EVALUATE THE QUALITY OF SERVICES PROVIDED IN UNIVERSITIES USING THE ACTUAL PERFORMANCE MODEL / SERVPERF /APPLIED RESEARCH AT AL-ESRAA UNIVERSITY

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A B S T R A C T	K E Y W O R D S
The research aims to use the SERVPERF model to achieve service quality at Esraa University College, by standing on the theoretical basis for assessing service quality according to the SERVPERF performance model, as well as identifying the level of university service quality, and the importance of research with an active contribution to service quality is to increase the need to develop colleges due to the economic, social and cultural changes that society is witnessing. The descriptive aspect was relied upon by adopting the questionnaire form as a main tool for collecting data because it fits a lot of descriptive and exploratory research and studies, and the research used the statistical program (SpssVar.23) in addition to applying a set of appropriate statistical methods. The research was based on the SERVPERF model, which is a multi-component scale developed to assess customer perceptions about the quality of service in the service sector. The research concluded with a set of conclusions as: The majority of the members of the research sample evaluate the quality of the service provided to them through the appropriateness of the external appearance and the facilitation of the internal appearance, and they show a consensus on their feeling of confidence and the ability of the individuals in the college the sample of the research to show respect for them. And a set of recommendations that are consistent with these conclusions as: The continuation of the college with an emphasis on commitment, development and continuous improvement of the educational plan in the college the research sample.	Service Quality, Tangibles, Responsiveness, Assurance, Safety, Empathy.

Introduction

The beginning of world trade, the sciences of international trade, the cessation and suspension of service to universities and the ensuing service to contemporary society, the issue of service has become in the development of the quality of universities.

In order for us to reach the universities, they adopt new approaches to achieve their goals, thus reaching the level of good service for universities to be able to provide services to them and communicate them, the difficulties facing the problem of quality of university services, but the continuation of international organizations to provide the service provided in the manner provided by the service provided in the manner that The service provided in the offer and the service provided by the service provided in the offer and the service provided in the offer and the service provided by the workers at the front. The government has begun to implement official plans, and all this, the diagram for the agency, to build the core capabilities and resources that enable it to perform appropriate work to adapt to environmental variables and high risk common environmental conditions.

Accordingly, the current research will address the following themes:

Chapter One: Research Methodology and Procedures.

Chapter Two: The theoretical framework of the research.

Chapter Three: The practical side.

Chapter Four: Conclusions and Recommendations.

Chapter One: Research Methodology and Procedures

1.1: the research problem:

The increase in the number of colleges and the entry of private education into the Iraqi education environment has created a competitive atmosphere among colleges. Therefore, these colleges have taken an interest in the quality of service provided to students as direct clients of the colleges and work to improve them. Therefore, it is important to conduct scientific research to measure the dimensions of perceived service quality and to know its aspects. Shortcomings in these aspects, including the following questions will be answered:

1. What are the theoretical foundations for evaluating the quality of university services using the SERVPERF actual performance model?

2. What is the level of quality of actual and expected services at Al-Israa University College?

3. What are the proposed procedures to achieve the quality of service in Al-Israa University College according to the actual performance model SERVPERF?

1.2: The importance of research:

The importance of the research lies in the following:

1. The importance of the research appears in its approach to the quality of service in the college, the research sample, which has a great role in building and developing society in various fields.

2. The increased need to develop private colleges in view of the economic and social changes that the community is witnessing.

3. Use the SERVPREF model to measure and evaluate service quality, which is characterized by realism and ease of use.

1.3: Research objectives:

The research seeks to achieve a set of objectives and to answer the questions that were raised about the problem and what was presented by previous studies and its indicators, and in line with

the research topic, which is to evaluate the quality of services using the SERVPERF model, the actual performance, and based on that, the research aspires to achieve its goals as follows:

1. Identify the level of service quality in the college the research sample according to the actual performance model SERVPERF.

2. Reaching suggested measures to achieve service quality in the college, the research sample, through the SERVPERF performance model.

3. Identifying the actual perceived and expected quality of service in the college, the research sample.

1.4: Research methodology:

The research in this aspect relied on collecting data and information in the following ways:

▪ Personal interviews: A number of personal interviews were conducted with a group of faculty, staff and students in the research sample, the first goal of these interviews was to collect general information about the college and the nature of its work to serve the research topic and its variables, and the second goal of it is to meet the individuals of the research sample In their workplaces, to clarify what was mentioned in the form, and respond to their inquiries about some of the variables contained in it.

▪ Questionnaire form: The questionnaire form was adopted as a main tool for data collection because it is suitable for many descriptive and exploratory studies and studies. The researchers in the theoretical side are (5) for the dimension of tangibility, (5) for the dimension of reliability, (5) for the dimension of interrogation, (5) for the dimension of safety, and (5) for the dimension of empathy.

