alrubaiee, & Jamhour, 2012, p. 198) Mentioned that the competitive advantage is important if it is related to business environment by the market, today's business environment and factors affecting it are very different and more complex than what was in the past. Development of production methods, technology, IT, and customer power are among characteristics of today's business environment; similarly to achieve the competitive advantage an organization must also pay attention to its external position, as well as internal capabilities. The organization must consider its internal capabilities and its competitive position in the market not as aspect elements but think of them interactive elements as sources of gaining the competitive advantage and marketing strategy. In the other word, competitive advantage depended on where the business was located and where it chose to provide services, even environments allowed this strategy to be successful, particularly for large and dominant organizations in mature industries (Porter, 1998). In order to definition and concept mentioned above, it would be saying that the competitive advantage focuses on innovation, creation of value for the customer, and also the goal of the competition strategy.

2.5.2 The Importance of Competitive Advantage

Nowadays, the competitive advantage is the important element to success of the organization (Porter, 1998, p. 35), then an organization should be to improve the business by innovation and offer product and service high quality in order to consumer satisfactions. Hence, the priorities of the competitive advantage of the following points; firstly, achieve market power through a market share of goods control or marks posed in

target markets. Secondly, the development of new goods and services, and also develop a strong financial centers of the Organization. And finally, a niche and new markets, with the creation of new distribution channels, as well as finding and developing new technology lowers the cost of the product or brand. Clearly, apply competitive advantage more and more advantage for growth and also survive the organization for a long time, as well an increasing marketing share for the business environment.

2.5.3 The Porter's Genetic of Competitive Advantage

According to Porter (1998) there are three fundamental ways in which firms might achieve sustainable competitive advantage. This model includes are; (Cost leadership, Differentiation and, Focus). The (figure .2) defines the choices of generic strategy. A firm's relative position within an industry is given by its choice of competitive advantage (cost leadership vs. differentiation) and its choice of competitive scope. Competitive scope distinguishes between firms targeting broad industry segments and firms focusing on a narrow segment. Generic strategies are useful because they characterize strategic positions at the simplest and broadest level. Porter maintains that achieving competitive advantage requires a firm to make a choice about the type and scope of its competitive advantage (Baroto & Bin Abdullah, 2011, p. 1363). However, in order to compete successfully in the long-run, the firm must first choose an appropriate positioning, the application of the different strategies of the company to another company, in a wide scope of strategy or the application of strategic organizations (cost leadership and differences), as well as in a narrow range as some companies apply the focus. For clarity or utilize strategies that demonstrate these strategies from below:
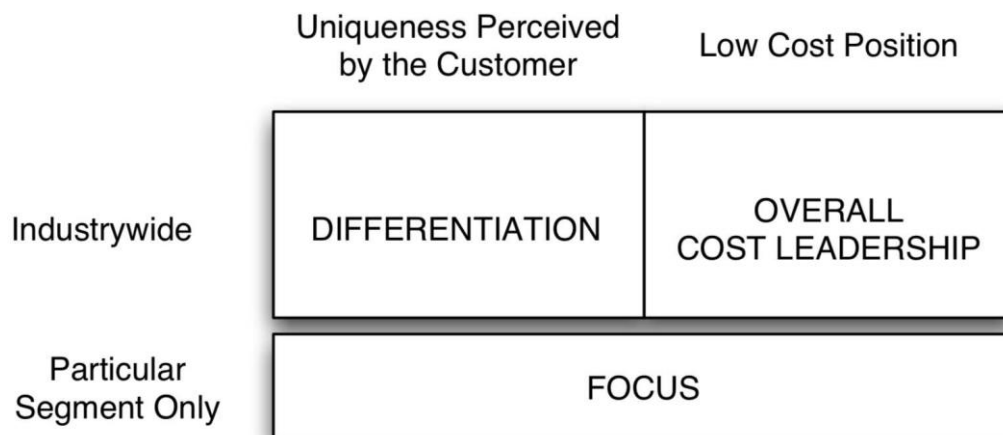
Figure2: The Porter's three Genertic Strategy.

Source; Porter, Micheal E; (1998) Competitive Strategy: Techniques for Analyzing

Industries and Competitors: with new introduction. New York: Thr Free Press.

2.5.3.1 Cost leadership Strategy

In fact, Cost leadership means having a cost structure which enable a firm to produce or offer products or services at lower unit costs than its competitors. The important thing is here that the cost structure of the company must be lower than its competitors (Ağgez, 2013, p. 12). Costs play an important role in achieving the discrimination strategies, for the organization that would like to stand out from its competitors to keep the costs near to their costs, and also it is the foundation stone of a competitive enterprise cost. This requires assessment of costs in the field of special station compared with its competitors. as stated Fifield (2008) to achieve overall cost leadership the organization must dedicate itself to leading advantage, in other hands, The success of the lowest-cost strategy depends on the organization's ability to apply and follow-up, The costs do not go down automatically, But the result of intense and sustained attention to efforts Since the institutions have multiple possibilities to reduce

costs, and in light of the economics of the same size, also the size of the accumulated production itself, Or to follow them to the same policy. And the institution must always seek to reduce their costs as much as possible, improving position does not require a change in strategy as far as what requires attention and support from managers, it should not think that the cost is low enough. Some of the companies or institutions use strategic leadership of the lower cost, including Wal-Mart of the most famous low-cost model in front of its competitors, EasyJet and Southwest Airlines and etc. Moreover, the cost leadership strategy has been successfully applied for the large company and mostly such as in Japan. For example, the Toyota company system - its longer competitiveness in cost decline, quality and transfer time, has provided the impetus for a worldwide shift toward increasing efficiency through cost-cutting strategies (Baroto & Bin Abdullah, 2011, p. 1363). While, After World War II, education institution became providers and students became consumers (Anna & William, 2012, p. 7). According to (Baroto, et al., 2012) also the strategic cost leadership is apply for education in general, and higher education particularly, through the Lower prices lead to higher demand and therefore to a larger market share, in other word, The increase in the number universities competing for customers and fighting to increasing market share However, the ability to pursuit activities the lowest costs compared to competitors, clearly, The University's ability to sell for a longer period with a profit. Finally, a low-cost education does not mean developing programs which are significantly better than others; the target is not to provide the highest quality, but to produce a low-cost product, which has enough quality. A low-cost strategy means to develop an educational product that is truly simple to produce and has a low price and lastly a high marketing share (Kettunen, 2003, p. 12).

2.5.3.2 Differentiation Strategy

The second generic strategy is one of differentiating the product or service offering of the firm, Also firm seeking to be unique in its industry along some dimensions of its product or service that are widely valued by customers is said to have adopted differentiation strategy (Tanwar, 2013, p. 11). Differentiation strategy is a business strategy that seeks to build competitive advantage with its product or service by having it different from other available competitive products based on features, performance, or other factors not directly related to cost and price, Approaches to differentiating can take many forms: Mercedes in automobiles for design or brand image, Jenn-Air in electric ranges for features, and Crown Cork and Seal in metal cans for customer service, or other dimensions. Ideally, the firm differentiates itself along with several dimensions (Baroto, et al., 2012, p. 123). According to (Al-foqahaa, 2012, p. 20), the adoption of differentiation in teaching and learning has the form of the slogans raised about the performance excellence and gave it a real institutional dimension. If follow the strategies and implemented at the academic level of the process has contributed to change the basis of competition with universities, with more than the traditional method to the modern style of the student depends academic centerpiece of the operation. On other hands, Successful differentiation strategies depend on creating close ties with consumers and distributors or have powerful corporate and brand images or reputations (Ağgez, 2013, p. 23). According to (Baroto, et al., 2012, p. 122) implementation strategic differentiation in aspect of education in generally, and university specially firstly that may serve different students in different ways, and secondly, image and reputation the university through the stay to high ranking by using various way to innovation by the academic staff and leadership of the university. Stated

(Al-foqahaa, 2012, p. 21) there is a strong relationship between the adoption of differentiation strategies in teaching, learning, the achievement of higher education institutions, and sustainable competitive advantage. In summary, the adoption of differentiation strategy means the organization's ability to provide excellent and unique products than offered by a distinctive and unique by consumers.

2.5.3.3 Focus Strategy

Focus is the last of the three general strategies; it is also called a focus strategy or niche strategy (Tanwar, 2013, p. 10). The last strategy is quite different from the low-cost or differentiation because they are made up on the choice of a tight market. This strategy as its name suggests, is formed to focus on a particular segment of customers, on a piece of the product line or geographic market. The basis of this strategy is to serve the narrow market more effective competitors in a way that serves the product on a larger scale (Baroto, ea tl., 2012). then It depends build this strategy to guide the production, advertising, and promotional efforts to suit the part of the market in which efforts are being made in order to know the characteristics, advantages, and preferences of consumers for the purpose of achieving the attention that leads to attract consumers to the organization. According to Tanwar (2013, p. 13) the focus strategy has two variants: in cost focus, a firm seeks a cost advantage in its target segment; while in differentiation focus a firm seeks differentiation in its target segment. Both variants of the focus strategy rest on differences between a focuser's target segment and other segments in the industry. For an aspect of education, the institutions recognize the importance of the focus strategy as it is significant role to developing university, in cost focus a university seeks a cost advantage in its target segment in order to attract student

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and loyalty for university. And also differentiation focus a university pursues differentiation in its target segment. Furthermore, through the Differentiation focus and cost leadership focus universities seek to apply and the setting the clear strategy to implementation the universities in order to success of field of service society, and good reputation through reaching a top ranking and survival at the level.

2.6 An Overview of Higher Education in KRG

2.6.1 Background of Ministry of Higher Education in Kurdistan Region

The Kurdistan region is situated in northern Iraq. It borders Turkey to the north, Syria to the west, Iran to the east and the rest of Iraq to the south. The Kurdistan region comprises the three governorates of Erbil, Sulaimaniyah, and Duhok. The capital city is Erbil. It is obvious that Kurdistan differs from other parts of Iraq in many areas, such as education, stability, economic growth, etc... In terms of education, in Kurdistan has a ministry of higher education establish in 2006, then setting quality standards in higher education from the Higher Committee for Quality Assurance for evaluation the state and private universities in KRG, there are 15 state universities and 13 private universities in Kurdistan region (KRG, 2009). For both Universities groups are evaluated, assessed and ranked based on the same ranking criteria, standards, and scale (nur-krg, 2015). For these standards in higher education (See appendix C) for evaluate the universities in KRG.

2.6.2 University Human Development

The University of Human Development is a non-profit national university establish by Professor Dr.Ali Qaradaghi in 2008. The university is under the supervision of The Ministry of higher education Kurdistan, Iraq. Its certificate is recognized by the

ministry. According to law No: (19211/3), it was established back in 16th of December 2008. The university's work to meet the requirements of educational, cultural, and technical areas within the frameworks of the highest values, commitment to human development, and the development of education and scientific research cooperation with all scientific and professional institutions in Iraq. Besides, the aim of university is to get benefit from foreign universities and institutions so that it will become a standard university and a scientific reference in the institutional accreditation. The assignment of the university is to upgrade the level of human beings and develop their skills (uhd, 2015).

2.6.3 ISHIK University

ISHIK University is a private university which was founded in 2008 in Erbil, Iraq by the private Fezalar Educational Institutions. To be a leading university in the country and region in the areas of education, research and development as well as service to the community by rising lettered individuals with universal ethical values. To raise well-prepared, productive and competent individuals with a research oriented spirit, who possess professional ethics and sensitiveness to the realities of the country and the world, in order to serve to fundamental human values; contribute to the improvement of the quality life of humanity based on regional and universal needs (ISHIK, 2009).

2.6.4 American University of Kurdistan

The American University of Kurdistan (AUK) is Located in the heart of Duhok. AUK will become a leading center of academic excellence and research. The University practices the highest standards of intellectual integrity and scholarship. The carefully

selected faculty and staff excel in their chosen fields. Academic freedom, equal opportunity and unity in diversity are the hallmarks of AUK's educational model. AUK is dedicated to becoming a leading academic institution, providing high quality education locally, regionally and internationally (AUK, 2016).

CHAPTER THREE

3.1. Meteorolog

   This chapter gives an overview of the research methodology. It includes research design, research framework, research hypothesis, population and sampling, research instruments, data collection, test validity and reliability of the questionnaire, and data analysis.

While, The purpose of find the answers to the four research questions offered in Chapter One. This finding is describes the analysis of primary data which were collected from a total of 126 respondents from the university human development. The primary part describes the Personal profile of respondents in terms of gender, age, education level, years of employment, and number of training. The second part presents the level of each variable (quality standards in higher education, and competitive advantage) by descriptive analysis. The third part effort to find whether there is a relationship between quality standards in higher education and competitive advantage via correlation analysis. The last part describes the multiple regression analysis using the Enter method, which identifies the contribution of quality standards in higher education to competitive advantage. The software Statistical Program for Social Sciences (SPSS) was used to analyses the data of this study.

In other hand, the purpose of this chapter is to answer the research questions about the relationship between quality standards in higher education as independent variables and competitive advantage as a dependent variable at the three universities in Iraqi Kurdistan, and which of these standards have a greater effect on competitive advantage in the universities. This chapter will discuss the results and findings. It will then

evaluate and test the hypotheses developed in this chapter. After that, it will present a conclusion of this study. Finally, it will provide some recommendations, some suggestions for future research and review the limitations of this study.

3.2 Research method

It includes research design, research framework, research hypothesis, population and sampling, research instruments, data collection, test validity and reliability of the questionnaire, and data analysis.

3.2.1 Research design

The research design is extremely important because it defines the success of the study. Determining research design will offer researchers a thorough plan which will be used to guide their research (Collis & Hussey, 2003). The aim of this study is hypothesis testing. This study is a correlation study because it determines and examines the relationship between quality standards in higher education with the competitive advantage between three universities in the KRG part of Iraq. Moreover, the relationship will be measured by some determined tools. It is a quantitative study and uses the survey method to collect data. The unit of analysis for this study is a perspective of academic staff between three universities (UHD, ISHIK, and AUK) in north of Iraq.

