

# **An Assessment of University Facilities – From Edu-Tourist's Perspective; the Case of EMU**

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Approval of the Institute of Graduate Studies and Research

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## **ABSTRACT**

Measuring customer satisfaction is one of the most important activities for any organization. An organization that can measure its customer satisfaction, in fact, it is constantly facing its vital signs, and it can control them and move its organization forward according to them.

EMU is the largest university in Northern Cyprus. Also, EMU has outstanding infrastructure. The main purpose of this study is "to probe outlooks' of EMU's students about the university's facilities". Students' perspective assessed in some elements of facilities of the university such as accommodation, library, sports areas, café & restaurants, transportation and health center.

The result of findings can help the university to find out which factor is good enough to satisfy students. This research tried to obtain a measure of student satisfaction about EMU facilities. Since a number of students were dissatisfied with the services and costs of the university, it is better for private and public sector decision makers to pay special attention to those sectors. Since increasing the level of satisfaction with the facilities and services of the university can increase academic success and achievement, decision makers should pay special attention to the needs and wants of students.

**Keywords:** Educational Tourism, University facilities, Student Satisfaction

## ÖZ

Müşteri memnuniyetini ölçmek, herhangi bir kuruluş için en önemli faaliyetlerden biridir. Müşteri memnuniyetini ölçebilen bir kuruluş aslında sürekli olarak hayati belirtileriyle karşı karşıyadır ve bunları kontrol edip ona göre organizasyonunu ilerletebilir.

DAÜ, Kuzey Kıbrıs'ın en büyük üniversitesidir. Ayrıca DAÜ olağanüstü bir altyapıya sahiptir. Bu çalışmanın temel amacı, DAÜ öğrencilerinin üniversitenin olanaklarına ilişkin görüşlerini incelemektir. Üniversitenin konaklama, kütüphane, spor alanları, kafe & restoranlar, ulaşım ve sağlık merkezi gibi bazı unsurlarında öğrencilerin bakış açıları değerlendirildi.

Bulguların sonucu, üniversitenin öğrencileri tatmin etmek için hangi faktörün yeterince iyi olduğunu bulmasına yardımcı olabilir. Bu araştırma, DAÜ tesisleri ile ilgili öğrenci memnuniyetini ölçmeye çalışmıştır. Bazı öğrenciler üniversitenin hizmetlerinden ve maliyetlerinden memnun olmadığından, özel sektör ve kamu sektörü karar vericilerinin bu sektörlere özellikle dikkat etmesi daha iyidir. Üniversitenin tesis ve hizmetlerinden memnuniyet düzeyinin artırılması akademik başarı ve başarıyı artırabileceğinden, karar vericiler öğrencilerin ihtiyaç ve isteklerine özel önem vermelidir.

**Anahtar Kelimeler:** Eğitim Turizmi, Üniversite tesisleri, Öğrenci Memnuniyeti

# **DEDICATION**

To my family

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# Chapter 1

## INTRODUCTION

### 1.1 Introduction

Every nation is affected by the tourism industry, which is a worldwide phenomenon. Some different issues affect each country's tourism industry. Tourism activities should be planned based on the destination's appeal and the presence of leisure facilities (Nesset, Helgesen, 2003). In the current era, most tourist destinations try to attract tourists based on their potential and facilities (Kotler, 2001). Because of tourism's economic benefits, many destination managers are interested in it. Edu-tourism is one of the most popular forms of tourism, attracting many tourists to destinations for higher education purposes (Woo, Uysal, 2013).

Due to its popularity and share of the global tourism market, educational tourism has attracted the attention of various researchers. Recent years have seen educational tourism gain popularity among researchers, the private and public sectors, and tourism policy experts. Increasingly, the target group's level of education and access to information is enhanced by new technologies and methods that are constantly evolving in the field of education (Pittman, 2012).

Studying abroad gives people the opportunity to learn from different training method. It will give Edu-tourists the opportunity to see a side of their major that they may not have seen at home. Complete involvement in the educational system of their host

country is a great way to get to know the people, traditions, and culture of that country. Studying abroad is all about education, and choosing the right school is crucial. Many students who choose to study abroad are leaving their home for the first time. When they arrive in their new host country, they are fascinated by the distinct cultural perspectives. When study abroad, you will find incredible new foods, customs, traditions, and social atmospheres. They will find that they have a better understanding and appreciation for the nation's people and history. They will have the opportunity to witness a completely new way of life. (10 Benefits to Studying Abroad, N.D).

Educational tourism is any academic program offered by a higher education institution that involves participants traveling to a destination with the primary purpose of engaging in education and learning. This includes adult study tours, international university studies, secondary school students' travels and exchange programs, among others (Ritchie, 2003). The current study will look into the Edu-tourism sector, focusing on the perceptions of Edu-tourists, as well as their perceived quality of facilities and services in an institution that they are embedded.

Edu-tourism is a lucrative economic activity for many nations (Ojo and Yusufu, 2013). National aspirations towards a knowledge-based economy have influenced the global internalization of higher education, which provides edu-tourists with an international platform for knowledge transfer (Mohamed et al., 1999). As a result, educational institutions are increasingly being pushed to produce knowledge, while edu-tourism serves as a vehicle for information exchange and allocation (Ojo and Yusufu, 2013).

Scholars in the field of tourism believe that edu-tourism is a relatively new concept that is difficult to define (Ojo and Yusufu, 2001). There has been little attention given

to educational tourism by the travel industry, which is reflected in how little research has been done in this field (Smith and Jenner, 1997). The relationship between education and tourism, according to Carr (2003), is still largely unexplored on an empirical level. Kalinowski and Weiler (1992) and Wood (1993) conducted the most important tourism research (2001).

## **1.2 The scope and significance of the study**

To be successful in the tourism sector, it is essential to understand the tourist's goal to visit a certain destination (Salehzadeh et al., 2016; Akroush et al., 2016; Lemmetyinen et al., 2016; Adams et al., 2015; Lu et al., 2015). Tourist intentions to visit a destination have frequently been examined in terms of their travel decision making, satisfaction, experiences, environment, perception, perceived service quality, and interactions with others (Goeldner et al., 2000; Sudin, 2011; Nasution and Mavondo, 2005). While the purpose to travel is influenced by consumer satisfaction and satisfaction.

The university's diverse learning environment and high-quality infrastructure encourage high-quality education and research. Education and research can be viewed as the university's core services, which are supported by facilities and other services. The facilities and campus infrastructure support the core functions of the universities and, at best, provide satisfaction and added value to the various facility users (Kärnä, Julin, Nenonen; 2013). Land and buildings used for university or related functions, and contributing to institutional goals, can be defined as a campus at a university (den Heijer 2011). It is common for a university campus to have a wide variety of facilities and services, but their purpose is the same as that of other goods, services: to accomplish the varying customer needs, in this case staff and students (Kärnä, Julin, Nenonen; 2013).

The Turkish Republic of Northern Cyprus (TRNC) expected 102,000 students studying at 21 Turkish Cypriot universities to bring in almost \$1 billion in income in 2019. In a statement to Demirören News Agency (DHA) yesterday, TRNC Economy Minister Hasan Taçoy noted that education makes up about 10% of the TRNC economy. The education sector, he said, makes a significant contribution to the TRNC economy. According to Taçoy, despite the fact that the TRNC earned \$800 million from the education sector in 2018, the TRNC expects to earn \$1 billion in 2019. Announcing that the TRNC is a safe place for education, Ziya Ztürkler, director at the Ministry of National Education and Culture's Department of Higher Education and Foreign Relations said, "Campuses in the TRNC are full-fledged universities in every sense of the word. They are equipped with high-tech equipment. Per student, there is a good ratio of academics to the students Northern Cyprus expects to generate \$1B in education revenue in 2019(Northern Cyprus expects to generate \$1B in education revenue this year, N.D).

Eastern Mediterranean University is a public university located in Famagusta in the Turkish Republic of Northern Cyprus and opened in 1979. The language of instruction at this university is Turkish and English and it is the most important university in Northern Cyprus in terms of ranking. This study represents the perspective of international students about university's facilities; students who are studying at EMU. There are some research about students' satisfaction in Northern Cyprus but they are not specifically about EMU. We assess their perspective about EMU facilities. The significance of the study is that to help the university to find and provide students' needs and wants. Also, this study can help other universities as well as EMU to attract more students to their universities by providing high level facilities. If universities can

make students satisfied, they can bring more students to TRNC. In order to more students, the economy of Northern Cyprus will develop.

### **1.3 Aims and objectives of the research**

It is believed that students are more satisfied with the educational institutions that provide various facilities and services to its clients (Abubakar et al, 2014). due to more facilities and more group venues, maybe. EMU is the largest university in Northern Cyprus. Also, EMU has outstanding infrastructure. The main purpose of this study is "to probe outlooks' of EMU's students about the university's facilities". Students' perspective assesses in some elements of facilities of the university such as accommodation, library, sports areas, café & restaurants, transportation and health center. The result of findings can help the university to find out which factor is good enough to satisfy students.

In summary, the following objectives are elaborated:

1. By studying relevant research to obtain a wide knowledge about terms such as tourism industry, educational tourism, tourism development and sustainability and useful infrastructure for universities.
2. To obtain a sufficient information about EMU.
3. To explore EMU's international students' perspective about EMU's facilities by measuring their satisfaction.
4. To assess the gap between student expectations and their experiences on the EMU campus. Cyprus, as an educational tourism destination, attracts a large number of students as tourists each year.
5. To assess the changes in behavior and the quality of contact between students and the university. The university's facilities and reputation influence student satisfaction

while reducing costs of students switching to another educational destination. Analyzing this relationship can provide us with feedback for additional justification.

6. The final aim of the study is to recommend strategies to improve tourism plans in order to attract more future tourists. Destinations should be aware of the consequences and causes of declining and continuing to increase tourist numbers.

In fact, the public and private sectors in the TRNC's economy should pay attention to educational tourism sustainability and development. Moreover, TRNC's economic decision makers will get the best data if they use studies like this which are appropriate for their task.

#### **1.4 Method of study**

“Developing a hypothesis (or hypotheses) based on existing theory, and then constructing a research plan to test the hypothesis” is what a deductive approach is all about. “Deductive reasoning” is defined as reasoning from the specific to the general. If a theory or a case example appears to imply a causal relationship or link, it may be accurate in many circumstances. Some of the benefits of using a deductive approach is:

1. Explaining causal links between concepts and variables is possible.
2. Quantitative measurement of concepts is possible.
3. Ability of generalizing research results to some extent (Deductive Approach, N.D)

Quantitative research deals with numbers and statistics while gathering and evaluating data, whereas qualitative research deals with words and meanings. Both are necessary for obtaining various types of knowledge. Numbers and graphs are used in quantitative



research. It's utilized to put hypotheses and assumptions to the test or confirm them. This form of study can be utilized to come up with generalizable facts about a subject. Experiments, observations recorded as numbers, and surveys with closed-ended questions are all common quantitative procedures. (Qualitative vs. quantitative research, N.D)

The researcher will attempt to collect data from Eastern Mediterranean University students. Descriptive statistics will be used to present quantitative descriptions in a manageable format through the use of a Likert-scale rating from 1 to 5 (not at all satisfied-extremely satisfied) (Torchim, 2006). SEM (Structural Equation Modeling) is a method for analyzing measurements and hypothesized models. The results present a sample of evidence about students' perceptions and satisfaction with EMU facilities. The study's validity and reliability have been assessed. As a result, this research will offer a set of strategies for destination managers and organizations to consider when assessing the effects on student satisfaction indicators.

### **1.5 Organization of the study**

This research divided into seven chapters. The chapters are organized as follows: introduction is first chapter including the information about Introduction, the scope and significance of the study, Aims & Objectives of the Research, methodology and organization of the study. The second chapter includes tourism industry, history of tourism, types of tourism, tourism infrastructure and recreational and tourism sustainable development. Third chapter is about educational tourism. Forth chapter is the case of EMU and North Cyprus. Fifth chapter is methodology. Sixth chapter includes result. Last chapter is conclusion.

## **Chapter 2**

### **LITERATURE REVIEW**

#### **2.1 Tourism Industry**

Individuals who deliberately leave their typical settings to visit another place are referred to as tourists. Regardless of how close or far this setting (destination) is, these people will normally engage in a variety of activities. As a result, tourists are visitors, and what they do when visiting another location could be called tourism. The United Nations Conference on International Travel and Tourism agreed in 1963 to use the term "visitors" (as opposed to "residents") to designate people who travel to another country. There were two types of visitors covered by this definition: Tourists were defined as visitors who stayed in a destination for at least 24 hours. Tourists were defined as visitors who stayed in a destination for at least 24 hours. Visitors who travel for recreation, health, sport, vacation, study, or religious reasons could be considered leisure travelers. A temporary visitor is someone who stays less than 24 hours in a destination, such as an excursionist or cruise traveler. In these definitions, however, the domestic tourists are not taken into consideration. Tourists are people who travel for a short period of time to places other than where they normally live and work, according to the Institute of Tourism, which was founded in 1976. As a result, tourism encompasses all types of travel, including day trips and excursions (Camilleri, 2018).

The International Conference on Leisure Recreation Tourism, organized by the Worldwide Network of Tourism Experts (AIEST) and the Tourism Society in Cardiff

in 1981, slightly revised this definition: "Tourism may be defined in terms of particular activities, selected by choice, and undertaken outside of one's home environment." Tourists may or may not stay away from home overnight. UNESCO declared in 1991 that "Tourism is the activities of persons who travel to and stay in places outside of their usual environment for leisure, business or other purposes for not more than a year consecutively." The distinction between domestic and international tourism could be made at this point (Yuksel, 2004). A traveler who stays within the national boundaries of his or her home country is said to be on the first type of trip. Lastly, it refers to travel within one's own country's boundaries. It will have an impact on the balance of payments and reduce the outflow of money from the tourists' home country as a result. Two types of travelers must be distinguished at this point: Those who travel for business reasons are a separate category. Travel for personal reasons can include visiting friends and family (VFR travel), studying, going on religious pilgrimages, participating in sports, seeking health care, etc. To a large extent, the decision to travel, and where to go, is out of their hands for the first group. Neither the business traveler's destination nor the timing of their trip are subject to much discretion. In most cases, the purpose of their trip is not to take advantage of the attractions and facilities at their destinations (Camilleri, 2018).

Depending on who you ask, different destinations will have different qualities to them. Others, on the other hand, may value social life and nightclubbing. There are a variety of human emotions and motivations that may be difficult to explain when traveling for pleasure or leisure purposes. As a result, travel motivations are determined by an individual's willingness to travel. In addition to explaining why people behave the way they do, motivators appear to justify the individuals' behavioral intentions. It's no secret that many people want to travel. What drives people to travel is of interest to the

tourism industry. In what ways do they choose one tourist destination over another? Travel for pleasure is primarily motivated by a desire to escape the routine constraints and stresses of everyday life, even if only temporarily. Individuals' antithesis to work could have led to a need for tourism. Individuals' intrinsic motivation to travel, on the other hand, may stem from psychological needs such as self-esteem or a desire to be with someone. Sharpley (1994) argued that each tourist's motivation is determined by a unique combination of social, economic, demographic, and psychological factors. According to the author, these factors change over time and are not constant

In conclusion, the tourism product is a composite, it is difficult to define its exact composition. All that a tourist does from the time they leave home until they return is included in this category. There are many services that are included in the tourism industry. These services include but are not limited to transportation and lodging as well as tourist attractions and activities. Even though it's important to identify different aspects of the tourism product, the focus must be on the fact that the whole is greater than the sum of its parts. The tourism products and sub-products are thus interdependent. An unavailability of other products could make the provision of one sub-product (transportation) unprofitable (for example accommodation). If there are no attractions, then basic facilities are of no use, and vice versa. Unsatisfactory accommodations can negatively impact a tourist's perception of other sub-products (a sight-seeing tour). It is important for destinations to maintain high standards when it comes to providing tourist services. Tourism service providers must always be aware of their customers' needs and wants in order to ensure their satisfaction (Camilleri, 2018).

## **2.2 History of tourism**

Travel has been around for as long as mankind has been on the planet. To begin his existence, the man wandered the earth in search of food, shelter, safety and a better habitat. Over time, however, such movements evolved into wanderlust. Like the Aryans who fled Central Asia due to climate change about 5,000 years ago, people in the area were forced to flee their homes because of deteriorating food and shelter conditions and hostile invaders. Commerce, trade, and industry may develop as a result of this phenomenon (TOURISM NOTES, N.D).

The efficiency of transportation, as well as the help and safety with which people could travel, has allowed people to move around. Italy had become Europe's intellectual and cultural hub by the end of the 15th century. It was a symbol of both the intelligentsia and the aristocracy's classical heritage. Travel became an important element of every young Englishman's education during the 16th century. As a result, travel became a tool for self-improvement and education in its fullest sense. The instructional journey was dubbed the "Grand Tour." (TOURISM NOTES, N.D).

Many of the early studies of tourism's history were conducted by researchers from adjacent humanities and social science disciplines, including anthropology, geography, sociology, and literary, cultural, and media studies, in addition to planning, architecture, and the visual arts (Crouch & Lubben, 2003; Gray, 2006). In Spain, for example, historical geographers and urban planners, as well as tourism practitioners, conducted the majority of the pioneering research on tourism's past (Pack, 2006; Walton, 2008). This has been a recurring theme for a long time. Globally, tourism has become the most powerful and widespread commercial and industrial activity.

Whether we look at investment flows, environmental impact, employment patterns, or pressure for commodification and cultural transformation, its global footprint has grown enormously. Because of its aggressive and highly competitive nature, it has caused a great deal of conflict in the world's economic, social, cultural, and political systems, while also being highly vulnerable to its consequences (Walton, 2009).

The pattern and structure of British society changed dramatically as a result of the industrial revolution. As a result, Britain's economy played a significant role in the emergence of contemporary tourism. It also gave rise to a big and prosperous middle class, and as transportation systems improved in the second half of the 18th century and the first quarter of the 19th century, a growing number of people began to travel for pleasure (TOURISM NOTES, N.D).

The necessity to survive (food, shelter, and security), the ambition to develop trade, and the drive to conquer were the driving forces behind early travel. The desire to transform the vast and virgin world into a close neighborhood grew as transportation systems developed, resulting in the birth of a new industry: travel and tourism. Rails, roads, steamships, vehicles, and airplanes, on the other hand, helped to spread technology over the world. Previously, travel was only available to the wealthy, but this changed dramatically with the industrial revolution. Transportation and lodging became more inexpensive to the middle and working classes (TOURISM NOTES, N.D).

While traditional 'first Industrial Revolution' (1770s) activities such as textile manufacturing and iron, steel, and shipbuilding were still in use in 'less developed' parts of the world, tourism became the vehicle of choice for promoting economic

development in those areas (Clancy, 2001). A unique feature of this program is that it takes consumers directly to the products they consume, which has a distinct impact on trade and travel flows. Although its outcomes are difficult to measure due to its focus on desirable experiences and packaged dreams, its academic credibility has undoubtedly suffered as a result. Observers and analysts who attempt to go back further in time, especially in Western cultures, will find this to be true more frequently. Tourism infrastructure including reservoirs, golf courses, swimming pools and entertainment complexes are examples of hotels, holiday camps, sea defences and transportation infrastructure can be measured in terms of financial costs rather than in terms of environmental or qualitative aspects of place or experience (Britton, 2005).

Tourism and travel became the world's largest and fastest-growing industry as a result of the advent of jet travel, communication, and new technologies. Travel and tourism have recently emerged as a major economic force on the global stage, accounting for more than 12% of total global trade and expanding at an annual rate of 8% (TOURISM NOTES, N.D).

### **2.3 Types of tourism**

Vacationing away from home in search of recreation, relaxation, and pleasure while taking advantage of commercially provided services is called tourism. Travel and tourism have their origins in classical antiquity and are therefore products of modern social arrangements that began in western Europe in the 17th century. When it comes to tourism, it differs from exploration in that tourists take the "beaten path," take advantage of established systems of provisioning, and are generally shielded from difficulty and danger. Pilgrimage is one example of how tourism overlaps with other activities, interests, and processes. "Business tourism," "sports tourism," and "medical

tourism" (international travel undertaken to receive medical care) are examples of categories that are shared (TOURISM NOTES, N.D).

Destinations have tangible characteristics, such as attractions, amenities, buildings, landscapes, and so on, that can be seen and touched. Visitors' perceptions of local hospitality (such as *Gemutlichkeit*) and the atmosphere created by a particular event, as well as awe, alienation, or other emotions generated by specific destinations are less tangible (Murphy, Pritchard & Smith, 2000; Moutinho, 1987). The appeal of a destination varies depending on the market. Some people enjoy being around large groups of people, while others prefer to be alone and find large groups of people to be unbearable. Almost any country or region can benefit from the development of tourism if the destinations are targeted at the right market. (Camilleri, 2018).

According to UNWTO tourism types including:

**Adventure tourism:** In rural areas, adventure tourism may include active holidays like winter sports. As a result, many mountain resorts have been built to attract winter sports fans.

**Culinary tourism:** In culinary tourism, which is also known as food tourism, food is explored. Tourists may consider this aspect of a destination to be an important one. Tourists often dine in local restaurants while on vacation. Numerous classifications exist for restaurant types based on factors such as the type of menu, preparation methods, and price point. It helps to classify food based on how it is presented to the customer.



**Cultural tourism:** (or culture tourism) is the act of engaging with a country's or region's culture by the traveller. People travel to learn about other cultures' customs and ways of life. Interested in their own history, art, architecture, religions or other factors that shaped their way of life.

**Ecotourism:** A form of tourism known as ecotourism involves visiting natural areas in a manner that is considerate of the environment. Environment, including flora and fauna, is its primary focus. In addition, it aims to improve the locals' quality of life through its low-impact, small-scale tourism model (rather than mass tourism, which is more commercial).

**Educational tourism:** Tourism for educational purposes is included in this category. For instance, many students enroll in specialized language courses in tourist destinations.

**Health tourism:** Resorts and spas may offer health tourism services. They may be based in rural, coastal, or urban areas, depending on where they are located.

**Medical tourism:** People who travel to another country to receive medical treatment are considered medical tourists. Traveling medical tourists were once thought to be those from less-developed nations who travelled to major medical centers in more developed countries to receive treatments that were not available in their home countries.

**Business tourism:** that involves large groups of travellers who are brought together for a specific purpose is known as MICE (Meetings, Incentives, Conferences and Exhibitions). Most of the time, their travel plans are well in advance.

**Religious tourism:** Pilgrimage, missionary, and leisure (fellowship) tourism are all forms of religious tourism.

**Rural tourism:** There are many different types of rural tourism, including lake and mountain tourism. However, countryside tours, agri-tourism items such as farm vacations, fruit picking, gardens, visits and stays in rural retreats, etc may also be included.

**Seaside tourism:** Scuba diving and fishing are just a few of the activities that fall under the category of seaside tourism.

**Sport tourism:** In sports tourism, either observing or participating in sporting events is the goal of the trip.

**Urban tourism:** Tourism in cities and towns includes visits to major cities, towns, and capitals, among others.

**Wine tourism:** As the name suggests, wine tourism focuses on tourism that involves wine tasting, wine consumption, or wine purchase. Among the many types of tourism related to wine are visits to wineries and restaurants that are known for their unique vintages or for their wine tours, wine festivals, and other special events. (UNWTO; 2019)

It should be noted that new studies represent that there are more than 150 types of tourism in the world (Types of tourism: A Glossary, N.D).

## **2.4 Tourism infrastructure and recreational facilities**

Recreation is related to relaxation, entertainment and enjoyment. Recreation is defined as a pleasant, socially recognized activity that can rejuvenate people and have a leisure experience (Simmons and Moore: in Jafari and Xiao, 2016). In a deeper psychological sense, relaxation refers to the human emotions and inspiring experiences generated by leisure. Although contrary to work and life mechanisms (diet, sleep) that are mainly for money, there is no clear boundary between rest and all other activities (Clawson & Knetsch, 1971). Work after a while, Rest among others; in a sense, tourism can make this difference clear. Given that most tourists arrive at their leisure destinations, their leisure activities should mainly focus on leisure activities in the deepest sense of Latin restoration, renewal or leisure (Smith, 1992). Visitors can include various specific indoor and/or outdoor activities. Some activities may be relatively formal, such as organizing events and group gatherings, while most entertainment activities are informal, including picnics, walking, fishing, expeditions and many other activities. Regardless of its form, leisure and entertainment are an indispensable part of tourism products, which will have a significant impact on the development of the tourism industry and tourist satisfaction (Tribe, 2012).

The facilities of recreation are an important part of physical tourism infrastructure and an important pillar of economic in overall and tourism development (Khadaroo and Seetanah in: Jafari and Xiao, 2016). Together with hotels and other hotel facilities, they form an integral part called tourism infrastructure. These factors mainly stimulate the development of tourism by increasing the attractiveness and competitiveness of

destinations. Tourists hope that the facilities in their chosen travel destination are comparable to those they enjoy at home, especially those that have become an indispensable part of their travel destinations. Daily entertainment activities (Murphy et al., 2000; Crouch and Ritchie, 2000)

Facilities of recreation are mainly organized, provided and developed within the scope of national and local resources, including government and public sector participation and provision. Recreational facilities (McConnell, 1985). In touristic places, the participation of the public sector includes activities carried out by local or regional authorities and tourism councils to promote the sustainable development of tourism. Blurred the line between the responsibilities of the public and private sectors.

For various reasons, the public sector sometimes limits its response to the development of emerging tourism needs, and this depends on the participation of the private sector. The new challenges of the 21st century are changing the understanding of the "traditional" public. And the role of the private sector in economic and tourism development. The increasing importance of tourism in the local, regional and national economy requires and encourages active cooperation between the major actors in the public and private sectors (A. Mandić, Ž. Mrnjavac & L. Kordić, 2018).

## **2.5 Tourism and sustainable development**

The concept of sustainable development is increasingly integrated into all areas of life and human development solutions. Due to its impact on the environment, economy, society and culture, this trend is also having an impact on the tourism industry. The success of implementing sustainable development depends to a certain extent on the support and participation of all parties in tourism. Although not all stakeholders need

to participate equally in sustainable development decision-making, all their interests need to be recognized and understood (Donaldson and Preston, 1995). If the interests of an important stakeholder group are not determined, the whole process may fail (Clarkson, 1995). Among the various stakeholders, including local and foreign tourists, local residents, business owners and local government representatives, these are the last two. Tend to pay more attention to groups participating in the sustainable development process (D'Mello et al., 2016).

It has been shown that sustainable development is at the forefront of tourism policy, including destination and industry marketing organizations and tourism researchers. For example, the former is the lead agency of the United Nations, the World Tourism Organization (UNWTO). Sustainability is one of the main titles related to its website and its activities (while taking into account tourism, ethics and social responsibility, tourism and development, competitiveness and knowledge promotion). The latter has its own sustainable tourism magazine and numerous magazine articles and articles, which may account for about 5% of the magazine's output (Hall, Lew and Williams; 2014). The political importance of sustainable tourism is so great that the United Nations declared 2017 as the International Year of Sustainable Tourism for Development; however, despite this overwhelming interest and concern, empirical measurements show that tourism on a global scale The industry is actually more unsustainable than ever. (Hall, 2011; Ruddy, Gössling, Scott, & Hall, 2015; Scott, Hall, & Gössling, 2016a, Scott, Gössling, Hall, & Peeters, 2016b).

It is possible to look at nature and achieve sustainable development from different perspectives (Hopwood, Mellor and O'Brien, 2005), including tourism (Hall, Gössling and Scott, 2015). Then, when the Sustainable Development Goals are also related to

broader social and environmental issues and economic changes, why are the Sustainable Development Goals mainly framed by growth and economic forms in the context of tourism, emphasizing the importance of market-based approaches and governance. Therefore, there are potentially different possibilities for composition, viewing and performance. For example, UNWTO Secretary-General Taleb Rifai suggested: “The 2030 Agenda for Sustainable Development and its 17 [SDGs] show the path that all of us should take. The private sector as a major player in the tourism industry. Development goals provide real business opportunities because sustainable business activities can increase competitiveness and increase profits” (UNWTO-UNDP, 2017, p. 6-7). United Nations Development Programme Administrator Achim Steiner said: "Private The role of the sector and access to financing are critical to building a more sustainable tourism industry. Long-term competitiveness depends on the willingness to overcome the sector’s weaknesses and invest in new markets and services..." (UNWTO-UNDP, 2017, page 9).

In the context of the debate on promoting the economic development of the Third World in the 1950s and 1960s, tourism became an important development trend (Monten and Popovic, 1970; Wood, 1979: 277). The empirical research on tourism development is accompanied by the enthusiasm of international development agencies, banks and foreign “experts” to take tourism protection as a development strategy (Crick 1989: 318). Most of the work is related to quantifying the economic impact of tourism. Use a series of multipliers and input-output analyses (Eadington and Redman, 1991: 48-49). The success or failure of tourism development is measured by its contribution to foreign exchange, national income and employment (Ghali 1976, Kottke 1988).

Although modernization theory has never been widely accepted as a clear theoretical point of view by scholars engaged in tourism development, Harrison (2015: 61) pointed out that it has become “the default setting for policymakers around the world”. The impact on tourism destinations gives us a deep understanding of the relative costs and advantages of tourism as a development tool, but the current debate on political economy and local development conditions lacks a clear theoretical commitment. These discussions have shaped the tourism purpose of tourism production organizations. The ground was ignored. The idea of development is interpreted as an ideologically neutral task that can be solved by technologists, so any understanding of the relationship between tourism, capitalism, and foreign trade inequality is separated from politics and power relations, and class relations. In countries such as Egypt, Greece, the Philippines, Spain, Tunisia, Turkey and, more recently, China (Sofield & Li, 1998), tourism has been warmly welcomed by many modern authoritarian regimes in different periods of modern history. As a reasonable and necessary means to promote economic growth and modernization without democracy (see Pack, 2006, Richter, 1989).