1.5: Research limits: It includes the following:

1. Spatial boundaries: The spatial boundaries of research were confined to Al-Israa University College in Baghdad as a model for private colleges.

2. Time limits: The temporal limits for the research that was applied at Al-Israa College University in Baghdad, for the period from (2/10/2019) to (1/2/2020) were represented.

1.6: The research community and sample

The university education sector, specifically Al-Israa University College, was chosen as a community for study because of its role in providing a segment of graduates with an acceptable level of skills and competence and in accordance with the requirements of the labor markets to be able to supply production and service projects, while a random sample of college students was chosen, which included (96) A valid questionnaire was retrieved out of (120) questionnaires distributed to the college's students. The limited size of the sample is due to the general situation of the unstable country due to the political situation, student sit-ins, irregular attendance and the lack of student attendance at this time.

1.7: Research tools and methods: The research relied on the SERVPERF scale developed by (Cronin & Taylor, 1992), where the researchers translated it and reformulated some phrases in a manner commensurate with the research community and sample. Some statistical methods such as

the arithmetic mean, standard deviation and Cronbach Alpha coefficient were used using the program (Spss, 23.)

Some relevant previous studies: Previous studies occupy an important position in scientific research, as an accumulation of knowledge to build its intellectual model, framing the variables related to the topic of the research, and in what follows we present a brief presentation of a number of selected studies and the most important results that they have reached as well as the extent of congruence and contrast, or There is a crossover between the conclusions presented by these studies.

Table (1) studies related to service quality

Study (Danish& et. al.,2018)	
Study Title	The Impact of Service Quality and Service Value on Customer Satisfaction through Customer bonding
Type of study	A case study in the telecommunications sector.
Objectives of the study	The study aims to study the impact of service quality and service value on customer satisfaction by mediating the role of the relationship with customers.
The Important Conclusions	The study found that the value of service and service quality have a significant positive impact on customer satisfaction. The statistical analysis shows that the customer is related to the quality of service and the value of service with customer satisfaction.
Important suggestions	This model can be applied in the sectors of banking and other services to increase customer satisfaction.
Study (Sokchan & et. al. , 2018)	
Study Title	Customer Satisfaction and Service Quality in the Marketing Practice
Type of study	A case study
Objectives of the study	The study aims at the main component, which is the quality of service, which reflects the customer's perception of reliability, assurance, response, empathy, tangibility, customer satisfaction and their expectations. Emphasis is placed on service quality, customer expectations, customer satisfaction, the SERVQAL model, and relevant studies on customer satisfaction and service quality.
The Important Conclusions	The study found that service quality is a decreed evaluation that reflects the customer's perception of reliability, warranty, responsiveness, sympathy, and suitability, and that satisfaction is affected by the service quality perspective. Also, the quality of service and customer satisfaction is related to the relationship between achieving customer satisfaction and service quality and giving value to the customer, which added more weight to the link between customer satisfaction and service quality because the value is what customers focus on.
Important suggestions	Improving the relationship between service quality, value, satisfaction, and behavioral goals in both the public and private business sector.
Study (Chikwawawa, 2019)	
Study Title	Service Quality and Customer Satisfaction in the Public Sector

Type of study	A case study
Objectives of the study	The study aims to assess the satisfaction of retirees with the service of the National Social Security Authority according to the SERVQUAL model, namely: tangibility, reliability, responsiveness, and empathy.
Important suggestions	The study found that the rate of general service satisfaction among retirees was acceptable, and the main reason for the high dissatisfaction with service among retirees was the slow treatment of pension claims. Tangibility and empathy have the strongest influence on customer satisfaction.
The most important proposals	The need to pay attention to all dimensions of service quality represented by: tangibility, reliability, responsiveness, and empathy to increase the rate of general satisfaction in serving retirees.
Study(Maisya & et. al.,2019)	
Study Title	INFLUENCE OF SERVICE QUALITY AND CUSTOMER SATISFACTION ON CUSTOMER LOYALTY IN RESTAURANTS OF THE TANGERANG AREA
Type of study	A case study
Objectives of the study	Quality of service for the restaurant, customers and customers. This study of the study in determining the quality of service and customer satisfaction had a great impact on the loyalty of the customers Contestants The most common contestants had a great impact on the loyalty of the customers.
The Important Conclusions	The study found that service quality affects customer satisfaction, and customer satisfaction affects customer loyalty, but service quality does not directly affect customer loyalty, through: (1)There is an effect of service quality on customer satisfaction in a restaurant, and it can be said that good services will generate customer satisfaction. (2)There is an effect of customer satisfaction on restaurant customer loyalty, and it can be said that high customer satisfaction can create customer loyalty. (3)Quality of service does not directly affect consumer loyalty to the restaurant, and it can be said that good services do not necessarily directly affect customer loyalty.
Important suggestions	The need to develop more variables other than those used in this study, and the need for further research to include different aspects of service in the food service.