3.2.2 Research framework

As mentioned earlier, competitive advantage is affected by quality standards in higher education. In this study the independent variables is quality standards in KRG include (Academic Staff, Scientific Research, International Activities, Student

Satisfaction, quality, Cultural and Community Activities, library). Competitive advantage is considered the dependent variable include (Cost leadership, Differentiation, and Focus). The figure below shows the research variables.
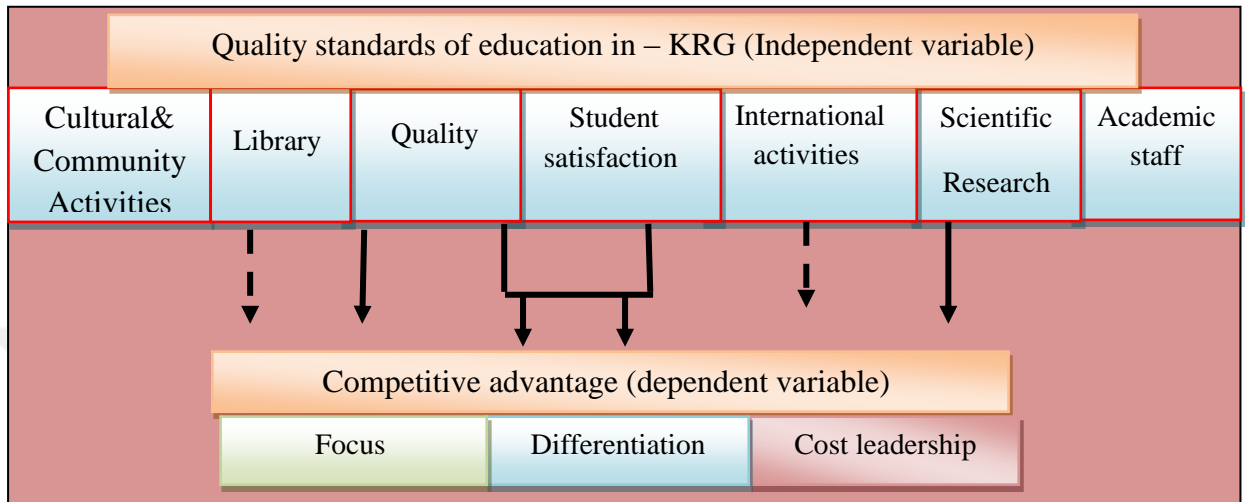
Figure 03: Research framework

3.2.3 Research Hypothesis

According to the objectives of the study and to test relations contained in the works, it has been adopting a set of fundamental assumptions and subsidiary as follows**:**

The First Hypothesis:

There is the statistically significant relationship between the quality standards in higher education and the dimensions of competitive advantage between three universities in north of Iraq.

Sub1: There is the statistically significant relationship between the academic staff and competitive advantage

Sub2: There is the statistically significant relationship between the scientific research and competitive advantage.

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Sub3: There is the statistically significant relationship between the International activities and competitive advantage.

Sub4: There is the statistically significant relationship between the Student satisfaction and competitive advantage.

Sub5: There is the statistically significant relationship between the Quality and competitive advantage.

Sub6: There is the statistically significant relationship between the Culture and Society Activity and competitive advantage.

Sub7: There is the statistically significant relationship between the Libraries and competitive advantage.

The second Hypothesis:

There is a statistically significant effect relationship between quality standards in higher education and competitive advantage among three university in north of Iraq.

Sub1: There is a statistically significant effect relationship between academic staff and competitive advantage.

Sub2: There is a statistically significant effect relationship between scientific research and competitive advantage.

Sub3: There is a statistically significant effect relationship between international activity competitive advantages.

Sub4: There is a statistically significant effect relationship between student satisfaction and competitive advantage.

Sub5: There is a statistically significant effect relationship between quality and competitive advantage.

Sub6: There is a statistically significant effect relationship between cultural and society activity, and competitive advantage.

Sub7: There is a statistically significant effect relationship between library and competitive advantage.

The Third Hypothesis

There are significant differences between the responses of respondents on the impact of quality standards in higher education based on personal information (gender, age, academic achievement, years of experience, and the number of training courses)

3.2.4 Population, Sampling, and Sample Size

The sampling is an important element of a positivistic research. This is because it is difficult for researchers to get access to the entire population or to be able to collect data from all members of the population being studied. According to Maylor & Blackmon (2005), a "sample is the subset of those social units you have selected to study". The population of this study is academic staff. As indicated earlier academic staff among three universities north of Iraq has been selected to participate in this study. The sampling method of this study is based on the probability sampling. A simple purposive sampling design was used to choose the sample of this study. A simple

random sampling means each member of the population must have an equal opportunity to be selected. The study involved collecting data from a total sample of 150 academic staff between three universities in north of Iraq.

3.2.5 Research instruments

In this study the research instrument is a self-administered questionnaire. According to Wilson (2014), a self-administrated questionnaire means that the audience completes it without the assistance of a researcher (interviewer). In this study, the questionnaire is used to collect data from targeted participants to achieve the objective of the research. The questionnaire is specifically designed to find the relationship between quality standards in higher education and competitive advantage among three universities in north of Iraq. The questionnaire consists of quality standards in education higher education in KRG, and dimension of competitive advantage. This questionnaire includes two sections. The first section contains demographic information such as gender, age, academic achievement, number of training courses in the field of management science, and years of experience. The second section is divided into two parts.

Part 1: The dependent variable with seven dimensions consists of fifty six questionnaires about quality standards in higher education

Part 2: The independent variable with three dimensions consists of thirty questionnaires about competitive advantage. Hence, the respondents are required to rank questions based on a five-point Likert scale as follows:

 Strongly disagree =1, Disagree =2, somewhat agree =3, Agree =4, and strongly agree =5.

3.2.6 Data collection

3.2.6.1 Primary data

According to (Wilson, 2014), primary data can be collected by researchers themselves by using several tools such as questionnaires, observation, and interviews; these data are unique and tailored specifically to a particular study. For this research, primary data were collected the questionnaires were divided to academic staff between three universities in KRG, For this study a total of 150 questionnaires were distributed; 126 completed questionnaires were received, and the response rate was 84%.

3.2.6.2 Secondary data

For this study, secondary data were collected mostly from textbooks, journal articles, conference, magazines, report, and Internet, which were presented in the literature review. Moreover, findings from earlier research done in the same area have served as a valuable basis of supporting material.

3.2.7 Validation methods

3.2.7.1 Validity

The main reason for doing a validity study is to ensure the validity and reliability of the research instrument, which in this case is a questionnaire. Before it is used for the main research, Researchers to identify problems and try to correct them before collecting empirical data from the sample. The content validity was determined by my supervisor's review of the questionnaire and also numbers of experts questionnaire (see Appendix D); based on them feedback, appropriate changes were made to the questionnaire.

3.3.7.2 Reliability

Cronbach's alpha is the key measure for reliability (Internal Contingency). It is most commonly used to fit how closely related a set of items are as a group. A value of alpha close to 0 indicates a weak relationship between the tested variables, on the other hands if alpha close to 1, it means there is a strong relationship between the tested variables. From our analysis see table (2), we can see from both tables that Cronbach's alpha is about 0.95, which indicates a strong relationship between the tested variables.

Table 2: Reliability Analysis

Variable	Cronbach's Alpha	Number of Items
Quality standard in higher education	0.954	56
Guttmann Split-Half Coefficient	0.873	56
Variable	Cronbach's Alpha	Number of Items
Quality standard in higher education	0.940	30
Guttmann Split-Half Coefficient	0.849	30

Based on the results in Table (2) the questionnaire is reliable and can be tested.

3.2.8 Data analysis

The data collected will be processed using the statistical package for social science (SPSS). This computer software is considered to be the most widely used to analyses quantitative data for social science. Data will be analyzed using descriptive statistics to describe the respondents' profile. Correlation will be used to determine the relationship between independent variables (quality standards in higher education) and dependent variables (competitive advantage). Multiple regression analysis will be utilized to determine which independent variables have more influence on the dependent variable.

3.3 Finding and Discussion

The purpose of find the answers to the four research questions offered in Chapter One. This finding is describes the analysis of primary data which were collected from a total of 126 respondents from the three universities in north of Iraq. The primary part describes the Personal profile of respondents in terms of gender, age, education level, years of employment, and number of training. The second part presents the level of each variable (quality standards in higher education, and competitive advantage) by descriptive analysis. The third part effort to find whether there is a relationship between quality standards in higher education and competitive advantage via correlation analysis. The last part describes the multiple regression analysis using the Enter method, which identifies the contribution of quality standards in higher education to competitive advantage. The software Statistical Program for Social Sciences (SPSS) was used to analyses the data of this study.

3.3.1 Personal profiles of the respondents

The first section of the questionnaire consists of personal information of the respondents. Therefore, the aim of this part is to get an overview of respondents' characteristics.

3.3.1.1 Gender

Table (2) shows the profile of respondents in terms of gender. Of the 126 respondents, 99 are male, which represents 78.6%, and the remaining 27 (21.4%) are female.

Table 3: Gender distribution of sample

		Frequency	Percent	Valid Percent
	Male	99	78.6	78.6
Valid	Female	27	21.4	21.4
	Total	126	100.0	100.0
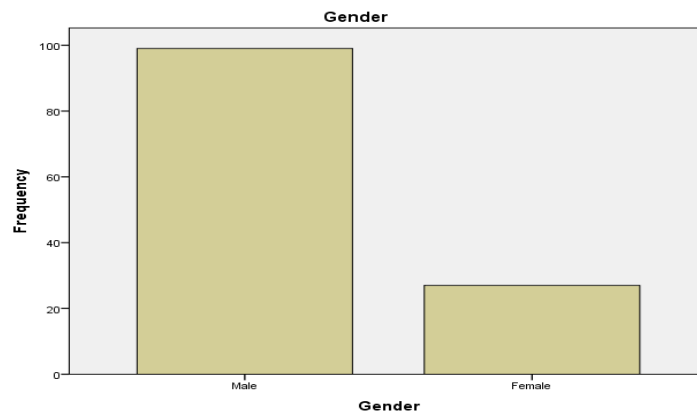
Figure4: Gender distribution of sample

3.3.1.2 Age

Table (3) presents the age Classifications of 126 respondents. According to the table below, most of the respondents are between 36 and 45 years of age, which holds 42.1% of the respondents; 34.9% of participants are between 21 and 35 years of age; 14.3% of the respondents are between 46 and 55 years of age; and only 8.7% are aged 56 and above.

Table 3: Age Classification

		Frequency	Percent	Valid Percent
	21 - 35	44	34.9	34.9
	36 - 45	53	42.1	42.1
Valid	46 - 55	18	14.3	14.3
	56 and more	11	8.7	8.7
	Total	126	100.0	100.0

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Figure 5: Age Classification
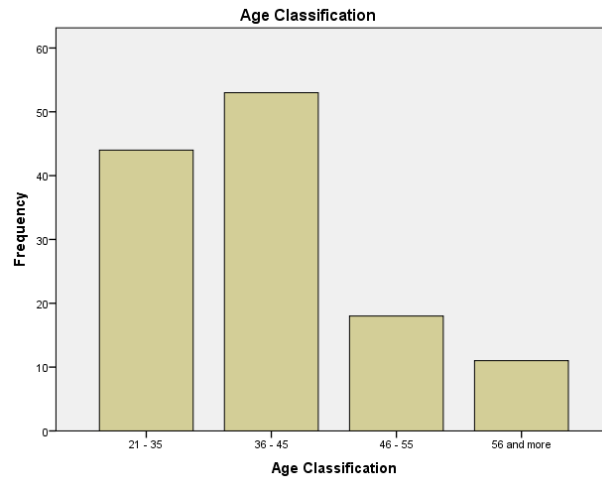
3.3.1.3 Academic achievement

The distribution of the respondents in terms of the level of education among three universities are presented in Table (3) The results demonstrate that more than half of respondents are at the master's degree level of education which holds 61.9% of the respondents, at the level of PHD 35.7% of the respondents; and only 2.4% of the respondents are at the level of bachelor's degree.

Table1: Academic achievement

		Frequency	Percent	Valid Percent
	BSc	3	2.4	2.4
Valid	MSc	78	61.9	61.9
	PhD	45	35.7	35.7
	Total	126	100.0	100.0
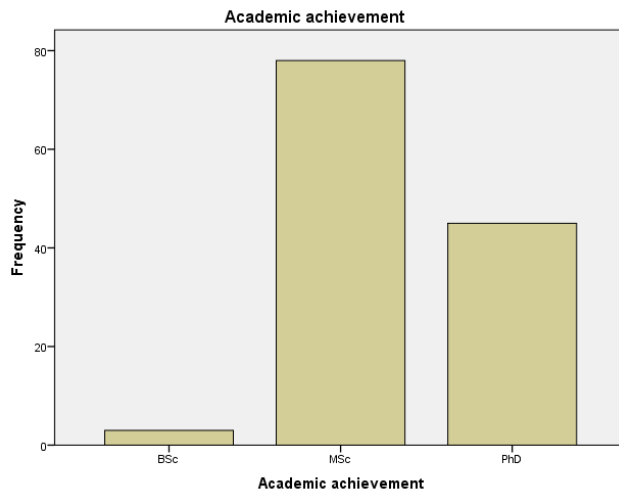
Figure6: Academic achievement

3.3.1.4 Years of employment

Table 4 presents the distribution of the respondents according to employed involvement.

According to the table, 58.7% of the respondents have work experience between 1 and

10 years, followed by 27.0% with 11 to 20 years; the rest of the respondents (14.3%)

have more than 21 years of working experience.

Table 2: Years of employment

		Frequency	Percent	Valid Percent
	1 – 10	74	58.7	58.7
Valid	11 – 20	34	27.0	27.0
	21 - And above	18	14.3	14.3
	Total	126	100.0	100.0
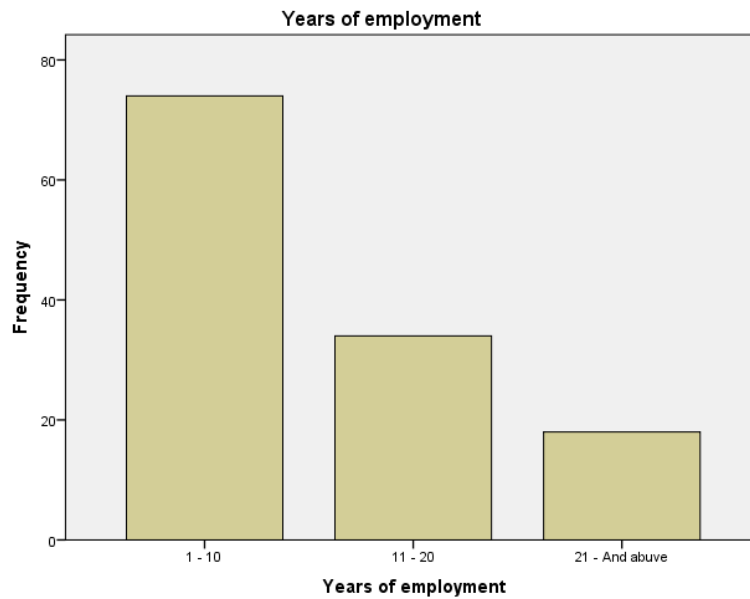
Figure 7: Years of employment

3.3.1.5 Number of training

Table (6) presents the distribution of the respondents according to Number of training in management science area. According to the table, 50.8% of the respondents Participate in courses between 1 and 3 times, followed by 16.7%; Participate in courses between 4 and more, while among the respondents were do not participated the training 32.5%.

Table 3: Nunmber of training in manangment sience area

		Frequency	Percent	Valid Percent
	None	41	32.5	32.5
Valid	1-3 time	64	50.8	50.8
	4 time and more	21	16.7	16.7
	Total	126	100.0	100.0

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Figure 9: Number of training

3.3.2 Descriptive analysis of variables

Descriptive analysis (means, t-test result, standard deviation, 2-taller, ANOVA, regression and correlation, and also hypothesis test) is used to interpret the general observation of both independent (quality standards in higher education) and dependent variables (competitive advantage).