International tourism in developing countries is often referred to as "slightly different from colonialism", which has led to various social dissatisfaction, from crime to prostitution (Srisang, 1992: 3). The power of poverty, inequality and unequal development in the political economy of tourism in a groundbreaking publication, development analyst Emmanuel De Cadet was one of the first to introduce a more critical political economy epistemology into tourism development research. He believes that formal tourism planning does “promote greater equality in the distribution of benefits in the industry when the forces that cause social inequality are released” (1979: 33). The political economy of tourism has increasingly become

synonymous with many influential works, among which the tourism organizations and structures of third world countries reproduce the "historical model of colonialism and economic dependence" (Lea, 1988: 10), Neo. A detailed study of the Marxist theory of backwardness and dependence (see Armin, 1976, Baran, 1957, Emanuel, 1972, Frank, 1969) and the theory of the world system (Wallerstein, 1974), These studies put tourism in the context of the international division of labor. The labor force characterized by systemic inequality between the central capitalist countries and the peripheral economies of the Third World (Britton 1980, Britton 1982, Davis 1978, Hills and Lundgren 1977, Nash 1989, Turner 1976), and developed accumulation Inequality between the central and peripheral areas (Boissevain, 1977, Gaviria, 1974, Jurdao, 1990, Oglethorpe, 1984).



## Chapter 3

### EDUCATIONAL TOURISM

#### 3.1 Edu-tourism

Ritchie's (2003) segmentation model of educational tourism is regarded as universal standard model on the subject matter and this has been the crux of most theoretical advancement in the concept of educational tourism over the last 15 years. The view of a market segment perspective when defining educational tourism can be problematic or imbalance, which could lead to the exclusion of a sector in the industry in which has learning as the pivotal or fundamental activity.

To invalidate this phenomenon, Pitman et al. (2010) suggest a procedural approach for defining educational tourism. Richards (2011) advance with a notion that proposing that educational tourism can be defined as a transformative experience, while Stoner et al. (2014) that global citizenship be viewed as a learning and transformative result of educational migration. Combining research approach in educational tourism, international education, experiential learning and global learning, will better define the concept, Stoner et al, (2014) proposed a conceptual process-driven and outcomes-based model of educational tourism to better encapsulate all its's sector.

Pitman et al.'s (2010) noticed that the concept "tourism" and "education" could be "problematic bedfellows" especially due to the fact that it not well defined on what educational tourism entail consensually by researchers. Advocators unanimously agree

that it involves migrating away from one's home, with either the primary or secondary objective learning in a distinctive environment (Pitman et al., 2010; Richards, 2011; Ritchie, 2003; Stoner et al., 2014). Apart from this, definitions of educational tourism differ.

Organization for Economic Cooperation and Development (2013) stated that there has been a significant increase in the number of students that enrol into universities outside their country (OECD 2013). It was also noted in 2011 that there were over 4.3 million students worldwide (OECD 2013). According to Farrugia, Chow & Bhandari (2011) it was also reported that for the 2011/2012 session the number of international students in the United States has increased and reached a new height of 764,496 which reveals that the number of students has increased by 31% in the last decade.

A major contribution to this increase has been the participation of countries in the global free trade economy, which led to most countries deploying budgetary cut plan strategies as led to the high demand for recruit self-funded and brilliant students as significantly increase (The state project 2014). More also the Commission on the Abraham Lincoln Study Abroad Fellowship Program (2005) point out the need for internationally competent students which can be attained through educational tourism.

Among youths aged 18-24, 14% have no formal education or training (NEET). There is a correlation between the percentage of NEETs in a country and the percentage of PISA low performers. In spite of this, the average percentage of NEETs has fallen to its lowest level since 2000, partly due to increased participation in continuing education. Drops have been reported from Turkey to Israel to Latvia to the United

Kingdom to Ireland to Austria to name a few (Education at a Glance 2020 - OECD Indicators EI Commentary, N.D).

### **3.2 Educational tourism and Covid-19**

According to the OECD, international students have been hit particularly hard by the pandemic, as they have lost not only their transactional learning experiences, but also their access to foreign job markets and their ability to learn their host country's language as well. There has been a significant impact on HE institution's funding models in the US, UK and Canada according to EAG. The pandemic has shut down education systems in the vast majority of OECD countries, as well as many others, and students are only now returning to schools and colleges. The OECD Secretary General, Angel Gurrá, puts the situation in stark terms. All countries, no matter how well prepared they were for the pandemic, are now experiencing a severe economic downturn. If countries are to have a chance of success, they must put education at the center of their economic revival plans. Indeed, as he points out, a global revival effort is required, along with a renewed commitment to the Education Sustainable Development Goal, in order to restore young people's optimism and hope. The EAG indicators clearly show where the major stresses are. Distance learning has limitations, particularly for disadvantaged students, and early evidence suggests that in many countries, the achievement gap between students from advantaged and disadvantaged backgrounds has widened significantly. This has been especially evident in Vocational and Educational Training (VET), where many students come from low-income families. Take, for example, VET courses. Practical and work-based engagement is critical in many of them. Practical courses, on the other hand, have been nearly impossible to implement due to institutional lockdown (Education at a Glance 2020 - OECD Indicators EI Commentary, N.D).

### **3.3 Definition of educational tourism**

Recently, economists have become interested in educational tourism, which is an old and forgotten type of tourism activity that could be resurrected. A theoretical framework for classification of academic mobility types is developed.

Tour operators and travel agencies have mushroomed in recent decades, offering educational tourism packages to school groups and college and university students. Concurrently, the industry has been stimulated by the rise of lifelong learning and the growing number of healthy retirees with disposable income. Product development opportunities abound with the wide demographic range of educational tourists, ranging from pre-school to senior citizens. The academic study of educational tourism, however, has not kept up with the industry's growth.

Using an anthropological perspective, Ritchie's (2003) segmentation model of educational tourism examines factors that motivate tourists of different ages. As he considers it, educational tourism stems from a desire to learn new things. In Ritchie's model, learning can be a primary or secondary reason for traveling, and it can be formal (with the help of an expert or guide) or informal (on one's own) (Ritchie, 2003:11). Education tourism is a niche sector that has been growing in popularity as a result of Ritchie's model, but it has some limitations. Dichotomies such as "tourism comes first" vs. According to Pitman et al. (2010) and Road Scholar (2015), lifelong learning is a primary motivational factor for many senior tourists. When people self-identify, it can be difficult to define motivational factors. This may be especially true in the case of educational tourism that is based on school travel. The figure shows his conceptual model of educational tourism's major segment.

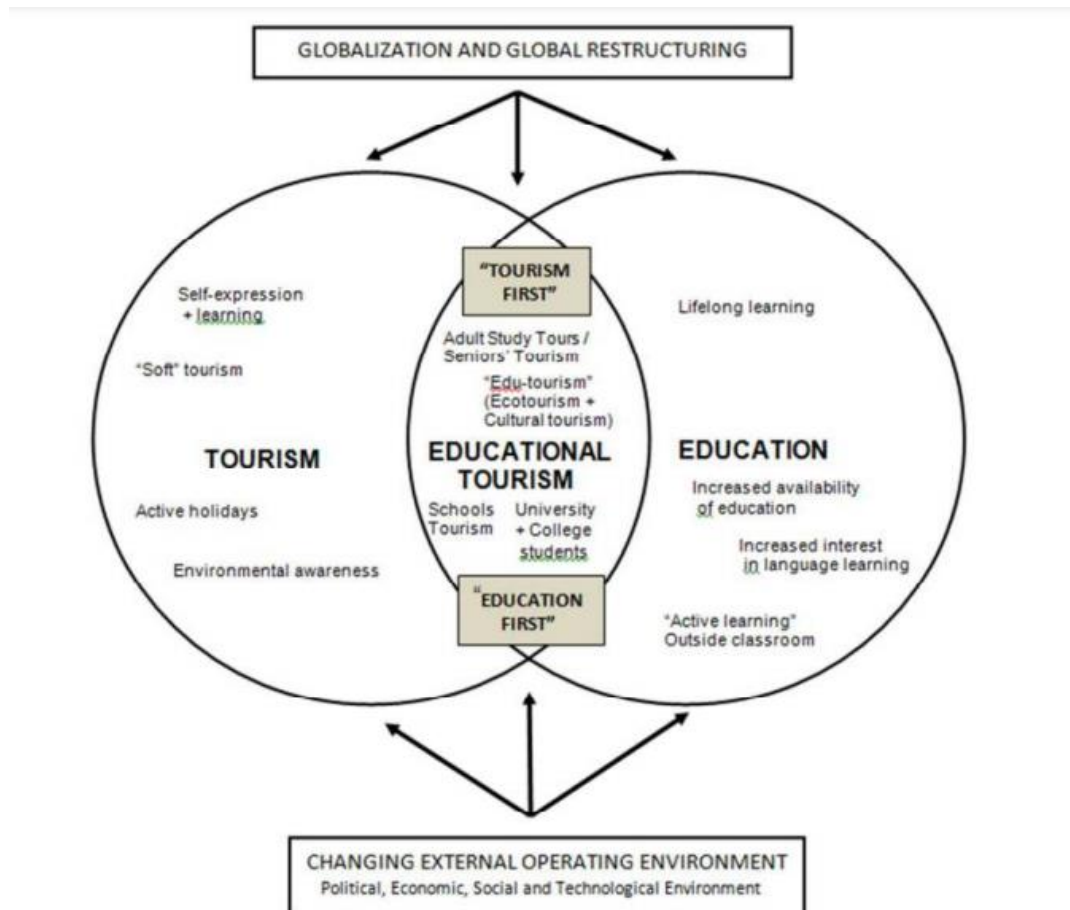


Figure 3.1: Ritchie's (2003) segmentation model of educational tourism

A deliberate and explicit learning experience was defined as educational tourism (Pitman et al, 2010:221). For it to be effective, educational tourists had to be actively involved, as Paige and Vande Berg have noted (2012). According to research, a tourist's attitude toward learning is more important than any qualifications they may possess. On-site or during the tourism experience, reflective practices were important for learning. "Educational tourism" extends beyond the actual tourist experience to include pre- (and post-)travel considerations, a departure from the normal definition of tourism (Pitman et al, 2010:234). For the educational tourist, the tourism experience must be structured at an educationally appropriate level according to Pitman et al. (2010). Both of the "educational tourism" and "international education" have a shared history. Both involve learning while on the road, and together they make up

international educational tourism (IET). While educational tourism can be applied to all stages of life, international education is typically considered a phenomenon of higher education. Intercultural or global integration into the purpose, function, or delivery of post-secondary education is how Knight defines international education (Knight, 2004:11). As a result of extensive research, several conceptual models have been developed to describe how one acquires skills and knowledge that enable one to effectively communicate with others in cultural settings that are different from one's own culture (Deardorff & Jones, 2012). A comparison of educational tourism with international of educational tourism with international education is provided in the table.

Table 3.1: A Comparison of ET and IE

	<b>Educational tourism (ET)</b>	<b>International education (IE)</b>	<b>Comment</b>
<b>Origins</b>	<i>The Grand Tour</i>	<i>Academic pilgrims</i>	Different terms but shared origins in the mid-17 <sup>th</sup> C.
<b>Process of learning</b>	Experiential education	Experiential education	Same process though theory employed more in IE literature.
<b>Educational level applied</b>	From pre-primary school to life-long learning	Only tertiary education	Overlap at tertiary level for students studying abroad for one year or less.
<b>Strands</b>	<ul style="list-style-type: none"> <li>• International or domestic</li> <li>• Day trips or over-night tours</li> </ul>	<ul style="list-style-type: none"> <li>• IE "at home" – internationalising the curriculum</li> <li>• "Cross-border" IE – international study programmes</li> </ul>	ET is not concerned with internationalising the curriculum within schools.
<b>Educational outcomes</b>	<ul style="list-style-type: none"> <li>• Global learning</li> <li>• Specific academic / vocational competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-cultural competence</li> <li>• Specific academic / vocational competencies</li> </ul>	IE focused on enabling students to function within inter-cultural settings; ET does this plus it is hypothesized it develops broader social and environmental awareness potentially leading to behavioural changes.
<b>Economic contribution</b>	<ul style="list-style-type: none"> <li>• Some research on contribution of school trips to local economies</li> </ul>	<ul style="list-style-type: none"> <li>• "Export education" is a multi-billion dollar global industry</li> </ul>	ET is very under-researched with regards to its economic impact on economies.

### **3.4 Development of educational tourism**

Educating is a conscious and objective effort to improve yourself. A person's daily activities, including their leisure and recreation, and tourism activities, are inextricably linked to their education. A few studies have been conducted to try and determine the relationship between tourism education and educational travel (edu-tourism). Currently, people travel to gain more experience and knowledge in order to improve their quality of life. There are, however, differences between tourism education and tourism education.

To Bodger (1998), education tourism is "any program in which participants travel to a location with the primary goal of engaging in learning experiences directly related to that location." Student exchanges between educational institutions are examples of edutourism, as are ecotourism, heritage tourism, and rural/farm tourism. All of these activities were incorporated into the scholars' learning methods and curricula. These activities had a common goal with the subjects that students were studying in their schools.

Since tourism science or studies could improve customer satisfaction and competitiveness of tourism businesses, they have been taught at a higher level. Many more universities are focusing on hospitality and tourism (Kim et. Al, 2008). In order to prepare the human resources for the tourism business/industries, tourism education was developed. The curriculums and modules of many universities have been matched up with industrial needs.

There have been very few academic studies on educational tourism. Research on educational tourism has been conducted by scholars Ritchie (2003), Kalinowski et al.

(1992), and Wood (2001). Learning tourism can be viewed as a continuum, from "general interest learning while traveling" to "purposeful learning and travel", according to the Canadian Tourism Commission (2001). According to Katirciolu (2014), each year millions of people study abroad, contributing to national income and employment as well as enhancing the wealth of local citizens (Katirciolu, 2014). For example, in 2013, the United States earned \$22.7 billion from international students (UNWTO, 2014).

Education tourism benefits society in a variety of ways. Tourism for educational purposes has been proven to help any region, state, or country develop at the grassroots level. It's a way for tourist destinations to establish themselves on a global scale. Instead of economic development, education tourism focuses on societal development. Yes, it indirectly boosts a country's economic standing. Participants stay at the destination as they travel from one place to another. People gain employment and business opportunities as a result of this process (Anukrati Sharma, 2015). It has also been claimed that international students contribute to the social environment and economy of the host country where they begin their education (Pandit, 2007).

In conclusion, according to the findings of a study conducted in Famagusta, the majority of participants regarded educational tourism and international students as two of the most important pillars of economic development in the city. According to the respondents, educational tourism has had a significant impact on the area's economy: "The city center of Famagusta has changed drastically as a result of the development in EMU." Following the development of the university in the city, the focus of the city center shifted from the historical city within the walls to the environs of the EMU campus. Since the establishment of the EMU, the locals' perception of the city center



has shifted.” According to the data collected, the majority of respondents believed that the integration of various sectors, such as food, construction, stationery, and travel agencies, directly contributed to educational tourism. Furthermore, they believe that as a result of the demand for educational tourism, some new businesses, such as second-hand merchandise markets, have emerged (Rezapouraghdam, Behravesht & Ari, 2018).

### **3.5 Universities' facilities**

The campus environment and student characteristics are two factors that have been studied in the literature as they relate to student satisfaction. During the process of preparing and training students for their professional lives, it is necessary to pay special attention to teaching contents, educational and instructional applications, classroom settings, and meeting the needs of students by their educational institutions on university campuses, where they spend the majority of their time during their university education (Karagozoglul, 1996). A complex system of educational settings, including classrooms, labs, programs, methods, teaching aids, evaluation and reward systems, psychological assistance services, economic support systems, and many others, make up education (Ozguven, 1997).

According to Sunar (1986), student satisfaction is directly affected by non-educational services provided by faculties in higher education. These services would increase the effectiveness of higher education institutions. Students' satisfaction has also been influenced by gender and GPA (Karemera, et al., 2003; Unbach & Porter, 2002), as well as university enrollment (Erdoan & Uşak, 2007; Erdoan & Uşak, 2006; Erdoan & Uşak, 2004). Designing a proper learning environment and introducing social services and/or facilities are just as important as the educational and instructional

activities provided by the university for improving the productivity of education and helping students achieve expected learning outcomes. University years for undergraduate students are a time of professional formation, scientific research and service to society, as well as the development and orientation of their personalities, as well as the formation of their ideals (Küçükkömürler, 2000).

Student satisfaction will increase during this time due to the management and arrangements made by their faculties and departments within the campus environment (Ashworth and Harley, 1994). Student satisfaction is likely to be affected by a number of social services facilities offered by faculties and departments (Ashworth & Harley, 1994; Patti et al., 1993; Sunar, 1986) such as, University or municipal transportation services, health center, guidance (social and psychological), sporting opportunities and library services, restaurants & cafes, safety and security, the strength of the PC systems and software assemblage, high speed internet access, faculty-organized social activities to boost student motivation, social and cultural programs and Student housing (apartment, dorms...).

Social activities and the provision of students' social necessities, which have a direct impact on their academic achievements as well as the productivity of an institution, are equally critical. Students' satisfaction with social services and facilities is not well studied, despite its importance (Erdogan, Usak,& Aydin, 2008).

### **3.6 Students' satisfaction**

A number of challenges are emerging as universities look toward the future. Increased competition and a public that demands greater accountability for tax dollars are two of the most pressing issues facing universities today, according to many. More than that,

higher education is increasingly recognizing that it is a service industry, and is putting more emphasis on meeting the expectations and needs of students (Cheng and Tam 1997). In today's competitive environment, a university must identify what is important to students, make aware that they intend to distribute what is important to them, and then give on what they promise to provide it (Elliott& Healy, 2014).

"Student satisfaction" is multidimensional and depends on the clarity of student goals, according to Hartman and Schmidt (1995) Grossman (1999) found that trust had a significant effect on satisfaction. To build trust, universities should treat students fairly, meet students' needs and respond to complaints in a caring manner. Student satisfaction, according to Athiyaman (1997), affects the perceived quality of an educational experience.

Interconnected experiences in student life affect student satisfaction. As Sevier (1996) notes, "the product of a university is the sum of a student's academic and social experiences as well as physical and spiritual experiences." Students are satisfied with their academic programs, according to Kotler and Fox (1995), though less so with support services such as academic advising and career counseling, they say.

Browne, Kaldenberg, Browne, and Brown (1998) found that the amount of interaction between students and university personnel, such as faculty, had a significant impact on the likelihood of a student recommending the university to friends and family. Drew and Work (1998) found that female students are less likely than male students to interact with faculty.

A growing number of schools have come to the realization that it is more cost-effective now (to retain current students) to invest than it is later (attract new students). Patterson, Johnson, and Spreng (1997) show empirically that customer satisfaction and repurchase intentions are closely related. According to Bolton, Kannan, and Bramlett (2000), the evaluation of multiple service dimensions is the basis for repurchase intentions (i.e., customer retention decisions).

For recruitment strategies, universities may want to emphasize different aspects of a student's educational experience than they do for retention strategies. Students' perceptions of the most important aspects of their educational experience should be addressed in recruitment strategies. However, retention activities tend to be more concerned with how to keep current students happy and coming back year after year (Elliott & Healy, 2014).

In conclusion, universities must understand and meet student expectations in order to attract and retain students. A student's satisfaction with his/her overall educational experience is strongly influenced by "student-centeredness," "campus climate," and "instructional effectiveness," according to the study's findings. As a result of these findings, recruitment strategies may require a different focus than retention strategies. universities must first identify what is important to students in order to attract them, and then provide a quality education in order to keep them. Student recruitment and retention activities are interrelated. This should be kept in mind. Currently satisfied students are the most effective and efficient recruiters (Elliott & Healy, 2014).

## Chapter 4

### THE CASE OF EMU/NORTH CYPRUS

#### 4.1 Tourism in North Cyprus

In the Mediterranean Sea, Cyprus ranks as the third-largest island after Sicily and Greece. It has a total area of 9851 kilometers. It covers an area of 3,572 square miles. It is located at a distance of 60 kilometres 96 km to the south of the Turkish coast. 322 km west of the coast of Syria Rustem (1987) describes Greece as being far away. Northern Sri Lanka has experienced a shift in tourism development since the Turkish invasion of 1974. (WTO, 1994; Godfrey, 1996). Turkish troops intervened (Bahcheli 2000; Gazioglu 1999) and the island was de facto partitioned as a result of unrest between Greek and Turkish populations. Since then, this partition has been in effect.

While tourism has grown rapidly in the southern (Greek) portion of the island, it has virtually disappeared in the northern (Turkish) portion, despite the fact that this area was once the epicenter of tourism development before the island was partitioned (Lockhart, 1993; Butler & Mao, 1995). Turkey (as a guarantor power) intervened in Cyprus on July 20, 1974, and again on August 14, 1974, creating Northern Cyprus as a distinct geographical area and political/administrative system. Thus, approximately 37 percent of northern Cypriot land came under Turkish administration. (Nedjatigil, 1982; Andronikou, 1979; Barkey & Gordon, 2001). So "since 1974 the two geographical entities have developed independently. While the South has recovered from the effects of the war and developed into a prosperous society, the North has

struggled to achieve economic growth and break free of Turkey's sway over it (Barkey & Gordon, 2001).

Foreign aid has been the North's main source of funding since the partition in 1974. It should be noted that this foreign aid was provided by the Turkish government. According to *The Economist* ((2000). p. 32, July 22-28.) "The local economy is almost entirely dependent on handouts from the Turkish government". Contrary to its importance in other Mediterranean destinations, tourism development has remained stagnant. There is no "formidable" tourism strategy in place, despite the fact that the North inherited 387 kilometers of coastline, most of the tourism accommodation, and 65 percent of the total bed capacity. Nicosia International Airport was also seized by the North (Saveriades, 2000, p. 148).

Because of a lack of a clear policy and implementable planning guidelines, Northern Cyprus' tourism industry has been unable to structure itself properly. For financial support and market share (80 percent), as well as as a stepping stone or gateway to the rest of the world, tourism in the north is heavily dependent on Turkey. Tourism's contribution to GDP, for example, has never exceeded 50%.

In conclusion, the lack of institutional reorganization and adaptation to the new world environment has resulted in and will continue to result in major bottlenecks in the tourism sector as a whole, as well as implications for economic growth in general. A lack of qualified staff and inadequate facilities have kept the tourism industry from reaching its full potential. A weak banking system has also hindered the sector's development (Akis & Warner, 1994). The government need to take the lead in reorganizing the tourism institution and establishing a tourism-oriented administration

that is relatively autonomous from social interest groups. In contrast to the current situation, which is characterized by patron-client relationships that are hierarchical, the proposed model emphasizes community participation in the planning process in order to build 'social capital' (Casey, 1998)

#### **4.2 The Importance of educational tourism for northern cyprus**

North Cyprus, with a population of around 326,000 people and a land area of 3355 km<sup>2</sup>, has a thriving educational tourism industry. North Cyprus has limited export opportunities, particularly beyond exports to Turkey, due in part to the territorial conflict involving the northern part of the Mediterranean island of Cyprus. As a result, educational tourism is a significant source of foreign currency for North Cyprus (Arasli & Ezel, 2019).

North Cyprus has had higher education since the late 1970s. North Cyprus currently has 17 universities, with additional applications to open new universities pending approval (Mertkan, 2018). The student population, which is primarily of Turkish and Turkish Cypriot origin, has been changing recently. Over 93,000 students were enrolled in North Cyprus universities during the 2016-2017 academic year, with around 27,500 international students (excluding those from Turkey) from more than 100 different countries accounting for 30 percent of the total student population. Turkish students make up the majority of students enrolled in North Cyprus universities, but they are not considered international students. Students from Africa, the Middle East, and Central Asia make up the majority of international students (TCYHB, 2015).

The finding indicates that in every country, economic, social, cultural, and political structures influence prospective students' decisions about overseas tertiary education. Because each country has a unique structure, each educational tourist-sending country must be evaluated on its own merits. Another critical point to consider is that economic and political structures are not static and can be influenced by both internal and external factors. Any dramatic shift in these factors may have a variety of effects on the factors that drive prospective educational tourists away from their home countries. According to the findings, the educational tourism industry in North Cyprus has benefited from political and economic processes that are only partially under the control of government policymakers and university decision-makers in North Cyprus. North Cyprus's status as a place both within and outside of Europe may be problematic for other sectors of the economy, but it has facilitated an educational tourism industry with some of Europe's cachet without many of Europe's financial and legal constraints, particularly in terms of visa regulations. Because North Cyprus and its universities appear to be a last-resort educational tourism destination for prospective students in many cases, an improvement in conditions for educational tourists in the rest of Europe, the United States, and other desirable host countries could harm North Cyprus universities' relative attractiveness. It also means that North Cyprus policymakers and university administrators should be cautious about rushing to judgment about their country's or institution's place image or brand (Arasli , Ezel, 2019).

### **4.3 Famagusta**

Founded in the first century AD, the city of Famagusta has been developed over seven periods: the early period (648–1192 AD – foundation period), the Lusignan period (1192–1489), the Venetian period (1489–1571), the Ottoman period (1571–1878), the



British period (1878-1960), the Greek and Turkish period between 1960–1974, and the postwar period (1960–1974). (the Turkish period).

Before Cyprus was divided in 1974, the city was a major trade and tourism destination and a regional center. Despite some capacity restrictions due to the island's new circumstances, the harbor continues to play an important role in the trade activities of northern Turkey.

According to Population HUB, Famagusta's population is 40,920 in 2021. Famagusta is one of nine cities in Northern Cyprus, and it has the second-largest population in this area. Public sources have provided Famagusta's population data (Population of Famagusta, N.D).

In Famagusta, visitors will find a variety of attractions including beaches, nightlife, sightseeing, historical sites, Byzantine churches, and nature-based activities. Eastern Mediterranean University, which is a major contributor to the development of educational tourism in Northern Cyprus, is also based in the city of Famagusta (Population of Famagusta, N.D).

Famagusta has undergone significant changes in the last two decades, largely due to the establishment and growth of the EMU. Students from 67 different countries make up nearly 14,000 students at the university, which has led to a dramatic shift in the city's sociodemographic makeup. Due to the increased demand for rental housing, it has also benefited property owners in the city as well.

Policy makers and planners who will shape Famagusta's future must evaluate the quality of life (QOL) of its residents because of the city's dynamic socioeconomic structure, problematic urban development pattern, and uncertain future due to Cyprus' political situation.

#### **4.4 EMU**

Eastern Mediterranean University, the only state university in the TRNC, has been providing higher education in the territory since 1979, and all of its programs are accredited by the Turkish Higher Education Council (YÖK) (EMU, N.D).

Student exchange programs, a wide range of sports and social activities and opportunities for learning a second foreign language are just a few of the benefits of attending a university with such a well-developed infrastructure. The university also has an international teaching context and a diploma recognized by the United Nations and the United Nations Organization for Educational, Scientific, and Cultural Activities. Its 108 undergraduate and school programs and 96 doctoral degree programs are offered by 12 faculties, 4 schools and the Foreign Languages and English Preparatory School (EMU, N.D).

The facilities of EMU's campus including:

**Health center:** EMU-PDRAM for mental health and internal medicine are among the free health services available to students.

**Internet:** There is free Wi-Fi available almost everywhere on campus.

**Restaurants and cafes:** More than thirty dining facilities are available to students and staffs, offering quality service and a variety of food options.

**Transportation:** Throughout the year, the university operates a free shuttle service that runs between the campus and the city center.

**Sports:** Athletics, volleyball, basketball, handball, billiards, chess, wrestling cycling, table tennis, triathlon, football, futsal, squash, gymnastics, bodybuilding, cardio, and many more sports are available to all students.

**Beach club:** As a result of its location on one of the finest beaches in the Mediterranean, Eastern Mediterranean University is fortunate to have its own private Beach Club. All types of beach and water sports are available at the EMU Beach Club, which is located within walking distance of the campus.

**Library:** The library's vast collection and services are intended to support teaching/instruction and research activities at the university, to meet students' and faculty members' informational needs in their academic programs and scientific research, and to contribute to improved access to information for the entire EMU community and the larger public through its vast collection and services.

**Social and cultural activities:** A number of social activities are organized from time to time by the Social and Cultural Activities Unit in cooperation with the Student Council. The Social and Cultural Activities Unit's mission is to turn our students into active, creative, social, and self-confident individuals, as well as provide them with opportunities to spend their extracurricular time effectively. Concerts, conferences, trips and camps are organized for the students in this regard. Festivals, Orientation Days and Sand Sculpture Festivals and Cup of Nation Tournaments are among the activities that will take place.

**Accommodation:** At Eastern Michigan University, students have access to standard EMU dormitories as well as private dorm rooms located on campus. All of the dorms are equipped with Kitchens, Gyms, Laundry Rooms and Currency Exchanges and also Markets, Cafeterias and Study Areas. There is also 24-hour Security (EMU, N.D).

## **Chapter 5**

### **METHODOLOGY**

#### **5.1 Research instruments & method**

There are two types of research methods: quantitative and qualitative. Since we use quantitative method in this research, we explain quantitative research method. In comparison to qualitative research, quantitative research has two distinct advantages. The first is that the findings are statistically reliable (if properly designed and executed). The results can be projected to the entire population, which is the second significant advantage (Gliner and Morgan, 2000:56). Quantitative research has a proclivity for deductive reasoning. To put it another way, it puts theory to the test. The outcomes of quantitative approach are more likely to be generalizable (Nykiel, 2007).

Using a quantitative approach was preferred for this study because it allows for a wide range of data to be collected in a short period of time by queuing access to a large number of subjects in a variety of places. Aside from that, educational tourism is a relatively new concept that could have negative or positive socio-cultural, economic, and environmental effects on the country. For objective, reliable, accurate data that could be identified address the subject, the research study should reach a large portion of the population, which represents the entire population. As a result, this study relied on quantitative.

This study used a questionnaire to collect primary data. With the help of a survey, investigators can get a good idea of how respondents feel about certain issues, as well as It is also possible to collect data from a large number of people using a questionnaire survey method Using a questionnaire survey increases reliability by promoting greater consistency, and it reduces bias by removing the ability of interviewers to influence answers either intentionally or unintentionally (Office of the Auditor General of Canada, 2007).

An assessment of tourism outlook literature revealed that the most frequently used method in evaluating public perceptions toward tourism industry was a questionnaire survey. The questionnaire included nine demographic profile questions and also twenty-two closed questions. Part two contains twenty-two statements that measure the students' perception regarding their satisfaction associated with EMU facilities.