Areas of benefit from the presented studies:

The intellectual theses presented by the studies presented above related to the two axes of the study paved the way for the current research to be framed and to benefit from it in the following direction:

1. To benefit from some previous studies in preparing the theoretical side of the current research.
2. The desire to search for an evaluation of the quality of university service.
3. The contribution of previous studies presented in the process of selecting appropriate statistical means.

Chapter Two: The theoretical framework of research

2.1: Quality of service is a conceptual framework

The concept of service quality: is an effective tool in a company to distinguish from its competitors (Ladhari, 2009: 173). The quality of service for companies is emphasized here, especially as it provides

a competitive advantage for companies that strive to improve and thus achieve customer satisfaction. Service quality has received a great deal of attention from researchers because of its great impact on the organization's excellence and excellence. Service quality can be defined as the overall evaluation of service by the customer (Eshghi et al., 2008, p.121). (Ghylin et al. 2008: 76) indicates that by defining service quality, organizations will be able to provide services at a higher level of quality that leads to increased customer satisfaction. Understanding service quality should include recognition of the service's characteristics in terms of tangibility, empathy, safety, and responsiveness. In this way, service quality will be easily measured. In this paper, service quality can be defined as the difference between the customer's expectations of service performance and their perception of the service received. Customer expectations are the basis for evaluating service quality, because high quality is the performance that exceeds expectations. Low quality is the one that does not meet the customer's expectations or desires. Berinyu, 2010: 31) (Daniel & Perinyu, 2010: 31) (Daniel & Perinyu, 2010) is the result of the customer's consideration of the dimensions of the service. The service is based on his perception of the outcome and the process, the result is the added value, and the process is the role that the customer plays as a form of attitudes, relevant but not equal to satisfaction, and results from consuming expectations with performance perceptions. Therefore, understanding customers 'attitudes better will help to know how their perception of service quality as Negi (2009: 32) suggests that the quality of service that customers see has gained increasing attention in recent years, due to its contribution to the competitiveness of business. This makes service quality a great importance for understanding organizations through knowing how to measure it and make necessary improvements. In its dimensions, especially in areas where the gaps between expectations and perceptions are wide (Berinyu, 2010: 32) (Daniel & Quality of Service is currently a strategic tool for positioning and a means for Achieving operational efficiency, improving work performance as well as a key factor for the success of service providers (Dyah. etal, 2016: 1). The customer who developed a perception of quality became more demanding and less tolerant of the supposed lack of service or product quality, and identified intangible elements of service as the critical determinants of service quality that the customer viewed. It is important to note that the quality of service is not only evaluated as the final results, but also about how it is presented during the service process and its final impact on the customer's perceptions. This means that there is a need to understand the expectations of customers (Douglas & Connor, 2003: 166). Acquiring new customers and contracting existing customers are always two main methods in service organizations (Akhlaghi.etal, 2012: 1), as service quality is increasingly recognized as having a major strategic value by the organizations. Several authors have highlighted the main costs and benefits that can be derived from service quality with the following (Al Ghaswyneh & Albkour, 2013: 66 :)

- Retain existing customers.
- Attracting new customers.
- Developing relationships with clients.
- Increase sales in the market.
- Improving the organization's image.
- Lower costs and increased profits.

2.2 Gaps that prevent the provision of high-quality service:

The problems that prevent the provision of high-quality service are in (Raqqad, 2008: 48) (Al-Najjar and Jawad, 2017: 46)

(Unuvar& Kaya,2016:356 (Daniel& Berinyu,2010:32)

2.2.1 The gap between the customer's expectations and the perception of the organization: Managers cannot always perceive customers 'demands. Service organizations may not always understand the features that must be available in service in order to meet customers' needs and the levels of performance and features required to provide high-quality service. This affects the way customers evaluate service quality, for example, while the hospital director believes that the patient expects a more comfortable bed, the patient may expect a more comfortable and quieter environment, and Figure (1) illustrates the gap between the customer's expectations and the perception of the organization.