3.3.2.1 Determining the mean, standard deviation, and T-test result

Table (8) displays us some important statistical results which are (Mean, Standard Deviation, and t-test result). The mean value explained the nature of the respondent answer about any questions asked to participants because it is one of the most statistical techniques in measure of tendency. Here we have to basic groups (Upper and Lower) and it can be seen that the mean values of all variables (questions) from the table for Group UPPER are about 4 which means that the respondents in this group strongly agree with concept of the questions. However; totally different for group LOWER since

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the value of means of the contributors are around 2.5. The standard deviation in fact, represents how distance the observations are from the mean value. In order to rely on the mean value we are looking to as small value of standard deviation as possible.

Table7: T-test result between Group (Upper and Lower) to question (The University has a clear vision of the number of qualified academic staff required the teaching process.)

Variable	Group	N	Mean	Std. Deviation	T	Sig
The University has a clear vision of the number of qualified academic staff required the teaching process.	Upper	26	4.3846	0.57110	4.738	**0.000**
	Lower	26	3.5000	0.76158		

Moreover, one of the main hypotheses in this study is to know whether there is a significant difference of mean in some questions asked between both groups or not. To reach the answer for the above question, T-Test was used and it involves mean value as well as standard deviation value, also it has two basic hypotheses (Null hypothesis "H_0" and Alternative hypothesis "H_1") shown below. As mentioned above mean is the most usage statistical measure and it is used in almost every situation in daily life due to having presence tall values in its equation.

$$H_0: Mean\ value\ of\ Group\ Upper = Mean\ value\ of\ Group\ Lower$$
$$H_1: Mean\ value\ of\ Group\ Upper \neq Mean\ valu\ of\ Group\ Lower$$

To accept H_0 or H_1 we compare Sig value provided from the table to α=0.05. Due to the fact that the value of Sig = 0.000 is smaller than α=0.05, so that H_0 can be rejected. In short, the respondents in Group Upper have variant opinions in answering the question asked comparing to the respondents in Group Lower.

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Similarly, it would seem that there is a significant mean difference between both groups about other questions (see appendix E).

However, there is only one non-significant result given in Table (9) and the question says (Academic articles to members of the university are identical with Thompson specifications based on impact factor). The t-test result indicates that both groups have the same viewpoint about it because the value in column Sig = 0.974 is greater than α=0.05. In conclusion, we accept null hypothesis says the mean values are equal in both groups or respondents in both groups are in the same side for this question. It is worth mentioning the value of standard deviation may have impact to this result owning to its big and there may have irregular values in this variable.

Table8: T-test result of (Academic articles to members of the university are identical with Thompson specifications based on impact factor.) for both groups

Variable	Group	N	Mean	Std. Deviation	T	Sig
Academic articles to members of the university are identical with Thompson specifications based on impact factor.	Upper	26	3.8846	0.76561	-0.032	**0.974**
	Lower	26	3.9231	6.01281		

Moreover, the reason we showed mean and standard deviation values are to explain that we are able to present the differences between these two groups somewhat. If we look at the mean values of table (8) we simply see that their differences is quite big which kind of warning us that the groups have different side about the question as we come up with significant result. However, this difference from Table (9) is not notable and the values are close to each other for Upper and Lower with values 3.8846 and 3.9231 respectively.

3.3.2.2 ANOVA analyzing

Apart of the previous outcomes, we thought it would be sort of useful to find out whether there is a mean difference of Quality standard in higher education based on some personal information such as, Gender, Age, Academic achievement years of experience and number training courses. Referencing to Table (9), we can conclude that there is no statistically significant difference in mean response of measuring Quality standard between male and female interviewers because sig value is equal to 0.896 and it is greater than α=0.05. Hence, we accept null hypothesis says

$(H_0$: *Mean value qauality standard of Male =*

MMean value qauality standard of Female$)$

It means male gender and female gender have the same point of view about quality standard in higher education based on the data attained.

Table 9: T-test result of (Independent variable) between Male and Female

Variable	Gender	N	Mean	Std. Deviation	t	Sig
Quality Standard in Higher Education	Male	99	197.553	29.642	-0.131	**0.896**
	Female	27	198.546	36.758		

In addition, personal information which may often influence on response's data is age. Different test was used to show whether respondents in different group of age have various aspects to measure the quality standard in higher education or not. To do so, ANOVA one way test can be used because there are more than two groups to compare

as we had ((21-35) G1, (36-45) G2, (46-55) G3 and (56 and more) G4). The hypotheses for this are as following;

$$H_0: \mu_1 = \mu_2 = \mu_3 = \mu_4$$

$$H_1: at\ least\ one\ of\ them\ is\ different$$

Therefore, from the following table it can be summarized that the result is not statistically significant which means the mean of age groups are equal since the sig value (0.412) is greater than $\alpha=0.05$, and we accept H_0.

Table 10: ANOVA one way test for (Independent Variable) and Age groups

Variable	Age Group	N	Mean	Std. Deviation	F	Sig.
	21 – 35	44	204.3529	37.86810		
	36 – 45	53	194.3750	28.82813		
Quality Standard in Higher Education	46 – 55	18	191.0000	25.05494	0.967	0.412
	56 and more	11	201.7143	16.79002		
	Total	126	197.7755	31.17808		

Regarding to Table (11), demonstrates ANOVA one way test to the quality standard in higher education with considering academic achievement as a factor. Similar to the previous personal information, it can be seen that the means of measuring quality standard of respondents are not statistically significant because value sig = 0.154 > 0.05. In other words, holding different degrees do not have impact on the quality standard measure in higher education.

Table 11: ANOVA one way test to the quality standard in higher education with considering academic achievement

Variable				Academic Achievement		
Quality Standard in Higher Education	BSc	3	229.6667	30.98925		
	MSc	78	198.5167	30.34127	1.190	**0.154**
	PhD	45	193.7714	31.81295		
	Total	126	197.7755	31.17808		

Likewise, years' experience and number of training course have come up with the same result. The null hypothesis as shown before was accepted for these two personal information as well since (Sig value > α=0.05) (See appendix F). This result would tell us that personal information do not have impact on changing the answer of measuring Quality Standard in higher education between three universities in north of Iraq.

3.3.2.3 Relationship between Independent and dependent variables

This section discuss relationship and coronation between both variable it includes software tools; Correlation, Regression, Normal distribution, VIF, also F- test and multicollinearity
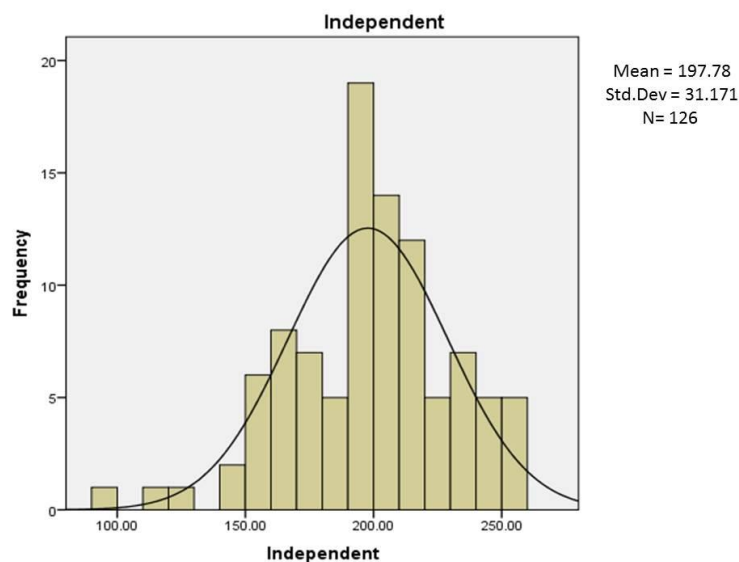
Figure 9: Independent variable frequency.

A histogram is used to find and show the frequency distribution (shape) of a data set. This will help us to determine the distribution of data if normally distributed or not, and give a quick visual summary of the data as well such as outliers and skewness. The graph shows that, the mean of data is about 198 with standard deviation 31 for 126 observations. The shape of this distribution looks like a bell-shaped curve (Normal Distribution). However, not all bins overlaid with a normal curve which indicates to negatively skew.
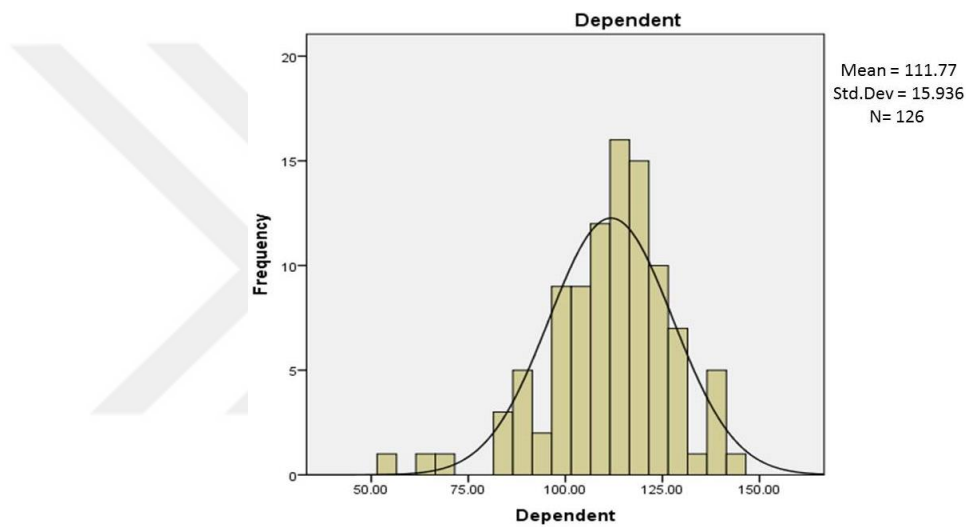
Figure 10: Dependent variable frequency.

Similarly, to histogram of Independent variable, in this graph, we can also observe that the dependent variable is negatively skewed; however, most of the data is overlaid under the normal distribution curve.

It is clearly shown that the average of dependent variable is around 110, with few observations less than 75, and few as more than 140.

Table12: Correlation between indepnedent and dependent variable

		Independent
Dependent	Pearson Correlation	.743**
	Sig. (2-tailed)	0.000
**. Correlation is significant at the 0.01 level (2-tailed).		

The correlation is an important measure to determine the strength of the relationship between variables which its value ranges from -1 and 1. If the value is close to -1, it means there is negative strong relationship between the variables, and if the value is zero means no relationship at all. And certainly, the value of 1 means a perfect positive relationship. In our table, the Pearson correlation value is 0.743 which indicates a strong positive relationship between Independent and dependent variables. Likewise, the Sig. (2-Tailed) value is 0.000, which is less than 0.05. Therefore, we can conclude that there is a statistically significant relationship between Independent and dependent variables.

Table13: correlation matrix bwtween both variable

Correlations		Academic Staff	Scientific Research	International Activity	Student Stratification	quality	Community & cultural activity	library	Cost leadership	Differentiation
Scientific Research	Pearson Correlation	.684**								
	Sig. (2-tailed)	0.000								
International Activity	Pearson Correlation	.664**	.611**							
	Sig. (2-tailed)	0.000	0.000							
Student Stratification	Pearson Correlation	.591**	.439**	.588**						
	Sig. (2-tailed)	0.000	0.000	0.000						
Quality	Pearson Correlation	.525**	.497**	.642**	.569**					
	Sig. (2-tailed)	0.000	0.000	0.000	0.000					
Community & cultural Activity	Pearson Correlation	.514**	.542**	.598**	.622**	.694**				
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000				
Library	Pearson Correlation	.551**	.522**	.626**	.622**	.623**	.588**			
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000			

Cost Leadership	Pearson Correlation	.574**	.560**	.503**	.510**	.520**	.549**	.644**		
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
Differentiation	Pearson Correlation	.552**	.510**	.648**	.578**	.607**	.638**	.624**	.737**	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
Focus	Pearson Correlation	.408**	.377**	.385**	.403**	.508**	.472**	.484**	.631**	.559**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

Let us analyze the contents of above Table which is correlation matrix. It can be seen that, all the correlations are positive and significant ($p < 0.05$). This illustrates that all variables are related rather cohesively.

Table 14: correlations between dependent and independent variable

Correlations								
		Academic Staff	Scientific Research	International Activity	Student stratification	quality	Community & cultural activity	library
Cost Leadership	Pearson Correlation	.574**	.560**	.503**	.510**	.520**	.549**	.644**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Differentiation	Pearson Correlation	.552**	.510**	.648**	.578**	.607**	.638**	.624**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Focus	Pearson Correlation	.408**	.377**	.385**	.403**	.508**	.472**	.484**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000

To narrow down the table, we just discuss the correlations between dependent variable (cost leadership, Differentiation, and Focus) against (independent variable). It is shown

that, Cost leadership strategy has a strong positive relationship with other variables. In addition, the correlations are statically significant at (P<0.05). For Differentiation strategy the same thing applies as Cost leadership, which has a strong positive and significant relationship with other variables. Unlike both Cost leadership and Differentiation, Focus strategy has weak positive relationship with significant correlation values (less than (0.5).

Table15: Regression models between both variables

Regression							
Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.
1	.743[a]	0.552	0.548	10.71856	1.683	118.415	.000[b]
a. Predictors: (Constant), Quality standards b. Dependent Variable: Competitive advantage							
Coefficients [a]							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constant)	36.642	6.988		5.244	0.000	
	Quality standards	0.380	0.035	0.743	10.882	0.000	
a. Dependent Variable: Competitive advantage							

In statistical modeling, regression analysis is a statistical process for estimating the relationships between variables. Regression models are used to predict one variable from one or more other variables. From above table, we used a regression model to predict a dependent variable (Competitive advantage) by independent variable (Quality standards in higher education). The overall model is statistically significant because p-value for F-test is less than 0.05. R-square which is 0.552, is a statistical measure of

how close the data are to the fitted regression line? If it is one, it means 100% the fitted

regression model explains the data.

In the coefficient table, there are two parameters, one is so called constant (Intercept)

and the other one is slope parameter. The slope indicates the steepness of a regression

line and the intercept indicates the location where it intersects an axis. The slope and the

intercept define the linear relationship between two variables. In our analysis, the slope

is positive 0.380. When quality standard in higher education increases by 1,

Competitive advantage increases by 0.380. The y-intercept is 36.642. Furthermore, t-

test shows that both parameters are statistically significant (P-value<0.000).

Table16: Regression models betwen independent variable and Cost leadership strategy

Regression							
Model Summary [b]							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.
1	.685[a]	0.470	0.464	4.41082	1.750	85.022	.000[b]
a. Predictors: (Constant), Quality standards b. Dependent Variable: Cost leadership							
Coefficients[a]							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constant)	10.386	2.876		3.612	0.000	
	Quality standards	0.132	0.014	0.685	9.221	0.000	

In this table, we have changed Dependent variable to cost leadership but the predictor is

still the same. In this model we can conclude that, all statistical measures are somehow

same in decision making with the first model except R-square value which less than the previous model. This means that the model is not explained the data well.

We move forward to the next model by using a new variable as a dependent variable. It is shown that in the below table, the Differentiation strategy variable becomes dependent variable against Quality standards in higher education (independent variable).