Closed-ended questions with a Likert scale of 1 to 5 were asked (from extremely satisfied to extremely dissatisfied). When it comes to gauging participants' opinions of usability, five-point Likert scales are probably the most question format (Sclove, 2001; Dumas, 1999). If we use a five-point Likert scale, we are likely to get a highly reliable scale (Bucci, 2003). Using the Likert scale was recommended by Maddox due to its superior validity (convergent and discriminant) (1985). Five-point Likert scale was used to achieved quantitative data in the research survey design. Those who responded were asked to check the box that best described what they were experiencing. The questionnaire survey was carefully prepared in order to maintain a high response rate. The amount of questions was kept to a minimum yet appropriate level, and the questions were kept short and easy to understand. In addition, a cover letter was written to motivate them to participate.

## **5.2 Pilot study**

There were several suitable samples used in the pilot study. The purpose of the study was to determine if the questionnaire design was problematic and to determine the level of understandability of the questions. For this study, 20 suitable samples of EMU students with a variety of majors and ages ranging from nineteen to thirty-five years old were randomly selected to receive 20 questionnaires.

One hundred percent of the surveys were administered. The researcher received supportive comments from pilot samples for example, easy-to-understand instructions, intelligible sentences, ease of response and a comfortable timeframe were cited (average 10 minutes to complete the questionnaire). The questionnaire design was considered satisfactory by the respondents because they did not give any ideas for improvement.

## **5.3 Data collection**

The researcher handed out questionnaires directly to respondents. The questionnaire did not include respondents' names or other personal information in order to maintain anonymity. Samples were chosen according to the criteria outlined in the Random Sampling Method. The researcher distributed 270 questionnaires between 10 -15 August, 2021 in order to increase the number of students who participated in the study. Questionnaires were distributed to students living in private dormitories of EMU campus. Some of the students did not return back the questionnaires but 259 questionnaires returned back. The rate of response was about 96%.

## **5.4 Data analysis**

Descriptive analyses were conducted to test the study's assessment and model. The study used SPSS 27 for data screening, calculating frequency and percentages of

students' demographic profile, calculating means and st.deviation of study variables, and analyzing the results from those calculations.

The study has three dimension including service quality satisfaction, economical factors satisfaction and environmental factors satisfaction. The research conducted separate analysis for them to show on average students were this much satisfied in terms of these three dimension. Also, compare means conducted for example, we compare the result of satisfaction between male and female students by T-Test analysis and between different groups of age, education, nationality, etc by ANOVA analysis. In addition, in order to understand within which groups also there are significant differences we do Post-Hoc analysis of Tukey-HSD.

## **5.5 Sample size**

Doing any scientific research requires collecting information related to that research. Data collection is in the form of census (selection of the whole community) or sampling (selection of a part of the community). In situations where not all individuals or samples can be collected from the community, there is a need for sampling and knowledge of various sampling methods. Types of sampling in the research method include random sampling (simple random sampling method, systematic random sampling method and...), non-random sampling (available sampling method, sequential sampling method and...) and multi-stage sampling. Random sampling means random selection and equal opportunity of all members of society based on the principles of probability. This sampling is often used in quantitative studies where quantitative results should be presented. In simple random sampling, each member of the community has an equal chance of being selected in the sample. In this method, you must first prepare a list of people who want to be selected as a sample, which is



called the sampling framework. Sampling framework should include the whole community.

Non-probability sampling is a sampling method that does not provide any basis for a probability estimate that elements from the universe will be included in the study sample. We'll see what we can learn from five different sampling methods when it comes to non-random designs. Quota sampling, Accidental sampling, Judgemental sampling or Purposive sampling, Expert sampling, Snowball sampling, and Modal instant sampling are some of the techniques used (sampling method, N.D). This study used a quota sampling which is one type of non-probability sampling. A quota sampling strategy was employed to collect data from EMU University students living in Famagusta, North Cyprus. Quota sampling defined as non-probability sampling approach in which a specific quota is assigned to a particular demographic (for instance, educational level or gender) (Altinay & Paraskevas, 2008). A questionnaire was distributed to 270 students from various majors, based on the sample size estimated using the Cochran formula (Cochran, 1963).

$$n' = \frac{NZ^2P(1-P)}{d^2(N-1) + Z^2P(1-P)}$$

where  $n'$  = Sample size with finite population correction,  
 $N$  = Population size,  
 $Z$  = Z statistic for a level of confidence,  
 $P$  = Expected proportion (If the prevalence is 20%,  $P = 0.2$ ), and  
 $d$  = Precision (If the precision is 5%, then  $d = 0.05$ )

With 13000 students at Eastern Mediterranean University,  $1.64 = Z$  statistic,  $0.5$  for  $p$ , and a Precision level of five percent the projected sample size is 265. It was decided to exclude 6 of the invalid survey forms due to the fact that they did not answer and did not send them back. 259 questionnaires were collected. As a result, the response rate is 97%. The researchers attempted to send 50% of the surveys to female students

and 50% to male students but demographic profile (table 5.5) shows that the percentage of female is 44,4 while male is 55,6.

The majority of students (58.3 percent) are between the ages of 19 and 25, while 30,9% are between the ages of 26 and 35, and 8,5% are older than 35 and just 4% are under 19 years old (table 1). 40,9% of those surveyed are bachelor's students, 42,9% are master's students, and the rest are PhD students (14,7%) (table5.5).

Table 1 represent that 10.9% of respondents are married and rest of them are single (89%). Table 5 shows 79.9% of respondents study at EMU between 1 and 3 years and 18.9% of them attend EMU between 4 and 6. The Nationality of 19,7% of participants is Nigerean as well as Iranian. Friends play a key role to motivate students to come to EMU (Tabel 5.5)

Table 5.5: Demographic Profile

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Variable</i>	<i>N</i>	<i>%</i>
<b>Gender:</b>			<b>Years of attending EMU:</b>		
Male	144	55,6%	1-3	207	79,9%
Female	115	44,4%	4-6	49	18,9%
			Miss System ing	3	1,2%
<b>Age:</b>			<b>Nationality:</b>		
<19	1	0,4%	Nigeria	51	19,7%
19-25	151	58,3%	Iran	51	19,7%
26-35	80	30,9%	Palestin	12	4,6%
>35	22	8,5%	Turkey	23	8,9%
Missing System	5	1,9%	Tanzania	26	10,0%
<b>Education:</b>			<b>How did you learn about EMU? (Internet, agent, friends...etc)</b>		

BS students	106	40,9%	Friends	116	44,8%
MS students	111	42,9%	Agent	77	29,7%
PHD students	38	14,7%	Internet	64	24,7%
MissingSystem	4	1,5%	Missing System	2	0,8%

### **Marital status:**

Married	26	10,0%
Single	233	90,0%

## **5.6 Reliability analysis**

In this research; age, gender, education, marital status, years of attending EMU, nationality and how does students learn about EMU; represent the demographic profile. The dimensions of the study were service quality satisfaction, economical factors and environmental factors.

If an instrument's alpha is 0.75 or higher, Tuckman says it's acceptable for assessing skill and knowledge, and if it's 0.50 or higher, it's acceptable for preference assessments (Tuckman, 1999 cited in Felder, Litzinger, Ha Lee, and Wise, 2005). Since this study assess perspective of students if alpha is 0.50 and more is acceptable.

According to the survey questions, there are three different dimension. First dimension is called service quality satisfaction which including Q1, Q3, Q4, Q6, Q7, Q8, Q11, Q13, Q15, Q16, Q22; second dimension is named economical factors satisfaction which included Q2, Q5, Q14, Q20, Q21 and, last dimension is environmental factors

satisfaction that is included Q9, Q10, Q12, Q17, Q18 and Q19. As shown in the table 2 the alpha value of these three dimension is more than 0.50 that means the questions are reliable.

Table 5.1: Reliability Analysis

**Reliability Analysis**

**Service quality satisfaction dimension**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,468	,536	11

**Economical factors satisfaction**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,669	,565	5

**Environmental factors satisfaction**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,561	,606	6

## 5.7 Findings

In this research, the results of measurements and model evaluations are summarized and explained.

As mentioned, the frequency and percentage table for all variables has been prepared by using SPSS 27. calculating means and st.deviation of study variables, and analyzing the results from those calculations. The study has three dimension including service quality satisfaction, economical factors satisfaction and environmental factors satisfaction. The research conducted separate analysis for them to show on average students were this much satisfied in terms of these three dimension. Also, compare means conducted for example, we compare the result of satisfaction between male and female students by T-Test analysis and between different groups of age, education, nationality, etc by ANOVA analysis. In addition, in order to understand within which groups also there are significant differences we do Post-Hoc analysis of Tukey-HSD.

The result of dimension 1 shows that the highest level of students' satisfaction with the university facilities is related to the university library with an average 1,48, than accommodation facilities as well as variety of sports with 1,27 and the lowest level of students' satisfaction related to quality of food and beverage mean equals to 2,49 than transportation facilities and schedule mean equals 2,78 and 2,74 (Appendix B). The result of dimension 2 which related to economical factors represent that the highest level of students' satisfaction related to costs of healthcare (mean= 1,61, Max= 2) (Appendix B) and the result of dimension 3 which is related to environmental factors shows that the highest level of students' satisfaction related to library environment

(mean=1,44, Max=2) while the lowest level of satisfaction belongs to cultural activities (mean=2,16, Max=4) (Appendix B).

Frequency statistic table demonstrated that mode for all of the facilities related question equals 1 or 2 which belongs to extremely satisfied and satisfied. In other words, students are totally satisfied with university facilities. Just 3,9 % of students were dissatisfied with healthcare facilities; while 6,9 % of them were dissatisfied with internet accesibility ; 4,6% quality of food and beverage; 1,6% cost of food; 4,6% transportation facilities and 6,2% transportation schedule; 20,5% cultural activities; 11,6% accommodation fees; 3,9% staff and instructure; 6,9% classrooms equipments; 20,5% where campus is located; 3,9% scholarship; 11,9% university tution fees and 3,9% university ranking were dissatisfied or extremly dissatisfied (Apeendix B).

Post-HOC tests are not performed for dimension 1, 2, and 3 by gender, age, marital status and years of attending EMU because at least one group has fewer than two cases or there are fewer than three groups.

Since in ANOVA analysis there is no sig less than 0,05 there is no significant differences between groups by gender and age. In marital status there are two sig less than 0,05 which means there is a significant differences between groups related to "I am satisfied with transportation facilities and efficiency (sig=0,02) and, between marital status and "I am satisfied with transportation schedule" (sig=0,036).

Since in ANOVA analysis there is one sig less than 0,05 it means that there is a significant different between years of attending EMU and "I am satisfied with transportation schedule"(sig=0,037) (Appendix B).

There are some significant differences between groups of nationality and "I am satisfied with the internet quality and digital facilities" (sig=<0.001), " I am satisfied with quality of food and beverages in cafés and restaurants located in the campus" (sig=0,04), " I am satisfied with costs of food and beverages in cafés and restaurants located in the campus" (sig=<0,001), "I am satisfied with transportation facilities and efficiency" (sig=0.027), "I am satisfied with transportation schedule" (sig=0,033) and " I am satisfied with library and its environment for research and study " and "I am satisfied with the library that offers various sources for research and study "(sig of both of them= 0,017), "I am satisfied with accommodation facilities" (sig=<0,001), " I am satisfied with classrooms and equipment" and "I am satisfied with the scholarship offers by the university "(sig=<0,001) (Appendix B).

According to ANONA analysis there is no significant differences between groups of how they learn about EMU and facilities satisfaction.

## **Chapter 6**

### **CONCLUSION**

#### **6.1 Conclusion**

Measuring customer satisfaction is one of the most important activities for any organization. An organization that can measure its customer satisfaction, in fact, it is constantly facing its vital signs, and it can control them and move its organization forward according to them.

Customer satisfaction leads to increased revenue and profit in three ways. Repetition of customer purchases, purchase of new goods and services and purchase of goods and services by new customers who are satisfied with the services and goods that they use before. Today, in industrialized countries, customer relationship management programs are at the forefront of suppliers' marketing programs. Today, no leaders of organizations think of selling once to the customer. The important point is that in case of customer dissatisfaction, all mechanisms work in the opposite direction and reduce the revenue and profit. Studies show that dissatisfied customers are more active and successful in conveying their feelings to others.

This research tried to obtain a measure of student satisfaction about EMU facilities. Since a number of students are dissatisfied with the services (dimension 1) and costs (dimension 2) of the university, it is better for private and public sector decision makers to pay special attention to those sectors. These sections include healthcare



facilities, internet accessibility, quality of food and beverage, cost of food, transportation facilities and, transportation schedule, cultural activities, accommodation fees, staff and instructors, classrooms equipment, where campus is located, scholarship, university tuition fees and university ranking. Since increasing the level of satisfaction with the facilities and services of the university can increase academic success and achievement, decision makers should pay special attention to the needs and wants of students.

## **6.2 Limitation and future research**

Since this research was done during the pandemic period and education has been conducted online all over the world for about two years, the students did not use of the university facilities. For example, there was no cultural activity in the universities. There was no festivals there is no sports venue and etc. In addition, COVID-19 had been effects on travel students and their families preferd to stay in their countries and study online because of safety. A majority of new students and current students did not travel to their educational destination. This research collected data from students who stays in EMU dormitories which were not from different countries of world. The majority of students was from long distance countries.

For the future research I think is better to use the variety of students from all over the world. It is also recommended that this survey can be administered by university every other year to see where the institution has improved and, to examine where students' satisfaction increased or decreased and interview them about reasons and try to improve positive trend and reduce negative points.

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## **APPENDICIES**

## Appendix A: Survey

EASTERN MEDITERRANEAN UNIVERSITY

FACULTY OF TOURISM

Dear Respondent

As part of my Master thesis at the Eastern Mediterranean University, Faculty of Tourism, I am conducting a survey on student's perspective regarding their experiences and expectations of the EMU's facilities. The results will be great help and beneficial to explore the quality of facilities and services towards the betterment of the facilities and services. Any obtained information through this research will remain confidential. There is no need to reveal your identity. I will appreciate if you take a few moments and complete this questionnaire. If you have any questions, you can contact me through email or phone number. Many thanks in advance and appreciate your contribution.

Sincerely,

Panteha Khazaei

Phone: 05338556442

Email: [pany.khazaei@yahoo.com](mailto:pany.khazaei@yahoo.com)

### Part 1: Demographic Profile

**Instruction:** please select one response indicating by placing a tick in the appropriate box.

1. Gender:                     male                     female

2. Age:                       ≤ 19     19-25     26-35     ≥36

3. Education:               AA students (Associate degree)

BS students (Undergraduate)



MS students (Graduate)

PHD students

4. Marital Status:       Married    Single

5. Years of attending EMU:    ≤ 1     1-3    4-6

6.Nationality:

7.How did you learn about EMU? (Internet, agent, friend...etc.)

**Part 2: The scale of EMU facilities**

**Instruction: For each of the following statement below, please select one response indicating the extent of your satisfaction or dissatisfaction by placing a tick in the appropriate box.**

**The response scale is as follows:**

1. Extremely satisfied
2. satisfied
3. Neutral
4. Dissatisfied
5. Extremely dissatisfied

Measurement Items	1	2	3	4	5
1. I am satisfied with the healthcare facilities and services.					
2. I am satisfied with the healthcare costs in the university.					
3. I am satisfied with the internet quality and digital facilities.					

<b>4. I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.</b>					
<b>5. I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.</b>					
<b>6. I am satisfied with transportation facilities and efficiency.</b>					
<b>7. I am satisfied with transportation schedule.</b>					
<b>8. I am satisfied with variety of sports facilities and equipment.</b>					
<b>9. I am satisfied with various sporting venues offered by this university.</b>					
<b>10. I am satisfied with library and its environment for research and study.</b>					
<b>11. I am satisfied with the library that offers various sources for research and study.</b>					
<b>12. I am satisfied with social and cultural activities and events that EMU organizes.</b>					
<b>13. I am satisfied with accommodation facilities.</b>					
<b>14. I am satisfied with accommodation fees.</b>					
<b>15. I am satisfied with Instructors and staff in terms of their competency.</b>					
<b>16. I am satisfied with classrooms and equipment that are used for teaching.</b>					
<b>17. I am satisfied with green landscape of the university.</b>					
<b>18. I am satisfied with safety and security of the campus.</b>					
<b>19. I am satisfied with the city where the campus is located.</b>					
<b>20. I am satisfied with the scholarship offers by the university.</b>					
<b>21. I am satisfied with the low cost of attending this university.</b>					

<b>22. I am satisfied with the ranking of this university.</b>					
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**I am satisfied with the healthcare costs in the university.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extremely satisfied	97	37,5	38,6	38,6
	satisfied	154	59,5	61,4	100,0
	Total	251	96,9	100,0	
Missing	System	8	3,1		

## Appendix B: Statics

### Frequency Table

	Mean	Mode	Std.Deviati on	Min	Max	Missing
Q1	1,93	1	,903	1	4	1
Q2	1,61	2	,488	1	2	8
Q3	1,77	2	,773	1	4	0
Q4	2,49	2	1,051	1	5	0
Q5	2,04	2	,976	1	4	0
Q6	2,74	2	1,053	1	5	0
Q7	2,78	2	1,057	1	5	0
Q8	1,27	1	,496	1	3	0
Q9	1,33	1	,541	1	3	0
Q10	1,44	1	,498	1	2	0
Q11	1,48	1	,501	1	2	0
Q12	2,16	1	1,152	1	4	0
Q13	1,27	1	,496	1	3	0
Q14	2,04	2	,976	1	4	0
Q15	1,92	1	,903	1	4	0
Q16	1,77	2	,773	1	4	0
Q17	1,27	1	,496	1	3	0
Q18	1,33	1	,541	1	3	0
Q19	2,16	1	1,152	1	4	0
Q20	1,92	1	,903	1	4	0
Q21	2,04	2	,976	1	4	0
Q22	1,92	1	,903	1	4	0

#### I am satisfied with the healthcare facilities and services.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dissatisfied	10	3,9	3,9	3,9
	neutral	66	25,5	25,6	29,5
	satisfied	77	29,7	29,8	59,3
	extremely satisfied	105	40,5	40,7	100,0
	Total	258	99,6	100,0	
Missing	System	1	,4		
	Total	259	100,0		

Total	259	100,0		
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**I am satisfied with the internet quality and digital facilities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dissatisfied	18	6,9	6,9	6,9
	extremely satisfied	96	37,1	37,1	44,0
	satisfied	145	56,0	56,0	100,0
	Total	259	100,0	100,0	

**I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extremely dissatisfied	12	4,6	4,6	4,6
	extremely satisfied	30	11,6	11,6	16,2
	neutral	33	12,7	12,7	29,0
	dissatisfied	44	17,0	17,0	45,9
	satisfied	140	54,1	54,1	100,0
	Total	259	100,0	100,0	

**I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dissatisfied	30	11,6	11,6	11,6
	neutral	38	14,7	14,7	26,3
	extremely satisfied	88	34,0	34,0	60,2
	satisfied	103	39,8	39,8	100,0
	Total	259	100,0	100,0	

**I am satisfied with transportation facilities and efficiency.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extremely dissatisfied	12	4,6	4,6	4,6
	extremely satisfied	20	7,7	7,7	12,4

	neutral	51	19,7	19,7	32,0
	dissatisfied	62	23,9	23,9	56,0
	satisfied	114	44,0	44,0	100,0
	Total	259	100,0	100,0	

**I am satisfied with transportation schedule.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extremely satisfied	15	5,8	5,8	5,8
	extremely dissatisfied	16	6,2	6,2	12,0
	neutral	51	19,7	19,7	31,7
	dissatisfied	59	22,8	22,8	54,4
	satisfied	118	45,6	45,6	100,0
	Total	259	100,0	100,0	

**I am satisfied with variety of sports facilities and equipment.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	6	2,3	2,3	2,3
	satisfied	59	22,8	22,8	25,1
	extremely satisfied	194	74,9	74,9	100,0
	Total	259	100,0	100,0	

**I am satisfied with various sporting venues offered by this university.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	9	3,5	3,5	3,5
	satisfied	68	26,3	26,3	29,7
	extremely satisfied	182	70,3	70,3	100,0
	Total	259	100,0	100,0	

**I am satisfied with library and its environment for research and study.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	115	44,4	44,4	44,4
	extremely satisfied	144	55,6	55,6	100,0
	Total	259	100,0	100,0	

**I am satisfied with the library that offers various sources for research and study.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	satisfied	124	47,9	47,9	47,9
	extremely satisfied	135	52,1	52,1	100,0
	Total	259	100,0	100,0	

**I am satisfied with social and cultural activities and events that EMU organizes.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	36	13,9	13,9	13,9
	dissatisfied	53	20,5	20,5	34,4
	satisfied	69	26,6	26,6	61,0
	extremely satisfied	101	39,0	39,0	100,0
	Total	259	100,0	100,0	

**I am satisfied with accommodation facilities.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	6	2,3	2,3	2,3
	satisfied	59	22,8	22,8	25,1
	extremely satisfied	194	74,9	74,9	100,0
	Total	259	100,0	100,0	

**I am satisfied with accommodation fees.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dissatisfied	30	11,6	11,6	11,6
	neutral	38	14,7	14,7	26,3
	extremely satisfied	88	34,0	34,0	60,2
	satisfied	103	39,8	39,8	100,0
	Total	259	100,0	100,0	

**I am satisfied with Instructors and staff in terms of their competency.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dissatisfied	10	3,9	3,9	3,9
	neutral	66	25,5	25,5	29,3
	satisfied	77	29,7	29,7	59,1
	extremely satisfied	106	40,9	40,9	100,0
	Total	259	100,0	100,0	

**I am satisfied with classrooms and equipment that are used for teaching.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dissatisfied	18	6,9	6,9	6,9
	extremely satisfied	96	37,1	37,1	44,0
	satisfied	145	56,0	56,0	100,0
	Total	259	100,0	100,0	

**I am satisfied with green landscape of the university.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	6	2,3	2,3	2,3
	satisfied	59	22,8	22,8	25,1
	extremely satisfied	194	74,9	74,9	100,0
	Total	259	100,0	100,0	



**I am satisfied with safety and security of the campus.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	9	3,5	3,5	3,5
	satisfied	68	26,3	26,3	29,7
	extremely satisfied	182	70,3	70,3	100,0
	Total	259	100,0	100,0	

**I am satisfied with the city where the campus is located.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	36	13,9	13,9	13,9
	dissatisfied	53	20,5	20,5	34,4
	satisfied	69	26,6	26,6	61,0
	extremely satisfied	101	39,0	39,0	100,0
	Total	259	100,0	100,0	

**I am satisfied with the scholarship offers by the university.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dissatisfied	10	3,9	3,9	3,9
	neutral	66	25,5	25,5	29,3
	satisfied	77	29,7	29,7	59,1
	extremely satisfied	106	40,9	40,9	100,0
	Total	259	100,0	100,0	

**I am satisfied with the low cost of attending this university.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dissatisfied	30	11,6	11,6	11,6
	neutral	38	14,7	14,7	26,3
	extremely satisfied	88	34,0	34,0	60,2
	satisfied	103	39,8	39,8	100,0
	Total	259	100,0	100,0	

**I am satisfied with the ranking of this university.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	dissatisfied	10	3,9	3,9	3,9
	neutral	66	25,5	25,5	29,3
	satisfied	77	29,7	29,7	59,1
	extremely satisfied	106	40,9	40,9	100,0
	Total	259	100,0	100,0	

**Descriptive Statistics**

**Dimension 1**

	N	Min	Max	Mean		Std. Deviation	Variance
				Statistic	Std. Error		
I am satisfied with the healthcare facilities and services.	258	1	4	1,93	,056	,903	,816
I am satisfied with the internet quality and digital facilities.	259	1	4	1,77	,048	,773	,597
I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	259	1	5	2,49	,065	1,051	1,104
I am satisfied with transportation facilities and efficiency.	259	1	5	2,74	,065	1,053	1,109
I am satisfied with transportation schedule.	259	1	5	2,78	,066	1,057	1,118
I am satisfied with variety of sports facilities and equipment.	259	1	3	1,27	,031	,496	,246
I am satisfied with the library that offers various sources for research and study.	259	1	2	1,48	,031	,501	,251
I am satisfied with accommodation facilities.	259	1	3	1,27	,031	,496	,246

I am satisfied with Instructors and staff in terms of their competency.	259	1	4	1,92	,056	,903	,816
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### Dimension 2

	N	Minimum	Maximum	Mean	Std. Deviation
I am satisfied with the healthcare costs in the university.	251	1	2	1,61	,488
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	259	1	4	2,04	,976
I am satisfied with accommodation fees.	259	1	4	2,04	,976
I am satisfied with the scholarship offers by the university.	259	1	4	1,92	,903
I am satisfied with the low cost of attending this university.	259	1	4	2,04	,976
Valid N (listwise)	251				

### Dimension 3

	N	Minimum	Maximum	Mean	Std. Deviation
I am satisfied with various sporting venues offered by this university.	259	1	3	1,33	,541
I am satisfied with library and its environment for research and study.	259	1	2	1,44	,498
I am satisfied with social and cultural activities and events that EMU organizes.	259	1	4	2,16	1,152
I am satisfied with green landscape of the university.	259	1	3	1,27	,496

I am satisfied with safety and security of the campus.	259	1	3	1,33	,541
I am satisfied with the city where the campus is located.	259	1	4	2,16	1,152
Valid N (listwise)	259				

### ANOVA oneway by gender

		Sum of Squares	df	Mean Square	F	Sig.
I am satisfied with the healthcare facilities and services.	Between Groups	,034	1	,034	,041	,839
	Within Groups	209,567	256	,819		
	Total	209,601	257			
I am satisfied with the healthcare costs in the university.	Between Groups	,115	1	,115	,481	,489
	Within Groups	59,399	249	,239		
	Total	59,514	250			
I am satisfied with the internet quality and digital facilities.	Between Groups	1,093	1	1,093	1,836	,177
	Within Groups	153,008	257	,595		
	Total	154,100	258			
I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	Between Groups	8,557	1	8,557	7,963	,005
	Within Groups	276,169	257	1,075		
	Total	284,726	258			
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	Between Groups	3,261	1	3,261	3,458	,064
	Within Groups	242,353	257	,943		
	Total	245,614	258			
I am satisfied with transportation facilities and efficiency.	Between Groups	3,429	1	3,429	3,117	,079
	Within Groups	282,718	257	1,100		
	Total	286,147	258			
I am satisfied with transportation schedule.	Between Groups	3,376	1	3,376	3,043	,082
	Within Groups	285,080	257	1,109		
	Total	288,456	258			
I am satisfied with variety of sports facilities and equipment.	Between Groups	,004	1	,004	,014	,905
	Within Groups	63,533	257	,247		
	Total	63,537	258			
I am satisfied with various sporting venues offered by this university.	Between Groups	,052	1	,052	,176	,676
	Within Groups	75,393	257	,293		
	Total	75,444	258			

I am satisfied with library and its environment for research and study.	Between Groups	,014	1	,014	,055	,814
	Within Groups	63,924	257	,249		
	Total	63,938	258			
I am satisfied with the library that offers various sources for research and study.	Between Groups	,059	1	,059	,235	,628
	Within Groups	64,574	257	,251		
	Total	64,633	258			
I am satisfied with social and cultural activities and events that EMU organizes.	Between Groups	,812	1	,812	,611	,435
	Within Groups	341,698	257	1,330		
	Total	342,510	258			
I am satisfied with accommodation facilities.	Between Groups	,004	1	,004	,014	,905
	Within Groups	63,533	257	,247		
	Total	63,537	258			
I am satisfied with accommodation fees.	Between Groups	3,261	1	3,261	3,458	,064
	Within Groups	242,353	257	,943		
	Total	245,614	258			
I am satisfied with Instructors and staff in terms of their competency.	Between Groups	,055	1	,055	,068	,795
	Within Groups	210,400	257	,819		
	Total	210,456	258			
I am satisfied with classrooms and equipment that are used for teaching.	Between Groups	1,093	1	1,093	1,836	,177
	Within Groups	153,008	257	,595		
	Total	154,100	258			
I am satisfied with green landscape of the university.	Between Groups	,004	1	,004	,014	,905
	Within Groups	63,533	257	,247		
	Total	63,537	258			
I am satisfied with safety and security of the campus.	Between Groups	,052	1	,052	,176	,676
	Within Groups	75,393	257	,293		
	Total	75,444	258			
I am satisfied with the city where the campus is located.	Between Groups	,812	1	,812	,611	,435
	Within Groups	341,698	257	1,330		
	Total	342,510	258			
I am satisfied with the scholarship offers by the university.	Between Groups	,055	1	,055	,068	,795
	Within Groups	210,400	257	,819		
	Total	210,456	258			
I am satisfied with the low cost of attending this university.	Between Groups	3,261	1	3,261	3,458	,064
	Within Groups	242,353	257	,943		
	Total	245,614	258			
I am satisfied with the ranking of this university.	Between Groups	,055	1	,055	,068	,795
	Within Groups	210,400	257	,819		
	Total	210,456	258			

**ANOVA oneway by age**

		Sum of Squares	df	Mean Square	F	Sig.
I am satisfied with the healthcare facilities and services.	Between Groups	1,745	3	,582	,709	,548
	Within Groups	204,366	249	,821		
	Total	206,111	252			
I am satisfied with the healthcare costs in the university.	Between Groups	,327	3	,109	,455	,714
	Within Groups	57,986	242	,240		
	Total	58,313	245			
I am satisfied with the internet quality and digital facilities.	Between Groups	,769	3	,256	,422	,738
	Within Groups	151,987	250	,608		
	Total	152,756	253			
I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	Between Groups	,268	3	,089	,080	,971
	Within Groups	279,169	250	1,117		
	Total	279,437	253			
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	Between Groups	4,346	3	1,449	1,519	,210
	Within Groups	238,335	250	,953		
	Total	242,681	253			
I am satisfied with transportation facilities and efficiency.	Between Groups	4,215	3	1,405	1,263	,288
	Within Groups	278,041	250	1,112		
	Total	282,256	253			
I am satisfied with transportation schedule.	Between Groups	3,910	3	1,303	1,160	,326
	Within Groups	280,846	250	1,123		
	Total	284,756	253			