The customer's expectation of the service provided to him — Gap — The organization's awareness of the customer's expectation
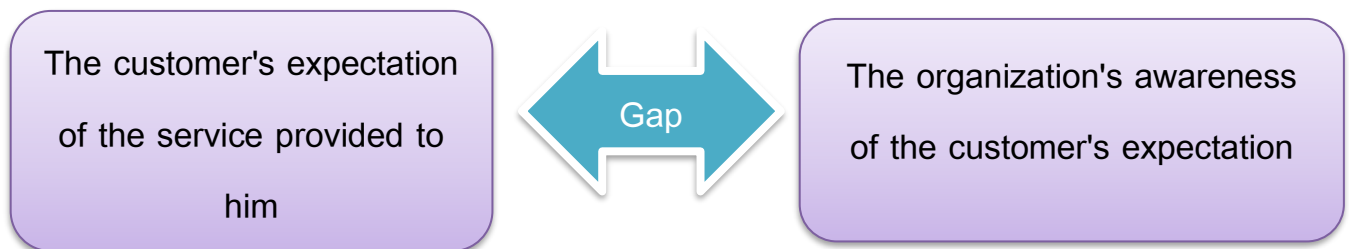
Figure (1) the gap between the customer's expectations and the organization's perception
Source: Al-Najjar, Sabah Majeed and Jawad, Maha Kamel, (2017), Quality Management, Principles and Applications, First Edition, Baghdad, p. 46.

2.2.2 The gap between the perception of the organization and the specifications of the service provided: Although managers see the desires of customers, they may not be qualified to define service features to meet the needs of customers. This gap arises when the organization determines its willingness to provide the service. Some factors affecting this gap may arise like resource constraints, market conditions and managerial indifference. Thus these can influence the perception of service quality to the customer. For example, while a manager tells the nurse to serve quickly, he may not tell him how fast he will serve, and thus the service advantage is not well defined in this situation. Figure (2) shows the gap between the organization's perception and the specifications of the service provided.

Specifications of the service provided — Gap — The organization's awareness of the
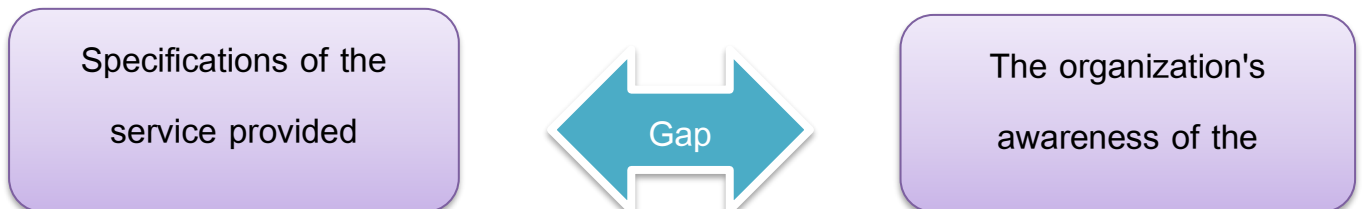
Figure (2) the gap between the organization's perception and the specifications of the service provided
Source: Al-Najjar, Sabah Majeed and Jawad, Maha Kamel, (2017), Quality Management, Principles and Applications, First Edition, Baghdad, p. 46.

2.2.3 The gap between specifications of the service provided and the service actually provided: If employees are not trained well, they will be ineligible while providing the service even though the service specification is well defined. Organizations can have guidelines for performing the service

well and treating customers properly, but this does not mean a guarantee of high quality performance. The employees play an important role in ensuring a good perception of service quality and their performance cannot be standardized. This affects the service delivery that has an effect on the way customers perceive the quality of the service. Figure (3) shows the gap between the specifications of the service provided and the service actually provided.
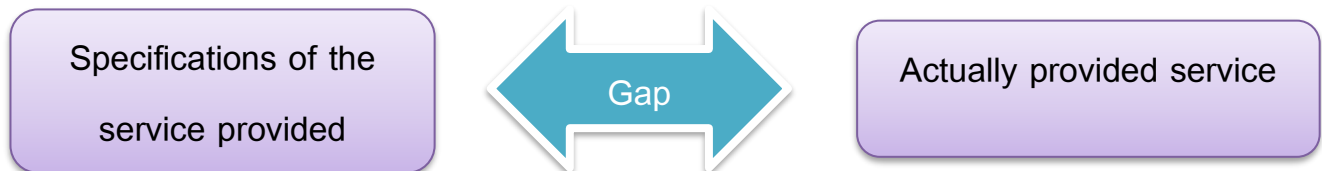

Figure (3) The gap between the specifications of the service provided and the service actually provided

Source: Al-Najjar, Sabah Majeed and Jawad, Maha Kamel, (2017), Quality Management, Principles and Applications, First Edition, Baghdad, p. 46.