Table17: Regression models betwen independent variable and Differentitation strategy

Regression							
Model Summary [b]							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.
1	.743[a]	0.552	0.547	3.63015	1.941	118.067	.000[b]
a. Predictors: (Constant), Quality standards b. Dependent Variable: Differentiation							
Coefficients [a]							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constant)	13.697	2.367		5.787	0.000	
	Quality standards	0.128	0.012	0.743	10.866	0.000	
a. Dependent Variable: Differentiation							

Again, the model is pretty the same as the first model, the intercept parameter is 13.697 and slope parameter is 0.128, and both estimates are statistically significant.

Table18: Regression models betwen independent variable and Focus strategy

Regression							
Model Summary [b]							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.
1	.540[a]	0.292	0.284	5.80722	1.728	39.553	.000[b]
a. Predictors: (Constant), Quality standards b. Dependent Variable: Focus							
Coefficients [a]							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constant)	12.559	3.786		3.317	0.001	
	Quality standards	0.119	0.019	0.540	6.289	0.000	
a. Dependent Variable: Focus							

Last model is the regression model to predict focus by using Quality standard in higher education variable. As per R-Square in this model, the fitted line is not explaining the data much which is less than 0.30 and this is not unwanted in the most cases.

In regression models, we could only know by R-Square value, how much the predictor Quality standard in higher education is related with each dependent variable that we have used. In addition to regression models, In the below table, we have used correlation analysis to identify the most related dependent variable between these three

variables (Cost leadership, Differentiation, and focus) against independent variable Quality standards in higher education.

Table19: Correlations between depenledent variable and independent

Correlations		
		Quality standard in higher education
Cost leadership	Pearson Correlation	.685**
	Sig. (2-tailed)	0.000
Differentiation	Pearson Correlation	.743**
	Sig. (2-tailed)	0.000
Focus	Pearson Correlation	.540**
	Sig. (2-tailed)	0.000

As it shown in the above table, correlation between Differentiation and Quality standard in higher education is the highest value (0.743), and this means there is a positive strong relationship between Differentiation and Quality standard in higher education, the relationship is also statistically significant at (p-value<0.05). The second highest is between cost leadership and Quality standard in higher education (0.685), followed by focus and Quality standard in higher education (0.540), which is still positive but not so strong like others two.

What we have seen so far, was only simple linear regression model. And since we have more than two predictors, therefore it will be wise to move on to the next model which is multiple regression models. And when the problem asks us to identify the best set of predictors for the model, we will do stepwise multiple regression. Stepwise regression is designed to find the most parsimonious set of predictors that are most effective in predicting the dependent variable. Variables are added to the regression equation one at

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a time, using the statistical criterion of maximizing the R² of the included variables. The

process of adding more variables stops when all of the available variables have been

included or when it is not possible to make a statistically significant improvement in R²

using any of the variables not yet included.

**Table20: Regression between independent variable (library, Scientific research)
and Cost leadership**

Regression								
Model Summary [c]								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.	
1	.644[a]	0.415	0.409	4.63344		68.045	.000[b]	
2	.696[b]	0.484	0.473	4.37339	1.547	44.567	.000[c]	
a. Predictors: (Constant), library								
b. Predictors: (Constant), library, Scientific research								
c. Dependent Variable: Cost leadership								
Coefficients [a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.		
		B	Std. Error	Beta				
1	(Constant)	19.103	2.170		8.804	0.000		
	Library	0.629	0.076	0.644	8.249	0.000		
2	(Constant)	13.384	2.600		5.148	0.000		
	Library	0.472	0.084	0.483	5.594	0.000		
	Scientific research	0.377	0.106	0.308	3.572	0.001		
a. Dependent Variable: Cost leadership								

Table21: Excluded Variables and Cost leadership

Model		Beta In	T	Sig.	Partial Correlation	Collinearity Statistics		
						Tolerance	VIF	Minimum Tolerance
1	Academic staff	.315[b]	3.564	0.001	0.343	0.697	1.435	0.697
	Scientific research	.308[b]	3.572	0.001	0.344	0.728	1.374	0.728
	International activity	.164[b]	1.655	0.101	0.167	0.608	1.646	0.608
	Student stratification	.179[b]	1.822	0.072	0.184	0.614	1.630	0.614
	Quality	.194[b]	1.969	0.052	0.198	0.611	1.635	0.611
	Cultural& community acidity	.261[b]	2.797	0.006	0.276	0.654	1.528	0.654
2	Academic staff	.202[c]	1.925	0.057	0.195	0.481	2.080	0.481
	Scientific research	.024[c]	0.232	0.817	0.024	0.497	2.014	0.497
	International activity	.125[c]	1.319	0.191	0.135	0.596	1.679	0.537
	Student stratification	.114[c]	1.175	0.243	0.120	0.571	1.752	0.552
	Quality	.169[c]	1.768	0.080	0.179	0.578	1.730	0.578
a. Dependent Variable: Cost leadership								
b. Predictors in the Model: (Constant), Library								
c. Predictors in the Model: (Constant), library, Scientific research								

The model number corresponds to the number of variables included in the stepwise

analysis. Two variables are included in the above regression model. The R² of is the

benchmark that we will use to evaluate the utility of transformations and the elimination

of outliers. Prior to any transformations of variables to satisfy the assumptions of

multiple regressions or the removal of outliers, the proportion of variance in the dependent variable explained by the independent variables (R^2) was 48.5%. In stepwise regression, the relationship will always be significant (F-test) if any variables are included because the variables can only be included if they contributed to a statistically significant relationship.

There is some assumption of multiple regression models which have to be taken into consideration. Multiple regressions assume that the errors are independent and there is no serial correlation. To verify this assumption, we use Durbin-Watson to test for the presence of serial correlation among the residuals. The value of the Durbin-Watson statistic ranges from 0 to 4. As a general rule of thumb, the residuals are not correlated if the Durbin-Watson statistic is approximately 2, in our case, the value falls within the acceptable range from 1.54. Therefore, the analysis satisfies the assumption of independence of errors.

Another problem which also possible to occur during multiple regression analysis is Multicollinearity, It is a problem when there is a high correlation of at least one independent variable with a combination of the other independent variables.

In the first model, we only used library and the rest of variables are excluded from the model. In the second model, we added scientific research to the model and the rest are excluded from the model. Let's just take a look at the first variable "Academic staff". It has a Tolerance of 0.697. What does that mean? It means that if Differentiation strategy ran a multiple regression with academic staff as the dependent and scientific research, International activity, student stratification, quality and cultural & community activity as the independent variables, Differentiation strategy would get R-square value of .303.

And in this case, we do not have evidence of multicollinearity based on VIF values. A

VIF of greater than 5 is generally considered evidence of multicollinearity.

Table22: Regression between independent variable(International activity, community and cultural activity, Library) Differentiation strategy

Regression								
Model Summary [d]								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.	
1	.648[a]	0.420	0.414	4.12909		69.460	.000[b]	
2	.720[b]	0.518	0.508	3.78392		51.011	.000[c]	
3	.743[c]	0.551	0.537	3.66894	1.897	38.522	.000[d]	
a. Predictors: (Constant), International activity								
b. Predictors: (Constant), International activity, community and cultural activity								
c. Predictors: (Constant), International activity, community and cultural activity, Library								
d. Dependent Variable: Differentiation strategy								

Coefficients [a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.		
		B	Std. Error	Beta				
1	(Constant)	24.860	1.759		14.132	0.000		
	International Activity	0.553	0.066	0.648	8.334	0.000		
2	(Constant)	19.880	1.970		10.089	0.000		
	International Activity	0.354	0.076	0.414	4.662	0.000		
	Cultural and Community Activity	0.353	0.080	0.391	4.395	0.000		
3	(Constant)	18.307	2.000		9.152	0.000		
	International Activity	0.262	0.081	0.307	3.228	0.002		
	Cultural and Community Activity	0.278	0.083	0.307	3.353	0.001		
	Library	0.219	0.082	0.250	2.655	0.009		
a. Dependent Variable: Differentiation strategy								

Table 23: Excluded variabes and Differentiation strategy

Model		Beta In	T	Sig.	Partial Correlation	Collinearity Statistics		
						Tolerance	VIF	Minimum Tolerance
1	Academic Staff	.218[b]	2.139	0.035	0.214	0.559	1.790	0.559
	Scientific Research	.182[b]	1.873	0.064	0.189	0.627	1.596	0.627
	Student Satisfaction	.301[b]	3.284	0.001	0.319	0.655	1.527	0.655
	Quality	.324[b]	3.366	0.001	0.326	0.587	1.703	0.587
	International Activity	.391[b]	4.395	0.000	0.411	0.642	1.557	0.642
	Library	.358[b]	3.841	0.000	0.367	0.608	1.646	0.608
2	Academic Staff	.142[c]	1.475	0.144	0.150	0.538	1.860	0.469
	Scientific research	.077[c]	0.822	0.413	0.084	0.578	1.731	0.526
	Student satisfaction	.168[c]	1.757	0.082	0.178	0.541	1.850	0.531
	Quality	.159[c]	1.483	0.141	0.151	0.438	2.284	0.438
	Library	.250[c]	2.655	0.009	0.264	0.537	1.863	0.527
3	Academic Staff	.101[d]	1.055	0.294	0.109	0.520	1.922	0.427
	Scientific research	.043[d]	0.471	0.639	0.049	0.566	1.767	0.464
	Student satisfaction	.102[d]	1.036	0.303	0.107	0.491	2.038	0.487
	quality	.097[d]	0.900	0.371	0.093	0.412	2.428	0.412

a. Dependent Variable: differentiation strategy
b. Predictors in the Model: (Constant), international activity
c. Predictors in the Model: (Constant), international activity, cultural and community activity
d. Predictors in the Model: (Constant), international activity, cultural and community activity, Library

In the model shown in the above Table, we added three variables to the model, international activity, followed by cultural & community activity and library as a predictor and differentiation strategy as a dependent; hence, we have three models. The

proportion of variance in the dependent variable explained by the independent variables (R^2) was 55.1%. Again the relationship is significant (F-test) because the variables are included; they contributed to a statistically significant relationship. All the parameters are statically significant as well. We also do not have the problems of residuals and multicollinearity as per values of Durbin Watson and VIF.

Table24: Regression between independent variable (quality, library) and Focus strategy

Regression								
Model Summary [c]								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.	
1	.508[a]	0.258	0.250	5.94555		33.318	.000[b]	
2	.551[b]	0.304	0.289	5.78845	1.572	20.716	.000[c]	
a. Predictors: (Constant), quality								
b. Predictors: (Constant), quality, library								
c. Dependent Variable: Focus								
Coefficients [a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.		
		B	Std. Error	Beta				
1	(Constant)	16.142	3.506		4.604	0.000		
	Quality	0.665	0.115	0.508	5.772	0.000		
2	(Constant)	14.377	3.486		4.125	0.000		
	Quality	0.441	0.143	0.337	3.074	0.003		
	Library	0.305	0.122	0.274	2.506	0.014		
a. Dependent Variable: Focus strategy								

Table25: Excluded Variables between Focus strategy and independent variable

Model	Beta In	T	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum

								Tolerance
1	Academic Staff	.196[b]	1.919	0.058	0.193	0.724	1.381	0.724
	Scientific Research	.165[b]	1.644	0.103	0.166	0.753	1.328	0.753
	International Activity	.100[b]	0.867	0.388	0.089	0.587	1.703	0.587
	Student Satisfaction	.168[b]	1.582	0.117	0.160	0.676	1.480	0.676
	Cultural & Community Activity	.231[b]	1.919	0.058	0.193	0.518	1.930	0.518
	Library	.274[b]	2.506	0.014	0.249	0.611	1.635	0.611
2	Academic Staff	.125[c]	1.174	0.244	0.120	0.643	1.556	0.543
	Scientific Research	.098[c]	0.938	0.350	0.096	0.680	1.472	0.552
	International Activity	-.007[c]	-0.057	0.954	-0.006	0.504	1.985	0.504
	Student Satisfaction	.072[c]	0.627	0.532	0.065	0.559	1.787	0.506
	Cultural & Community Activity	.161[c]	1.308	0.194	0.134	0.479	2.089	0.447
a. Dependent Variable: Focus strategy								
b. Predictors in the Model: (Constant), quality								
c. Predictors in the Model: (Constant), quality, library								

The above Table shows that, variable Focus strategy is used as a dependent variable and quality followed by library are used as predictor variables; we have two models because we only included two variables in the model. The proportion of variance in the dependent variable explained by the independent variables (R^2) was 30.4%. The relationship is significant (F-test) because the variables are included; they contributed to a statistically significant relationship. The parameters are statically significant at (p-value<0.05). We also do not have the problems of residuals and multicollinearity.

3.4 Hypothesis testing results

From the theoretical framework of the study, the hypotheses have been proposed in order to obtain the relationship between independent variables (quality standards in higher education) and dependent variables (competitive advantage) between three university in north of Iraqi. For testing the research hypotheses of this study, Pearson's Product Moment Correlation Coefficient is used.

H1: The Pearson correlation value is 0.743 which indicates a strong positive relationship between Independent and dependent variables

H2: There is a statistically significant effect relationship between quality standards in higher education and competitive advantage.

According to the Regression models between both variables analysis as presented in table (15) the overall model is statistically significant because p-value for F-test is less than 0.05. R-square which is 0.552; it means 100% the fitted regression model explains the data. As a result, hypothesis H2 has been substantiated.

H3: There are significant differences between the responses of respondents on the impact of quality standards in higher education based on personal information (gender, age, academic achievement, years of experience, and the number of training courses).

As mention in table (9) It could be say there is no statistically significant difference in mean response of measuring Quality standard between male and female interviewers because sig value is equal to 0.896 and it is greater than α=0.05. Hence, we accept null hypothesis says. Also in the table (10) there is not statistically significant which means the mean of age groups are equal since the sig value (0.412) is greater than α=0.05, and

we accept H_0. As well as for academic achieve meant and number of training. This result would tell us that personal information do not have impact on changing the answer of measuring Quality Standard in higher education in those universities. As a result, hypothesis H3 has been substantiated

3.5 Conclusion

This study was conducted to determine the relationship between quality standards in higher education and competitive advantage. For three Universities of north of Iraq, within the framework of quality standards in higher education for evaluate the universities in KRG. The research has discussed some important literature review of quality standards and quality assurance, As well as Porte's three generic strategy as dependent variable. A conceptual framework for this study was created and research hypotheses were developed and tested. The sample for this research was Academic staff between three universities in north of Iraq. The researcher received 126 valid questionnaires from the 150 target respondents. The results of the research demonstrated that there is a strongly significant relationship between quality standards in higher education and competitive advantage between three universities in north of Iraq academic staff. Additionally, based on the findings, as mention in the table (14), Cost leadership strategy has a strong positive relationship with other variables. In addition, the correlations are statically significant at (P<0.05). For Differentiation strategy the same thing applies as Cost leadership, which has a strong positive and significant relationship with other variables. Unlike both Cost leadership and Differentiation, Focus strategy has weak positive relationship with significant correlation values (less than (0.5) among those universities (i.e. UHD, ISHIK, and AUK) academic staff. According to the outcomes of this study, in our analysis, the slope is positive 0.380. When quality

standard in higher education increases by 1, Competitive advantage increases by 0.380. The y-intercept is 36.642. Furthermore, t-test shows that both parameters are statistically significant (P-value<0.000) By analyzing the results and objectives of the study, it could be saying the quality standards in higher education is the contribution to achieve competitive advantage as mention in discussion finding , it can be concluded that all the objectives of this study have been achieved satisfactorily.