I am satisfied with variety of sports facilities and equipment.	Between Groups	,598	3	,199	,797	,497
	Within Groups	62,555	250	,250		
	Total	63,154	253			
I am satisfied with various sporting venues offered by this university.	Between Groups	,264	3	,088	,295	,829
	Within Groups	74,618	250	,298		
	Total	74,882	253			
I am satisfied with library and its environment for research and study.	Between Groups	,899	3	,300	1,212	,306
	Within Groups	61,829	250	,247		
	Total	62,728	253			
I am satisfied with the library that offers various sources for research and study.	Between Groups	1,272	3	,424	1,707	,166
	Within Groups	62,129	250	,249		
	Total	63,402	253			
I am satisfied with social and cultural activities and events that EMU organizes.	Between Groups	5,915	3	1,972	1,498	,216
	Within Groups	328,982	250	1,316		
	Total	334,898	253			
I am satisfied with accommodation facilities.	Between Groups	,598	3	,199	,797	,497
	Within Groups	62,555	250	,250		
	Total	63,154	253			
I am satisfied with accommodation fees.	Between Groups	4,346	3	1,449	1,519	,210
	Within Groups	238,335	250	,953		
	Total	242,681	253			
I am satisfied with Instructors and staff in terms of their competency.	Between Groups	1,685	3	,562	,684	,563
	Within Groups	205,307	250	,821		
	Total	206,992	253			

I am satisfied with classrooms and equipment that are used for teaching.	Between Groups	,769	3	,256	,422	,738
	Within Groups	151,987	250	,608		
	Total	152,756	253			
I am satisfied with green landscape of the university.	Between Groups	,598	3	,199	,797	,497
	Within Groups	62,555	250	,250		
	Total	63,154	253			
I am satisfied with safety and security of the campus.	Between Groups	,264	3	,088	,295	,829
	Within Groups	74,618	250	,298		
	Total	74,882	253			
I am satisfied with the city where the campus is located.	Between Groups	5,915	3	1,972	1,498	,216
	Within Groups	328,982	250	1,316		
	Total	334,898	253			
I am satisfied with the scholarship offers by the university.	Between Groups	1,685	3	,562	,684	,563
	Within Groups	205,307	250	,821		
	Total	206,992	253			
I am satisfied with the low cost of attending this university.	Between Groups	4,346	3	1,449	1,519	,210
	Within Groups	238,335	250	,953		
	Total	242,681	253			
I am satisfied with the ranking of this university.	Between Groups	1,685	3	,562	,684	,563
	Within Groups	205,307	250	,821		
	Total	206,992	253			

#### ANOVA oneway by education

		Sum of Squares	df	Mean Square	F	Sig.
I am satisfied with the healthcare facilities and services.	Between Groups	,535	2	,268	,328	,721
	Within Groups	205,043	251	,817		
	Total	205,579	253			
	Between Groups	,003	2	,002	,007	,993
	Within Groups	58,835	245	,240		



I am satisfied with the healthcare costs in the university.	Total	58,839	247			
I am satisfied with the internet quality and digital facilities.	Between Groups	2,209	2	1,105	1,849	,160
	Within Groups	150,598	252	,598		
	Total	152,808	254			
I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	Between Groups	,091	2	,046	,040	,960
	Within Groups	283,658	252	1,126		
	Total	283,749	254			
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	Between Groups	,555	2	,278	,291	,748
	Within Groups	240,127	252	,953		
	Total	240,682	254			
I am satisfied with transportation facilities and efficiency.	Between Groups	2,241	2	1,120	1,015	,364
	Within Groups	278,191	252	1,104		
	Total	280,431	254			
I am satisfied with transportation schedule.	Between Groups	2,198	2	1,099	,988	,374
	Within Groups	280,367	252	1,113		
	Total	282,565	254			
I am satisfied with variety of sports facilities and equipment.	Between Groups	,153	2	,076	,307	,736
	Within Groups	62,631	252	,249		
	Total	62,784	254			
I am satisfied with various sporting venues offered by this university.	Between Groups	,323	2	,161	,547	,579
	Within Groups	74,344	252	,295		
	Total	74,667	254			
I am satisfied with library and its environment for research and study.	Between Groups	,307	2	,154	,620	,539
	Within Groups	62,500	252	,248		
	Total	62,808	254			
I am satisfied with the library that offers various sources for research and study.	Between Groups	,558	2	,279	1,115	,329
	Within Groups	63,026	252	,250		
	Total	63,584	254			
I am satisfied with social and cultural activities and events that EMU organizes.	Between Groups	,159	2	,079	,060	,942
	Within Groups	336,249	252	1,334		
	Total	336,408	254			
I am satisfied with accommodation facilities.	Between Groups	,153	2	,076	,307	,736
	Within Groups	62,631	252	,249		
	Total	62,784	254			
I am satisfied with accommodation fees.	Between Groups	,555	2	,278	,291	,748
	Within Groups	240,127	252	,953		
	Total	240,682	254			

	Total	240,682	254			
I am satisfied with Instructors and staff in terms of their competency.	Between Groups	,507	2	,254	,310	,733
	Within Groups	205,924	252	,817		
	Total	206,431	254			
I am satisfied with classrooms and equipment that are used for teaching.	Between Groups	2,209	2	1,105	1,849	,160
	Within Groups	150,598	252	,598		
	Total	152,808	254			
I am satisfied with green landscape of the university.	Between Groups	,153	2	,076	,307	,736
	Within Groups	62,631	252	,249		
	Total	62,784	254			
I am satisfied with safety and security of the campus.	Between Groups	,323	2	,161	,547	,579
	Within Groups	74,344	252	,295		
	Total	74,667	254			
I am satisfied with the city where the campus is located.	Between Groups	,159	2	,079	,060	,942
	Within Groups	336,249	252	1,334		
	Total	336,408	254			
I am satisfied with the scholarship offers by the university.	Between Groups	,507	2	,254	,310	,733
	Within Groups	205,924	252	,817		
	Total	206,431	254			
I am satisfied with the low cost of attending this university.	Between Groups	,555	2	,278	,291	,748
	Within Groups	240,127	252	,953		
	Total	240,682	254			
I am satisfied with the ranking of this university.	Between Groups	,507	2	,254	,310	,733
	Within Groups	205,924	252	,817		
	Total	206,431	254			

### Multiple Comparisons Tukey HSD

Dependent Variable	(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I am satisfied with the healthcare facilities and services.	BS students	MS students	-,003	,123	1,000	-,29	,29
		PHD students	,127	,171	,738	-,28	,53
	MS students	BS students	,003	,123	1,000	-,29	,29
		PHD students	,130	,170	,724	-,27	,53

	PHD students	BS students	-,127	,171	,738	-,53	,28	
		MS students	-,130	,170	,724	-,53	,27	
I am satisfied with the healthcare costs in the university.	BS students	MS students	,001	,067	1,000	-,16	,16	
		PHD students	-,010	,094	,994	-,23	,21	
	MS students	BS students	-,001	,067	1,000	-,16	,16	
		PHD students	-,011	,093	,993	-,23	,21	
	PHD students	BS students	,010	,094	,994	-,21	,23	
		MS students	,011	,093	,993	-,21	,23	
I am satisfied with the internet quality and digital facilities.	BS students	MS students	,202	,105	,135	-,05	,45	
		PHD students	,114	,146	,715	-,23	,46	
	MS students	BS students	-,202	,105	,135	-,45	,05	
		PHD students	-,087	,145	,819	-,43	,26	
	PHD students	BS students	-,114	,146	,715	-,46	,23	
		MS students	,087	,145	,819	-,26	,43	
I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	BS students	MS students	,032	,144	,973	-,31	,37	
		PHD students	-,017	,201	,996	-,49	,46	
	MS students	BS students	-,032	,144	,973	-,37	,31	
		PHD students	-,049	,199	,967	-,52	,42	
	PHD students	BS students	,017	,201	,996	-,46	,49	
		MS students	,049	,199	,967	-,42	,52	
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	BS students	MS students	-,062	,133	,886	-,37	,25	
		PHD students	,071	,185	,921	-,36	,51	
	MS students	BS students	,062	,133	,886	-,25	,37	
		PHD students	,134	,183	,747	-,30	,57	
	PHD students	BS students	-,071	,185	,921	-,51	,36	
		MS students	-,134	,183	,747	-,57	,30	
I am satisfied with transportation facilities and efficiency.	BS students	MS students	-,151	,143	,540	-,49	,19	
		PHD students	-,253	,199	,411	-,72	,22	
	MS students	BS students	,151	,143	,540	-,19	,49	
		PHD students	-,102	,197	,863	-,57	,36	
			BS students	,253	,199	,411	-,22	,72

	PHD students	MS students	,102	,197	,863	-,36	,57	
I am satisfied with transportation schedule.	BS students	MS students	-,177	,143	,435	-,51	,16	
		PHD students	-,215	,199	,527	-,69	,25	
	MS students	BS students	,177	,143	,435	-,16	,51	
		PHD students	-,039	,198	,979	-,51	,43	
	PHD students	BS students	,215	,199	,527	-,25	,69	
		MS students	,039	,198	,979	-,43	,51	
I am satisfied with variety of sports facilities and equipment.	BS students	MS students	,041	,068	,820	-,12	,20	
		PHD students	,065	,094	,770	-,16	,29	
	MS students	BS students	-,041	,068	,820	-,20	,12	
		PHD students	,024	,094	,963	-,20	,25	
	PHD students	BS students	-,065	,094	,770	-,29	,16	
		MS students	-,024	,094	,963	-,25	,20	
I am satisfied with various sporting venues offered by this university.	BS students	MS students	,044	,074	,825	-,13	,22	
		PHD students	,105	,103	,565	-,14	,35	
	MS students	BS students	-,044	,074	,825	-,22	,13	
		PHD students	,061	,102	,821	-,18	,30	
	PHD students	BS students	-,105	,103	,565	-,35	,14	
		MS students	-,061	,102	,821	-,30	,18	
I am satisfied with library and its environment for research and study.	BS students	MS students	,039	,068	,831	-,12	,20	
		PHD students	,103	,094	,517	-,12	,33	
	MS students	BS students	-,039	,068	,831	-,20	,12	
		PHD students	,064	,094	,773	-,16	,28	
	PHD students	BS students	-,103	,094	,517	-,33	,12	
		MS students	-,064	,094	,773	-,28	,16	
I am satisfied with the library that offers various sources for research and study.	BS students	MS students	,032	,068	,885	-,13	,19	
		PHD students	,141	,095	,297	-,08	,36	
	MS students	BS students	-,032	,068	,885	-,19	,13	
		PHD students	,109	,094	,478	-,11	,33	
			BS students	-,141	,095	,297	-,36	,08

	PHD students	MS students	-,109	,094	,478	-,33	,11
I am satisfied with social and cultural activities and events that EMU organizes.	BS students	MS students	-,020	,157	,991	-,39	,35
		PHD students	,055	,218	,966	-,46	,57
	MS students	BS students	,020	,157	,991	-,35	,39
		PHD students	,075	,217	,936	-,44	,59
	PHD students	BS students	-,055	,218	,966	-,57	,46
MS students	MS students	-,075	,217	,936	-,59	,44	
I am satisfied with accommodation facilities.	BS students	MS students	,041	,068	,820	-,12	,20
		PHD students	,065	,094	,770	-,16	,29
	MS students	BS students	-,041	,068	,820	-,20	,12
		PHD students	,024	,094	,963	-,20	,25
	PHD students	BS students	-,065	,094	,770	-,29	,16
MS students	MS students	-,024	,094	,963	-,25	,20	
I am satisfied with accommodation fees.	BS students	MS students	-,062	,133	,886	-,37	,25
		PHD students	,071	,185	,921	-,36	,51
	MS students	BS students	,062	,133	,886	-,25	,37
		PHD students	,134	,183	,747	-,30	,57
	PHD students	BS students	-,071	,185	,921	-,51	,36
MS students	MS students	-,134	,183	,747	-,57	,30	
I am satisfied with Instructors and staff in terms of their competency.	BS students	MS students	-,012	,123	,995	-,30	,28
		PHD students	,118	,171	,769	-,28	,52
	MS students	BS students	,012	,123	,995	-,28	,30
		PHD students	,130	,170	,724	-,27	,53
	PHD students	BS students	-,118	,171	,769	-,52	,28
MS students	MS students	-,130	,170	,724	-,53	,27	
I am satisfied with classrooms and equipment that are used for teaching.	BS students	MS students	,202	,105	,135	-,05	,45
		PHD students	,114	,146	,715	-,23	,46
	MS students	BS students	-,202	,105	,135	-,45	,05
		PHD students	-,087	,145	,819	-,43	,26
	BS students	MS students	-,114	,146	,715	-,46	,23

	PHD students	MS students	,087	,145	,819	-,26	,43
I am satisfied with green landscape of the university.	BS students	MS students	,041	,068	,820	-,12	,20
		PHD students	,065	,094	,770	-,16	,29
	MS students	BS students	-,041	,068	,820	-,20	,12
		PHD students	,024	,094	,963	-,20	,25
	PHD students	BS students	-,065	,094	,770	-,29	,16
		MS students	-,024	,094	,963	-,25	,20
I am satisfied with safety and security of the campus.	BS students	MS students	,044	,074	,825	-,13	,22
		PHD students	,105	,103	,565	-,14	,35
	MS students	BS students	-,044	,074	,825	-,22	,13
		PHD students	,061	,102	,821	-,18	,30
	PHD students	BS students	-,105	,103	,565	-,35	,14
		MS students	-,061	,102	,821	-,30	,18
I am satisfied with the city where the campus is located.	BS students	MS students	-,020	,157	,991	-,39	,35
		PHD students	,055	,218	,966	-,46	,57
	MS students	BS students	,020	,157	,991	-,35	,39
		PHD students	,075	,217	,936	-,44	,59
	PHD students	BS students	-,055	,218	,966	-,57	,46
		MS students	-,075	,217	,936	-,59	,44
I am satisfied with the scholarship offers by the university.	BS students	MS students	-,012	,123	,995	-,30	,28
		PHD students	,118	,171	,769	-,28	,52
	MS students	BS students	,012	,123	,995	-,28	,30
		PHD students	,130	,170	,724	-,27	,53
	PHD students	BS students	-,118	,171	,769	-,52	,28
		MS students	-,130	,170	,724	-,53	,27
I am satisfied with the low cost of attending this university.	BS students	MS students	-,062	,133	,886	-,37	,25
		PHD students	,071	,185	,921	-,36	,51
	MS students	BS students	,062	,133	,886	-,25	,37
		PHD students	,134	,183	,747	-,30	,57
	PHD students	BS students	-,071	,185	,921	-,51	,36
		MS students	-,134	,183	,747	-,30	,57

	PHD students	MS students	-,134	,183	,747	-,57	,30
I am satisfied with the ranking of this university.	BS students	MS students	-,012	,123	,995	-,30	,28
		PHD students	,118	,171	,769	-,28	,52
	MS students	BS students	,012	,123	,995	-,28	,30
		PHD students	,130	,170	,724	-,27	,53
	PHD students	BS students	-,118	,171	,769	-,52	,28
		MS students	-,130	,170	,724	-,53	,27

### ANOVA oneway by marital status

		Sum of Squares	df	Mean Square	F	Sig.
I am satisfied with the healthcare facilities and services.	Between Groups	,714	1	,714	,875	,351
	Within Groups	208,887	256	,816		
	Total	209,601	257			
I am satisfied with the healthcare costs in the university.	Between Groups	,005	1	,005	,021	,884
	Within Groups	59,509	249	,239		
	Total	59,514	250			
I am satisfied with the internet quality and digital facilities.	Between Groups	,175	1	,175	,292	,589
	Within Groups	153,925	257	,599		
	Total	154,100	258			
I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	Between Groups	3,659	1	3,659	3,346	,069
	Within Groups	281,067	257	1,094		
	Total	284,726	258			
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	Between Groups	,384	1	,384	,402	,527
	Within Groups	245,230	257	,954		
	Total	245,614	258			
I am satisfied with transportation facilities and efficiency.	Between Groups	5,980	1	5,980	5,485	,020
	Within Groups	280,167	257	1,090		
	Total	286,147	258			
I am satisfied with transportation schedule.	Between Groups	4,915	1	4,915	4,455	,036
	Within Groups	283,541	257	1,103		
	Total	288,456	258			
I am satisfied with variety of sports facilities and equipment.	Between Groups	,193	1	,193	,785	,376
	Within Groups	63,343	257	,246		
	Total	63,537	258			

I am satisfied with various sporting venues offered by this university.	Between Groups	,564	1	,564	1,937	,165
	Within Groups	74,880	257	,291		
	Total	75,444	258			
I am satisfied with library and its environment for research and study.	Between Groups	,102	1	,102	,411	,522
	Within Groups	63,836	257	,248		
	Total	63,938	258			
I am satisfied with the library that offers various sources for research and study.	Between Groups	,256	1	,256	1,023	,313
	Within Groups	64,377	257	,250		
	Total	64,633	258			
I am satisfied with social and cultural activities and events that EMU organizes.	Between Groups	,645	1	,645	,485	,487
	Within Groups	341,865	257	1,330		
	Total	342,510	258			
I am satisfied with accommodation facilities.	Between Groups	,193	1	,193	,785	,376
	Within Groups	63,343	257	,246		
	Total	63,537	258			
I am satisfied with accommodation fees.	Between Groups	,384	1	,384	,402	,527
	Within Groups	245,230	257	,954		
	Total	245,614	258			
I am satisfied with Instructors and staff in terms of their competency.	Between Groups	,681	1	,681	,835	,362
	Within Groups	209,774	257	,816		
	Total	210,456	258			
I am satisfied with classrooms and equipment that are used for teaching.	Between Groups	,175	1	,175	,292	,589
	Within Groups	153,925	257	,599		
	Total	154,100	258			
I am satisfied with green landscape of the university.	Between Groups	,193	1	,193	,785	,376
	Within Groups	63,343	257	,246		
	Total	63,537	258			
I am satisfied with safety and security of the campus.	Between Groups	,564	1	,564	1,937	,165
	Within Groups	74,880	257	,291		
	Total	75,444	258			
I am satisfied with the city where the campus is located.	Between Groups	,645	1	,645	,485	,487
	Within Groups	341,865	257	1,330		
	Total	342,510	258			
I am satisfied with the scholarship offers by the university.	Between Groups	,681	1	,681	,835	,362
	Within Groups	209,774	257	,816		
	Total	210,456	258			
I am satisfied with the low cost of attending this university.	Between Groups	,384	1	,384	,402	,527
	Within Groups	245,230	257	,954		
	Total	245,614	258			
I am satisfied with the ranking of this university.	Between Groups	,681	1	,681	,835	,362
	Within Groups	209,774	257	,816		



Total	210,456	258			
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**ANOVA oneway by years of attending EMU**

		Sum of Squares	df	Mean Square	F	Sig.
I am satisfied with the healthcare facilities and services.	Between Groups	,060	1	,060	,073	,787
	Within Groups	206,669	253	,817		
	Total	206,729	254			
I am satisfied with the healthcare costs in the university.	Between Groups	,020	1	,020	,085	,771
	Within Groups	58,968	247	,239		
	Total	58,988	248			
I am satisfied with the internet quality and digital facilities.	Between Groups	1,135	1	1,135	1,894	,170
	Within Groups	152,267	254	,599		
	Total	153,402	255			
I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	Between Groups	2,487	1	2,487	2,260	,134
	Within Groups	279,478	254	1,100		
	Total	281,965	255			
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	Between Groups	,387	1	,387	,404	,526
	Within Groups	243,223	254	,958		
	Total	243,609	255			
I am satisfied with transportation facilities and efficiency.	Between Groups	4,103	1	4,103	3,750	,054
	Within Groups	277,897	254	1,094		
	Total	282,000	255			
I am satisfied with transportation schedule.	Between Groups	4,845	1	4,845	4,408	,037
	Within Groups	279,182	254	1,099		
	Total	284,027	255			
I am satisfied with variety of sports facilities and equipment.	Between Groups	,294	1	,294	1,183	,278
	Within Groups	63,015	254	,248		
	Total	63,309	255			
I am satisfied with various sporting venues offered by this university.	Between Groups	,520	1	,520	1,771	,184
	Within Groups	74,589	254	,294		
	Total	75,109	255			
I am satisfied with library and its environment for research and study.	Between Groups	,174	1	,174	,704	,402
	Within Groups	62,947	254	,248		
	Total	63,121	255			
I am satisfied with the library that offers various sources for research and study.	Between Groups	,284	1	,284	1,133	,288
	Within Groups	63,576	254	,250		
	Total	63,859	255			

I am satisfied with social and cultural activities and events that EMU organizes.	Between Groups	3,775	1	3,775	2,854	,092
	Within Groups	336,002	254	1,323		
	Total	339,777	255			
I am satisfied with accommodation facilities.	Between Groups	,294	1	,294	1,183	,278
	Within Groups	63,015	254	,248		
	Total	63,309	255			
I am satisfied with accommodation fees.	Between Groups	,387	1	,387	,404	,526
	Within Groups	243,223	254	,958		
	Total	243,609	255			
I am satisfied with Instructors and staff in terms of their competency.	Between Groups	,047	1	,047	,057	,811
	Within Groups	207,543	254	,817		
	Total	207,590	255			
I am satisfied with classrooms and equipment that are used for teaching.	Between Groups	1,135	1	1,135	1,894	,170
	Within Groups	152,267	254	,599		
	Total	153,402	255			
I am satisfied with green landscape of the university.	Between Groups	,294	1	,294	1,183	,278
	Within Groups	63,015	254	,248		
	Total	63,309	255			
I am satisfied with safety and security of the campus.	Between Groups	,520	1	,520	1,771	,184
	Within Groups	74,589	254	,294		
	Total	75,109	255			
I am satisfied with the city where the campus is located.	Between Groups	3,775	1	3,775	2,854	,092
	Within Groups	336,002	254	1,323		
	Total	339,777	255			
I am satisfied with the scholarship offers by the university.	Between Groups	,047	1	,047	,057	,811
	Within Groups	207,543	254	,817		
	Total	207,590	255			
I am satisfied with the low cost of attending this university.	Between Groups	,387	1	,387	,404	,526
	Within Groups	243,223	254	,958		
	Total	243,609	255			
I am satisfied with the ranking of this university.	Between Groups	,047	1	,047	,057	,811
	Within Groups	207,543	254	,817		
	Total	207,590	255			

#### ANOVA Oneway by nationality

		Sum of Squares	df	Mean Square	F	Sig.
I am satisfied with the healthcare facilities and services.	Between Groups	12,604	9	1,400	1,765	,076
	Within Groups	194,393	245	,793		
	Total	206,996	254			

I am satisfied with the healthcare costs in the university.	Between Groups	1,730	9	,192	,802	,615
	Within Groups	57,258	239	,240		
	Total	58,988	248			
I am satisfied with the internet quality and digital facilities.	Between Groups	25,232	9	2,804	5,359	,000
	Within Groups	128,706	246	,523		
	Total	153,938	255			
I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	Between Groups	19,351	9	2,150	1,999	,040
	Within Groups	264,645	246	1,076		
	Total	283,996	255			
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	Between Groups	47,321	9	5,258	6,595	,000
	Within Groups	196,116	246	,797		
	Total	243,438	255			
I am satisfied with transportation facilities and efficiency.	Between Groups	20,371	9	2,263	2,137	,027
	Within Groups	260,613	246	1,059		
	Total	280,984	255			
I am satisfied with transportation schedule.	Between Groups	19,874	9	2,208	2,063	,033
	Within Groups	263,310	246	1,070		
	Total	283,184	255			
I am satisfied with variety of sports facilities and equipment.	Between Groups	1,738	9	,193	,810	,607
	Within Groups	58,664	246	,238		
	Total	60,402	255			
I am satisfied with various sporting venues offered by this university.	Between Groups	3,193	9	,355	1,260	,259
	Within Groups	69,244	246	,281		
	Total	72,438	255			
I am satisfied with library and its environment for research and study.	Between Groups	4,878	9	,542	2,294	,017
	Within Groups	58,122	246	,236		
	Total	63,000	255			
I am satisfied with the library that offers various sources for research and study.	Between Groups	4,950	9	,550	2,299	,017
	Within Groups	58,859	246	,239		
	Total	63,809	255			
I am satisfied with social and cultural activities and events that EMU organizes.	Between Groups	12,512	9	1,390	1,056	,396
	Within Groups	323,922	246	1,317		
	Total	336,434	255			
I am satisfied with accommodation facilities.	Between Groups	1,738	9	,193	,810	,607
	Within Groups	58,664	246	,238		
	Total	60,402	255			
I am satisfied with accommodation fees.	Between Groups	47,321	9	5,258	6,595	,000
	Within Groups	196,116	246	,797		
	Total	243,438	255			

I am satisfied with Instructors and staff in terms of their competency.	Between Groups	13,194	9	1,466	1,852	,060
	Within Groups	194,677	246	,791		
	Total	207,871	255			
I am satisfied with classrooms and equipment that are used for teaching.	Between Groups	25,232	9	2,804	5,359	,000
	Within Groups	128,706	246	,523		
	Total	153,938	255			
I am satisfied with green landscape of the university.	Between Groups	1,738	9	,193	,810	,607
	Within Groups	58,664	246	,238		
	Total	60,402	255			
I am satisfied with safety and security of the campus.	Between Groups	3,193	9	,355	1,260	,259
	Within Groups	69,244	246	,281		
	Total	72,438	255			
I am satisfied with the city where the campus is located.	Between Groups	12,512	9	1,390	1,056	,396
	Within Groups	323,922	246	1,317		
	Total	336,434	255			
I am satisfied with the scholarship offers by the university.	Between Groups	13,194	9	1,466	1,852	,060
	Within Groups	194,677	246	,791		
	Total	207,871	255			
I am satisfied with the low cost of attending this university.	Between Groups	47,321	9	5,258	6,595	,000
	Within Groups	196,116	246	,797		
	Total	243,438	255			
I am satisfied with the ranking of this university.	Between Groups	13,194	9	1,466	1,852	,060
	Within Groups	194,677	246	,791		
	Total	207,871	255			

### Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Nationality	(J) Nationality	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I am satisfied with the healthcare facilities and services.	Nigeria	Iran	-,294	,176	,813	-,86	,27
		Palestin	,402	,286	,924	-,51	1,31
		Turkey	,357	,227	,862	-,37	1,08
		Tanzania	,056	,215	1,000	-,63	,74
		Cameroon	,076	,224	1,000	-,64	,79
		Iraq	-,181	,220	,998	-,89	,52
		Syria	-,165	,262	1,000	-1,00	,67
		Tajikistan	-,365	,262	,928	-1,20	,47
		Azerbaijan	,152	,255	1,000	-,66	,97
	Iran	Nigeria	,294	,176	,813	-,27	,86

	Palestin	,696	,286	,310	-,22	1,61
	Turkey	,651	,227	,122	-,07	1,38
	Tanzania	,350	,215	,832	-,34	1,04
	Cameroon	,370	,224	,820	-,34	1,08
	Iraq	,113	,220	1,000	-,59	,82
	Syria	,129	,262	1,000	-,71	,96
	Tajikistan	-,071	,262	1,000	-,91	,76
	Azerbaijan	,446	,255	,767	-,37	1,26
Palestin	Nigeria	-,402	,286	,924	-1,31	,51
	Iran	-,696	,286	,310	-1,61	,22
	Turkey	-,045	,320	1,000	-1,07	,98
	Tanzania	-,346	,311	,983	-1,34	,65
	Cameroon	-,326	,317	,990	-1,34	,69
	Iraq	-,583	,315	,701	-1,59	,42
	Syria	-,567	,345	,826	-1,67	,53
	Tajikistan	-,767	,345	,444	-1,87	,33
	Azerbaijan	-,250	,340	,999	-1,34	,84
Turkey	Nigeria	-,357	,227	,862	-1,08	,37
	Iran	-,651	,227	,122	-1,38	,07
	Palestin	,045	,320	1,000	-,98	1,07
	Tanzania	-,301	,258	,977	-1,12	,52
	Cameroon	-,281	,266	,988	-1,13	,57
	Iraq	-,538	,263	,568	-1,38	,30
	Syria	-,521	,298	,767	-1,47	,43
	Tajikistan	-,721	,298	,320	-1,67	,23
	Azerbaijan	-,205	,293	1,000	-1,14	,73
Tanzania	Nigeria	-,056	,215	1,000	-,74	,63
	Iran	-,350	,215	,832	-1,04	,34
	Palestin	,346	,311	,983	-,65	1,34
	Turkey	,301	,258	,977	-,52	1,12
	Cameroon	,020	,255	1,000	-,79	,83
	Iraq	-,237	,252	,995	-1,04	,57
	Syria	-,221	,289	,999	-1,14	,70
	Tajikistan	-,421	,289	,908	-1,34	,50
	Azerbaijan	,096	,283	1,000	-,81	1,00
Cameroon	Nigeria	-,076	,224	1,000	-,79	,64
	Iran	-,370	,224	,820	-1,08	,34
	Palestin	,326	,317	,990	-,69	1,34
	Turkey	,281	,266	,988	-,57	1,13
	Tanzania	-,020	,255	1,000	-,83	,79
	Iraq	-,257	,260	,993	-1,09	,57