2.2.4 The gap between the service provided and the organization's promises: which results from the defect in the credibility of the organization providing the service, meaning that the promises made by the organization to its customers through its sales representatives or its promotional campaigns (whatever its type) differ from the level of the service actually provided and its specifications, and the reason for this may be The gap The lack of human resources and the failure to develop operations in line with economic conditions. Figure (4) illustrates the gap between the service provided and the promises of the organization.
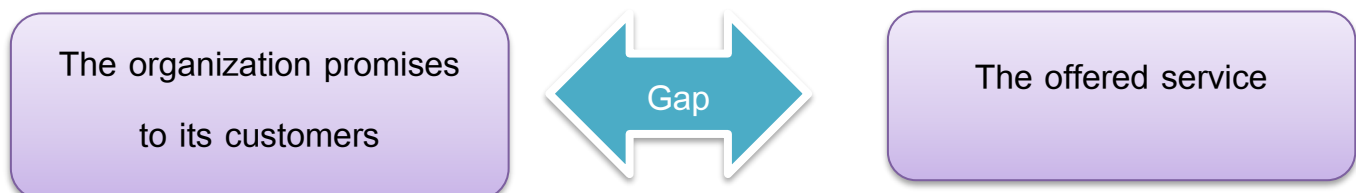

Figure (4) the gap between the service provided and the organization's promises

Source: Al-Najjar, Sabah Majeed and Jawad, Maha Kamel, (2017), Quality Management, Principles and Applications, First Edition, Baghdad, p. 47.

2.2.5 The gap between the service provided and the expected service: In some cases, the customer may misunderstand the service. The service gap perceived through studies has shown that the key to ensuring good service quality is meeting or exceeding what customers expect from service and judging high and low service quality depends on how customers perceive actual performance in the context of what they expected. For example, a physician visits a patient regularly regarding proper care, but a patient may misinterpret this interest. Figure (5) shows the gap between the service provided and the expected service.

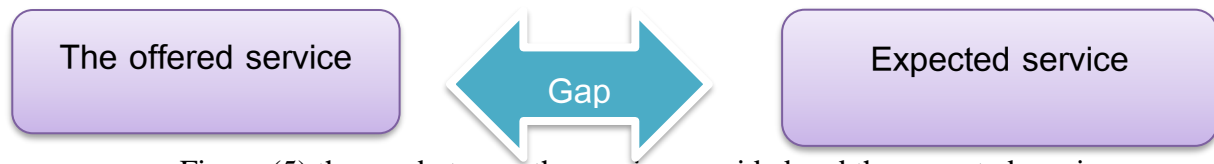| The offered service | Gap | Expected service |

Figure (5) the gap between the service provided and the expected service

Source: Al-Najjar, Sabah Majeed and Jawad, Maha Kamel, (2017), Quality Management, Principles and Applications, First Edition, Baghdad, p. 47.

The study conducted by Zeithaml Parasuman & Berey in 1985 concluded that the primary role in assessing service quality is the gap between the customer's perception of the actual level of service performance and his expectations of the expected service, as shown in Figure (6).
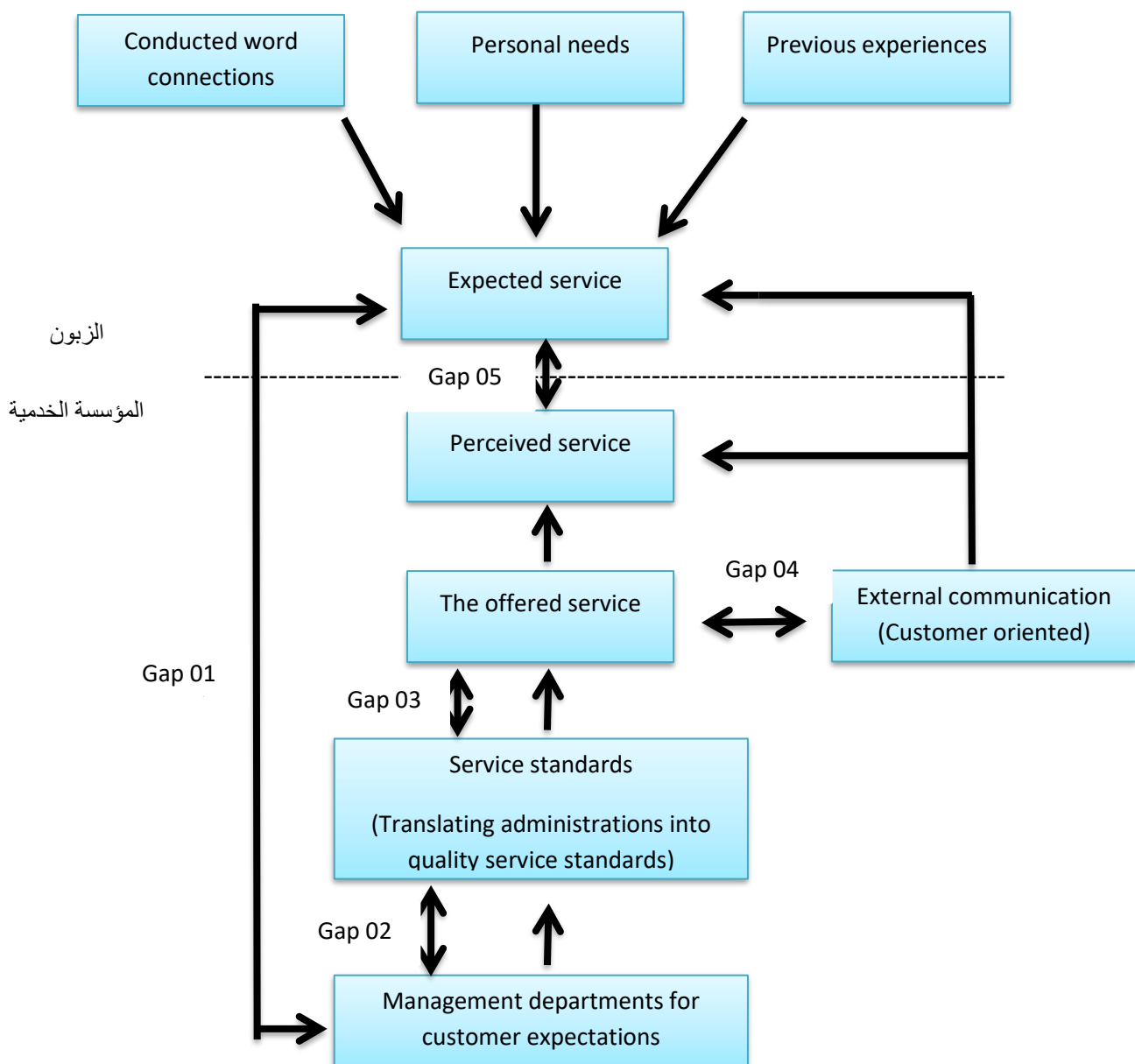