3.6 Recommendations

Both quality standards and competitive advantage are dynamic mechanisms of universities success. It has been stated that the aim of institution and universities should be to develop quality assurance in general and quality standards in particularly, which directly improves quality and quantity of work and increases outputs. Quality standards and competitive advantage could certainly help to enhance overall organizational performance and good ranking for university. It is vital for universities to realize the standards that can increase marketing share by create customer (student). Thus, managers and leadership for universities should be aware avoid the mistakes of applying quality standards for all aspects in the university. This is because different customers are interested by different standards. Based on the results of the empirical study, the following recommendations are made. First, they university should provide opportunities for advancement and promotion and help academic staff to learn new skills for career development. Second, increase the number of academic staff, particularly who hold PHD degree and above and enjoyable by providing different work tasks. Third, in order to increase marketing share among universities, they universities should develop ways to provide a more competitive advantage for academic staff, by providing the guarantee and helping academic staff to keep their position. And also

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should improve relationships among academic staff by various events such as community activities, e-library, share teacher and students foreign more and more. Fifth, the level of competitive advantage will increase when an academic staff receives adequate recognition for his/her efforts and for a apply quality standards in well done. Thus, the university should value academic staff contribution and appreciate an effort when they do something. Sixth, Publication of articles in academic journals and international fair position, such as Thomson and Science Direct etc., because of this scientific research have a great point to evaluate the universities, with the participation of academic staff of the between three university strong and deeply. And finally, Great interest to good quality assurance, including associate members of the academic staff in the relevant quality education courses and also quality assurance, in order to total awareness to understand the importance of quality standards and their application a scientific way and professionally.

3.7 Limitations of the study

There are some limitations in this research which need to be noted because of their effect on the results of the study. Firstly, the outcomes of this research cannot be generalized because it covers only three universities in Iraqi Kurdistan. The sample of this study was only academic staff between (UHD, ISHIK, and AUK). Furthermore, a sample of 126 survey audiences, which is a medium sample, does not allow the findings to be generalized on the entire population in the Kurdistan region. Second, although filling Google form questionnaire is quite simple, among three academic staff faced difficulties in completing this survey questionnaire. This is because of the lack of Internet service, and many respondents did not have enough to complete the Google form. The last challenge that the researcher faced in this study was learning how to use

new software programs to analyses data such as the Statistical Program for Social Sciences (SPSS).

3.8 Suggestions for future research

This study was carried out to define the relationship between quality standards in higher education and competitive advantage among academic staff between three university in north of Iraq. The research focused only on the quality standards in higher education to evaluate the universities in KRG. Therefore, it is recommended that future research include and explore other reasons of quality standards such as Leadership and Managerial Organization, Alumni, and Academic Ethic to obtain more exact results, because quality standards in higher education are not the only reasons that effect to achieve competitive advantage.

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APPENDIX (A): Sample of Questioner

Subject / Questionnaire Form

For /   Dear academic staff

I hope you specialize part of your valuable time, to answer the paragraphs of the questionnaire, which is in your hands, thanking you for your cooperation, and I have great confidence in your desire to answer completely and objectively all the paragraphs contained within. The purpose of this questionnaire is to measure the variables of this Master's thesis entitled "**Quality Standards in Higher Education And its Contribution to Achieve Competitive Advantage**" Analytical study of the views of academic staff between three universities in the north of Iraq. As a part of master's degree in business administration of the College of Management and Economics at the University of Bingöl -Turkey requirements. Hope you kindly fill the paragraphs of the questionnaire, due to your experience and expertise, in functional tasks and scientific experiences, in order to contribute achieving the objectives of this study, note that your answers will be treated with the strictest confidence to serve the purposes of scientific research.

Note:

• Please answer all questions, because leaving any of them means disqualification form for analysis.

• Please tick (√) in the field that represents your point of view.

Thank you for your cooperation and willingness to answer questions.

From the God's reconciling

Supervisor	Researcher 81
Doç. Dr. SAIT PATIR	Hewa Mohammad Omar

Quality standards in higher education and its contribution to achieve competitive advantage

Section one:

Personal profile:

1- Gender: ◯ Male ◯ Female

2- Age: ◯ 21-35 ◯ 36-45 ◯ 46-55 ◯ 56 and above

3- Academic achievement ◯ BSc degree ◯ MSc degree ◯ PHD degree

4- Years of employment (Experience): ◯ 1-10 years ◯ 11-20 years ◯ 21 and above

5- Number of training courses in the field of management science:

◯ None ◯ 1 – 3 time ◯ 4 - and more

Section two:

Part 1: The quality standards in higher education in Kurdistan Region Government of / Iraq:

The term quality standards in higher education, the refer to a set of national standards adopted to assess the quality of education in state and a private university in the Kurdistan Region includes seven standards**.**

Please use a five-point scale for the following questions, where 5 mean strongly disagree and 1 means strongly agrees.

(1- Strongly agree 2- Agree 3- Neither agree nor disagree 4- Disagree 5- Strongly

Disagree)

SEQ	Expressions: Academic staff	Strongly agree	Agree	Somewh at Agree	Dis agree	Strongly Dis agree
1.	The University has a clear vision of the number of qualified academic staff required the teaching process.					
2.	They are selected academic staff according to the necessary qualifications job and experience.					
3.	Participating all of the academic staff in the self-assessment.					
4.	The university administration encourages academic staff to progress to win prizes of scientific research.					
5.	The scientific upgrade system for teachers to meet their satisfaction.					
6.	Academic staff keen on the optimal use of available resources in the light of the strategic plan					
7.	Commensurate academic staff ratios compared to students ratios according to international standards					
8.	Realize academic staff to an importance of the quality standards of education.					
SEQ	Expressions: Scientific Research	Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
9.	Faculty involved in the preparation and dissemination of research.					
10.	There is an incentive reward for teachers to prepare research and studies.					
11.	The University provides kits for teachers of scientific research.					
12.	Encourage university publishing in internationally classified magazines.					
13.	Using university research to serve the community and solving problems.					
14.	Academic articles to members of the university are identical with Thompson specifications based on impact factor.					
15.	International support for the university patented invention that is obtained by the cadres.					

16.	Encourage the university to participate in conferences and seminars.					

SEQ	**Expressions: International Activity**	Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
17.	Number of foreign teachers commensurate with the number of foreign students according to international standards.					
18.	The university has a number of foreign students in different disciplines and university levels.					
19.	University participated with international universities and scientific bodies in the completion of projects.					
20.	University participated in the International Program for the exchange of lecturers and researchers.					
21.	University participated in the Program for International Student Exchange with recognizing universities internationally.					
22.	University seeks to develop leading managerial skills through their participation in international courses.					
23.	University committees participated quality assurance and accreditation in international forums to acquire skills in this area.					
24.	There are scientific diary of understanding between the university and a number of prestigious universities scientifically.					

SEQ	**Expressions: Student Satisfaction**	Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
25.	University students meet the needs of the scientific.					
26.	University grants incentives, material, and moral rewards for Superior Students.					
27.	University used sophisticated methods and advanced connectivity to communicate with students and cadres.					
28.	The University provides health guidance and security services.					
29.	Buildings and logistics services for the University meet students' satisfaction.					
30.	There is a consensus and mutual compromise between the faculty and students of the university.					

SEQ	Expressions: Quality	Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
31.	The university is concerned with the non-scientific requirements for their students.					
32.	University seeks to provide the team spirit at work and dealing.					
33.	University administration is seeking to increase the number of stadiums and green spaces on the campus.					
34.	The university is concerned with providing the means of safety and security in the university environment.					
35.	University seeks to build a broad area of cultural and sports activities and accommodation.					
36.	The University has its own information dissemination activities and university Web site.					
37.	The application of the electronic university administration to increase coordination between its divisions.					
38.	There are constant development and the development in the scientific curriculum.					
39.	It is recognized and interests the opinions students through their proposals and questionnaires.					
40.	The application portfolio professor, attention to quality assurance by them.					

SEQ	Expressions: Culture and Society Activity	Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
41.	Participates the university with local universities in social and cultural activities.					
42.	University seeks through coordination and participation of other universities to develop their artistic skills.					
43.	The interest in the scientific activities that serve the community and support the financial revenue of the university.					
44.	Coordinates the university with other universities to solve crises and problems facing the community.					
45.	The interest in art and sports activities and for him allocates space on campus.					

SEQ	Expressions	Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
46.	The coordination and communication with other organizations in order to raise awareness of the cultural and scientific and professional					
47.	Faculty members participate in social and cultural activities that serve the community.					
48.	University leaders seeking to build a special relationship with the beneficiaries of the inside and outside of the university.					
SEQ	**Expressions: library**	Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
49.	A sufficient number of librarians share, in facilitating access to the resources needed.					
50.	Preparation of all holdings in the university libraries systems to facilitate access to the traditional collectibles networked.					
51.	There bibliography lists and headlamp to the contents of the library. Bibliography					
52.	Library seeks to provide the latest books and publications available to beneficiaries.					
53.	Providing Internet service within the university libraries for free for the purposes of education and scientific research according to certain controls.					
54.	The provision of books, periodicals and scientific journals of hard copy and electronic copy.					
55.	Commensurate the number of computers in libraries with the number of beneficiaries from the library.					
56.	The exchange of information between vessels libraries inside and outside the university for the highest benefit to the beneficiaries of the public members of the community.					

Part 2:

Please use a five-point scale for the following questions, where 5 mean strongly disagree and 1 means strongly agrees.

(1- Strongly agree   2- Agree   3- Neither agree nor disagree   4- Disagree   5- Strongly disagree)

SEQ	**Expressions: Cost leadership**	Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
57.	University seeks to benefit from modern technology to provide the best services at the lowest possible costs.					

		Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
58.	The university raises the professional and scientific capacity for faculty to limit inflation, the functional and excess employment in administrative functions.					
59.	The university is working to improve the distribution of financial resources in order to restore balance between current expenditure and investment expenditure					
60.	University exchange information and ideas with other organizations to reduce the cost of training workshops used.					
61.	The university is working to give special importance for Economic Studies and down sound decisions economically.					
62.	University seeks to control provisions of the cost elements by placing special adjust and control trading of financial input into sections Provisions regulatory procedures.					
63.	It contributes to measure the costs at the university on a comparison of data for planning purposes to choose between alternative policies setting.					
64.	University seeks to analyze all activities to promote activities that add value to the educational process and the exclusion of activities that do not add value.					
65.	The university is working to take advantage of external sources and not to undertake any activity can be obtained at a lower cost or higher quality than an external source.					
66.	University administration is keen on securing the market needs the lowest possible cost.					
SEQ	**Expressions: Differentiation**	Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
67.	The university is working to spread the culture of innovation and excellence in learning and teaching university.					
68.	University focuses on the development of education infrastructure supporting scientific excellence and innovation through the adoption of modern methods of improving teaching methods.					
69.	University interested in improving university education practices through the integration of information and communication technology.					
70.	University works to achieve competitive advantage by offering the characteristics of services without being detrimental to economic efficiency.					
71.	The university is working to support scientific research in the field of learning and teaching development.					
72.	The University provides specialized training supportive					

	areas of excellence.					
73.	Contributes to follow a strategy of differentiation in the university and implemented at the academic level to change the basis of competition with other universities.					
74.	Characterized by the university built a network of relationships between the university and international educational institutions.					
75.	Adopt strategies of Excellence at the University embodies the slogans raised about the performance excellence and gave it a real institutional dimension.					
76.	The university is working to strengthen the link in the development efforts and quality improvement for all three levels (student, the academic staff, and the university), and this contributes to distinguish the university.					
SEQ	**Expressions: Focus**	Strongly agree	Agree	Somewhat Agree	Dis agree	Strongly Dis agree
77.	The university of Action focuses a large slice service enough to be a profitable market and the rate of potential growth is good.					
78.	The University has the capacity and resources needed to serve the target market segment.					
79.	The university is working to resist the competitive challenges of possessing superior ability to service sector personnel.					
80.	University focuses on the choice of sector of the market has distinct preferences.					
81.	University seeks by focusing to achieve human development strategy.					
82.	University focuses on the development of unique capabilities to serve the targeted market sector.					
83.	University focused on reducing the overall costs to provide services commissioned fit the target sector.					
84.	The university is working to provide differentiated services to meet its customers' requirements.					
85.	The university is seeking to improve its market share by segment service has distinct requirements of the market.					
86.	The University has a high flexibility in responding to changes in the needs and desires of the customer size.					

بسم الله الرحمن الرحيم

جمهورية تركيا

جامعة بينغول

كلية الادارة والاقتصاد

قسم إدارة الأعمال

الموضوع/ استمارة استبيان

السادة المستبينة آراؤهم المحترموون

السلام عليكم ورحمة الله وبركاته،

تعدّ الاستمارة التي بين يديكم جزءاً من مشروع رسالة ماجستير في إدارة الأعمال والموسومة " **معايير جودة التعليم العالي وإسهامها في تحقيق الميزة التنافسية** " دراسة استطلاعية تحليلية لآراء عينـة مـن المبحـوثين في جامعة التنمية البشرية / السليمانية أقليم كوردستان /العراق " ويعدّ الباحث هذه الاستمارة مقياساً سيعتمد عليـه لأغراض البحث العلمي، وإن مشاركتكم ستنعكس بآثار إيجابية في إظهـار هـذه الدراسـة بالمستوى الـذي يطمح إليـه الباحث.

لذا يرجى تفضلكم مشكورين باختيار الإجابة التي ترونها مناسبة لكل سؤال، علمـاً أن الإجابـات ستستخدم لأغراض البحث العلمي حصراً فلا داعي لذكر الاسم، ونعتذر بأننا ننوه لحضراتكم مشكورين بأن إهمال أي سؤال في الإجابـة سيجعل هذا المقياس غير مكتمل، نشكر لكم حسن استجابتكم.. والله الموفق

ملاحظة:

- يرجي الاجابة على جميع الاسئلة لأن ترك اي منها يعني عدم صلاحية الاستمارة للتحليل.
- يرجي وضع علامة (✓) في الحقل الذي يمثل وجهة نظرك.