	Syria	-,241	,296	,998	-1,18	,70
	Tajikestan	-,441	,296	,895	-1,38	,50
	Azerbaijan	,076	,290	1,000	-,85	1,00
Iraq	Nigeria	,181	,220	,998	-,52	,89
	Iran	-,113	,220	1,000	-,82	,59
	Palestin	,583	,315	,701	-,42	1,59
	Turkey	,538	,263	,568	-,30	1,38
	Tanzania	,237	,252	,995	-,57	1,04
	Cameroon	,257	,260	,993	-,57	1,09
	Syria	,017	,293	1,000	-,92	,95
	Tajikestan	-,183	,293	1,000	-1,12	,75
	Azerbaijan	,333	,287	,978	-,58	1,25
Syria	Nigeria	,165	,262	1,000	-,67	1,00
	Iran	-,129	,262	1,000	-,96	,71
	Palestin	,567	,345	,826	-,53	1,67
	Turkey	,521	,298	,767	-,43	1,47
	Tanzania	,221	,289	,999	-,70	1,14
	Cameroon	,241	,296	,998	-,70	1,18
	Iraq	-,017	,293	1,000	-,95	,92
	Tajikestan	-,200	,325	1,000	-1,24	,84
	Azerbaijan	,317	,320	,993	-,71	1,34
Tajikestan	Nigeria	,365	,262	,928	-,47	1,20
	Iran	,071	,262	1,000	-,76	,91
	Palestin	,767	,345	,444	-,33	1,87
	Turkey	,721	,298	,320	-,23	1,67
	Tanzania	,421	,289	,908	-,50	1,34
	Cameroon	,441	,296	,895	-,50	1,38
	Iraq	,183	,293	1,000	-,75	1,12
	Syria	,200	,325	1,000	-,84	1,24
	Azerbaijan	,517	,320	,840	-,51	1,54
Azerbaijan	Nigeria	-,152	,255	1,000	-,97	,66
	Iran	-,446	,255	,767	-1,26	,37
	Palestin	,250	,340	,999	-,84	1,34
	Turkey	,205	,293	1,000	-,73	1,14
	Tanzania	-,096	,283	1,000	-1,00	,81
	Cameroon	-,076	,290	1,000	-1,00	,85
	Iraq	-,333	,287	,978	-1,25	,58
	Syria	-,317	,320	,993	-1,34	,71
	Tajikestan	-,517	,320	,840	-1,54	,51
Nigeria	Iran	-,060	,098	1,000	-,37	,25
	Palestin	-,127	,157	,998	-,63	,38

I am satisfied with the healthcare costs in the university.	Turkey	-,025	,123	1,000	-,42	,37	
	Tanzania	-,260	,120	,481	-,64	,12	
	Cameroon	-,127	,127	,992	-,53	,28	
	Iraq	-,156	,123	,961	-,55	,24	
	Syria	,007	,144	1,000	-,45	,47	
	Tajikistan	,040	,148	1,000	-,43	,51	
	Azerbaijan	-,085	,141	1,000	-,53	,36	
	Iran	Nigeria	,060	,098	1,000	-,25	,37
		Palestin	-,067	,157	1,000	-,57	,44
		Turkey	,035	,123	1,000	-,36	,43
		Tanzania	-,200	,120	,812	-,58	,18
		Cameroon	-,067	,127	1,000	-,47	,34
		Iraq	-,096	,123	,999	-,49	,30
		Syria	,067	,144	1,000	-,39	,53
		Tajikistan	,100	,148	1,000	-,37	,57
		Azerbaijan	-,025	,141	1,000	-,47	,42
	Palestin	Nigeria	,127	,157	,998	-,38	,63
		Iran	,067	,157	1,000	-,44	,57
		Turkey	,101	,174	1,000	-,46	,66
		Tanzania	-,133	,172	,999	-,68	,42
		Cameroon	,000	,177	1,000	-,57	,57
		Iraq	-,029	,174	1,000	-,59	,53
		Syria	,133	,190	,999	-,47	,74
		Tajikistan	,167	,193	,997	-,45	,78
		Azerbaijan	,042	,187	1,000	-,56	,64
	Turkey	Nigeria	,025	,123	1,000	-,37	,42
		Iran	-,035	,123	1,000	-,43	,36
	Palestin	-,101	,174	1,000	-,66	,46	
	Tanzania	-,235	,141	,816	-,69	,22	
	Cameroon	-,101	,148	1,000	-,57	,37	
	Iraq	-,130	,144	,996	-,59	,33	
	Syria	,032	,162	1,000	-,49	,55	
	Tajikistan	,065	,166	1,000	-,46	,60	
	Azerbaijan	-,060	,159	1,000	-,57	,45	
Tanzania	Nigeria	,260	,120	,481	-,12	,64	
	Iran	,200	,120	,812	-,18	,58	
	Palestin	,133	,172	,999	-,42	,68	
	Turkey	,235	,141	,816	-,22	,69	
	Cameroon	,133	,145	,996	-,33	,60	
	Iraq	,104	,141	,999	-,35	,56	
	Syria	,267	,160	,812	-,24	,78	

	Tajikistan	,300	,163	,712	-,22	,82
	Azerbaijan	,175	,157	,983	-,33	,68
Cameroon	Nigeria	,127	,127	,992	-,28	,53
	Iran	,067	,127	1,000	-,34	,47
	Palestin	,000	,177	1,000	-,57	,57
	Turkey	,101	,148	1,000	-,37	,57
	Tanzania	-,133	,145	,996	-,60	,33
	Iraq	-,029	,148	1,000	-,50	,44
	Syria	,133	,165	,998	-,40	,66
	Tajikistan	,167	,169	,993	-,37	,71
	Azerbaijan	,042	,162	1,000	-,48	,56
Iraq	Nigeria	,156	,123	,961	-,24	,55
	Iran	,096	,123	,999	-,30	,49
	Palestin	,029	,174	1,000	-,53	,59
	Turkey	,130	,144	,996	-,33	,59
	Tanzania	-,104	,141	,999	-,56	,35
	Cameroon	,029	,148	1,000	-,44	,50
	Syria	,162	,162	,992	-,36	,68
	Tajikistan	,196	,166	,975	-,33	,73
	Azerbaijan	,071	,159	1,000	-,44	,58
Syria	Nigeria	-,007	,144	1,000	-,47	,45
	Iran	-,067	,144	1,000	-,53	,39
	Palestin	-,133	,190	,999	-,74	,47
	Turkey	-,032	,162	1,000	-,55	,49
	Tanzania	-,267	,160	,812	-,78	,24
	Cameroon	-,133	,165	,998	-,66	,40
	Iraq	-,162	,162	,992	-,68	,36
	Tajikistan	,033	,182	1,000	-,55	,61
	Azerbaijan	-,092	,176	1,000	-,65	,47
Tajikistan	Nigeria	-,040	,148	1,000	-,51	,43
	Iran	-,100	,148	1,000	-,57	,37
	Palestin	-,167	,193	,997	-,78	,45
	Turkey	-,065	,166	1,000	-,60	,46
	Tanzania	-,300	,163	,712	-,82	,22
	Cameroon	-,167	,169	,993	-,71	,37
	Iraq	-,196	,166	,975	-,73	,33
	Syria	-,033	,182	1,000	-,61	,55
	Azerbaijan	-,125	,179	1,000	-,70	,45
Azerbaijan	Nigeria	,085	,141	1,000	-,36	,53
	Iran	,025	,141	1,000	-,42	,47
	Palestin	-,042	,187	1,000	-,64	,56



		Turkey	,060	,159	1,000	-,45	,57
		Tanzania	-,175	,157	,983	-,68	,33
		Cameroon	-,042	,162	1,000	-,56	,48
		Iraq	-,071	,159	1,000	-,58	,44
		Syria	,092	,176	1,000	-,47	,65
		Tajikistan	,125	,179	1,000	-,45	,70
I am satisfied with the internet quality and digital facilities.	Nigeria	Iran	,216	,143	,889	-,24	,67
		Palestin	,123	,232	1,000	-,62	,86
		Turkey	,141	,182	,999	-,44	,72
		Tanzania	-,756*	,174	,001	-1,31	-,20
		Cameroon	-,468	,182	,235	-1,05	,11
		Iraq	-,127	,179	,999	-,70	,44
		Syria	,373	,212	,763	-,31	1,05
		Tajikistan	-,227	,212	,987	-,91	,45
		Azerbaijan	,018	,207	1,000	-,64	,68
		Iran	Nigeria	-,216	,143	,889	-,67
	Palestin	-,093	,232	1,000	-,83	,65	
	Turkey	-,075	,182	1,000	-,66	,51	
	Tanzania	-,971*	,174	,000	-1,53	-,41	
	Cameroon	-,684*	,182	,008	-1,26	-,10	
	Iraq	-,343	,179	,658	-,91	,23	
	Syria	,157	,212	,999	-,52	,84	
	Tajikistan	-,443	,212	,539	-1,12	,24	
	Azerbaijan	-,197	,207	,994	-,86	,46	
	Palestin	Nigeria	-,123	,232	1,000	-,86	,62
	Iran	,093	,232	1,000	-,65	,83	
Turkey	,018	,258	1,000	-,80	,84		
Tanzania	-,878*	,252	,021	-1,68	-,07		
Cameroon	-,591	,258	,397	-1,41	,23		
Iraq	-,250	,256	,993	-1,07	,57		
Syria	,250	,280	,997	-,64	1,14		
Tajikistan	-,350	,280	,963	-1,24	,54		
Azerbaijan	-,104	,276	1,000	-,99	,78		
Turkey	Nigeria	-,141	,182	,999	-,72	,44	
Iran	,075	,182	1,000	-,51	,66		
Palestin	-,018	,258	1,000	-,84	,80		
Tanzania	-,896*	,207	,001	-1,56	-,24		
Cameroon	-,609	,213	,125	-1,29	,07		
Iraq	-,268	,211	,959	-,94	,41		
Syria	,232	,240	,994	-,53	1,00		
Tajikistan	-,368	,240	,877	-1,13	,40		

	Azerbaijan	-,122	,235	1,000	-,87	,63
Tanzania	Nigeria	,756*	,174	,001	,20	1,31
	Iran	,971*	,174	,000	,41	1,53
	Palestin	,878*	,252	,021	,07	1,68
	Turkey	,896*	,207	,001	,24	1,56
	Cameroon	,288	,207	,930	-,37	,95
	Iraq	,628	,205	,071	-,03	1,28
	Syria	1,128*	,235	,000	,38	1,88
	Tajikistan	,528	,235	,424	-,22	1,28
	Azerbaijan	,774*	,230	,029	,04	1,51
	Cameroon	Nigeria	,468	,182	,235	-,11
Iran		,684*	,182	,008	,10	1,26
Palestin		,591	,258	,397	-,23	1,41
Turkey		,609	,213	,125	-,07	1,29
Tanzania		-,288	,207	,930	-,95	,37
Iraq		,341	,211	,840	-,33	1,01
Syria		,841*	,240	,019	,07	1,61
Tajikistan		,241	,240	,992	-,53	1,01
Azerbaijan		,486	,235	,554	-,27	1,24
Iraq		Nigeria	,127	,179	,999	-,44
	Iran	,343	,179	,658	-,23	,91
	Palestin	,250	,256	,993	-,57	1,07
	Turkey	,268	,211	,959	-,41	,94
	Tanzania	-,628	,205	,071	-1,28	,03
	Cameroon	-,341	,211	,840	-1,01	,33
	Syria	,500	,238	,529	-,26	1,26
	Tajikistan	-,100	,238	1,000	-,86	,66
	Azerbaijan	,146	,233	1,000	-,60	,89
	Syria	Nigeria	-,373	,212	,763	-1,05
Iran		-,157	,212	,999	-,84	,52
Palestin		-,250	,280	,997	-1,14	,64
Turkey		-,232	,240	,994	-1,00	,53
Tanzania		-1,128*	,235	,000	-1,88	-,38
Cameroon		-,841*	,240	,019	-1,61	-,07
Iraq		-,500	,238	,529	-1,26	,26
Tajikistan		-,600	,264	,411	-1,44	,24
Azerbaijan		-,354	,260	,937	-1,18	,48
Tajikistan		Nigeria	,227	,212	,987	-,45
	Iran	,443	,212	,539	-,24	1,12
	Palestin	,350	,280	,963	-,54	1,24
	Turkey	,368	,240	,877	-,40	1,13

		Tanzania	-,528	,235	,424	-1,28	,22		
		Cameroon	-,241	,240	,992	-1,01	,53		
		Iraq	,100	,238	1,000	-,66	,86		
		Syria	,600	,264	,411	-,24	1,44		
		Azerbaijan	,246	,260	,995	-,58	1,08		
		Azerbaijan	Nigeria	-,018	,207	1,000	-,68	,64	
		Iran	,197	,207	,994	-,46	,86		
		Palestin	,104	,276	1,000	-,78	,99		
		Turkey	,122	,235	1,000	-,63	,87		
		Tanzania	-,774*	,230	,029	-1,51	-,04		
		Cameroon	-,486	,235	,554	-1,24	,27		
		Iraq	-,146	,233	1,000	-,89	,60		
		Syria	,354	,260	,937	-,48	1,18		
		Tajikistan	-,246	,260	,995	-1,08	,58		
		I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	Nigeria	Iran	,078	,205	1,000	-,58	,73
				Palestin	,431	,333	,954	-,63	1,49
Turkey	,243			,261	,995	-,59	1,07		
Tanzania	,072			,250	1,000	-,73	,87		
Cameroon	,199			,261	,999	-,63	1,03		
Iraq	,556			,257	,482	-,26	1,38		
Syria	,765			,305	,268	-,21	1,74		
Tajikistan	,698			,305	,398	-,27	1,67		
Iran	Azerbaijan		,765	,297	,236	-,18	1,71		
	Nigeria		-,078	,205	1,000	-,73	,58		
	Palestin		,353	,333	,988	-,71	1,42		
	Turkey		,165	,261	1,000	-,67	1,00		
	Tanzania		-,006	,250	1,000	-,80	,79		
	Cameroon		,121	,261	1,000	-,71	,95		
	Iraq		,478	,257	,695	-,34	1,30		
	Syria		,686	,305	,424	-,29	1,66		
Palestin	Tajikistan	,620	,305	,576	-,35	1,59			
	Azerbaijan	,686	,297	,387	-,26	1,64			
	Nigeria	-,431	,333	,954	-1,49	,63			
	Iran	-,353	,333	,988	-1,42	,71			
	Turkey	-,188	,369	1,000	-1,37	,99			
	Tanzania	-,359	,362	,993	-1,51	,80			
	Cameroon	-,232	,369	1,000	-1,41	,95			
	Iraq	,125	,367	1,000	-1,05	1,30			
	Syria	,333	,402	,998	-,95	1,62			
	Tajikistan	,267	,402	1,000	-1,02	1,55			
	Azerbaijan	,333	,396	,998	-,93	1,60			

Turkey	Nigeria	-,243	,261	,995	-1,07	,59
	Iran	-,165	,261	1,000	-1,00	,67
	Palestin	,188	,369	1,000	-,99	1,37
	Tanzania	-,171	,297	1,000	-1,12	,78
	Cameroon	-,043	,306	1,000	-1,02	,93
	Iraq	,313	,303	,990	-,65	1,28
	Syria	,522	,344	,885	-,58	1,62
	Tajikistan	,455	,344	,948	-,64	1,55
	Azerbaijan	,522	,338	,872	-,56	1,60
Tanzania	Nigeria	-,072	,250	1,000	-,87	,73
	Iran	,006	,250	1,000	-,79	,80
	Palestin	,359	,362	,993	-,80	1,51
	Turkey	,171	,297	1,000	-,78	1,12
	Cameroon	,127	,297	1,000	-,82	1,08
	Iraq	,484	,294	,823	-,45	1,42
	Syria	,692	,336	,559	-,38	1,77
	Tajikistan	,626	,336	,696	-,45	1,70
	Azerbaijan	,692	,330	,529	-,36	1,74
Cameroon	Nigeria	-,199	,261	,999	-1,03	,63
	Iran	-,121	,261	1,000	-,95	,71
	Palestin	,232	,369	1,000	-,95	1,41
	Turkey	,043	,306	1,000	-,93	1,02
	Tanzania	-,127	,297	1,000	-1,08	,82
	Iraq	,357	,303	,975	-,61	1,32
	Syria	,565	,344	,826	-,53	1,66
	Tajikistan	,499	,344	,910	-,60	1,60
	Azerbaijan	,565	,338	,809	-,51	1,64
Iraq	Nigeria	-,556	,257	,482	-1,38	,26
	Iran	-,478	,257	,695	-1,30	,34
	Palestin	-,125	,367	1,000	-1,30	1,05
	Turkey	-,313	,303	,990	-1,28	,65
	Tanzania	-,484	,294	,823	-1,42	,45
	Cameroon	-,357	,303	,975	-1,32	,61
	Syria	,208	,341	1,000	-,88	1,30
	Tajikistan	,142	,341	1,000	-,95	1,23
	Azerbaijan	,208	,335	1,000	-,86	1,28
Syria	Nigeria	-,765	,305	,268	-1,74	,21
	Iran	-,686	,305	,424	-1,66	,29
	Palestin	-,333	,402	,998	-1,62	,95
	Turkey	-,522	,344	,885	-1,62	,58
	Tanzania	-,692	,336	,559	-1,77	,38

		Cameroon	-,565	,344	,826	-1,66	,53
		Iraq	-,208	,341	1,000	-1,30	,88
		Tajikestan	-,067	,379	1,000	-1,28	1,14
		Azerbaijan	,000	,373	1,000	-1,19	1,19
	Tajikestan	Nigeria	-,698	,305	,398	-1,67	,27
		Iran	-,620	,305	,576	-1,59	,35
		Palestin	-,267	,402	1,000	-1,55	1,02
		Turkey	-,455	,344	,948	-1,55	,64
		Tanzania	-,626	,336	,696	-1,70	,45
		Cameroon	-,499	,344	,910	-1,60	,60
		Iraq	-,142	,341	1,000	-1,23	,95
		Syria	,067	,379	1,000	-1,14	1,28
		Azerbaijan	,067	,373	1,000	-1,12	1,26
	Azerbaijan	Nigeria	-,765	,297	,236	-1,71	,18
		Iran	-,686	,297	,387	-1,64	,26
		Palestin	-,333	,396	,998	-1,60	,93
		Turkey	-,522	,338	,872	-1,60	,56
		Tanzania	-,692	,330	,529	-1,74	,36
		Cameroon	-,565	,338	,809	-1,64	,51
		Iraq	-,208	,335	1,000	-1,28	,86
		Syria	,000	,373	1,000	-1,19	1,19
		Tajikestan	-,067	,373	1,000	-1,26	1,12
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	Nigeria	Iran	-,078	,177	1,000	-,64	,49
		Palestin	,034	,286	1,000	-,88	,95
		Turkey	,277	,224	,966	-,44	,99
		Tanzania	,720*	,215	,031	,03	1,41
		Cameroon	,799*	,224	,016	,08	1,51
		Iraq	,743*	,221	,030	,04	1,45
		Syria	1,051*	,262	,003	,21	1,89
		Tajikestan	,918*	,262	,019	,08	1,76
		Azerbaijan	1,013*	,256	,004	,20	1,83
	Iran	Nigeria	,078	,177	1,000	-,49	,64
		Palestin	,113	,286	1,000	-,80	1,03
		Turkey	,355	,224	,854	-,36	1,07
		Tanzania	,799*	,215	,009	,11	1,49
		Cameroon	,877*	,224	,005	,16	1,59
		Iraq	,821*	,221	,009	,12	1,53
		Syria	1,129*	,262	,001	,29	1,97
		Tajikestan	,996*	,262	,007	,16	1,83
		Azerbaijan	1,092*	,256	,001	,27	1,91
	Palestin	Nigeria	-,034	,286	1,000	-,95	,88

	Iran	-,113	,286	1,000	-1,03	,80
	Turkey	,243	,318	,999	-,77	1,26
	Tanzania	,686	,312	,459	-,31	1,68
	Cameroon	,764	,318	,328	-,25	1,78
	Iraq	,708	,316	,430	-,30	1,72
	Syria	1,017	,346	,100	-,09	2,12
	Tajikistan	,883	,346	,245	-,22	1,99
	Azerbaijan	,979	,341	,119	-,11	2,07
Turkey	Nigeria	-,277	,224	,966	-,99	,44
	Iran	-,355	,224	,854	-1,07	,36
	Palestin	-,243	,318	,999	-1,26	,77
	Tanzania	,443	,256	,775	-,37	1,26
	Cameroon	,522	,263	,613	-,32	1,36
	Iraq	,466	,261	,743	-,37	1,30
	Syria	,774	,296	,218	-,17	1,72
	Tajikistan	,641	,296	,486	-,31	1,59
	Azerbaijan	,736	,291	,256	-,19	1,66
Tanzania	Nigeria	-,720*	,215	,031	-1,41	-,03
	Iran	-,799*	,215	,009	-1,49	-,11
	Palestin	-,686	,312	,459	-1,68	,31
	Turkey	-,443	,256	,775	-1,26	,37
	Cameroon	,079	,256	1,000	-,74	,89
	Iraq	,022	,253	1,000	-,78	,83
	Syria	,331	,290	,980	-,59	1,26
	Tajikistan	,197	,290	1,000	-,73	1,12
	Azerbaijan	,293	,284	,990	-,61	1,20
Cameroon	Nigeria	-,799*	,224	,016	-1,51	-,08
	Iran	-,877*	,224	,005	-1,59	-,16
	Palestin	-,764	,318	,328	-1,78	,25
	Turkey	-,522	,263	,613	-1,36	,32
	Tanzania	-,079	,256	1,000	-,89	,74
	Iraq	-,056	,261	1,000	-,89	,78
	Syria	,252	,296	,998	-,69	1,20
	Tajikistan	,119	,296	1,000	-,83	1,07
	Azerbaijan	,215	,291	,999	-,71	1,14
Iraq	Nigeria	-,743*	,221	,030	-1,45	-,04
	Iran	-,821*	,221	,009	-1,53	-,12
	Palestin	-,708	,316	,430	-1,72	,30
	Turkey	-,466	,261	,743	-1,30	,37
	Tanzania	-,022	,253	1,000	-,83	,78
	Cameroon	,056	,261	1,000	-,78	,89

		Syria	,308	,294	,989	-,63	1,25
		Tajikistan	,175	,294	1,000	-,76	1,11
		Azerbaijan	,271	,288	,995	-,65	1,19
	Syria	Nigeria	-1,051*	,262	,003	-1,89	-,21
		Iran	-1,129*	,262	,001	-1,97	-,29
		Palestin	-1,017	,346	,100	-2,12	,09
		Turkey	-,774	,296	,218	-1,72	,17
		Tanzania	-,331	,290	,980	-1,26	,59
		Cameroon	-,252	,296	,998	-1,20	,69
		Iraq	-,308	,294	,989	-1,25	,63
		Tajikistan	-,133	,326	1,000	-1,17	,91
		Azerbaijan	-,038	,321	1,000	-1,06	,99
	Tajikistan	Nigeria	-,918*	,262	,019	-1,76	-,08
		Iran	-,996*	,262	,007	-1,83	-,16
		Palestin	-,883	,346	,245	-1,99	,22
		Turkey	-,641	,296	,486	-1,59	,31
		Tanzania	-,197	,290	1,000	-1,12	,73
		Cameroon	-,119	,296	1,000	-1,07	,83
		Iraq	-,175	,294	1,000	-1,11	,76
		Syria	,133	,326	1,000	-,91	1,17
		Azerbaijan	,096	,321	1,000	-,93	1,12
	Azerbaijan	Nigeria	-1,013*	,256	,004	-1,83	-,20
		Iran	-1,092*	,256	,001	-1,91	-,27
		Palestin	-,979	,341	,119	-2,07	,11
		Turkey	-,736	,291	,256	-1,66	,19
		Tanzania	-,293	,284	,990	-1,20	,61
		Cameroon	-,215	,291	,999	-1,14	,71
		Iraq	-,271	,288	,995	-1,19	,65
		Syria	,038	,321	1,000	-,99	1,06
		Tajikistan	-,096	,321	1,000	-1,12	,93
I am satisfied with transportation facilities and efficiency.	Nigeria	Iran	,333	,204	,829	-,32	,98
		Palestin	-,275	,330	,998	-1,33	,78
		Turkey	,494	,259	,663	-,33	1,32
		Tanzania	,367	,248	,900	-,43	1,16
		Cameroon	,407	,259	,860	-,42	1,23
		Iraq	,267	,255	,989	-,55	1,08
		Syria	,659	,302	,474	-,31	1,62
	Tajikistan	1,059*	,302	,019	,09	2,02	
	Azerbaijan	,309	,295	,989	-,63	1,25	
	Iran	Nigeria	-,333	,204	,829	-,98	,32
		Palestin	-,608	,330	,709	-1,66	,45

	Turkey	,160	,259	1,000	-,67	,99
	Tanzania	,033	,248	1,000	-,76	,83
	Cameroon	,073	,259	1,000	-,75	,90
	Iraq	-,066	,255	1,000	-,88	,75
	Syria	,325	,302	,987	-,64	1,29
	Tajikistan	,725	,302	,331	-,24	1,69
	Azerbaijan	-,025	,295	1,000	-,97	,92
Palestin	Nigeria	,275	,330	,998	-,78	1,33
	Iran	,608	,330	,709	-,45	1,66
	Turkey	,768	,367	,532	-,40	1,94
	Tanzania	,641	,359	,744	-,51	1,79
	Cameroon	,681	,367	,697	-,49	1,85
	Iraq	,542	,364	,896	-,62	1,70
	Syria	,933	,399	,366	-,34	2,21
	Tajikistan	1,333*	,399	,032	,06	2,61
	Azerbaijan	,583	,393	,897	-,67	1,84
Turkey	Nigeria	-,494	,259	,663	-1,32	,33
	Iran	-,160	,259	1,000	-,99	,67
	Palestin	-,768	,367	,532	-1,94	,40
	Tanzania	-,127	,295	1,000	-1,07	,81
	Cameroon	-,087	,304	1,000	-1,06	,88
	Iraq	-,226	,300	,999	-1,19	,73
	Syria	,165	,342	1,000	-,93	1,26
	Tajikistan	,565	,342	,819	-,53	1,66
	Azerbaijan	-,185	,335	1,000	-1,25	,89
Tanzania	Nigeria	-,367	,248	,900	-1,16	,43
	Iran	-,033	,248	1,000	-,83	,76
	Palestin	-,641	,359	,744	-1,79	,51
	Turkey	,127	,295	1,000	-,81	1,07
	Cameroon	,040	,295	1,000	-,90	,98
	Iraq	-,099	,291	1,000	-1,03	,83
	Syria	,292	,334	,997	-,77	1,36
	Tajikistan	,692	,334	,547	-,37	1,76
	Azerbaijan	-,058	,327	1,000	-1,10	,99
Cameroon	Nigeria	-,407	,259	,860	-1,23	,42
	Iran	-,073	,259	1,000	-,90	,75
	Palestin	-,681	,367	,697	-1,85	,49
	Turkey	,087	,304	1,000	-,88	1,06
	Tanzania	-,040	,295	1,000	-,98	,90
	Iraq	-,139	,300	1,000	-1,10	,82
	Syria	,252	,342	,999	-,84	1,34



		Tajikestan	,652	,342	,663	-,44	1,74
		Azerbaijan	-,098	,335	1,000	-1,17	,97
	Iraq	Nigeria	-,267	,255	,989	-1,08	,55
		Iran	,066	,255	1,000	-,75	,88
		Palestin	-,542	,364	,896	-1,70	,62
		Turkey	,226	,300	,999	-,73	1,19
		Tanzania	,099	,291	1,000	-,83	1,03
		Cameroon	,139	,300	1,000	-,82	1,10
		Syria	,392	,339	,978	-,69	1,47
		Tajikestan	,792	,339	,369	-,29	1,87
		Azerbaijan	,042	,332	1,000	-1,02	1,10
	Syria	Nigeria	-,659	,302	,474	-1,62	,31
		Iran	-,325	,302	,987	-1,29	,64
		Palestin	-,933	,399	,366	-2,21	,34
		Turkey	-,165	,342	1,000	-1,26	,93
		Tanzania	-,292	,334	,997	-1,36	,77
		Cameroon	-,252	,342	,999	-1,34	,84
		Iraq	-,392	,339	,978	-1,47	,69
		Tajikestan	,400	,376	,988	-,80	1,60
		Azerbaijan	-,350	,370	,995	-1,53	,83
	Tajikestan	Nigeria	-1,059*	,302	,019	-2,02	-,09
		Iran	-,725	,302	,331	-1,69	,24
		Palestin	-1,333*	,399	,032	-2,61	-,06
		Turkey	-,565	,342	,819	-1,66	,53
		Tanzania	-,692	,334	,547	-1,76	,37
		Cameroon	-,652	,342	,663	-1,74	,44
		Iraq	-,792	,339	,369	-1,87	,29
		Syria	-,400	,376	,988	-1,60	,80
		Azerbaijan	-,750	,370	,581	-1,93	,43
	Azerbaijan	Nigeria	-,309	,295	,989	-1,25	,63
		Iran	,025	,295	1,000	-,92	,97
		Palestin	-,583	,393	,897	-1,84	,67
		Turkey	,185	,335	1,000	-,89	1,25
		Tanzania	,058	,327	1,000	-,99	1,10
		Cameroon	,098	,335	1,000	-,97	1,17
		Iraq	-,042	,332	1,000	-1,10	1,02
		Syria	,350	,370	,995	-,83	1,53
		Tajikestan	,750	,370	,581	-,43	1,93
I am satisfied with transportation schedule.	Nigeria	Iran	,392	,205	,660	-,26	1,05
		Palestin	-,216	,332	1,000	-1,28	,84
		Turkey	,509	,260	,629	-,32	1,34

	Tanzania	,387	,249	,869	-,41	1,18
	Cameroon	,422	,260	,835	-,41	1,25
	Iraq	,243	,256	,995	-,58	1,06
	Syria	,651	,304	,500	-,32	1,62
	Tajikistan	1,051*	,304	,022	,08	2,02
	Azerbaijan	,305	,296	,990	-,64	1,25
Iran	Nigeria	-,392	,205	,660	-1,05	,26
	Palestin	-,608	,332	,715	-1,67	,45
	Turkey	,117	,260	1,000	-,71	,95
	Tanzania	-,005	,249	1,000	-,80	,79
	Cameroon	,030	,260	1,000	-,80	,86
	Iraq	-,150	,256	1,000	-,97	,67
	Syria	,259	,304	,998	-,71	1,23
	Tajikistan	,659	,304	,482	-,31	1,63
	Azerbaijan	-,087	,296	1,000	-1,03	,86
Palestin	Nigeria	,216	,332	1,000	-,84	1,28
	Iran	,608	,332	,715	-,45	1,67
	Turkey	,725	,368	,623	-,45	1,90
	Tanzania	,603	,361	,812	-,55	1,76
	Cameroon	,638	,368	,777	-,54	1,81
	Iraq	,458	,366	,963	-,71	1,63
	Syria	,867	,401	,485	-,41	2,15
	Tajikistan	1,267	,401	,055	-,01	2,55
	Azerbaijan	,521	,395	,949	-,74	1,78
Turkey	Nigeria	-,509	,260	,629	-1,34	,32
	Iran	-,117	,260	1,000	-,95	,71
	Palestin	-,725	,368	,623	-1,90	,45
	Tanzania	-,122	,296	1,000	-1,07	,82
	Cameroon	-,087	,305	1,000	-1,06	,89
	Iraq	-,266	,302	,997	-1,23	,70
	Syria	,142	,343	1,000	-,95	1,24
	Tajikistan	,542	,343	,857	-,55	1,64
	Azerbaijan	-,204	,337	1,000	-1,28	,87
Tanzania	Nigeria	-,387	,249	,869	-1,18	,41
	Iran	,005	,249	1,000	-,79	,80
	Palestin	-,603	,361	,812	-1,76	,55
	Turkey	,122	,296	1,000	-,82	1,07
	Cameroon	,035	,296	1,000	-,91	,98
	Iraq	-,144	,293	1,000	-1,08	,79
	Syria	,264	,335	,999	-,81	1,34
	Tajikistan	,664	,335	,614	-,41	1,74