Figure (6) the five gaps

Source: Raqqad, Sabiha, (2008), assesses the quality of service from the customer's point of view, a case study of the post and transportation establishment, a master's thesis, Haji Lakhdar University - Batna - Algeria, p. 48.

2.3 Dimensions of service quality:

There are two types of quality: technical quality, which refers to what the customer gets as a result of his interaction with the services provided, and functional quality refers to how technical components are delivered to the customer (Daniel & Berinyu, 2010: 31). The importance of focusing on technical aspects is being developed. And functionalism for quality because there is no longer a clear distinction between service and product because both involve each other in their process according to Wicks & Roethlein, 2009: 87)). There are five dimensions according to the SERVPERF scale, which was proposed by Cronin & Taylor in 1992 based on the content of SERVQUAL and based on the same dimensions after the criticisms leveled at this scale, as they explained the reason for the inefficiency of the SERVQUAL scale because it depends on the gap between expectations related to service before consumers receive that they do not know What do they expect, as Cronin & Taylor in 1994 developed the SERVPREF based on performance and was used in several areas including education, restaurants, banks, and hospitals (Unuvar & Kaya, 2016: 355). Cronin & Taylor also emphasized that the SERVPREF scale can reliably and correctly measure as a performance-based tool, and the SERVPREF scale is based on Likert's five-point scale (for approval and disagreement) (Unuvar & Kaya, 2016: 355).

The research will be based on the following dimensions (Al-Najjar and Jawad, 2017: 46) (Shpëtim Çerri, 2012: 665 Berinyu, 2 The research will be based on the following dimensions (Al-Najjar and Jawad, 2017: 46) (Shpëtim Çerri, 2012: 665 Berinyu, 2010: 32) (Daniel & (Unuvar & Kaya, 2016: 356)

010: 32) (Daniel & (Unuvar & Kaya, 2016: 356:)

2.3.1 Tangibility: It refers to the appearance of physical elements such as equipment and facilities, and the appearance of workers, such as the interior and exterior design of the organization's building.

2.3.2 Reliability: It refers to the knowledge that employees possess and the respect they show to customers.

2.3.3 Response: refers to the organization's desire to provide assistance from its employees to customers and solve their problems as quickly as possible (real-time customer service.

2.3.4 Safety: knowing and courtesy of employees and their ability to inspire customers with confidence, hope, and a sense of safety.

Sympathy: It refers to showing personal concern and care on the part of employees for customers.

The same dimensions are used to measure service quality and customer satisfaction, assuming that both service quality and customer satisfaction are related (Parasuraman, et al.1988), (Negi 2009).

There are those who look at the quality of service from two points of view, one of which is internal and the other is external. While the external view focuses on the quality of service as perceived by the customer, the internal point of view focuses on the quality of service as the management sees it with standard quality, and the quality of service depends largely on the interaction between the service provider and the customer. Or what is known as the quality of service, which depends not only on the service provided but also on the method of providing it.