شاكرين لكم تعاونكم

والسلام عليكم ورحمة الله وبركاته

المشرف	الباحث
الأستاذ المساعد	طالب الماجستير
الدكتور سعيد باتير	هيوا محمد عمر

أولاً. المعلومات العامة/ بيانات حول المجيب على الاستمارة

1. الجنس: ذكر ☐   انثى ☐   ☐

2. التحصيل الدراسي: بكالوريوس ☐   ماجستير ☐   دكتوراه ☐

3. العمـر :   21 – 35 ☐   36-45 ☐   46-55 ☐   56-فأكثر ☐

4. عدد سنوات الخدمة في الوظيفة الحالية:

1- 10 سنة ☐   11-20 سنة ☐   21- فأكثر ☐

5. عدد الدورات التدريبية في مجال علم الإدارة

لايوجد ☐   1- 3 دورة ☐   4 دورة- فأكثر ☐

ثانياً. معايير جودة التعليم العالي في أقليم كوردستان/ العراق

يشير مصطلح معايير جودة التعليم العالي إلى مجموعة المعايير الوطنية المعتمدة لتقييم جودة التعليم للجامعات الحكومية والأهلية العاملة في أقليم كوردستان وتشمل سبعة معايير رئيسة وهي:

لا أتفق بشدة	لا أتفق	أتفق إلى حد ما	أتفق	أتفق بشدة	البُعد والفقرة	ت
		مقياس الاستجابة				
					أ . الهيئة التدريسية	
					تمتلك الجامعة رؤية واضحة لعدد التدريسيين الاكفاء المطلوبين للعملية التدريسية.	1
					يتم اختيار أعضاء الهيئة التدريسية وفق المؤهلات والخبرات اللازمة للوظيفة.	2
					يشارك جميع أعضاء الهيئة التدريسية في التقييم الذاتي.	3
					تشجع إدارة الجامعة الهيئة التدريسية على التقدم للفوز بجوائز البحث العلمي.	4
					نظام الترقية العلمية للتدريسيين يلبي رضاهم.	5
					يحرص أعضاء الهيئة التدريسية على الاستخدام الأمثل للموارد المتاحة في ضوء الخطة الإسترا تيجية.	6
					تتناسب نسب الهيئة التدريسية مقابل نسب الطلاب وفق المعايير العلمية.	7

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	مقياس الاستجابة				البُعد والفقرة	ت
لا أتفق بشدة	لا أتفق	أتفق إلى حدٍ ما	أتفق	أتفق بشدة		
					لدى التدريسين ادراك باهمية معايير جودة التعليم.	8

	مقياس الاستجابة				البُعد والفقرة	ت
لا أتفق بشدة	لا أتفق	أتفق إلى حدٍ ما	أتفق	أتفق بشدة		
					ب ـ البحث العلمي	
					يشترك التدريسيين في اعداد البحوث ونشرها.	1
					هناك مكافأت تشجيعية للتدريسين لاعداد البحوث والدراسات.	2
					توفر الجامعة للتدريسين مستلزمات البحث العلمي.	3
					تشجع الجامعة على النشر في المجلات المصنفة دولياً.	4
					تستخدم الجامعة البحث العلمي لخدمة المجتمع وحل مشاكلها.	5
					المقالات الاكاديمية لمنتسبي الجامعة مطابقة مع مواصفات طومسون علي اساس عامل التاثير.	6
					تدعم الجامعة براءة الاختراع الدولية التي يتم الحصول عليها من قبل كوادرها.	7
					تشجع الجامعة على المشاركة في المؤتمرات والندوات.	8

	مقياس الاستجابة				البُعد والفقرة	ت
لا أتفق بشدة	لا أتفق	أتفق إلى حدٍ ما	أتفق	أتفق بشدة		
					ت. النشاطات الدولية	
					تتناسب عدد التدرسيين الاجانب مع عدد الطلبة الاجانب وفق المعايير الدولية.	1
					لدى الجامعة عدد من الطلاب الاجانب وبمختلف التخصصات والمستويات الجامعية.	2
					تشارك الجامعة مع الجامعات الدولية والهيئات العلمية في انجاز المشاريع .	3
					تشارك الجامعة في البرنامج الدولي لتبادل التدريسين والباحثين.	4
					تشارك الجامعة في البرنامج الدولي لتبادل الطلاب مع الجامعات المعترفة بها دوليا.	5
					تسعى الجامعة في تطوير مهارات القياديين الادارين من خلال مشاركتهم في الدورات الدولية.	6
					تشارك الجامعة بلجان ضمان الجودة والاعتمادية في المحافل الدولية لأكتساب المهارات في هذا المجال.	7
					هناك مذكرات تفاهم علمية بين الجامعة وعدد من الجامعات المرموقة علمياً.	8

	مقياس الاستجابة				البُعد والفقرة	ت
لا أتفق بشدة	لا أتفق	أتفق إلى حدٍ ما	أتفق	أتفق بشدة		

	مقياس الاستجابة					

ث . رضا الطلاب

لا أتفق بشدة	لا أتفق	أتفق إلى حدٍ ما	أتفق	أتفق بشدة	البُعد والفقرة	ت
					تلبي الجامعة حاجات الطلبة العلمية.	1
					تمنح الجامعة الحوافز والمكافآت المادية والمعنوية للطلبة المتميزين.	2
					تستخدم الجامعة وسائل اتصلات متطورة ومتقدمة للتواصل مع طلبتها وكوادرها.	3
					توفر الجامعة الخدمات الصحية والارشادية والأمنية .	4
					المباني والخدمات اللوجستية للجامعة تلبي رضا الطلاب.	5
					هناك توافق وتراضي متبادل بين التدريسيين وطلبة الجامعة.	6
					تهتم الجامعة بالمتطلبات غير العلمية لطلبتها.	7
					تسعى الجامعة لتوفر روح الفريق في العمل والتعامل.	8

	مقياس الاستجابة					
لا أتفق بشدة	لا أتفق	أتفق إلى حدٍ ما	أتفق	أتفق بشدة	البُعد والفقرة	ت

ج ـ الجودة

لا أتفق بشدة	لا أتفق	أتفق إلى حدٍ ما	أتفق	أتفق بشدة	البُعد والفقرة	ت
					تسعى ادارة الجامعة لزيادة عدد الملاعب والمساحات الخضراء في الحرم الجامعي.	1
					تهتم الجامعة بتوفير وسائل السلامة والامان في البيئة الجامعية.	2
					تسعى الجامعة لبناء مساحة واسعة للأنشطة الثقافية والرياضية و أماكن الإقامة.	3
					تمتلك الجامعة موقع الالكتروني خاصه بها لنشر المعلومات و الانشطة الجامعية.	4
					تطبق الجامعة الادارة الاالكترونية لزيادة التنسيق بين اقسامها .	5
					هناك تطوير واستحداث مستمر في المناهج العلمية.	6
					يتم التعرف والاهتمام بآراء الطلاب من خلال استمارات الاستبيان ومقترحاتهم.	7
					يتم تطبيق محفظة الاستاذ للأهتمام بضمان الجودة من قبلهم .	8

	مقياس الاستجابة					
لا أتفق بشدة	لا أتفق	أتفق إلى حدٍ ما	أتفق	أتفق بشدة	البُعد والفقرة	ت

ح . النشاطات الثقافية والاجتماعية

					البُعد والفقرة	ت
					تشترك الجامعة مع الجامعات المحلية في النشاطات الاجتماعية والثقافية.	1
					تسعى الجامعة من خلال التنسيق و مشاركة الجامعات الاخرى لتطوير المهارات الفنية.	2
					يتم الاهتمام بالنشاطات العلمية التي تخدم المجتمع و يدعم الايراد المالي للجامعة.	3
					تنسق الجامعة مع جامعات اخرى لحل المشاكل والازمات التي تواجه المجتمع.	4
					يتم الاهتمام بالنشاطات الفنية و الرياضية ولأجله تخصص مساحة في حرم الجامعة.	5
					يتم التنسيق والاتصال بالمنظمات الاخرى في سبيل زيادة الوعي والثقافي و العلمي والمهني	6
					يشارك اعضاء الهيئة التدريسية في الانشطة الاجتماعية و الثقافية التي تخدم المجتمع.	7
					تسعى القيادات الجامعية لبناء علاقة متميزة مع المستفيدين من داخل و خارج الجامعة.	8

مقياس الاستجابة					البُعد والفقرة	ت
لا أتفق بشدة	لا أتفق	أتفق إلى حدٍ ما	أتفق	أتفق بشدة		
خ ـ المكتبات						
					يسهم العدد الكافي من أمناء المكتبات في تسهيل الحصول على المصادر المطلوبة.	1
					إعداد أنظمة لجميع المقتنيات بمكتبات الجامعة لتسهيل الوصول إلى المقتنيات التقليدية شبكياً.	2
					هناك قوائم ببلوجرافية وكشافات لمحتويات المكتبة.	3
					تسعى المكتبة الى توفير احدث الكتب والاصدارات متوفرة لمستفيديها.	4
					توفير خدمة الإنترنت داخل مكتبات الجامعة مجاناً لأغراض التعليم والبحث العلمي وفق ضوابط معينة.	5
					توفير الكتب والدوريات والمجلات العلمية من نسخ ورقية و نسخة الكترونية .	6
					تتناسب عدد أجهزة الكمبيوتر في المكتبات مع عدد المستفيدين من المكتبة.	7
					تبادل أوعية المعلومات بين المكتبات داخل الجامعة وخارجها من اجل أعلى فائدة لجمهور المستفيدين من أفراد المجتمع.	8

ثالثاً . أبعاد الميزة التنافسية :

وتعبر عن قدرة المنظمة على المنافسة في سوق العمل عن طريق امتلاكها لمجموعة من القدرات والموارد التي يصعب تقليدها أو محاكاتها من قبل المنافسين بحيث تضمن بقائها ونموها واستمرارها وتشمل:

مقياس الاستجابة	البَعد والفقرة	ت

لا اتفق بشدة	لا أتفق	اتفق إلى حدٍ ما	أتفق	اتفق بشدة		
					أ. قيادة الكلفة المنخفضة	
					تسعى الجامعة للاستفادة من التكنولوجيا الحديثة في تقديم خدمات أفضل بأقل تكاليف ممكنة.	1
					تقوم الجامعة برفع القدرات المهنية والعلمية لهيئة التدريس للحد من التضخم الوظيفي والعمالة الزائدة في الوظائف الإدارية.	2
					تعمل الجامعة على تحسين توزيع الموارد المالية بما يعيد التوازن ، بين النفقات الجارية والنفقات الاستثمارية	3
					تتبادل الجامعة المعلومات والأفكار مع المنظمات الاخرى لتقليل تكلفة الورش التدريبية المستخدمه.	4
					تعمل الجامعة على إعطاء أهمية خاصة للدراسات الاقتصادية وصولا لقرارات سليمة اقتصاديا.	5
					تسعى الجامعة إلى إحكام رقابة عناصر التكاليف من خلال وضع الإجراءات التنظيمية الخاصة بضبط ورقابة تداول المدخلات المالية داخل الأقسام العيلمية.	6
					يساهم قياس التكاليف في الجامعة على إعداد البيانات المقارنة لأغراض التخطيط للاختيار بين السياسات البديلة.	7
					تسعى الجامعة الى تحليل جميع الأنشطة لتعزيز الأنشطة التي تضيف قيمة للعملية التعليمية واستبعاد الأنشطة التي لا تضيف قيمة.	8
					تعمل الجامعة على الاستفادة من المصادر الخارجية وعدم القيام بأي نشاط يمكن الحصول عليه بتكلفة أقل أو جودة أعلى من مصدر خارجي.	9
					تحرص ادارة الجامعة على تأمين احتياجات السوق بأقل كلفة ممكنه.	10
لا اتفق بشدة	لا أتفق	اتفق إلى حدٍ ما	أتفق	اتفق بشدة	البُعد والفقرة	ت
		مقياس الاستجابة				
					ب ـ التمايز	
					تعمل الجامعة على نشر ثقافة الإبداع والتميز في التعلم	1

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مقياس الاستجابة					البُعد والفقرة	ت
لا اتفق بشدة	لا أتفق	اتفق إلى حدٍ ما	أتفق	اتفق بشدة		
					والتعليم الجامعي.	
					تركز الجامعة على تطوير بنية التعليم الداعمة للتميز والإبداع العلمي من خلال تبني طرق تحسين التدريس الحديثة وأساليبه	2
					تهتم الجامعة بتحسين ممارسات التعليم الجامعي من خلال دمج تكنولوجيا المعلومات والاتصالات.	3
					تعمل الجامعة على تحقيق الميزة التنافسية من خلال تقديم الخدمات ذات الخصائص المميزة دون أن يضر ذلك بكفاءتها الاقتصادية.	4
					تعمل الجامعة على دعم البحوث العلمية في مجال تطوير التعلم والتعليم.	5
					توفر الجامعة مجالات تدريبية متخصصة داعمة للتميز.	6
					يسهم اتباع إستراتيجية التمايز في الجامعة وتنفيذها على المستوى الأكاديمي في تغيير أسس المنافسة مع الجامعات الأخرى.	7
					تمتاز الجامعة ببناء شبكة من العلاقات بين الجامعة والمؤسسات التعليمية العالمية.	8
					تبني استراتيجيات التميز في الجامعة يجسّد الشعارات المرفوعة حول تميز الأداء وأعطاها بعداً مؤسسياً حقيقياً.	9
					تعمل الجامعة على تعزيز الارتباط في جهود التطوير وتحسين الجودة بالنسبة للمستويات الثلاثة (الطالب، والتدريسي، والجامعة) وهذا يسهم في تمييز الجامعة.	10
مقياس الاستجابة					البُعد والفقرة	ت
لا اتفق بشدة	لا أتفق	اتفق إلى حدٍ ما	أتفق	اتفق بشدة		
					ت . التركيز	
					تركز الجامعة عمل خدمة شريحة كبير كافية ليكون سوقاً مربحاً وبمعدل نمو محتمل جيد.	1
					تمتلك الجامعة القدرات والموارد اللازمة لخدمة	2

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	مقياس الاستجابة				البُعد والفقرة	ت
لا اتفق بشدة	لا أتفق	اتفق إلى حدٍ ما	أتفق	اتفق بشدة		
					شريحة السوق المستهدفة.	
					تعمل الجامعة على مقاومة التحديات التنافسية بامتلاكها قدرة متفوقة لخدمة أفراد القطاع.	3
					تركز الجامعة على اختيار قطاع من السوق لديه تفضيلات متميزة.	4.
					تسعى الجامعة عن طريق استراتيجية التركيز إلى تحقيق التنمية البشرية.	5.
					تركز الجامعة على تنمية قدرات فريدة لخدمة قطاعها السوقي المستهدف.	6
					تركز الجامعة على خفض تكاليفها الإجمالية لتقديم خدماتها بكلف تناسب قطاعها المستهدف.	7
					تعمل الجامعة على تقديم خدمات متمايزة لتلبية متطلبات زبائنها.	8
					تسعى الجامعة الى تحسين حصتها السوقية عن طريق خدمة شريحة لديها متطلبات متميزة من السوق.	9
					تمتلك الجامعة مرونة عالية في حجم الاستجابة للتغيرات الحاصلة في حاجات ورغبات الزبائن.	10

<div align="center">**Appendix C: quality standards in higher education in KRG**</div>

According to (nur-krg, 2015), the universities in (KRG) are ranked according to a particular set of criteria and assigned specific weights, the quality standards in higher education are seven elements basics and forty-seven section elements to evaluate the university, then the set measure by ministry in higher education in KRG, the quality assurance and accrediting national for universities for both stated and private, include:

2.3.5.1 Academic Staff:

The institution shall take appropriate measures to provide faculty members to suit the various disciplines with the efficiency and number, specifying the proportion of 13% rates this point.