	Azerbaijan	-,082	,329	1,000	-1,13	,97
Cameroon	Nigeria	-,422	,260	,835	-1,25	,41
	Iran	-,030	,260	1,000	-,86	,80
	Palestin	-,638	,368	,777	-1,81	,54
	Turkey	,087	,305	1,000	-,89	1,06
	Tanzania	-,035	,296	1,000	-,98	,91
	Iraq	-,179	,302	1,000	-1,14	,78
	Syria	,229	,343	1,000	-,87	1,33
	Tajikistan	,629	,343	,714	-,47	1,73
	Azerbaijan	-,117	,337	1,000	-1,19	,96
	Iraq	Nigeria	-,243	,256	,995	-1,06
Iran		,150	,256	1,000	-,67	,97
Palestin		-,458	,366	,963	-1,63	,71
Turkey		,266	,302	,997	-,70	1,23
Tanzania		,144	,293	1,000	-,79	1,08
Cameroon		,179	,302	1,000	-,78	1,14
Syria		,408	,341	,972	-,68	1,50
Tajikistan		,808	,341	,346	-,28	1,90
Azerbaijan		,063	,334	1,000	-1,00	1,13
Syria		Nigeria	-,651	,304	,500	-1,62
	Iran	-,259	,304	,998	-1,23	,71
	Palestin	-,867	,401	,485	-2,15	,41
	Turkey	-,142	,343	1,000	-1,24	,95
	Tanzania	-,264	,335	,999	-1,34	,81
	Cameroon	-,229	,343	1,000	-1,33	,87
	Iraq	-,408	,341	,972	-1,50	,68
	Tajikistan	,400	,378	,988	-,81	1,61
	Azerbaijan	-,346	,372	,995	-1,53	,84
	Tajikistan	Nigeria	-1,051*	,304	,022	-2,02
Iran		-,659	,304	,482	-1,63	,31
Palestin		-1,267	,401	,055	-2,55	,01
Turkey		-,542	,343	,857	-1,64	,55
Tanzania		-,664	,335	,614	-1,74	,41
Cameroon		-,629	,343	,714	-1,73	,47
Iraq		-,808	,341	,346	-1,90	,28
Syria		-,400	,378	,988	-1,61	,81
Azerbaijan		-,746	,372	,596	-1,93	,44
Azerbaijan		Nigeria	-,305	,296	,990	-1,25
	Iran	,087	,296	1,000	-,86	1,03
	Palestin	-,521	,395	,949	-1,78	,74
	Turkey	,204	,337	1,000	-,87	1,28

		Tanzania	,082	,329	1,000	-,97	1,13
		Cameroon	,117	,337	1,000	-,96	1,19
		Iraq	-,063	,334	1,000	-1,13	1,00
		Syria	,346	,372	,995	-,84	1,53
		Tajikistan	,746	,372	,596	-,44	1,93
I am satisfied with variety of sports facilities and equipment.	Nigeria	Iran	,118	,097	,969	-,19	,43
		Palestin	-,103	,157	1,000	-,60	,40
		Turkey	,053	,123	1,000	-,34	,44
		Tanzania	-,071	,118	1,000	-,45	,30
		Cameroon	,053	,123	1,000	-,34	,44
	Iran	Iraq	,064	,121	1,000	-,32	,45
		Syria	-,020	,143	1,000	-,48	,44
		Tajikistan	,047	,143	1,000	-,41	,51
		Azerbaijan	,251	,140	,738	-,20	,70
		Nigeria	-,118	,097	,969	-,43	,19
		Palestin	-,221	,157	,924	-,72	,28
		Turkey	-,065	,123	1,000	-,46	,33
		Tanzania	-,189	,118	,846	-,56	,19
		Cameroon	-,065	,123	1,000	-,46	,33
		Iraq	-,054	,121	1,000	-,44	,33
	Palestin	Syria	-,137	,143	,994	-,60	,32
		Tajikistan	-,071	,143	1,000	-,53	,39
		Azerbaijan	,134	,140	,994	-,31	,58
		Nigeria	,103	,157	1,000	-,40	,60
		Iran	,221	,157	,924	-,28	,72
		Turkey	,156	,174	,996	-,40	,71
		Tanzania	,032	,170	1,000	-,51	,58
		Cameroon	,156	,174	,996	-,40	,71
		Iraq	,167	,173	,994	-,38	,72
		Syria	,083	,189	1,000	-,52	,69
	Turkey	Tajikistan	,150	,189	,999	-,45	,75
		Azerbaijan	,354	,186	,670	-,24	,95
		Nigeria	-,053	,123	1,000	-,44	,34
Iran		,065	,123	1,000	-,33	,46	
Palestin		-,156	,174	,996	-,71	,40	
Tanzania		-,124	,140	,997	-,57	,32	
Cameroon		,000	,144	1,000	-,46	,46	
Iraq		,011	,142	1,000	-,44	,47	
Syria		-,072	,162	1,000	-,59	,45	
Tajikistan		-,006	,162	1,000	-,52	,51	
		Azerbaijan	,198	,159	,964	-,31	,71

Tanzania	Nigeria	,071	,118	1,000	-,30	,45
	Iran	,189	,118	,846	-,19	,56
	Palestin	-,032	,170	1,000	-,58	,51
	Turkey	,124	,140	,997	-,32	,57
	Cameroon	,124	,140	,997	-,32	,57
	Iraq	,135	,138	,993	-,31	,58
	Syria	,051	,158	1,000	-,45	,56
	Tajikistan	,118	,158	,999	-,39	,62
	Azerbaijan	,322	,155	,546	-,17	,82
	Cameroon	Nigeria	-,053	,123	1,000	-,44
Iran		,065	,123	1,000	-,33	,46
Palestin		-,156	,174	,996	-,71	,40
Turkey		,000	,144	1,000	-,46	,46
Tanzania		-,124	,140	,997	-,57	,32
Iraq		,011	,142	1,000	-,44	,47
Syria		-,072	,162	1,000	-,59	,45
Tajikistan		-,006	,162	1,000	-,52	,51
Azerbaijan		,198	,159	,964	-,31	,71
Iraq		Nigeria	-,064	,121	1,000	-,45
	Iran	,054	,121	1,000	-,33	,44
	Palestin	-,167	,173	,994	-,72	,38
	Turkey	-,011	,142	1,000	-,47	,44
	Tanzania	-,135	,138	,993	-,58	,31
	Cameroon	-,011	,142	1,000	-,47	,44
	Syria	-,083	,161	1,000	-,60	,43
	Tajikistan	-,017	,161	1,000	-,53	,50
	Azerbaijan	,188	,158	,973	-,32	,69
	Syria	Nigeria	,020	,143	1,000	-,44
Iran		,137	,143	,994	-,32	,60
Palestin		-,083	,189	1,000	-,69	,52
Turkey		,072	,162	1,000	-,45	,59
Tanzania		-,051	,158	1,000	-,56	,45
Cameroon		,072	,162	1,000	-,45	,59
Iraq		,083	,161	1,000	-,43	,60
Tajikistan		,067	,178	1,000	-,50	,64
Azerbaijan		,271	,176	,873	-,29	,83
Tajikistan		Nigeria	-,047	,143	1,000	-,51
	Iran	,071	,143	1,000	-,39	,53
	Palestin	-,150	,189	,999	-,75	,45
	Turkey	,006	,162	1,000	-,51	,52
	Tanzania	-,118	,158	,999	-,62	,39

		Cameroon	,006	,162	1,000	-,51	,52
		Iraq	,017	,161	1,000	-,50	,53
		Syria	-,067	,178	1,000	-,64	,50
		Azerbaijan	,204	,176	,977	-,36	,76
	Azerbaijan	Nigeria	-,251	,140	,738	-,70	,20
		Iran	-,134	,140	,994	-,58	,31
		Palestin	-,354	,186	,670	-,95	,24
		Turkey	-,198	,159	,964	-,71	,31
		Tanzania	-,322	,155	,546	-,82	,17
		Cameroon	-,198	,159	,964	-,71	,31
		Iraq	-,188	,158	,973	-,69	,32
		Syria	-,271	,176	,873	-,83	,29
		Tajikistan	-,204	,176	,977	-,76	,36
I am satisfied with various sporting venues offered by this university.	Nigeria	Iran	,137	,105	,951	-,20	,47
		Palestin	-,005	,170	1,000	-,55	,54
		Turkey	,064	,133	1,000	-,36	,49
		Tanzania	-,127	,128	,993	-,53	,28
		Cameroon	,151	,133	,981	-,27	,58
		Iraq	,162	,131	,967	-,26	,58
		Syria	,078	,156	1,000	-,42	,58
		Tajikistan	,145	,156	,995	-,35	,64
	Azerbaijan	,349	,152	,394	-,14	,83	
	Iran	Nigeria	-,137	,105	,951	-,47	,20
		Palestin	-,142	,170	,998	-,69	,40
		Turkey	-,073	,133	1,000	-,50	,35
		Tanzania	-,264	,128	,554	-,67	,14
		Cameroon	,014	,133	1,000	-,41	,44
		Iraq	,025	,131	1,000	-,39	,44
		Syria	-,059	,156	1,000	-,56	,44
		Tajikistan	,008	,156	1,000	-,49	,51
	Azerbaijan	,212	,152	,928	-,27	,70	
	Palestin	Nigeria	,005	,170	1,000	-,54	,55
		Iran	,142	,170	,998	-,40	,69
Turkey		,069	,189	1,000	-,53	,67	
Tanzania		-,122	,185	1,000	-,71	,47	
Cameroon		,156	,189	,998	-,45	,76	
Iraq		,167	,188	,997	-,43	,77	
Syria		,083	,205	1,000	-,57	,74	
Tajikistan		,150	,205	,999	-,51	,81	
Azerbaijan	,354	,203	,767	-,29	1,00		
Turkey	Nigeria	-,064	,133	1,000	-,49	,36	

	Iran	,073	,133	1,000	-,35	,50
	Palestin	-,069	,189	1,000	-,67	,53
	Tanzania	-,191	,152	,962	-,68	,29
	Cameroon	,087	,156	1,000	-,41	,59
	Iraq	,098	,155	1,000	-,40	,59
	Syria	,014	,176	1,000	-,55	,58
	Tajikistan	,081	,176	1,000	-,48	,64
	Azerbaijan	,285	,173	,821	-,27	,84
Tanzania	Nigeria	,127	,128	,993	-,28	,53
	Iran	,264	,128	,554	-,14	,67
	Palestin	,122	,185	1,000	-,47	,71
	Turkey	,191	,152	,962	-,29	,68
	Cameroon	,278	,152	,717	-,21	,76
	Iraq	,288	,150	,655	-,19	,77
	Syria	,205	,172	,973	-,34	,75
	Tajikistan	,272	,172	,857	-,28	,82
	Azerbaijan	,476	,169	,134	-,06	1,01
Cameroon	Nigeria	-,151	,133	,981	-,58	,27
	Iran	-,014	,133	1,000	-,44	,41
	Palestin	-,156	,189	,998	-,76	,45
	Turkey	-,087	,156	1,000	-,59	,41
	Tanzania	-,278	,152	,717	-,76	,21
	Iraq	,011	,155	1,000	-,48	,51
	Syria	-,072	,176	1,000	-,63	,49
	Tajikistan	-,006	,176	1,000	-,57	,56
	Azerbaijan	,198	,173	,979	-,35	,75
Iraq	Nigeria	-,162	,131	,967	-,58	,26
	Iran	-,025	,131	1,000	-,44	,39
	Palestin	-,167	,188	,997	-,77	,43
	Turkey	-,098	,155	1,000	-,59	,40
	Tanzania	-,288	,150	,655	-,77	,19
	Cameroon	-,011	,155	1,000	-,51	,48
	Syria	-,083	,175	1,000	-,64	,47
	Tajikistan	-,017	,175	1,000	-,57	,54
	Azerbaijan	,188	,171	,985	-,36	,73
Syria	Nigeria	-,078	,156	1,000	-,58	,42
	Iran	,059	,156	1,000	-,44	,56
	Palestin	-,083	,205	1,000	-,74	,57
	Turkey	-,014	,176	1,000	-,58	,55
	Tanzania	-,205	,172	,973	-,75	,34
	Cameroon	,072	,176	1,000	-,49	,63

		Iraq	,083	,175	1,000	-,47	,64
		Tajikestan	,067	,194	1,000	-,55	,69
		Azerbaijan	,271	,191	,920	-,34	,88
	Tajikestan	Nigeria	-,145	,156	,995	-,64	,35
		Iran	-,008	,156	1,000	-,51	,49
		Palestin	-,150	,205	,999	-,81	,51
		Turkey	-,081	,176	1,000	-,64	,48
		Tanzania	-,272	,172	,857	-,82	,28
		Cameroon	,006	,176	1,000	-,56	,57
		Iraq	,017	,175	1,000	-,54	,57
		Syria	-,067	,194	1,000	-,69	,55
		Azerbaijan	,204	,191	,987	-,40	,81
	Azerbaijan	Nigeria	-,349	,152	,394	-,83	,14
		Iran	-,212	,152	,928	-,70	,27
		Palestin	-,354	,203	,767	-1,00	,29
		Turkey	-,285	,173	,821	-,84	,27
		Tanzania	-,476	,169	,134	-1,01	,06
		Cameroon	-,198	,173	,979	-,75	,35
		Iraq	-,188	,171	,985	-,73	,36
		Syria	-,271	,191	,920	-,88	,34
		Tajikestan	-,204	,191	,987	-,81	,40
I am satisfied with library and its environment for research and study.	Nigeria	Iran	,157	,096	,832	-,15	,46
		Palestin	-,201	,156	,955	-,70	,30
		Turkey	,288	,122	,355	-,10	,68
		Tanzania	,357	,117	,076	-,02	,73
		Cameroon	,114	,122	,995	-,28	,50
		Iraq	,007	,120	1,000	-,38	,39
		Syria	,082	,143	1,000	-,37	,54
		Tajikestan	,216	,143	,887	-,24	,67
		Azerbaijan	-,013	,139	1,000	-,46	,43
		Iran	Nigeria	-,157	,096	,832	-,46
	Palestin		-,358	,156	,396	-,86	,14
	Turkey		,131	,122	,987	-,26	,52
	Tanzania		,200	,117	,791	-,17	,57
	Cameroon		-,043	,122	1,000	-,43	,35
	Iraq		-,150	,120	,965	-,53	,23
	Syria		-,075	,143	1,000	-,53	,38
	Tajikestan		,059	,143	1,000	-,40	,51
	Azerbaijan		-,170	,139	,968	-,62	,27
	Palestin		Nigeria	,201	,156	,955	-,30
		Iran	,358	,156	,396	-,14	,86



	Turkey	,489	,173	,134	-,06	1,04
	Tanzania	,558*	,170	,038	,02	1,10
	Cameroon	,315	,173	,721	-,24	,87
	Iraq	,208	,172	,970	-,34	,76
	Syria	,283	,188	,889	-,32	,88
	Tajikistan	,417	,188	,451	-,18	1,02
	Azerbaijan	,188	,186	,991	-,41	,78
Turkey	Nigeria	-,288	,122	,355	-,68	,10
	Iran	-,131	,122	,987	-,52	,26
	Palestin	-,489	,173	,134	-1,04	,06
	Tanzania	,069	,139	1,000	-,38	,51
	Cameroon	-,174	,143	,970	-,63	,28
	Iraq	-,281	,142	,614	-,73	,17
	Syria	-,206	,161	,958	-,72	,31
	Tajikistan	-,072	,161	1,000	-,59	,44
	Azerbaijan	-,302	,158	,665	-,81	,20
Tanzania	Nigeria	-,357	,117	,076	-,73	,02
	Iran	-,200	,117	,791	-,57	,17
	Palestin	-,558*	,170	,038	-1,10	-,02
	Turkey	-,069	,139	1,000	-,51	,38
	Cameroon	-,242	,139	,770	-,69	,20
	Iraq	-,349	,138	,253	-,79	,09
	Syria	-,274	,158	,771	-,78	,23
	Tajikistan	-,141	,158	,997	-,64	,36
	Azerbaijan	-,370	,154	,332	-,86	,12
Cameroon	Nigeria	-,114	,122	,995	-,50	,28
	Iran	,043	,122	1,000	-,35	,43
	Palestin	-,315	,173	,721	-,87	,24
	Turkey	,174	,143	,970	-,28	,63
	Tanzania	,242	,139	,770	-,20	,69
	Iraq	-,107	,142	,999	-,56	,35
	Syria	-,032	,161	1,000	-,55	,48
	Tajikistan	,101	,161	1,000	-,41	,62
	Azerbaijan	-,128	,158	,998	-,63	,38
Iraq	Nigeria	-,007	,120	1,000	-,39	,38
	Iran	,150	,120	,965	-,23	,53
	Palestin	-,208	,172	,970	-,76	,34
	Turkey	,281	,142	,614	-,17	,73
	Tanzania	,349	,138	,253	-,09	,79
	Cameroon	,107	,142	,999	-,35	,56
	Syria	,075	,160	1,000	-,44	,59

		Tajikestan	,208	,160	,952	-,30	,72
		Azerbaijan	-,021	,157	1,000	-,52	,48
	Syria	Nigeria	-,082	,143	1,000	-,54	,37
		Iran	,075	,143	1,000	-,38	,53
		Palestin	-,283	,188	,889	-,88	,32
		Turkey	,206	,161	,958	-,31	,72
		Tanzania	,274	,158	,771	-,23	,78
		Cameroon	,032	,161	1,000	-,48	,55
		Iraq	-,075	,160	1,000	-,59	,44
		Tajikestan	,133	,177	,999	-,43	,70
		Azerbaijan	-,096	,175	1,000	-,65	,46
	Tajikestan	Nigeria	-,216	,143	,887	-,67	,24
		Iran	-,059	,143	1,000	-,51	,40
		Palestin	-,417	,188	,451	-1,02	,18
		Turkey	,072	,161	1,000	-,44	,59
		Tanzania	,141	,158	,997	-,36	,64
		Cameroon	-,101	,161	1,000	-,62	,41
		Iraq	-,208	,160	,952	-,72	,30
		Syria	-,133	,177	,999	-,70	,43
		Azerbaijan	-,229	,175	,950	-,79	,33
	Azerbaijan	Nigeria	,013	,139	1,000	-,43	,46
		Iran	,170	,139	,968	-,27	,62
		Palestin	-,188	,186	,991	-,78	,41
		Turkey	,302	,158	,665	-,20	,81
		Tanzania	,370	,154	,332	-,12	,86
		Cameroon	,128	,158	,998	-,38	,63
		Iraq	,021	,157	1,000	-,48	,52
		Syria	,096	,175	1,000	-,46	,65
		Tajikestan	,229	,175	,950	-,33	,79
I am satisfied with the library that offers various sources for research and study.	Nigeria	Iran	,137	,097	,921	-,17	,45
		Palestin	-,181	,157	,978	-,68	,32
		Turkey	,264	,123	,493	-,13	,66
		Tanzania	,376	,118	,050	,00	,75
		Cameroon	,134	,123	,985	-,26	,53
		Iraq	-,056	,121	1,000	-,44	,33
		Syria	,035	,144	1,000	-,42	,49
		Tajikestan	,102	,144	,999	-,36	,56
		Azerbaijan	,006	,140	1,000	-,44	,45
	Iran	Nigeria	-,137	,097	,921	-,45	,17
		Palestin	-,319	,157	,579	-,82	,18
		Turkey	,127	,123	,990	-,27	,52

	Tanzania	,239	,118	,580	-,14	,62
	Cameroon	-,003	,123	1,000	-,40	,39
	Iraq	-,194	,121	,848	-,58	,19
	Syria	-,102	,144	,999	-,56	,36
	Tajikistan	-,035	,144	1,000	-,49	,42
	Azerbaijan	-,131	,140	,995	-,58	,32
Palestin	Nigeria	,181	,157	,978	-,32	,68
	Iran	,319	,157	,579	-,18	,82
	Turkey	,446	,174	,243	-,11	1,00
	Tanzania	,558*	,171	,040	,01	1,10
	Cameroon	,315	,174	,729	-,24	,87
	Iraq	,125	,173	,999	-,43	,68
	Syria	,217	,189	,980	-,39	,82
	Tajikistan	,283	,189	,893	-,32	,89
	Azerbaijan	,188	,187	,992	-,41	,78
Turkey	Nigeria	-,264	,123	,493	-,66	,13
	Iran	-,127	,123	,990	-,52	,27
	Palestin	-,446	,174	,243	-1,00	,11
	Tanzania	,112	,140	,999	-,34	,56
	Cameroon	-,130	,144	,996	-,59	,33
	Iraq	-,321	,143	,428	-,78	,14
	Syria	-,229	,162	,923	-,75	,29
	Tajikistan	-,162	,162	,992	-,68	,36
	Azerbaijan	-,258	,159	,837	-,77	,25
Tanzania	Nigeria	-,376	,118	,050	-,75	,00
	Iran	-,239	,118	,580	-,62	,14
	Palestin	-,558*	,171	,040	-1,10	-,01
	Turkey	-,112	,140	,999	-,56	,34
	Cameroon	-,242	,140	,776	-,69	,20
	Iraq	-,433	,138	,061	-,87	,01
	Syria	-,341	,159	,494	-,85	,17
	Tajikistan	-,274	,159	,777	-,78	,23
	Azerbaijan	-,370	,155	,341	-,87	,13
Cameroon	Nigeria	-,134	,123	,985	-,53	,26
	Iran	,003	,123	1,000	-,39	,40
	Palestin	-,315	,174	,729	-,87	,24
	Turkey	,130	,144	,996	-,33	,59
	Tanzania	,242	,140	,776	-,20	,69
	Iraq	-,190	,143	,945	-,65	,27
	Syria	-,099	,162	1,000	-,62	,42
	Tajikistan	-,032	,162	1,000	-,55	,49

		Azerbaijan	-,128	,159	,999	-,64	,38
	Iraq	Nigeria	,056	,121	1,000	-,33	,44
		Iran	,194	,121	,848	-,19	,58
		Palestin	-,125	,173	,999	-,68	,43
		Turkey	,321	,143	,428	-,14	,78
		Tanzania	,433	,138	,061	-,01	,87
		Cameroon	,190	,143	,945	-,27	,65
		Syria	,092	,161	1,000	-,42	,61
		Tajikestan	,158	,161	,993	-,36	,67
		Azerbaijan	,063	,158	1,000	-,44	,57
	Syria	Nigeria	-,035	,144	1,000	-,49	,42
		Iran	,102	,144	,999	-,36	,56
		Palestin	-,217	,189	,980	-,82	,39
		Turkey	,229	,162	,923	-,29	,75
		Tanzania	,341	,159	,494	-,17	,85
		Cameroon	,099	,162	1,000	-,42	,62
		Iraq	-,092	,161	1,000	-,61	,42
		Tajikestan	,067	,179	1,000	-,50	,64
		Azerbaijan	-,029	,176	1,000	-,59	,53
	Tajikestan	Nigeria	-,102	,144	,999	-,56	,36
		Iran	,035	,144	1,000	-,42	,49
		Palestin	-,283	,189	,893	-,89	,32
		Turkey	,162	,162	,992	-,36	,68
		Tanzania	,274	,159	,777	-,23	,78
		Cameroon	,032	,162	1,000	-,49	,55
		Iraq	-,158	,161	,993	-,67	,36
		Syria	-,067	,179	1,000	-,64	,50
		Azerbaijan	-,096	,176	1,000	-,66	,47
	Azerbaijan	Nigeria	-,006	,140	1,000	-,45	,44
		Iran	,131	,140	,995	-,32	,58
		Palestin	-,188	,187	,992	-,78	,41
		Turkey	,258	,159	,837	-,25	,77
		Tanzania	,370	,155	,341	-,13	,87
		Cameroon	,128	,159	,999	-,38	,64
		Iraq	-,063	,158	1,000	-,57	,44
		Syria	,029	,176	1,000	-,53	,59
		Tajikestan	,096	,176	1,000	-,47	,66
I am satisfied with social and cultural activities and events that EMU organizes.	Nigeria	Iran	-,020	,227	1,000	-,75	,71
		Palestin	-,461	,368	,963	-1,64	,71
		Turkey	-,178	,288	1,000	-1,10	,74
		Tanzania	-,461	,277	,813	-1,34	,42

	Cameroon	-,048	,288	1,000	-,97	,87
	Iraq	,206	,284	,999	-,70	1,11
	Syria	-,494	,337	,904	-1,57	,58
	Tajikistan	,106	,337	1,000	-,97	1,18
	Azerbaijan	-,398	,329	,970	-1,45	,65
Iran	Nigeria	,020	,227	1,000	-,71	,75
	Palestin	-,441	,368	,972	-1,62	,73
	Turkey	-,159	,288	1,000	-1,08	,76
	Tanzania	-,441	,277	,849	-1,32	,44
	Cameroon	-,028	,288	1,000	-,95	,89
	Iraq	,225	,284	,999	-,68	1,13
	Syria	-,475	,337	,924	-1,55	,60
	Tajikistan	,125	,337	1,000	-,95	1,20
	Azerbaijan	-,379	,329	,979	-1,43	,67
Palestin	Nigeria	,461	,368	,963	-,71	1,64
	Iran	,441	,368	,972	-,73	1,62
	Turkey	,283	,409	1,000	-1,02	1,59
	Tanzania	,000	,400	1,000	-1,28	1,28
	Cameroon	,413	,409	,991	-,89	1,72
	Iraq	,667	,406	,825	-,63	1,96
	Syria	-,033	,444	1,000	-1,45	1,39
	Tajikistan	,567	,444	,958	-,85	1,99
	Azerbaijan	,063	,438	1,000	-1,34	1,46
Turkey	Nigeria	,178	,288	1,000	-,74	1,10
	Iran	,159	,288	1,000	-,76	1,08
	Palestin	-,283	,409	1,000	-1,59	1,02
	Tanzania	-,283	,328	,997	-1,33	,77
	Cameroon	,130	,338	1,000	-,95	1,21
	Iraq	,384	,335	,979	-,69	1,45
	Syria	-,316	,381	,998	-1,53	,90
	Tajikistan	,284	,381	,999	-,93	1,50
	Azerbaijan	-,220	,374	1,000	-1,41	,97
Tanzania	Nigeria	,461	,277	,813	-,42	1,34
	Iran	,441	,277	,849	-,44	1,32
	Palestin	,000	,400	1,000	-1,28	1,28
	Turkey	,283	,328	,997	-,77	1,33
	Cameroon	,413	,328	,962	-,64	1,46
	Iraq	,667	,325	,563	-,37	1,70
	Syria	-,033	,372	1,000	-1,22	1,15
	Tajikistan	,567	,372	,882	-,62	1,75
	Azerbaijan	,063	,365	1,000	-1,10	1,23

Cameroon	Nigeria	,048	,288	1,000	-,87	,97
	Iran	,028	,288	1,000	-,89	,95
	Palestin	-,413	,409	,991	-1,72	,89
	Turkey	-,130	,338	1,000	-1,21	,95
	Tanzania	-,413	,328	,962	-1,46	,64
	Iraq	,254	,335	,999	-,82	1,32
	Syria	-,446	,381	,976	-1,66	,77
	Tajikistan	,154	,381	1,000	-1,06	1,37
	Azerbaijan	-,351	,374	,995	-1,54	,84
	Iraq	Nigeria	-,206	,284	,999	-1,11
Iran		-,225	,284	,999	-1,13	,68
Palestin		-,667	,406	,825	-1,96	,63
Turkey		-,384	,335	,979	-1,45	,69
Tanzania		-,667	,325	,563	-1,70	,37
Cameroon		-,254	,335	,999	-1,32	,82
Syria		-,700	,378	,700	-1,91	,51
Tajikistan		-,100	,378	1,000	-1,31	1,11
Azerbaijan		-,604	,370	,832	-1,79	,58
Syria		Nigeria	,494	,337	,904	-,58
	Iran	,475	,337	,924	-,60	1,55
	Palestin	,033	,444	1,000	-1,39	1,45
	Turkey	,316	,381	,998	-,90	1,53
	Tanzania	,033	,372	1,000	-1,15	1,22
	Cameroon	,446	,381	,976	-,77	1,66
	Iraq	,700	,378	,700	-,51	1,91
	Tajikistan	,600	,419	,916	-,74	1,94
	Azerbaijan	,096	,412	1,000	-1,22	1,41
	Tajikistan	Nigeria	-,106	,337	1,000	-1,18
Iran		-,125	,337	1,000	-1,20	,95
Palestin		-,567	,444	,958	-1,99	,85
Turkey		-,284	,381	,999	-1,50	,93
Tanzania		-,567	,372	,882	-1,75	,62
Cameroon		-,154	,381	1,000	-1,37	1,06
Iraq		,100	,378	1,000	-1,11	1,31
Syria		-,600	,419	,916	-1,94	,74
Azerbaijan		-,504	,412	,968	-1,82	,81
Azerbaijan		Nigeria	,398	,329	,970	-,65
	Iran	,379	,329	,979	-,67	1,43
	Palestin	-,063	,438	1,000	-1,46	1,34
	Turkey	,220	,374	1,000	-,97	1,41
	Tanzania	-,063	,365	1,000	-1,23	1,10