Table (2) the five dimensions of service quality

representation	Dimensions
Tangible aspects	- Attractive outward appearance. - Interior design of the organization. - The modernity of devices and equipment used to perform the service. - Appropriate appearance of service providers.
Reliability	- Fulfillment of service delivery on specified dates. - Providing the service correctly (no mistakes occurred). - Accurate and correct information.
Response	- Speed in providing the required service. - Immediate response to the needs of customers. - Immediate response to inquiries and complaints
Security	- Feeling safe in dealing. - Confidence in service providers.
Sympathy	- Service providers demonstrate good manners and manners. Understand and know the needs of your customers. - Adequate working hours. - Putting the customer's interest at the forefront of higher management concerns. - Appreciating and sympathizing with the customer's circumstances. - Kindness in dealing with customers.

Source: Raqqad, Sabiha, (2008), assesses the quality of service from the customer's point of view, a case study of the post and transportation establishment, a master's thesis, Haji Lakhdar University - Batna - Algeria, p. 46.

2.4: Quality of educational service

The concept of quality in education has two interrelated meanings, one of which is realistic and the other is sensory, and quality in its realistic sense means the commitment of the educational body to achieve accurate and recognized indicators and standards such as promotion rates, quantitative internal efficiency rates and education cost rates. 2016: 5) The quality of university service has also been defined as documenting programs and procedures and implementing regulations, regulations and directives aimed at achieving a qualitative leap in the education process and upgrading students 'level in all mental, physical, psychological, social and cultural aspects (Abdel Wahab and Nazem, 2017: 284) The culture of quality and its programs lead to the participation of every individual, administration, scientific unit, student and faculty member to become part of this program, and therefore quality is the driving force required to effectively push the university education system to achieve its goals and mission towards society and the many parties interested in university education (Jones, 2003: 224).

2.5 The importance of university service quality

1- The importance of quality of university service can be summarized as follows (Abdel-Wahab and Nazem, 2017: 285:)

2- Quality focuses on the importance of services for all members of society through the optimal investment of human and non-human resources, and this constitutes a major goal of the (university) service organization that focuses on the best and not the most expensive.

3- Quality emphasizes the role of society in promoting and developing the services provided by focusing on the required interaction between the conviction of service providers (the university)

and the conviction of the beneficiaries (students), given that the work team is not only service providers, but also includes the beneficiaries, and thus community participation takes place.

4- That quality is an essential part of student satisfaction, as quality leads to higher student satisfaction, and successive student satisfaction leads to loyalty to the university.

5- The universities that provide good educational services are profitable universities.

6- Quality helps in anticipating the needs and desires of students in the future.

Chapter Three: The practical side.

3.1 The application side: A measure of the service quality variable and its dimensions (tangibility, reliability, responsiveness, safety, empathy) was used for the purposes of this research, and indicators related to the consistency and validity of grades on them, and the effectiveness of the paragraphs therein, as well as calculating the scores achieved by the individuals of the research sample about their awareness of the dimensions of service quality And its dimensions in the college for the research sample, and the results that have been reached will be presented according to the research questions The scale of the importance of a variable and the dimensions of the research (service quality) was adopted in the current research through the arithmetic mean according to the following scale:

(1or less) is too low.

(1.1-2) is low.

(2.1-3) Medium.

 (3.1-4) High

(4.1or more) is very high.

3.2 The stability of the questionnaire: it means the stability of the scale to be free from the error resulting from the lack or misunderstanding of the questions, or indifference, and other causes of random answers, which do not reflect the measurement of the real situation, and make the tool give different results if it is reused. One of the most important components of the stability of the scale is the internal harmony that reflects the extent of the correlation between the items. It is often measured by Alpha Cronbach Cronbach, 1951, which summarizes that this parameter is a scale that takes a section ranging from (0-1), and if there is no consistency in the data, then The value of the coefficient is equal to zero, and on the contrary, if there is complete consistency in the data, the value of the coefficient is equal to the correct one, and the value of the coefficient of stability that is (0.6 or more) is considered sufficient for the research that is adopted as a tool for it, and this value came according to the method (Alpha Cronbach) (It was 0.906 which meets the minimum standard (Nunnally 1994)). This indicates that the research questionnaire has high stability, and can be used at all different times for the same members of the sample and give the same results, and Table (3) shows the Cronbach Cronbach coefficient for the dimensions of the research.