1. Student/Academic staff ratio

2. Student/Professor ratio

3. Student/Assistant Professor ratio

4. Achievement of scientific prizes

5. Achievement of national/international grants

6. Holding training courses

7. Witting/speaking extra languages

8. Association Senior membership

2.3.5.2 Scientific Research:

Specifying the proportion of 40% rate this point, including:

1. Journals Issued by the University, with DOI or indexed by Thomson Reuters.

2. Journals Issued by the University, without DOI and not indexed by Thomson Reuters.

3. Total Impact Factor of Journal publications (Articles) indexed by Thomson Reuters.

4. The number of journal publications (Articles) that not indexed by Thomson Reuters.

5. The number of International patents.

6. Holding and sponsoring national workshops, conferences and symposium.

7. Hosting and sponsoring international workshops, conferences and symposium.

8. Securing grants for joint scientific research with International Scientific Bodies.

9. The number of research papers presented in national conferences.

10. The number of research papers presented in international conferences.

11. The number of scientific books published and printed without peer-review.

12. The number of scientific books published by famous scientific bodies with peer-review.

2.3.5.3 International Activities

Specifying the proportion of 6 % rate this point, including:

1. The number of international students at the University.

2. The number of international teaching-staff at the University.

3. The number of Exchanges international students at the University.

4. The number of Exchanges international teaching-staff at the University.

5. Holding joint work and projects with international universities and scientific bodies.

2.3.5.4 Student Satisfaction

Specifying the proportion of 3 % rate this point, including**:**

1. Student Satisfaction

2.3.5.5 Quality

Specifying the proportion of 28 % rate this point, including**:**

1. University Campus space

2. Classroom space

3. Accommodations space

4. Green area and University Park

5. Space for cultural activities

6. Space for Sports activities in (sq. meter)

7. University Web Presence

8. Quality of the Health and safety at the University

9. Quality of the Curriculums Development at the University

10. e-Management and e-QA process report

11. Teaching Quality Assurance Scoring (SF+TP+CAD)

2.3.5.6 Cultural and Community Activities

Specifying the proportion of 4 % rate this point, including**:**

1**.** Sport activities

2. Art activities

3. Community- University partnership projects

4. Scientific projects that serve the society and become financial income for the university

2.3.5.7 Library

Specifying the proportion of 6 % rate this point, including**:**

1. Hard book titles at the library

2. The number of scientific journal titles (e/hard) subscribed by the University

3. The number of scientific journal titles (e/hard) with IF (ISI) subscribed by the University

4. The number of computers at the Library/Libraries that serving the students

5. Space of the reading halls at the Library(s)

6. Internet services bandwidth at the University campuses (Mbps)

Appendix D: The opinions of experts questionnaire

	Name	Academic Title	Major	Work place
1	Dr. Kawa Mohamad Farag	Professor	Strategic management	Komar university
2	Dr. Khalid Hamad amen Merman	Assistant professor	Marking management	Cihan University
3	Dr. Mohammad Mustafa Ibrahim	Lecturer	Management	University of Human development
4	Dr. Younis Mohammad	Assistant professor	Quality assurance	University of Human development
5	Dr. Assad Mohamad Mahir	Professor	Finance	University of Human development
6	Dr. Mohsen Ibrahem Ahmmed	Assistant professor	Economic	University of Human development

Appendix (E): Determining the mean, standard deviation, and T-test result

Group		N	Mean	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)
Group Statistics								
The University has a clear vision of the number of qualified academic staff required the teaching process.	Upper	26	4.3846	0.57110	0.11200	4.738	50	0.000
	Lower	26	3.5000	0.76158	0.14936			
They are selected academic staff according to the necessary qualifications job and experience.	Upper	26	4.4615	0.58177	0.11410	5.952	50	0.000
	Lower	26	3.5000	0.58310	0.11435			
Participating all of the academic staff in the self-assessment.	Upper	26	4.3462	0.62880	0.12332	5.725	50	0.000
	Lower	26	3.2692	0.72430	0.14205			
The university administration encourages academic staff to progress to win prizes of scientific research.	Upper	26	4.5000	0.64807	0.12710	4.438	50	0.000
	Lower	26	3.5000	0.94868	0.18605			
The scientific upgrade system for teachers to meet their satisfaction.	Upper	26	4.0385	0.77360	0.15172	5.817	50	0.000
	Lower	26	2.5000	1.10454	0.21662			
Academic staff keen on the optimal use of available resources in the light of the strategic plan	Upper	26	4.1154	0.76561	0.15015	4.394	50	0.000
	Lower	26	3.1923	0.74936	0.14696			
Commensurate academic staff ratios compared to students ratios according to international standards	Upper	26	4.1154	0.76561	0.15015	5.721	50	0.000
	Lower	26	2.5769	1.13747	0.22308			
Realize academic staff to an importance of the quality standards of education.	Upper	26	4.4231	0.70274	0.13782	5.631	50	0.000
	Lower	26	3.0385	1.03849	0.20366			
Faculty involved in the preparation and dissemination of research.	Upper	26	4.5385	0.70602	0.13846	3.628	50	0.001
	Lower	26	3.8846	0.58835	0.11538			
There is an incentive reward for teachers to prepare research and studies.	Upper	26	4.5769	0.80861	0.15858	4.787	50	0.000
	Lower	26	3.1923	1.23351	0.24191			
The University provides kits for teachers of scientific research.	Upper	26	4.1923	0.63367	0.12427	6.615	50	0.000
	Lower	26	2.5000	1.14018	0.22361			
Encourage university publishing in internationally classified magazines.	Upper	26	4.6154	0.57110	0.11200	5.317	50	0.000
	Lower	26	3.4615	0.94787	0.18589			
Using university research to serve the community and solving problems.	Upper	26	4.2308	0.71036	0.13931	5.466	50	0.000
	Lower	26	2.6154	1.32897	0.26063			
Academic articles to members of the university are identical with Thompson specifications based on impact factor.	Upper	26	3.8846	0.76561	0.15015	-0.032	50	0.974
	Lower	26	3.9231	6.01281	1.17921			
International support for the university	Upper	26	4.4231	0.64331	0.12616	6.448	50	0.000

Statement	Group	N	Mean	Std. Dev	Std. Error	t	df	Sig.
patented invention that is obtained by the cadres.	Lower	26	2.8846	1.03255	0.20250			
Encourage the university to participate in conferences and seminars.	Upper	26	4.6538	0.48516	0.09515	6.796	50	0.000
	Lower	26	3.2308	0.95111	0.18653			
Number of foreign teachers commensurate with the number of foreign students according to international standards.	Upper	26	3.5769	0.85665	0.16800	5.454	50	0.000
	Lower	26	2.0000	1.20000	0.23534			
The university has a number of foreign students in different disciplines and university levels.	Upper	26	3.8462	0.73170	0.14350	6.845	50	0.000
	Lower	26	2.2692	0.91903	0.18024			
University participated with international universities and scientific bodies in the completion of projects.	Upper	26	4.3846	0.57110	0.11200	8.799	50	0.000
	Lower	26	2.5385	0.90469	0.17742			
University participated in the International Program for the exchange of lecturers and researchers.	Upper	26	3.8846	0.81618	0.16007	7.591	50	0.000
	Lower	26	2.1154	0.86380	0.16941			
University participated in the Program for International Student Exchange with recognizing universities internationally.	Upper	26	3.6154	1.02282	0.20059	6.658	50	0.000
	Lower	26	1.9231	0.79614	0.15614			
University seeks to develop leading managerial skills through their participation in international courses.	Upper	26	4.1154	0.71144	0.13953	6.757	50	0.000
	Lower	26	2.5000	0.98995	0.19415			
University committees participated quality assurance and accreditation in international forums to acquire skills in this area.	Upper	26	4.2308	0.71036	0.13931	7.344	50	0.000
	Lower	26	2.5769	0.90213	0.17692			
There are scientific diary of understanding between the university and a number of prestigious universities scientifically.	Upper	26	4.3846	0.49614	0.09730	8.910	50	0.000
	Lower	26	3.0769	0.56022	0.10987			
University students meet the needs of the scientific.	Upper	26	4.3846	0.49614	0.09730	6.497	50	0.000
	Lower	26	3.1154	0.86380	0.16941			
University grants incentives, material, and moral rewards for Superior Students.	Upper	26	4.3462	0.68948	0.13522	4.732	50	0.000
	Lower	26	3.1538	1.08415	0.21262			
University used sophisticated methods and advanced connectivity to communicate with students and cadres.	Upper	26	4.3462	0.56159	0.11014	5.896	50	0.000
	Lower	26	3.0000	1.01980	0.20000			
The University provides health guidance and security services.	Upper	26	4.1923	0.69393	0.13609	5.665	50	0.000
	Lower	26	2.6923	1.15825	0.22715			
Buildings and logistics services for the University meet students' satisfaction.	Upper	26	3.8462	0.61269	0.12016	5.282	50	0.000
	Lower	26	2.5385	1.10384	0.21648			
There is a consensus and mutual	Upper	26	4.1538	0.54349	0.10659	4.831	50	0.000

compromise between the faculty and students of the university.	Lower	26	3.1154	0.95192	0.18669			
The university is concerned with the non-scientific requirements for their students.	Upper	26	4.0000	0.69282	0.13587	5.729	50	0.000
	Lower	26	2.6538	0.97744	0.19169			
University seeks to provide the team spirit at work and dealing.	Upper	26	4.5000	0.50990	0.10000	6.643	50	0.000
	Lower	26	3.0385	0.99923	0.19597			
University administration is seeking to increase the number of stadiums and green spaces on the campus.	Upper	26	4.3846	0.63730	0.12499	5.987	50	0.000
	Lower	26	2.8846	1.10732	0.21716			
The university is concerned with providing the means of safety and security in the university environment.	Upper	26	4.3077	0.61769	0.12114	7.464	50	0.000
	Lower	26	2.8462	0.78446	0.15385			
University seeks to build a broad area of cultural and sports activities and accommodation.	Upper	26	4.1154	0.71144	0.13953	5.336	50	0.000
	Lower	26	2.7308	1.11562	0.21879			
The University has its own information dissemination activities and university Web site.	Upper	26	4.6538	0.48516	0.09515	5.727	50	0.000
	Lower	26	3.5000	0.90554	0.17759			
The application of the electronic university administration to increase coordination between its divisions.	Upper	26	4.5385	0.58177	0.11410	7.633	50	0.000
	Lower	26	3.2308	0.65163	0.12779			
There are constant development and the development in the scientific curriculum.	Upper	26	4.2692	0.60383	0.11842	6.457	50	0.000
	Lower	26	3.0000	0.80000	0.15689			
It is recognized and interests the opinions students through their proposals and questionnaires.	Upper	26	3.9615	0.72004	0.14121	5.244	50	0.000
	Lower	26	2.5769	1.13747	0.22308			
The application portfolio professor, attention to quality assurance by them.	Upper	26	4.5000	0.58310	0.11435	6.730	50	0.000
	Lower	26	3.2308	0.76460	0.14995			
Participates the university with local universities in social and cultural activities.	Upper	26	4.4615	0.58177	0.11410	7.207	50	0.000
	Lower	26	2.8846	0.95192	0.18669			
University seeks through coordination and participation of other universities to develop their artistic skills.	Upper	26	4.3462	0.62880	0.12332	7.153	50	0.000
	Lower	26	2.9231	0.79614	0.15614			
The interest in the scientific activities that serve the community and support the financial revenue of the university.	Upper	26	4.3077	0.54913	0.10769	6.494	50	0.000
	Lower	26	2.8462	1.00766	0.19762			
Coordinates the university with other universities to solve crises and problems facing the community.	Upper	26	4.2308	0.58704	0.11513	6.585	50	0.000
	Lower	26	2.7308	1.00231	0.19657			
The interest in art and sports activities and for him allocates space on campus.	Upper	26	4.2692	0.60383	0.11842	6.585	50	0.000
	Lower	26	2.7692	0.99228	0.19460			
The coordination and communication	Upper	26	4.1923	0.69393	0.13609	5.559	50	0.000

with other organizations in order to raise awareness of the cultural and scientific and professional	Lower	26	2.9231	0.93480	0.18333			
Faculty members participate in social and cultural activities that serve the community.	Upper	26	4.3077	0.61769	0.12114	6.494	50	0.000
	Lower	26	2.8462	0.96715	0.18967			
University leaders seeking to build a special relationship with the beneficiaries of the inside and outside of the university.	Upper	26	4.3846	0.63730	0.12499	6.238	50	0.000
	Lower	26	2.8462	1.08415	0.21262			
A sufficient number of librarians share, in facilitating access to the resources needed.	Upper	26	4.2692	0.60383	0.11842	6.610	50	0.000
	Lower	26	2.9231	0.84489	0.16570			
Preparation of all holdings in the university libraries systems to facilitate access to the traditional collectibles networked.	Upper	26	4.1923	0.74936	0.14696	6.553	50	0.000
	Lower	26	2.7692	0.81524	0.15988			
There bibliography lists and headlamp to the contents of the library.	Upper	26	4.0000	0.84853	0.16641	4.758	50	0.000
	Lower	26	2.9615	0.72004	0.14121			
Library seeks to provide the latest books and publications available to beneficiaries	Upper	26	4.3462	0.62880	0.12332	7.773	50	0.000
	Lower	26	2.6923	0.88405	0.17338			
Providing Internet service within the university libraries for free for the purposes of education and scientific research according to certain controls.	Upper	26	4.3077	0.78838	0.15461	5.793	50	0.000
	Lower	26	2.8077	1.05903	0.20769			
The provision of books, periodicals and scientific journals of hard copy and electronic copy.	Upper	26	4.2308	0.86291	0.16923	6.732	50	0.000
	Lower	26	2.5385	0.94787	0.18589			
Commensurate the number of computers in libraries with the number of beneficiaries from the library.	Upper	26	4.1538	0.83390	0.16354	6.726	50	0.000
	Lower	26	2.5769	0.85665	0.16800			
The exchange of information between vessels libraries inside and outside the university for the highest benefit to the beneficiaries of the public members of the community.	Upper	26	4.1538	0.61269	0.12016	7.079	50	0.000
	Lower	26	2.5385	0.98917	0.19399			
University seeks to benefit from modern technology to provide the best services at the lowest possible costs.	Upper	26	4.7308	0.53349	0.10463	5.779	50	0.000
	Lower	26	3.3846	1.06120	0.20812			
The university raises the professional and scientific capacity for faculty to limit inflation, the functional and excess employment in administrative functions.	Upper	26	4.4231	0.57779	0.11331	4.683	50	0.000
	Lower	26	3.2692	1.11562	0.21879			
The university is working to improve	Upper	26	4.1154	0.58835	0.11538	4.976	50	0.000