		Cameroon	,351	,374	,995	-,84	1,54
		Iraq	,604	,370	,832	-,58	1,79
		Syria	-,096	,412	1,000	-1,41	1,22
		Tajikistan	,504	,412	,968	-,81	1,82
I am satisfied with accommodation facilities.	Nigeria	Iran	,118	,097	,969	-,19	,43
		Palestin	-,103	,157	1,000	-,60	,40
		Turkey	,053	,123	1,000	-,34	,44
		Tanzania	-,071	,118	1,000	-,45	,30
		Cameroon	,053	,123	1,000	-,34	,44
		Iraq	,064	,121	1,000	-,32	,45
		Syria	-,020	,143	1,000	-,48	,44
		Tajikistan	,047	,143	1,000	-,41	,51
		Azerbaijan	,251	,140	,738	-,20	,70
		Iran	Nigeria	-,118	,097	,969	-,43
	Palestin	-,221	,157	,924	-,72	,28	
	Turkey	-,065	,123	1,000	-,46	,33	
	Tanzania	-,189	,118	,846	-,56	,19	
	Cameroon	-,065	,123	1,000	-,46	,33	
	Iraq	-,054	,121	1,000	-,44	,33	
	Syria	-,137	,143	,994	-,60	,32	
	Tajikistan	-,071	,143	1,000	-,53	,39	
	Azerbaijan	,134	,140	,994	-,31	,58	
	Palestin	Nigeria	,103	,157	1,000	-,40	,60
	Iran	,221	,157	,924	-,28	,72	
Turkey	,156	,174	,996	-,40	,71		
Tanzania	,032	,170	1,000	-,51	,58		
Cameroon	,156	,174	,996	-,40	,71		
Iraq	,167	,173	,994	-,38	,72		
Syria	,083	,189	1,000	-,52	,69		
Tajikistan	,150	,189	,999	-,45	,75		
Azerbaijan	,354	,186	,670	-,24	,95		
Turkey	Nigeria	-,053	,123	1,000	-,44	,34	
Iran	,065	,123	1,000	-,33	,46		
Palestin	-,156	,174	,996	-,71	,40		
Tanzania	-,124	,140	,997	-,57	,32		
Cameroon	,000	,144	1,000	-,46	,46		
Iraq	,011	,142	1,000	-,44	,47		
Syria	-,072	,162	1,000	-,59	,45		
Tajikistan	-,006	,162	1,000	-,52	,51		
Azerbaijan	,198	,159	,964	-,31	,71		
Tanzania	Nigeria	,071	,118	1,000	-,30	,45	

	Iran	,189	,118	,846	-,19	,56
	Palestin	-,032	,170	1,000	-,58	,51
	Turkey	,124	,140	,997	-,32	,57
	Cameroon	,124	,140	,997	-,32	,57
	Iraq	,135	,138	,993	-,31	,58
	Syria	,051	,158	1,000	-,45	,56
	Tajikistan	,118	,158	,999	-,39	,62
	Azerbaijan	,322	,155	,546	-,17	,82
Cameroon	Nigeria	-,053	,123	1,000	-,44	,34
	Iran	,065	,123	1,000	-,33	,46
	Palestin	-,156	,174	,996	-,71	,40
	Turkey	,000	,144	1,000	-,46	,46
	Tanzania	-,124	,140	,997	-,57	,32
	Iraq	,011	,142	1,000	-,44	,47
	Syria	-,072	,162	1,000	-,59	,45
	Tajikistan	-,006	,162	1,000	-,52	,51
	Azerbaijan	,198	,159	,964	-,31	,71
Iraq	Nigeria	-,064	,121	1,000	-,45	,32
	Iran	,054	,121	1,000	-,33	,44
	Palestin	-,167	,173	,994	-,72	,38
	Turkey	-,011	,142	1,000	-,47	,44
	Tanzania	-,135	,138	,993	-,58	,31
	Cameroon	-,011	,142	1,000	-,47	,44
	Syria	-,083	,161	1,000	-,60	,43
	Tajikistan	-,017	,161	1,000	-,53	,50
	Azerbaijan	,188	,158	,973	-,32	,69
Syria	Nigeria	,020	,143	1,000	-,44	,48
	Iran	,137	,143	,994	-,32	,60
	Palestin	-,083	,189	1,000	-,69	,52
	Turkey	,072	,162	1,000	-,45	,59
	Tanzania	-,051	,158	1,000	-,56	,45
	Cameroon	,072	,162	1,000	-,45	,59
	Iraq	,083	,161	1,000	-,43	,60
	Tajikistan	,067	,178	1,000	-,50	,64
	Azerbaijan	,271	,176	,873	-,29	,83
Tajikistan	Nigeria	-,047	,143	1,000	-,51	,41
	Iran	,071	,143	1,000	-,39	,53
	Palestin	-,150	,189	,999	-,75	,45
	Turkey	,006	,162	1,000	-,51	,52
	Tanzania	-,118	,158	,999	-,62	,39
	Cameroon	,006	,162	1,000	-,51	,52



		Iraq	,017	,161	1,000	-,50	,53	
		Syria	-,067	,178	1,000	-,64	,50	
		Azerbaijan	,204	,176	,977	-,36	,76	
	Azerbaijan	Nigeria	-,251	,140	,738	-,70	,20	
		Iran	-,134	,140	,994	-,58	,31	
		Palestin	-,354	,186	,670	-,95	,24	
		Turkey	-,198	,159	,964	-,71	,31	
		Tanzania	-,322	,155	,546	-,82	,17	
		Cameroon	-,198	,159	,964	-,71	,31	
		Iraq	-,188	,158	,973	-,69	,32	
		Syria	-,271	,176	,873	-,83	,29	
		Tajikistan	-,204	,176	,977	-,76	,36	
I am satisfied with accommodation fees.	Nigeria	Iran	-,078	,177	1,000	-,64	,49	
		Palestin	,034	,286	1,000	-,88	,95	
		Turkey	,277	,224	,966	-,44	,99	
		Tanzania	,720*	,215	,031	,03	1,41	
		Cameroon	,799*	,224	,016	,08	1,51	
		Iraq	,743*	,221	,030	,04	1,45	
		Syria	1,051*	,262	,003	,21	1,89	
		Tajikistan	,918*	,262	,019	,08	1,76	
		Azerbaijan	1,013*	,256	,004	,20	1,83	
		Iran	Nigeria	,078	,177	1,000	-,49	,64
			Palestin	,113	,286	1,000	-,80	1,03
			Turkey	,355	,224	,854	-,36	1,07
			Tanzania	,799*	,215	,009	,11	1,49
			Cameroon	,877*	,224	,005	,16	1,59
			Iraq	,821*	,221	,009	,12	1,53
			Syria	1,129*	,262	,001	,29	1,97
			Tajikistan	,996*	,262	,007	,16	1,83
			Azerbaijan	1,092*	,256	,001	,27	1,91
		Palestin	Nigeria	-,034	,286	1,000	-,95	,88
			Iran	-,113	,286	1,000	-1,03	,80
		Turkey	,243	,318	,999	-,77	1,26	
		Tanzania	,686	,312	,459	-,31	1,68	
		Cameroon	,764	,318	,328	-,25	1,78	
		Iraq	,708	,316	,430	-,30	1,72	
		Syria	1,017	,346	,100	-,09	2,12	
		Tajikistan	,883	,346	,245	-,22	1,99	
		Azerbaijan	,979	,341	,119	-,11	2,07	
	Turkey	Nigeria	-,277	,224	,966	-,99	,44	
		Iran	-,355	,224	,854	-1,07	,36	

	Palestin	-,243	,318	,999	-1,26	,77
	Tanzania	,443	,256	,775	-,37	1,26
	Cameroon	,522	,263	,613	-,32	1,36
	Iraq	,466	,261	,743	-,37	1,30
	Syria	,774	,296	,218	-,17	1,72
	Tajikistan	,641	,296	,486	-,31	1,59
	Azerbaijan	,736	,291	,256	-,19	1,66
Tanzania	Nigeria	-,720*	,215	,031	-1,41	-,03
	Iran	-,799*	,215	,009	-1,49	-,11
	Palestin	-,686	,312	,459	-1,68	,31
	Turkey	-,443	,256	,775	-1,26	,37
	Cameroon	,079	,256	1,000	-,74	,89
	Iraq	,022	,253	1,000	-,78	,83
	Syria	,331	,290	,980	-,59	1,26
	Tajikistan	,197	,290	1,000	-,73	1,12
	Azerbaijan	,293	,284	,990	-,61	1,20
Cameroon	Nigeria	-,799*	,224	,016	-1,51	-,08
	Iran	-,877*	,224	,005	-1,59	-,16
	Palestin	-,764	,318	,328	-1,78	,25
	Turkey	-,522	,263	,613	-1,36	,32
	Tanzania	-,079	,256	1,000	-,89	,74
	Iraq	-,056	,261	1,000	-,89	,78
	Syria	,252	,296	,998	-,69	1,20
	Tajikistan	,119	,296	1,000	-,83	1,07
	Azerbaijan	,215	,291	,999	-,71	1,14
Iraq	Nigeria	-,743*	,221	,030	-1,45	-,04
	Iran	-,821*	,221	,009	-1,53	-,12
	Palestin	-,708	,316	,430	-1,72	,30
	Turkey	-,466	,261	,743	-1,30	,37
	Tanzania	-,022	,253	1,000	-,83	,78
	Cameroon	,056	,261	1,000	-,78	,89
	Syria	,308	,294	,989	-,63	1,25
	Tajikistan	,175	,294	1,000	-,76	1,11
	Azerbaijan	,271	,288	,995	-,65	1,19
Syria	Nigeria	-1,051*	,262	,003	-1,89	-,21
	Iran	-1,129*	,262	,001	-1,97	-,29
	Palestin	-1,017	,346	,100	-2,12	,09
	Turkey	-,774	,296	,218	-1,72	,17
	Tanzania	-,331	,290	,980	-1,26	,59
	Cameroon	-,252	,296	,998	-1,20	,69
	Iraq	-,308	,294	,989	-1,25	,63

		Tajikistan	-,133	,326	1,000	-1,17	,91
		Azerbaijan	-,038	,321	1,000	-1,06	,99
	Tajikistan	Nigeria	-,918*	,262	,019	-1,76	-,08
		Iran	-,996*	,262	,007	-1,83	-,16
		Palestin	-,883	,346	,245	-1,99	,22
		Turkey	-,641	,296	,486	-1,59	,31
		Tanzania	-,197	,290	1,000	-1,12	,73
		Cameroon	-,119	,296	1,000	-1,07	,83
		Iraq	-,175	,294	1,000	-1,11	,76
		Syria	,133	,326	1,000	-,91	1,17
		Azerbaijan	,096	,321	1,000	-,93	1,12
	Azerbaijan	Nigeria	-1,013*	,256	,004	-1,83	-,20
		Iran	-1,092*	,256	,001	-1,91	-,27
		Palestin	-,979	,341	,119	-2,07	,11
		Turkey	-,736	,291	,256	-1,66	,19
		Tanzania	-,293	,284	,990	-1,20	,61
		Cameroon	-,215	,291	,999	-1,14	,71
		Iraq	-,271	,288	,995	-1,19	,65
		Syria	,038	,321	1,000	-,99	1,06
		Tajikistan	-,096	,321	1,000	-1,12	,93
I am satisfied with Instructors and staff in terms of their competency.	Nigeria	Iran	-,294	,176	,811	-,86	,27
		Palestin	,402	,285	,924	-,51	1,31
		Turkey	,380	,223	,794	-,33	1,09
		Tanzania	,056	,214	1,000	-,63	,74
		Cameroon	,076	,223	1,000	-,64	,79
		Iraq	-,181	,220	,998	-,88	,52
		Syria	-,165	,261	1,000	-1,00	,67
		Tajikistan	-,365	,261	,928	-1,20	,47
		Azerbaijan	,152	,255	1,000	-,66	,97
	Iran	Nigeria	,294	,176	,811	-,27	,86
		Palestin	,696	,285	,308	-,22	1,61
		Turkey	,674	,223	,082	-,04	1,39
		Tanzania	,350	,214	,831	-,33	1,03
		Cameroon	,370	,223	,819	-,34	1,08
		Iraq	,113	,220	1,000	-,59	,82
		Syria	,129	,261	1,000	-,70	,96
		Tajikistan	-,071	,261	1,000	-,90	,76
		Azerbaijan	,446	,255	,766	-,37	1,26
	Palestin	Nigeria	-,402	,285	,924	-1,31	,51
		Iran	-,696	,285	,308	-1,61	,22
		Turkey	-,022	,317	1,000	-1,03	,99

	Tanzania	-,346	,310	,983	-1,34	,65
	Cameroon	-,326	,317	,990	-1,34	,69
	Iraq	-,583	,315	,699	-1,59	,42
	Syria	-,567	,345	,825	-1,67	,53
	Tajikistan	-,767	,345	,442	-1,87	,33
	Azerbaijan	-,250	,340	,999	-1,33	,83
Turkey	Nigeria	-,380	,223	,794	-1,09	,33
	Iran	-,674	,223	,082	-1,39	,04
	Palestin	,022	,317	1,000	-,99	1,03
	Tanzania	-,324	,255	,959	-1,14	,49
	Cameroon	-,304	,262	,977	-1,14	,53
	Iraq	-,562	,260	,485	-1,39	,27
	Syria	-,545	,295	,705	-1,49	,40
	Tajikistan	-,745	,295	,261	-1,69	,20
	Azerbaijan	-,228	,290	,999	-1,15	,70
Tanzania	Nigeria	-,056	,214	1,000	-,74	,63
	Iran	-,350	,214	,831	-1,03	,33
	Palestin	,346	,310	,983	-,65	1,34
	Turkey	,324	,255	,959	-,49	1,14
	Cameroon	,020	,255	1,000	-,79	,83
	Iraq	-,237	,252	,995	-1,04	,57
	Syria	-,221	,288	,999	-1,14	,70
	Tajikistan	-,421	,288	,907	-1,34	,50
	Azerbaijan	,096	,283	1,000	-,81	1,00
Cameroon	Nigeria	-,076	,223	1,000	-,79	,64
	Iran	-,370	,223	,819	-1,08	,34
	Palestin	,326	,317	,990	-,69	1,34
	Turkey	,304	,262	,977	-,53	1,14
	Tanzania	-,020	,255	1,000	-,83	,79
	Iraq	-,257	,260	,993	-1,09	,57
	Syria	-,241	,295	,998	-1,18	,70
	Tajikistan	-,441	,295	,894	-1,38	,50
	Azerbaijan	,076	,290	1,000	-,85	1,00
Iraq	Nigeria	,181	,220	,998	-,52	,88
	Iran	-,113	,220	1,000	-,82	,59
	Palestin	,583	,315	,699	-,42	1,59
	Turkey	,562	,260	,485	-,27	1,39
	Tanzania	,237	,252	,995	-,57	1,04
	Cameroon	,257	,260	,993	-,57	1,09
	Syria	,017	,293	1,000	-,92	,95
	Tajikistan	-,183	,293	1,000	-1,12	,75

		Azerbaijan	,333	,287	,977	-,58	1,25
	Syria	Nigeria	,165	,261	1,000	-,67	1,00
		Iran	-,129	,261	1,000	-,96	,70
		Palestin	,567	,345	,825	-,53	1,67
		Turkey	,545	,295	,705	-,40	1,49
		Tanzania	,221	,288	,999	-,70	1,14
		Cameroon	,241	,295	,998	-,70	1,18
		Iraq	-,017	,293	1,000	-,95	,92
		Tajikestan	-,200	,325	1,000	-1,24	,84
		Azerbaijan	,317	,320	,993	-,70	1,34
	Tajikestan	Nigeria	,365	,261	,928	-,47	1,20
		Iran	,071	,261	1,000	-,76	,90
		Palestin	,767	,345	,442	-,33	1,87
		Turkey	,745	,295	,261	-,20	1,69
		Tanzania	,421	,288	,907	-,50	1,34
		Cameroon	,441	,295	,894	-,50	1,38
		Iraq	,183	,293	1,000	-,75	1,12
		Syria	,200	,325	1,000	-,84	1,24
		Azerbaijan	,517	,320	,839	-,50	1,54
	Azerbaijan	Nigeria	-,152	,255	1,000	-,97	,66
		Iran	-,446	,255	,766	-1,26	,37
		Palestin	,250	,340	,999	-,83	1,33
		Turkey	,228	,290	,999	-,70	1,15
		Tanzania	-,096	,283	1,000	-1,00	,81
		Cameroon	-,076	,290	1,000	-1,00	,85
		Iraq	-,333	,287	,977	-1,25	,58
		Syria	-,317	,320	,993	-1,34	,70
		Tajikestan	-,517	,320	,839	-1,54	,50
I am satisfied with classrooms and equipment that are used for teaching.	Nigeria	Iran	,216	,143	,889	-,24	,67
		Palestin	,123	,232	1,000	-,62	,86
		Turkey	,141	,182	,999	-,44	,72
		Tanzania	-,756*	,174	,001	-1,31	-,20
		Cameroon	-,468	,182	,235	-1,05	,11
		Iraq	-,127	,179	,999	-,70	,44
		Syria	,373	,212	,763	-,31	1,05
		Tajikestan	-,227	,212	,987	-,91	,45
		Azerbaijan	,018	,207	1,000	-,64	,68
	Iran	Nigeria	-,216	,143	,889	-,67	,24
		Palestin	-,093	,232	1,000	-,83	,65
		Turkey	-,075	,182	1,000	-,66	,51
		Tanzania	-,971*	,174	,000	-1,53	-,41

	Cameroon	-,684*	,182	,008	-1,26	-,10
	Iraq	-,343	,179	,658	-,91	,23
	Syria	,157	,212	,999	-,52	,84
	Tajikistan	-,443	,212	,539	-1,12	,24
	Azerbaijan	-,197	,207	,994	-,86	,46
Palestin	Nigeria	-,123	,232	1,000	-,86	,62
	Iran	,093	,232	1,000	-,65	,83
	Turkey	,018	,258	1,000	-,80	,84
	Tanzania	-,878*	,252	,021	-1,68	-,07
	Cameroon	-,591	,258	,397	-1,41	,23
	Iraq	-,250	,256	,993	-1,07	,57
	Syria	,250	,280	,997	-,64	1,14
	Tajikistan	-,350	,280	,963	-1,24	,54
	Azerbaijan	-,104	,276	1,000	-,99	,78
Turkey	Nigeria	-,141	,182	,999	-,72	,44
	Iran	,075	,182	1,000	-,51	,66
	Palestin	-,018	,258	1,000	-,84	,80
	Tanzania	-,896*	,207	,001	-1,56	-,24
	Cameroon	-,609	,213	,125	-1,29	,07
	Iraq	-,268	,211	,959	-,94	,41
	Syria	,232	,240	,994	-,53	1,00
	Tajikistan	-,368	,240	,877	-1,13	,40
	Azerbaijan	-,122	,235	1,000	-,87	,63
Tanzania	Nigeria	,756*	,174	,001	,20	1,31
	Iran	,971*	,174	,000	,41	1,53
	Palestin	,878*	,252	,021	,07	1,68
	Turkey	,896*	,207	,001	,24	1,56
	Cameroon	,288	,207	,930	-,37	,95
	Iraq	,628	,205	,071	-,03	1,28
	Syria	1,128*	,235	,000	,38	1,88
	Tajikistan	,528	,235	,424	-,22	1,28
	Azerbaijan	,774*	,230	,029	,04	1,51
Cameroon	Nigeria	,468	,182	,235	-,11	1,05
	Iran	,684*	,182	,008	,10	1,26
	Palestin	,591	,258	,397	-,23	1,41
	Turkey	,609	,213	,125	-,07	1,29
	Tanzania	-,288	,207	,930	-,95	,37
	Iraq	,341	,211	,840	-,33	1,01
	Syria	,841*	,240	,019	,07	1,61
	Tajikistan	,241	,240	,992	-,53	1,01
	Azerbaijan	,486	,235	,554	-,27	1,24

Iraq	Nigeria	,127	,179	,999	-,44	,70	
	Iran	,343	,179	,658	-,23	,91	
	Palestin	,250	,256	,993	-,57	1,07	
	Turkey	,268	,211	,959	-,41	,94	
	Tanzania	-,628	,205	,071	-1,28	,03	
	Cameroon	-,341	,211	,840	-1,01	,33	
	Syria	,500	,238	,529	-,26	1,26	
	Tajikistan	-,100	,238	1,000	-,86	,66	
	Azerbaijan	,146	,233	1,000	-,60	,89	
	Syria	Nigeria	-,373	,212	,763	-1,05	,31
Iran		-,157	,212	,999	-,84	,52	
Palestin		-,250	,280	,997	-1,14	,64	
Turkey		-,232	,240	,994	-1,00	,53	
Tanzania		-1,128*	,235	,000	-1,88	-,38	
Cameroon		-,841*	,240	,019	-1,61	-,07	
Iraq		-,500	,238	,529	-1,26	,26	
Tajikistan		-,600	,264	,411	-1,44	,24	
Azerbaijan		-,354	,260	,937	-1,18	,48	
Tajikistan		Nigeria	,227	,212	,987	-,45	,91
	Iran	,443	,212	,539	-,24	1,12	
	Palestin	,350	,280	,963	-,54	1,24	
	Turkey	,368	,240	,877	-,40	1,13	
	Tanzania	-,528	,235	,424	-1,28	,22	
	Cameroon	-,241	,240	,992	-1,01	,53	
	Iraq	,100	,238	1,000	-,66	,86	
	Syria	,600	,264	,411	-,24	1,44	
	Azerbaijan	,246	,260	,995	-,58	1,08	
	Azerbaijan	Nigeria	-,018	,207	1,000	-,68	,64
Iran		,197	,207	,994	-,46	,86	
Palestin		,104	,276	1,000	-,78	,99	
Turkey		,122	,235	1,000	-,63	,87	
Tanzania		-,774*	,230	,029	-1,51	-,04	
Cameroon		-,486	,235	,554	-1,24	,27	
Iraq		-,146	,233	1,000	-,89	,60	
Syria		,354	,260	,937	-,48	1,18	
Tajikistan		-,246	,260	,995	-1,08	,58	
I am satisfied with green landscape of the university.		Nigeria	Iran	,118	,097	,969	-,19
	Palestin		-,103	,157	1,000	-,60	,40
	Turkey		,053	,123	1,000	-,34	,44
	Tanzania		-,071	,118	1,000	-,45	,30
	Cameroon		,053	,123	1,000	-,34	,44

	Iraq	,064	,121	1,000	-,32	,45
	Syria	-,020	,143	1,000	-,48	,44
	Tajikistan	,047	,143	1,000	-,41	,51
	Azerbaijan	,251	,140	,738	-,20	,70
Iran	Nigeria	-,118	,097	,969	-,43	,19
	Palestin	-,221	,157	,924	-,72	,28
	Turkey	-,065	,123	1,000	-,46	,33
	Tanzania	-,189	,118	,846	-,56	,19
	Cameroon	-,065	,123	1,000	-,46	,33
	Iraq	-,054	,121	1,000	-,44	,33
	Syria	-,137	,143	,994	-,60	,32
	Tajikistan	-,071	,143	1,000	-,53	,39
	Azerbaijan	,134	,140	,994	-,31	,58
Palestin	Nigeria	,103	,157	1,000	-,40	,60
	Iran	,221	,157	,924	-,28	,72
	Turkey	,156	,174	,996	-,40	,71
	Tanzania	,032	,170	1,000	-,51	,58
	Cameroon	,156	,174	,996	-,40	,71
	Iraq	,167	,173	,994	-,38	,72
	Syria	,083	,189	1,000	-,52	,69
	Tajikistan	,150	,189	,999	-,45	,75
	Azerbaijan	,354	,186	,670	-,24	,95
Turkey	Nigeria	-,053	,123	1,000	-,44	,34
	Iran	,065	,123	1,000	-,33	,46
	Palestin	-,156	,174	,996	-,71	,40
	Tanzania	-,124	,140	,997	-,57	,32
	Cameroon	,000	,144	1,000	-,46	,46
	Iraq	,011	,142	1,000	-,44	,47
	Syria	-,072	,162	1,000	-,59	,45
	Tajikistan	-,006	,162	1,000	-,52	,51
	Azerbaijan	,198	,159	,964	-,31	,71
Tanzania	Nigeria	,071	,118	1,000	-,30	,45
	Iran	,189	,118	,846	-,19	,56
	Palestin	-,032	,170	1,000	-,58	,51
	Turkey	,124	,140	,997	-,32	,57
	Cameroon	,124	,140	,997	-,32	,57
	Iraq	,135	,138	,993	-,31	,58
	Syria	,051	,158	1,000	-,45	,56
	Tajikistan	,118	,158	,999	-,39	,62
	Azerbaijan	,322	,155	,546	-,17	,82
Cameroon	Nigeria	-,053	,123	1,000	-,44	,34



	Iran	,065	,123	1,000	-,33	,46
	Palestin	-,156	,174	,996	-,71	,40
	Turkey	,000	,144	1,000	-,46	,46
	Tanzania	-,124	,140	,997	-,57	,32
	Iraq	,011	,142	1,000	-,44	,47
	Syria	-,072	,162	1,000	-,59	,45
	Tajikistan	-,006	,162	1,000	-,52	,51
	Azerbaijan	,198	,159	,964	-,31	,71
Iraq	Nigeria	-,064	,121	1,000	-,45	,32
	Iran	,054	,121	1,000	-,33	,44
	Palestin	-,167	,173	,994	-,72	,38
	Turkey	-,011	,142	1,000	-,47	,44
	Tanzania	-,135	,138	,993	-,58	,31
	Cameroon	-,011	,142	1,000	-,47	,44
	Syria	-,083	,161	1,000	-,60	,43
	Tajikistan	-,017	,161	1,000	-,53	,50
	Azerbaijan	,188	,158	,973	-,32	,69
Syria	Nigeria	,020	,143	1,000	-,44	,48
	Iran	,137	,143	,994	-,32	,60
	Palestin	-,083	,189	1,000	-,69	,52
	Turkey	,072	,162	1,000	-,45	,59
	Tanzania	-,051	,158	1,000	-,56	,45
	Cameroon	,072	,162	1,000	-,45	,59
	Iraq	,083	,161	1,000	-,43	,60
	Tajikistan	,067	,178	1,000	-,50	,64
	Azerbaijan	,271	,176	,873	-,29	,83
Tajikistan	Nigeria	-,047	,143	1,000	-,51	,41
	Iran	,071	,143	1,000	-,39	,53
	Palestin	-,150	,189	,999	-,75	,45
	Turkey	,006	,162	1,000	-,51	,52
	Tanzania	-,118	,158	,999	-,62	,39
	Cameroon	,006	,162	1,000	-,51	,52
	Iraq	,017	,161	1,000	-,50	,53
	Syria	-,067	,178	1,000	-,64	,50
	Azerbaijan	,204	,176	,977	-,36	,76
Azerbaijan	Nigeria	-,251	,140	,738	-,70	,20
	Iran	-,134	,140	,994	-,58	,31
	Palestin	-,354	,186	,670	-,95	,24
	Turkey	-,198	,159	,964	-,71	,31
	Tanzania	-,322	,155	,546	-,82	,17
	Cameroon	-,198	,159	,964	-,71	,31

I am satisfied with safety and security of the campus.		Iraq	-,188	,158	,973	-,69	,32	
		Syria	-,271	,176	,873	-,83	,29	
		Tajikistan	-,204	,176	,977	-,76	,36	
	Nigeria	Iran	,137	,105	,951	-,20	,47	
		Palestin	-,005	,170	1,000	-,55	,54	
		Turkey	,064	,133	1,000	-,36	,49	
		Tanzania	-,127	,128	,993	-,53	,28	
		Cameroon	,151	,133	,981	-,27	,58	
		Iraq	,162	,131	,967	-,26	,58	
		Syria	,078	,156	1,000	-,42	,58	
		Tajikistan	,145	,156	,995	-,35	,64	
		Azerbaijan	,349	,152	,394	-,14	,83	
		Iran	Nigeria	-,137	,105	,951	-,47	,20
			Palestin	-,142	,170	,998	-,69	,40
			Turkey	-,073	,133	1,000	-,50	,35
	Tanzania		-,264	,128	,554	-,67	,14	
	Cameroon		,014	,133	1,000	-,41	,44	
	Iraq		,025	,131	1,000	-,39	,44	
	Syria		-,059	,156	1,000	-,56	,44	
	Tajikistan		,008	,156	1,000	-,49	,51	
	Azerbaijan		,212	,152	,928	-,27	,70	
	Palestin		Nigeria	,005	,170	1,000	-,54	,55
			Iran	,142	,170	,998	-,40	,69
			Turkey	,069	,189	1,000	-,53	,67
		Tanzania	-,122	,185	1,000	-,71	,47	
		Cameroon	,156	,189	,998	-,45	,76	
		Iraq	,167	,188	,997	-,43	,77	
		Syria	,083	,205	1,000	-,57	,74	
Tajikistan		,150	,205	,999	-,51	,81		
Azerbaijan		,354	,203	,767	-,29	1,00		
Turkey		Nigeria	-,064	,133	1,000	-,49	,36	
		Iran	,073	,133	1,000	-,35	,50	
		Palestin	-,069	,189	1,000	-,67	,53	
	Tanzania	-,191	,152	,962	-,68	,29		
	Cameroon	,087	,156	1,000	-,41	,59		
	Iraq	,098	,155	1,000	-,40	,59		
	Syria	,014	,176	1,000	-,55	,58		
	Tajikistan	,081	,176	1,000	-,48	,64		
	Azerbaijan	,285	,173	,821	-,27	,84		
	Tanzania	Nigeria	,127	,128	,993	-,28	,53	
		Iran	,264	,128	,554	-,14	,67	