Table (3) Cronbach Cronbach coefficient of research dimensions

Alpha Cronbach	N of items
0.906	25

3.3 Diagnosis of the tangibility dimension: Table (4) below indicates the mean and standard deviations through the viewpoint of the research sample members regarding the tangibility dimension in the college research sample, as it reflects that the arithmetic mean of the total degree of the tangibility dimension that reached (3.7)) with a standard deviation of (0.89).), And the degree of importance of the dimension reached (high), and this indicates that the majority of the research sample evaluate the quality of service provided to them in the suitability of the external appearance and the facilitation of the internal appearance, which indicates that there is a high agreement with these results. Table (4) shows the arithmetic means and standard deviations of the tangibility dimension.

Table (4): The means and standard deviations of the tangibility dimension

Sig.	standard deviation	MEAN	The dimension
High	0.89	3.7	tangibility

3.4 Diagnosis of the reliability dimension: Table (5) below refers to the mean and standard deviations through the viewpoint of the research sample members regarding the reliability dimension in the college and the research sample, as it reflects that the arithmetic mean of the total degree of the reliability dimension that reached (3.2) and a standard deviation of (1.1)), And the degree of importance of the dimension reached (high), and this indicates that the majority of the research sample showed agreement on their feeling of confidence and the ability of the individuals in the research sample to show respect for them, which indicates that there is a high agreement on these results. Table (5) shows the mean and standard deviations of the reliability dimension.

Table (5): The means and standard deviations of the reliability dimension

Sig.	standard deviation	MEAN	The dimension
High	1.1	3.2	Reliability

3.5 Diagnosis after the response: Table (6) below indicates the mean and standard deviations through the viewpoint of the research sample members regarding the response dimension in the college and the research sample, as it reflects that the arithmetic mean of the total degree of the response dimension reached 3.4) with a standard deviation of (1.0) And the degree of importance reached (high), and this indicates that the majority of the research sample wanted to provide assistance and the immediate service provided, which indicates that there is a high agreement on these results. Table (6) shows the arithmetic averages and standard deviations of the response dimension.

Table (6) the averages and standard deviations of the response dimension

Sig.	standard deviation	MEAN	The dimension
High	1.0	3.4	Response

3.6 Diagnosis of the safety dimension: Table (7) below indicates the mean and standard deviations through the viewpoint of the members of the research sample regarding the safety dimension in the college and the research sample, as it reflects that the arithmetic mean of the total degree of the safety dimension, which reached (3.4)) with a standard deviation of (1.0), And the degree of importance

reached (high), and this indicates that the majority of the research sample evaluate the quality of service provided to them in their sense of safety in the college and the research sample, which indicates that there is a high agreement on these results. Table (7) shows the arithmetic means and standard deviations of the safety dimension.

Table (7): The averages and standard deviations of the safety dimension

Sig.	standard deviation	MEAN	The dimension
High	1.0	3.4	Safety

3.7 Diagnosis of the empathy dimension: Table (8) below indicates the mean and standard deviations through the viewpoint of the research sample members regarding the empathy dimension in the college and the research sample, as it reflects that the arithmetic mean of the total degree of the empathy dimension was (3.2)) with a standard deviation of (1.1) , And the degree of importance reached (high), and this indicates a demonstration of personal interest and care on the part of individuals in the college research sample for clients, which indicates that there is a high agreement on these results. Table (8) shows the arithmetic means and standard deviations of the empathy dimension.

Table (8): The means and standard deviations of the empathy dimension

Sig.	standard deviation	MEAN	The dimension
High	1.1	3.2	Safety

Chapter Four: conclusions and recommendations

4.1: Conclusions:

1. The research concluded with a set of conclusions that we present consecutively according to the following:

2. .1The results showed that the majority of the research sample members evaluate the quality of the service provided to them through the suitability of the external appearance and the facilitation of the internal appearance, and that they show agreement on their feeling of confidence and the ability of the research sample in the college to show respect for them.

3. The majority of the members of the research sample show the desire to provide the assistance and the immediate service provided, and they evaluate the quality of the service provided to them in their sense of safety in the college. The research sample indicates the personal interest and care of the individuals in the college for clients.

4. .3The college's interest in electronic databases with the availability of modern, sophisticated and appropriate equipment and classrooms.

5. .4The college's interest in students 'problems with the nature of the educational service provided and providing its services on time.

4.2: Recommendations:

1. In light of the research results, we recommend the following:

2. The faculty continues to emphasize the commitment, development and continuous improvement of the educational plan in the college, the research sample.

3.   .2Developing and updating the programs required for the quality inputs and outputs of the educational process in the college.

4.   .3Developing a system based on effective foundations and standards to monitor and evaluate academic and administrative performance every period, and focus on measuring students 'satisfaction as one of the criteria for monitoring performance.

5.   .4The necessity of the commitment of individuals to the college to meet the needs of the teachers and students and that adequate wheel stops are available beside the college.

6.   .5The necessity to allocate places for students' activities far from the classrooms, while providing appropriate entertainment means and suitable amenities for students.

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