		N	Mean			t	df	Sig
the distribution of financial resources in order to restore balance between current expenditure and investment expenditure	Lower	26	3.0000	0.97980	0.19215			
University exchange information and ideas with other organizations to reduce the cost of training workshops used.	Upper	26	4.2692	0.66679	0.13077	5.955	50	0.000
	Lower	26	2.8077	1.05903	0.20769			
The university is working to give special importance for Economic Studies and down sound decisions economically.	Upper	26	4.3846	0.69725	0.13674	7.222	50	0.000
	Lower	26	2.6923	0.97033	0.19030			
University seeks to control provisions of the cost elements by placing special adjust and control trading of financial input into sections Provisions regulatory procedures.	Upper	26	4.1923	0.63367	0.12427	5.827	50	0.000
	Lower	26	2.9615	0.87090	0.17080			
It contributes to measure the costs at the university on a comparison of data for planning purposes to choose between alternative policies setting.	Upper	26	4.2308	0.65163	0.12779	6.166	50	0.000
	Lower	26	3.1154	0.65280	0.12803			
University seeks to analyze all activities to promote activities that add value to the educational process and the exclusion of activities that do not add value.	Upper	26	4.0385	0.66216	0.12986	5.298	50	0.000
	Lower	26	2.9231	0.84489	0.16570			
The university is working to take advantage of external sources and not to undertake any activity can be obtained at a lower cost or higher quality than an external source.	Upper	26	4.0769	0.62757	0.12308	5.123	50	0.000
	Lower	26	2.9615	0.91568	0.17958			
University administration is keen on securing the market needs the lowest possible cost.	Upper	26	4.3077	0.54913	0.10769	5.931	50	0.000
	Lower	26	2.8077	1.16685	0.22884			
excellence in learning and teaching university.	Upper	26	4.5385	0.50839	0.09970	6.234	50	0.000
	Lower	26	3.4231	0.75753	0.14856			
University focuses on the development of education infrastructure supporting scientific excellence and innovation through the adoption of modern methods of improving teaching methods.	Upper	26	4.4231	0.50383	0.09881	5.578	50	0.000
	Lower	26	3.3462	0.84580	0.16588			
University interested in improving university education practices through the integration of information and communication technology.	Upper	26	4.5000	0.58310	0.11435	5.630	50	0.000
	Lower	26	3.5385	0.64689	0.12686			

University works to achieve competitive advantage by offering the characteristics of services without being detrimental to economic efficiency.	Upper	26	4.4615	0.50839	0.09970	5.410	50	0.000
	Lower	26	3.5385	0.70602	0.13846			
The university is working to support scientific research in the field of learning and teaching development.	Upper	26	4.4615	0.58177	0.11410	3.777	50	0.000
	Lower	26	3.6154	0.98293	0.19277			
The University provides specialized training supportive areas of excellence.	Upper	26	4.3846	0.57110	0.11200	5.446	50	0.000
	Lower	26	3.2692	0.87442	0.17149			
Contributes to follow a strategy of differentiation in the university and implemented at the academic level to change the basis of competition with other universities.	Upper	26	4.3077	0.54913	0.10769	4.835	50	0.000
	Lower	26	3.3846	0.80384	0.15765			
Characterized by the university built a network of relationships between the university and international educational institutions.	Upper	26	4.1923	0.69393	0.13609	5.025	50	0.000
	Lower	26	2.9615	1.03849	0.20366			
Adopt strategies of Excellence at the University embodies the slogans raised about the performance excellence and gave it a real institutional dimension.	Upper	26	4.3077	0.73589	0.14432	5.757	50	0.000
	Lower	26	3.0000	0.89443	0.17541			
The university is working to strengthen the link in the development efforts and quality improvement for all three levels (student, the academic staff, and the university), and this contributes to distinguish the university.	Upper	26	4.5769	0.50383	0.09881	4.820	50	0.000
	Lower	26	3.4615	1.06699	0.20925			
The university of Action focuses a large slice service enough to be a profitable market and the rate of potential growth is good.	Upper	26	4.1923	0.56704	0.11121	5.462	50	0.000
	Lower	26	2.9615	0.99923	0.19597			
The University has the capacity and resources needed to serve the target market segment.	Upper	26	4.1923	0.56704	0.11121	7.032	50	0.000
	Lower	26	2.6923	0.92819	0.18203			
The university is working to resist the competitive challenges of possessing superior ability to service sector personnel.	Upper	26	4.0385	0.59872	0.11742	5.551	50	0.000
	Lower	26	2.7308	1.04145	0.20424			
University focuses on the choice of sector of the market has distinct preferences.	Upper	26	4.0000	0.63246	0.12403	5.859	50	0.000
	Lower	26	2.5769	1.06482	0.20883			
University seeks by focusing to achieve human development strategy.	Upper	26	4.4231	0.70274	0.13782	6.755	50	0.000
	Lower	26	3.0385	0.77360	0.15172			
University focuses on the development	Upper	26	4.2308	0.58704	0.11513	6.011	50	0.000

of unique capabilities to serve the targeted market sector.	Lower	26	3.0385	0.82369	0.16154			
University focused on reducing the overall costs to provide services commissioned fit the target sector.	Upper	26	4.4615	0.50839	0.09970	7.372	50	0.000
	Lower	26	2.9231	0.93480	0.18333			
The university is working to provide differentiated services to meet its customers' requirements.	Upper	26	4.3077	0.61769	0.12114	7.815	50	0.000
	Lower	26	2.5769	0.94543	0.18541			
The university is seeking to improve its market share by segment service has distinct requirements of the market.	Upper	26	4.3846	0.69725	0.13674	7.222	50	0.000
	Lower	26	2.6923	0.97033	0.19030			
The University has a high flexibility in responding to changes in the needs and desires of the customer size.	Upper	26	3.9615	0.91568	0.17958	3.294	50	0.002
	Lower	26	2.9615	1.24838	0.24483			

Appendix (F) T-test result of (Independent variable) for work experience

	N	Mean	Std. Deviation	Std. Error	F	Sig.
1 – 10	74	200.1864	34.00176	4.42665	0.522	0.595
11 – 20	34	192.6000	27.67520	5.53504		
21 - And above	18	196.8571	24.54151	6.55899		
Total	126	197.7755	31.17808	3.14946		

T-test result of (Independent variable) for number of training

	N	Mean	Std. Deviation	Std. Error	F	Sig.
None	41	201.5806	27.47214	4.93414	0.530	0.591
1 - 3	64	194.7308	35.06527	4.86268		
4 - and more	21	200.4667	23.75730	6.13411		
Total	126	197.7755	31.17808	3.14946		

Appendix (G) Mean and Std. Deviation for this study

Question	N	Mean	Std. Deviation
The University has a clear vision of the number of qualified academic staff required the teaching process.	126	4.0714	0.73569
They are selected academic staff according to the necessary qualifications job and experience.	126	3.9694	0.69541
Participating all of the academic staff in the self-assessment.	126	3.7551	0.88587
The university administration encourages academic staff to progress to win prizes of scientific research.	126	3.8878	0.90682
The scientific upgrade system for teachers to meet their satisfaction.	126	3.3061	1.12523
Academic staff keen on the optimal use of available resources in the light of the strategic plan	126	3.6939	0.79182
Commensurate academic staff ratios compared to students ratios according to international standards	126	3.4592	1.14125
Realize academic staff to an importance of the quality standards of education.	126	3.8367	1.03240
Faculty involved in the preparation and dissemination of research.	126	4.2347	0.72937
There is an incentive reward for teachers to prepare research and studies.	126	3.8673	1.15444
The University provides kits for teachers of scientific research.	126	3.3673	1.11584
Encourage university publishing in internationally classified magazines.	126	4.1020	0.91370
Using university research to serve the community and solving problems.	126	3.4694	1.17714
Academic articles to members of the university are identical with Thompson specifications based on impact factor.	126	3.7245	3.13537
International support for the university patented invention that is obtained by the cadres.	126	3.6531	0.96433
Encourage the university to participate in conferences and seminars.	126	4.0408	1.05438

Number of foreign teachers commensurate with the number of foreign students according to international standards.	126	2.8163	1.22976
The university has a number of foreign students in different disciplines and university levels.	126	3.0306	1.09783
University participated with international universities and scientific bodies in the completion of projects.	126	3.4184	1.12078
University participated in the International Program for the exchange of lecturers and researchers.	126	3.0204	1.10276
University participated in the Program for International Student Exchange with recognizing universities internationally.	126	2.8061	1.09975
University seeks to develop leading managerial skills through their participation in international courses.	126	3.3571	1.05762
University committees participated quality assurance and accreditation in international forums to acquire skills in this area.	126	3.5612	0.99552
There are scientific diary of understanding between the university and a number of prestigious universities scientifically.	126	3.7551	0.87416
University students meet the needs of the scientific.	126	3.7143	0.84950
University grants incentives, material, and moral rewards for Superior Students.	126	3.7143	0.95248
University used sophisticated methods and advanced connectivity to communicate with students and cadres.	126	3.7959	1.00472
The University provides health guidance and security services.	126	3.4286	1.02545
Buildings and logistics services for the University meet students' satisfaction.	126	3.2653	0.93666
There is a consensus and mutual compromise between the faculty and students of the university.	126	3.7347	0.76726
The university is concerned with the non-scientific requirements for their students.	126	3.2551	1.05822
University seeks to provide the team spirit at work and dealing.	126	3.9082	0.95342
University administration is seeking to increase the number of stadiums and green spaces on the campus.	126	3.6837	0.94811
The university is concerned with providing the means of safety and security in the university environment.	126	3.6837	0.86866
University seeks to build a broad area of cultural and sports activities and accommodation.	126	3.5714	0.96324
The University has its own information dissemination activities and university Web site.	126	4.0918	0.90914
The application of the electronic university administration to increase coordination between its divisions.	126	3.9592	0.83627
There are constant development and the development in the scientific curriculum.	126	3.7143	0.91944

It is recognized and interests the opinions students through their proposals and questionnaires.	126	3.3673	1.06865
The application portfolio professor, attention to quality assurance by them.	126	3.9286	0.89960
Participates the university with local universities in social and cultural activities.	126	3.6429	1.01788
University seeks through coordination and participation of other universities to develop their artistic skills.	126	3.6327	0.93487
The interest in the scientific activities that serve the community and support the financial revenue of the university.	126	3.5102	0.94427
Coordinates the university with other universities to solve crises and problems facing the community.	126	3.4592	1.00687
The interest in art and sports activities and for him allocates space on campus.	126	3.5918	0.95071
The coordination and communication with other organizations in order to raise awareness of the cultural and scientific and professional	126	3.6020	0.87036
Faculty members participate in social and cultural activities that serve the community.	126	3.5714	0.93058
University leaders seeking to build a special relationship with the beneficiaries of the inside and outside of the university.	126	3.6633	0.98383
A sufficient number of librarians share, in facilitating access to the resources needed.	126	3.5918	0.87150
Preparation of all holdings in the university libraries systems to facilitate access to the traditional collectibles networked.	126	3.4286	0.94159
There bibliography lists and headlamp to the contents of the library.	126	3.4796	0.85228
Library seeks to provide the latest books and publications available to beneficiaries	126	3.5918	0.99314
Providing Internet service within the university libraries for free for the purposes of education and scientific research according to certain controls.	126	3.6122	1.06134
The provision of books, periodicals and scientific journals of hard copy and electronic copy.	126	3.4694	1.12336
Commensurate the number of computers in libraries with the number of beneficiaries from the library.	126	3.3571	1.01788
The exchange of information between vessels libraries inside and outside the university for the highest benefit to the beneficiaries of the public members of the community.	126	3.2755	1.05303
University seeks to benefit from modern technology to provide the best services at the lowest possible costs.	126	4.0000	0.90815
The university raises the professional and scientific capacity for faculty to limit inflation, the functional and excess employment in administrative functions.	126	3.7755	0.94739
The university is working to improve the distribution of financial resources in order to restore balance between current	126	3.6531	0.87464

expenditure and investment expenditure			
University exchange information and ideas with other organizations to reduce the cost of training workshops used.	126	3.6020	0.97113
The university is working to give special importance for Economic Studies and down sound decisions economically.	126	3.5816	0.98361
University seeks to control provisions of the cost elements by placing special adjust and control trading of financial input into sections Provisions regulatory procedures.	126	3.6327	0.81718
It contributes to measure the costs at the university on a comparison of data for planning purposes to choose between alternative policies setting.	126	3.6531	0.73361
University seeks to analyze all activities to promote activities that add value to the educational process and the exclusion of activities that do not add value.	126	3.5306	0.80211
The university is working to take advantage of external sources and not to undertake any activity can be obtained at a lower cost or higher quality than an external source.	126	3.5102	0.84029
University administration is keen on securing the market needs the lowest possible cost.	126	3.6429	0.96591
Excellence in learning and teaching university.	126	4.0204	0.70315
University focuses on the development of education infrastructure supporting scientific excellence and innovation through the adoption of modern methods of improving teaching methods.	126	3.9592	0.75871
University interested in improving university education practices through the integration of information and communication technology.	126	3.9490	0.73740
University works to achieve competitive advantage by offering the characteristics of services without being detrimental to economic efficiency.	126	3.9388	0.70076
The university is working to support scientific research in the field of learning and teaching development.	126	4.0714	0.84035
The University provides specialized training supportive areas of excellence.	126	3.7347	0.89155
Contributes to follow a strategy of differentiation in the university and implemented at the academic level to change the basis of competition with other universities.	126	3.9082	0.70472
Characterized by the university built a network of relationships between the university and international educational institutions.	126	3.6837	0.91490
Adopt strategies of Excellence at the University embodies the slogans raised about the performance excellence and gave it a real institutional dimension.	126	3.7755	0.84378

The university is working to strengthen the link in the development efforts and quality improvement for all three levels (student, the academic staff, and the university), and this contributes to distinguish the university.	126	4.0612	0.80994
The university of Action focuses a large slice service enough to be a profitable market and the rate of potential growth is good.	126	3.6429	0.91099
The University has the capacity and resources needed to serve the target market segment.	126	3.5612	0.94232
The university is working to resist the competitive challenges of possessing superior ability to service sector personnel.	126	3.5000	0.94433
University focuses on the choice of sector of the market has distinct preferences.	126	3.4082	0.98270
University seeks by focusing to achieve human development strategy.	126	3.8469	0.86575
University focuses on the development of unique capabilities to serve the targeted market sector.	126	3.6224	0.83129
University focused on reducing the overall costs to provide services commissioned fit the target sector.	126	3.7959	0.94115
The university is working to provide differentiated services to meet its customers' requirements.	126	3.6224	1.02056
The university is seeking to improve its market share by segment service has distinct requirements of the market.	126	3.6327	1.00911
The University has a high flexibility in responding to changes in the needs and desires of the customer size.	126	3.4490	0.99610

RESUM

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Personal Information
Date of Birth: Feb 22th, 1986
Marital Status: Married
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Education
BSc (Business Administration) 2005 - 2009
Studying MSc. Business Administration 2015 - 2017

Languages
Kurdish Mother Tongue
Other Languages: Persian, Arabic & English Good

Computer Skills:
Highly skilled in Windows, MS Office Word, Excel, Power point

Experience:

- 2010 - 2014 Lecturer of computer programs in governorate of Sulaimanyah /Iraq.

- 2016 working at Mahmood rice as an accounting assessment by program golden assel.

Training & Practice

- 2007 Training at Baban center about (Application of Excel Program)

- 2010 – 2011 Working with statistical department in government of sulaimanyah, for survey

ÖZGEÇMĠġ

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Bölüm	İŞLETME BÖLÜMÜ

YABANCI DİL BİLGİLERİ

İngilizce	KPDS (…..) ÜDS (….) TOEFL (….) EILTS (….)
İngilizce, Farsça, Arapça	Çok iyi

İŞ DENEYİMİ

Çalıştığı Kurum	Sulaymaniyah Üniversitesi'ndeki çalışan
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