	Palestin	,122	,185	1,000	-,47	,71
	Turkey	,191	,152	,962	-,29	,68
	Cameroon	,278	,152	,717	-,21	,76
	Iraq	,288	,150	,655	-,19	,77
	Syria	,205	,172	,973	-,34	,75
	Tajikistan	,272	,172	,857	-,28	,82
	Azerbaijan	,476	,169	,134	-,06	1,01
Cameroon	Nigeria	-,151	,133	,981	-,58	,27
	Iran	-,014	,133	1,000	-,44	,41
	Palestin	-,156	,189	,998	-,76	,45
	Turkey	-,087	,156	1,000	-,59	,41
	Tanzania	-,278	,152	,717	-,76	,21
	Iraq	,011	,155	1,000	-,48	,51
	Syria	-,072	,176	1,000	-,63	,49
	Tajikistan	-,006	,176	1,000	-,57	,56
	Azerbaijan	,198	,173	,979	-,35	,75
Iraq	Nigeria	-,162	,131	,967	-,58	,26
	Iran	-,025	,131	1,000	-,44	,39
	Palestin	-,167	,188	,997	-,77	,43
	Turkey	-,098	,155	1,000	-,59	,40
	Tanzania	-,288	,150	,655	-,77	,19
	Cameroon	-,011	,155	1,000	-,51	,48
	Syria	-,083	,175	1,000	-,64	,47
	Tajikistan	-,017	,175	1,000	-,57	,54
	Azerbaijan	,188	,171	,985	-,36	,73
Syria	Nigeria	-,078	,156	1,000	-,58	,42
	Iran	,059	,156	1,000	-,44	,56
	Palestin	-,083	,205	1,000	-,74	,57
	Turkey	-,014	,176	1,000	-,58	,55
	Tanzania	-,205	,172	,973	-,75	,34
	Cameroon	,072	,176	1,000	-,49	,63
	Iraq	,083	,175	1,000	-,47	,64
	Tajikistan	,067	,194	1,000	-,55	,69
	Azerbaijan	,271	,191	,920	-,34	,88
Tajikistan	Nigeria	-,145	,156	,995	-,64	,35
	Iran	-,008	,156	1,000	-,51	,49
	Palestin	-,150	,205	,999	-,81	,51
	Turkey	-,081	,176	1,000	-,64	,48
	Tanzania	-,272	,172	,857	-,82	,28
	Cameroon	,006	,176	1,000	-,56	,57
	Iraq	,017	,175	1,000	-,54	,57

		Syria	-,067	,194	1,000	-,69	,55
		Azerbaijan	,204	,191	,987	-,40	,81
	Azerbaijan	Nigeria	-,349	,152	,394	-,83	,14
		Iran	-,212	,152	,928	-,70	,27
		Palestin	-,354	,203	,767	-1,00	,29
		Turkey	-,285	,173	,821	-,84	,27
		Tanzania	-,476	,169	,134	-1,01	,06
		Cameroon	-,198	,173	,979	-,75	,35
		Iraq	-,188	,171	,985	-,73	,36
		Syria	-,271	,191	,920	-,88	,34
		Tajikistan	-,204	,191	,987	-,81	,40
I am satisfied with the city where the campus is located.	Nigeria	Iran	-,020	,227	1,000	-,75	,71
		Palestin	-,461	,368	,963	-1,64	,71
		Turkey	-,178	,288	1,000	-1,10	,74
		Tanzania	-,461	,277	,813	-1,34	,42
		Cameroon	-,048	,288	1,000	-,97	,87
		Iraq	,206	,284	,999	-,70	1,11
		Syria	-,494	,337	,904	-1,57	,58
		Tajikistan	,106	,337	1,000	-,97	1,18
		Azerbaijan	-,398	,329	,970	-1,45	,65
	Iran	Nigeria	,020	,227	1,000	-,71	,75
		Palestin	-,441	,368	,972	-1,62	,73
		Turkey	-,159	,288	1,000	-1,08	,76
		Tanzania	-,441	,277	,849	-1,32	,44
		Cameroon	-,028	,288	1,000	-,95	,89
		Iraq	,225	,284	,999	-,68	1,13
		Syria	-,475	,337	,924	-1,55	,60
		Tajikistan	,125	,337	1,000	-,95	1,20
		Azerbaijan	-,379	,329	,979	-1,43	,67
	Palestin	Nigeria	,461	,368	,963	-,71	1,64
		Iran	,441	,368	,972	-,73	1,62
		Turkey	,283	,409	1,000	-1,02	1,59
		Tanzania	,000	,400	1,000	-1,28	1,28
		Cameroon	,413	,409	,991	-,89	1,72
		Iraq	,667	,406	,825	-,63	1,96
		Syria	-,033	,444	1,000	-1,45	1,39
		Tajikistan	,567	,444	,958	-,85	1,99
		Azerbaijan	,063	,438	1,000	-1,34	1,46
	Turkey	Nigeria	,178	,288	1,000	-,74	1,10
		Iran	,159	,288	1,000	-,76	1,08
		Palestin	-,283	,409	1,000	-1,59	1,02

	Tanzania	-,283	,328	,997	-1,33	,77
	Cameroon	,130	,338	1,000	-,95	1,21
	Iraq	,384	,335	,979	-,69	1,45
	Syria	-,316	,381	,998	-1,53	,90
	Tajikistan	,284	,381	,999	-,93	1,50
	Azerbaijan	-,220	,374	1,000	-1,41	,97
Tanzania	Nigeria	,461	,277	,813	-,42	1,34
	Iran	,441	,277	,849	-,44	1,32
	Palestin	,000	,400	1,000	-1,28	1,28
	Turkey	,283	,328	,997	-,77	1,33
	Cameroon	,413	,328	,962	-,64	1,46
	Iraq	,667	,325	,563	-,37	1,70
	Syria	-,033	,372	1,000	-1,22	1,15
	Tajikistan	,567	,372	,882	-,62	1,75
	Azerbaijan	,063	,365	1,000	-1,10	1,23
Cameroon	Nigeria	,048	,288	1,000	-,87	,97
	Iran	,028	,288	1,000	-,89	,95
	Palestin	-,413	,409	,991	-1,72	,89
	Turkey	-,130	,338	1,000	-1,21	,95
	Tanzania	-,413	,328	,962	-1,46	,64
	Iraq	,254	,335	,999	-,82	1,32
	Syria	-,446	,381	,976	-1,66	,77
	Tajikistan	,154	,381	1,000	-1,06	1,37
	Azerbaijan	-,351	,374	,995	-1,54	,84
Iraq	Nigeria	-,206	,284	,999	-1,11	,70
	Iran	-,225	,284	,999	-1,13	,68
	Palestin	-,667	,406	,825	-1,96	,63
	Turkey	-,384	,335	,979	-1,45	,69
	Tanzania	-,667	,325	,563	-1,70	,37
	Cameroon	-,254	,335	,999	-1,32	,82
	Syria	-,700	,378	,700	-1,91	,51
	Tajikistan	-,100	,378	1,000	-1,31	1,11
	Azerbaijan	-,604	,370	,832	-1,79	,58
Syria	Nigeria	,494	,337	,904	-,58	1,57
	Iran	,475	,337	,924	-,60	1,55
	Palestin	,033	,444	1,000	-1,39	1,45
	Turkey	,316	,381	,998	-,90	1,53
	Tanzania	,033	,372	1,000	-1,15	1,22
	Cameroon	,446	,381	,976	-,77	1,66
	Iraq	,700	,378	,700	-,51	1,91
	Tajikistan	,600	,419	,916	-,74	1,94

		Azerbaijan	,096	,412	1,000	-1,22	1,41
	Tajikistan	Nigeria	-,106	,337	1,000	-1,18	,97
		Iran	-,125	,337	1,000	-1,20	,95
		Palestin	-,567	,444	,958	-1,99	,85
		Turkey	-,284	,381	,999	-1,50	,93
		Tanzania	-,567	,372	,882	-1,75	,62
		Cameroon	-,154	,381	1,000	-1,37	1,06
		Iraq	,100	,378	1,000	-1,11	1,31
		Syria	-,600	,419	,916	-1,94	,74
		Azerbaijan	-,504	,412	,968	-1,82	,81
	Azerbaijan	Nigeria	,398	,329	,970	-,65	1,45
		Iran	,379	,329	,979	-,67	1,43
		Palestin	-,063	,438	1,000	-1,46	1,34
		Turkey	,220	,374	1,000	-,97	1,41
		Tanzania	-,063	,365	1,000	-1,23	1,10
		Cameroon	,351	,374	,995	-,84	1,54
		Iraq	,604	,370	,832	-,58	1,79
		Syria	-,096	,412	1,000	-1,41	1,22
		Tajikistan	,504	,412	,968	-,81	1,82
I am satisfied with the scholarship offers by the university.	Nigeria	Iran	-,294	,176	,811	-,86	,27
		Palestin	,402	,285	,924	-,51	1,31
		Turkey	,380	,223	,794	-,33	1,09
		Tanzania	,056	,214	1,000	-,63	,74
		Cameroon	,076	,223	1,000	-,64	,79
		Iraq	-,181	,220	,998	-,88	,52
		Syria	-,165	,261	1,000	-1,00	,67
		Tajikistan	-,365	,261	,928	-1,20	,47
		Azerbaijan	,152	,255	1,000	-,66	,97
	Iran	Nigeria	,294	,176	,811	-,27	,86
		Palestin	,696	,285	,308	-,22	1,61
		Turkey	,674	,223	,082	-,04	1,39
		Tanzania	,350	,214	,831	-,33	1,03
		Cameroon	,370	,223	,819	-,34	1,08
		Iraq	,113	,220	1,000	-,59	,82
		Syria	,129	,261	1,000	-,70	,96
		Tajikistan	-,071	,261	1,000	-,90	,76
		Azerbaijan	,446	,255	,766	-,37	1,26
	Palestin	Nigeria	-,402	,285	,924	-1,31	,51
		Iran	-,696	,285	,308	-1,61	,22
		Turkey	-,022	,317	1,000	-1,03	,99
		Tanzania	-,346	,310	,983	-1,34	,65

	Cameroon	-,326	,317	,990	-1,34	,69
	Iraq	-,583	,315	,699	-1,59	,42
	Syria	-,567	,345	,825	-1,67	,53
	Tajikistan	-,767	,345	,442	-1,87	,33
	Azerbaijan	-,250	,340	,999	-1,33	,83
Turkey	Nigeria	-,380	,223	,794	-1,09	,33
	Iran	-,674	,223	,082	-1,39	,04
	Palestin	,022	,317	1,000	-,99	1,03
	Tanzania	-,324	,255	,959	-1,14	,49
	Cameroon	-,304	,262	,977	-1,14	,53
	Iraq	-,562	,260	,485	-1,39	,27
	Syria	-,545	,295	,705	-1,49	,40
	Tajikistan	-,745	,295	,261	-1,69	,20
	Azerbaijan	-,228	,290	,999	-1,15	,70
Tanzania	Nigeria	-,056	,214	1,000	-,74	,63
	Iran	-,350	,214	,831	-1,03	,33
	Palestin	,346	,310	,983	-,65	1,34
	Turkey	,324	,255	,959	-,49	1,14
	Cameroon	,020	,255	1,000	-,79	,83
	Iraq	-,237	,252	,995	-1,04	,57
	Syria	-,221	,288	,999	-1,14	,70
	Tajikistan	-,421	,288	,907	-1,34	,50
	Azerbaijan	,096	,283	1,000	-,81	1,00
Cameroon	Nigeria	-,076	,223	1,000	-,79	,64
	Iran	-,370	,223	,819	-1,08	,34
	Palestin	,326	,317	,990	-,69	1,34
	Turkey	,304	,262	,977	-,53	1,14
	Tanzania	-,020	,255	1,000	-,83	,79
	Iraq	-,257	,260	,993	-1,09	,57
	Syria	-,241	,295	,998	-1,18	,70
	Tajikistan	-,441	,295	,894	-1,38	,50
	Azerbaijan	,076	,290	1,000	-,85	1,00
Iraq	Nigeria	,181	,220	,998	-,52	,88
	Iran	-,113	,220	1,000	-,82	,59
	Palestin	,583	,315	,699	-,42	1,59
	Turkey	,562	,260	,485	-,27	1,39
	Tanzania	,237	,252	,995	-,57	1,04
	Cameroon	,257	,260	,993	-,57	1,09
	Syria	,017	,293	1,000	-,92	,95
	Tajikistan	-,183	,293	1,000	-1,12	,75
	Azerbaijan	,333	,287	,977	-,58	1,25

I am satisfied with the low cost of attending this university.	Syria	Nigeria	,165	,261	1,000	-,67	1,00
		Iran	-,129	,261	1,000	-,96	,70
		Palestin	,567	,345	,825	-,53	1,67
		Turkey	,545	,295	,705	-,40	1,49
		Tanzania	,221	,288	,999	-,70	1,14
		Cameroon	,241	,295	,998	-,70	1,18
		Iraq	-,017	,293	1,000	-,95	,92
		Tajikestan	-,200	,325	1,000	-1,24	,84
		Azerbaijan	,317	,320	,993	-,70	1,34
	Tajikestan	Nigeria	,365	,261	,928	-,47	1,20
		Iran	,071	,261	1,000	-,76	,90
		Palestin	,767	,345	,442	-,33	1,87
		Turkey	,745	,295	,261	-,20	1,69
		Tanzania	,421	,288	,907	-,50	1,34
		Cameroon	,441	,295	,894	-,50	1,38
		Iraq	,183	,293	1,000	-,75	1,12
		Syria	,200	,325	1,000	-,84	1,24
		Azerbaijan	,517	,320	,839	-,50	1,54
	Azerbaijan	Nigeria	-,152	,255	1,000	-,97	,66
		Iran	-,446	,255	,766	-1,26	,37
		Palestin	,250	,340	,999	-,83	1,33
		Turkey	,228	,290	,999	-,70	1,15
		Tanzania	-,096	,283	1,000	-1,00	,81
		Cameroon	-,076	,290	1,000	-1,00	,85
		Iraq	-,333	,287	,977	-1,25	,58
		Syria	-,317	,320	,993	-1,34	,70
		Tajikestan	-,517	,320	,839	-1,54	,50
	Nigeria	Iran	-,078	,177	1,000	-,64	,49
		Palestin	,034	,286	1,000	-,88	,95
		Turkey	,277	,224	,966	-,44	,99
		Tanzania	,720*	,215	,031	,03	1,41
		Cameroon	,799*	,224	,016	,08	1,51
		Iraq	,743*	,221	,030	,04	1,45
Syria		1,051*	,262	,003	,21	1,89	
Tajikestan		,918*	,262	,019	,08	1,76	
Azerbaijan		1,013*	,256	,004	,20	1,83	
Iran	Nigeria	,078	,177	1,000	-,49	,64	
	Palestin	,113	,286	1,000	-,80	1,03	
	Turkey	,355	,224	,854	-,36	1,07	
	Tanzania	,799*	,215	,009	,11	1,49	
	Cameroon	,877*	,224	,005	,16	1,59	



	Iraq	,821*	,221	,009	,12	1,53
	Syria	1,129*	,262	,001	,29	1,97
	Tajikistan	,996*	,262	,007	,16	1,83
	Azerbaijan	1,092*	,256	,001	,27	1,91
Palestin	Nigeria	-,034	,286	1,000	-,95	,88
	Iran	-,113	,286	1,000	-1,03	,80
	Turkey	,243	,318	,999	-,77	1,26
	Tanzania	,686	,312	,459	-,31	1,68
	Cameroon	,764	,318	,328	-,25	1,78
	Iraq	,708	,316	,430	-,30	1,72
	Syria	1,017	,346	,100	-,09	2,12
	Tajikistan	,883	,346	,245	-,22	1,99
	Azerbaijan	,979	,341	,119	-,11	2,07
Turkey	Nigeria	-,277	,224	,966	-,99	,44
	Iran	-,355	,224	,854	-1,07	,36
	Palestin	-,243	,318	,999	-1,26	,77
	Tanzania	,443	,256	,775	-,37	1,26
	Cameroon	,522	,263	,613	-,32	1,36
	Iraq	,466	,261	,743	-,37	1,30
	Syria	,774	,296	,218	-,17	1,72
	Tajikistan	,641	,296	,486	-,31	1,59
	Azerbaijan	,736	,291	,256	-,19	1,66
Tanzania	Nigeria	-,720*	,215	,031	-1,41	-,03
	Iran	-,799*	,215	,009	-1,49	-,11
	Palestin	-,686	,312	,459	-1,68	,31
	Turkey	-,443	,256	,775	-1,26	,37
	Cameroon	,079	,256	1,000	-,74	,89
	Iraq	,022	,253	1,000	-,78	,83
	Syria	,331	,290	,980	-,59	1,26
	Tajikistan	,197	,290	1,000	-,73	1,12
	Azerbaijan	,293	,284	,990	-,61	1,20
Cameroon	Nigeria	-,799*	,224	,016	-1,51	-,08
	Iran	-,877*	,224	,005	-1,59	-,16
	Palestin	-,764	,318	,328	-1,78	,25
	Turkey	-,522	,263	,613	-1,36	,32
	Tanzania	-,079	,256	1,000	-,89	,74
	Iraq	-,056	,261	1,000	-,89	,78
	Syria	,252	,296	,998	-,69	1,20
	Tajikistan	,119	,296	1,000	-,83	1,07
	Azerbaijan	,215	,291	,999	-,71	1,14
Iraq	Nigeria	-,743*	,221	,030	-1,45	-,04

		Iran	-,821*	,221	,009	-1,53	-,12
		Palestin	-,708	,316	,430	-1,72	,30
		Turkey	-,466	,261	,743	-1,30	,37
		Tanzania	-,022	,253	1,000	-,83	,78
		Cameroon	,056	,261	1,000	-,78	,89
		Syria	,308	,294	,989	-,63	1,25
		Tajikistan	,175	,294	1,000	-,76	1,11
		Azerbaijan	,271	,288	,995	-,65	1,19
	Syria	Nigeria	-1,051*	,262	,003	-1,89	-,21
		Iran	-1,129*	,262	,001	-1,97	-,29
		Palestin	-1,017	,346	,100	-2,12	,09
		Turkey	-,774	,296	,218	-1,72	,17
		Tanzania	-,331	,290	,980	-1,26	,59
		Cameroon	-,252	,296	,998	-1,20	,69
		Iraq	-,308	,294	,989	-1,25	,63
		Tajikistan	-,133	,326	1,000	-1,17	,91
		Azerbaijan	-,038	,321	1,000	-1,06	,99
	Tajikistan	Nigeria	-,918*	,262	,019	-1,76	-,08
		Iran	-,996*	,262	,007	-1,83	-,16
		Palestin	-,883	,346	,245	-1,99	,22
		Turkey	-,641	,296	,486	-1,59	,31
		Tanzania	-,197	,290	1,000	-1,12	,73
		Cameroon	-,119	,296	1,000	-1,07	,83
		Iraq	-,175	,294	1,000	-1,11	,76
		Syria	,133	,326	1,000	-,91	1,17
		Azerbaijan	,096	,321	1,000	-,93	1,12
	Azerbaijan	Nigeria	-1,013*	,256	,004	-1,83	-,20
		Iran	-1,092*	,256	,001	-1,91	-,27
		Palestin	-,979	,341	,119	-2,07	,11
		Turkey	-,736	,291	,256	-1,66	,19
		Tanzania	-,293	,284	,990	-1,20	,61
		Cameroon	-,215	,291	,999	-1,14	,71
		Iraq	-,271	,288	,995	-1,19	,65
		Syria	,038	,321	1,000	-,99	1,06
		Tajikistan	-,096	,321	1,000	-1,12	,93
I am satisfied with the ranking of this university.	Nigeria	Iran	-,294	,176	,811	-,86	,27
		Palestin	,402	,285	,924	-,51	1,31
		Turkey	,380	,223	,794	-,33	1,09
		Tanzania	,056	,214	1,000	-,63	,74
		Cameroon	,076	,223	1,000	-,64	,79
		Iraq	-,181	,220	,998	-,88	,52

	Syria	-,165	,261	1,000	-1,00	,67
	Tajikistan	-,365	,261	,928	-1,20	,47
	Azerbaijan	,152	,255	1,000	-,66	,97
Iran	Nigeria	,294	,176	,811	-,27	,86
	Palestin	,696	,285	,308	-,22	1,61
	Turkey	,674	,223	,082	-,04	1,39
	Tanzania	,350	,214	,831	-,33	1,03
	Cameroon	,370	,223	,819	-,34	1,08
	Iraq	,113	,220	1,000	-,59	,82
	Syria	,129	,261	1,000	-,70	,96
	Tajikistan	-,071	,261	1,000	-,90	,76
	Azerbaijan	,446	,255	,766	-,37	1,26
Palestin	Nigeria	-,402	,285	,924	-1,31	,51
	Iran	-,696	,285	,308	-1,61	,22
	Turkey	-,022	,317	1,000	-1,03	,99
	Tanzania	-,346	,310	,983	-1,34	,65
	Cameroon	-,326	,317	,990	-1,34	,69
	Iraq	-,583	,315	,699	-1,59	,42
	Syria	-,567	,345	,825	-1,67	,53
	Tajikistan	-,767	,345	,442	-1,87	,33
	Azerbaijan	-,250	,340	,999	-1,33	,83
Turkey	Nigeria	-,380	,223	,794	-1,09	,33
	Iran	-,674	,223	,082	-1,39	,04
	Palestin	,022	,317	1,000	-,99	1,03
	Tanzania	-,324	,255	,959	-1,14	,49
	Cameroon	-,304	,262	,977	-1,14	,53
	Iraq	-,562	,260	,485	-1,39	,27
	Syria	-,545	,295	,705	-1,49	,40
	Tajikistan	-,745	,295	,261	-1,69	,20
	Azerbaijan	-,228	,290	,999	-1,15	,70
Tanzania	Nigeria	-,056	,214	1,000	-,74	,63
	Iran	-,350	,214	,831	-1,03	,33
	Palestin	,346	,310	,983	-,65	1,34
	Turkey	,324	,255	,959	-,49	1,14
	Cameroon	,020	,255	1,000	-,79	,83
	Iraq	-,237	,252	,995	-1,04	,57
	Syria	-,221	,288	,999	-1,14	,70
	Tajikistan	-,421	,288	,907	-1,34	,50
	Azerbaijan	,096	,283	1,000	-,81	1,00
Cameroon	Nigeria	-,076	,223	1,000	-,79	,64
	Iran	-,370	,223	,819	-1,08	,34

	Palestin	,326	,317	,990	-,69	1,34
	Turkey	,304	,262	,977	-,53	1,14
	Tanzania	-,020	,255	1,000	-,83	,79
	Iraq	-,257	,260	,993	-1,09	,57
	Syria	-,241	,295	,998	-1,18	,70
	Tajikistan	-,441	,295	,894	-1,38	,50
	Azerbaijan	,076	,290	1,000	-,85	1,00
Iraq	Nigeria	,181	,220	,998	-,52	,88
	Iran	-,113	,220	1,000	-,82	,59
	Palestin	,583	,315	,699	-,42	1,59
	Turkey	,562	,260	,485	-,27	1,39
	Tanzania	,237	,252	,995	-,57	1,04
	Cameroon	,257	,260	,993	-,57	1,09
	Syria	,017	,293	1,000	-,92	,95
	Tajikistan	-,183	,293	1,000	-1,12	,75
	Azerbaijan	,333	,287	,977	-,58	1,25
Syria	Nigeria	,165	,261	1,000	-,67	1,00
	Iran	-,129	,261	1,000	-,96	,70
	Palestin	,567	,345	,825	-,53	1,67
	Turkey	,545	,295	,705	-,40	1,49
	Tanzania	,221	,288	,999	-,70	1,14
	Cameroon	,241	,295	,998	-,70	1,18
	Iraq	-,017	,293	1,000	-,95	,92
	Tajikistan	-,200	,325	1,000	-1,24	,84
	Azerbaijan	,317	,320	,993	-,70	1,34
Tajikistan	Nigeria	,365	,261	,928	-,47	1,20
	Iran	,071	,261	1,000	-,76	,90
	Palestin	,767	,345	,442	-,33	1,87
	Turkey	,745	,295	,261	-,20	1,69
	Tanzania	,421	,288	,907	-,50	1,34
	Cameroon	,441	,295	,894	-,50	1,38
	Iraq	,183	,293	1,000	-,75	1,12
	Syria	,200	,325	1,000	-,84	1,24
	Azerbaijan	,517	,320	,839	-,50	1,54
Azerbaijan	Nigeria	-,152	,255	1,000	-,97	,66
	Iran	-,446	,255	,766	-1,26	,37
	Palestin	,250	,340	,999	-,83	1,33
	Turkey	,228	,290	,999	-,70	1,15
	Tanzania	-,096	,283	1,000	-1,00	,81
	Cameroon	-,076	,290	1,000	-1,00	,85
	Iraq	-,333	,287	,977	-1,25	,58

	Syria	-,317	,320	,993	-1,34	,70
	Tajikistan	-,517	,320	,839	-1,54	,50

\*. The mean difference is significant at the 0.05 level.

### ANOVA oneway by learning about EMU

		Sum of Squares	df	Mean Square	Sig.
I am satisfied with the healthcare facilities and services.	Between Groups	,205	2	,102	,883
	Within Groups	207,385	253	,820	
	Total	207,590	255		
I am satisfied with the healthcare costs in the university.	Between Groups	,087	2	,044	,833
	Within Groups	58,668	246	,238	
	Total	58,755	248		
I am satisfied with the internet quality and digital facilities.	Between Groups	,378	2	,189	,731
	Within Groups	153,077	254	,603	
	Total	153,455	256		
I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	Between Groups	,272	2	,136	,885
	Within Groups	283,953	254	1,118	
	Total	284,226	256		
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	Between Groups	1,470	2	,735	,465
	Within Groups	243,059	254	,957	
	Total	244,529	256		
I am satisfied with transportation facilities and efficiency.	Between Groups	,384	2	,192	,842
	Within Groups	282,667	254	1,113	
	Total	283,051	256		
I am satisfied with transportation schedule.	Between Groups	,224	2	,112	,905
	Within Groups	285,005	254	1,122	
	Total	285,230	256		
I am satisfied with variety of sports facilities and equipment.	Between Groups	1,045	2	,522	,109
	Within Groups	59,430	254	,234	
	Total	60,475	256		
I am satisfied with various sporting venues offered by this university.	Between Groups	,715	2	,357	,284
	Within Groups	71,830	254	,283	
	Total	72,545	256		
I am satisfied with library and its environment for research and study.	Between Groups	,013	2	,007	,974
	Within Groups	63,418	254	,250	
	Total	63,432	256		

I am satisfied with the library that offers various sources for research and study.	Between Groups	,101	2	,051	,818
	Within Groups	64,031	254	,252	
	Total	64,132	256		
I am satisfied with social and cultural activities and events that EMU organizes.	Between Groups	,064	2	,032	,977
	Within Groups	341,073	254	1,343	
	Total	341,136	256		
I am satisfied with accommodation facilities.	Between Groups	1,045	2	,522	,109
	Within Groups	59,430	254	,234	
	Total	60,475	256		
I am satisfied with accommodation fees.	Between Groups	1,470	2	,735	,465
	Within Groups	243,059	254	,957	
	Total	244,529	256		
I am satisfied with Instructors and staff in terms of their competency.	Between Groups	,168	2	,084	,903
	Within Groups	208,276	254	,820	
	Total	208,444	256		
I am satisfied with classrooms and equipment that are used for teaching.	Between Groups	,378	2	,189	,731
	Within Groups	153,077	254	,603	
	Total	153,455	256		
I am satisfied with green landscape of the university.	Between Groups	1,045	2	,522	,109
	Within Groups	59,430	254	,234	
	Total	60,475	256		
I am satisfied with safety and security of the campus.	Between Groups	,715	2	,357	,284
	Within Groups	71,830	254	,283	
	Total	72,545	256		
I am satisfied with the city where the campus is located.	Between Groups	,064	2	,032	,977
	Within Groups	341,073	254	1,343	
	Total	341,136	256		
I am satisfied with the scholarship offers by the university.	Between Groups	,168	2	,084	,903
	Within Groups	208,276	254	,820	
	Total	208,444	256		
I am satisfied with the low cost of attending this university.	Between Groups	1,470	2	,735	,465
	Within Groups	243,059	254	,957	
	Total	244,529	256		
I am satisfied with the ranking of this university.	Between Groups	,168	2	,084	,903
	Within Groups	208,276	254	,820	
	Total	208,444	256		

### Multiple Comparisons

Tukey HSD							
Dependent Variable	(I) How did you learn about EMU? (Internet, agent, friends...etc)	(J) How did you learn about EMU? (Internet, agent, friends...etc)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I am satisfied with the healthcare facilities and services.	Friends	Agent	,065	,133	,878	-,25	,38
		Internet	,010	,141	,997	-,32	,34
	Agent	Friends	-,065	,133	,878	-,38	,25
		Internet	-,054	,153	,933	-,42	,31
	Internet	Friends	-,010	,141	,997	-,34	,32
		Agent	,054	,153	,933	-,31	,42
I am satisfied with the healthcare costs in the university.	Friends	Agent	-,032	,073	,901	-,21	,14
		Internet	-,042	,077	,844	-,22	,14
	Agent	Friends	,032	,073	,901	-,14	,21
		Internet	-,010	,084	,991	-,21	,19
	Internet	Friends	,042	,077	,844	-,14	,22
		Agent	,010	,084	,991	-,19	,21
I am satisfied with the internet quality and digital facilities.	Friends	Agent	,057	,114	,871	-,21	,33
		Internet	,092	,121	,729	-,19	,38
	Agent	Friends	-,057	,114	,871	-,33	,21
		Internet	,034	,131	,963	-,28	,34
	Internet	Friends	-,092	,121	,729	-,38	,19
		Agent	-,034	,131	,963	-,34	,28
I am satisfied with quality of food and beverages in cafés and restaurants located in the campus.	Friends	Agent	-,076	,155	,878	-,44	,29
		Internet	-,043	,165	,963	-,43	,35
	Agent	Friends	,076	,155	,878	-,29	,44
		Internet	,032	,179	,982	-,39	,45
	Internet	Friends	,043	,165	,963	-,35	,43
		Agent	-,032	,179	,982	-,45	,39
I am satisfied with costs of food and beverages in cafés and restaurants located in the campus.	Friends	Agent	-,147	,144	,563	-,49	,19
		Internet	,040	,152	,963	-,32	,40
	Agent	Friends	,147	,144	,563	-,19	,49
		Internet	,187	,165	,496	-,20	,58
	Internet	Friends	-,040	,152	,963	-,40	,32
		Agent	-,187	,165	,496	-,58	,20
I am satisfied with transportation facilities and efficiency.	Friends	Agent	-,051	,155	,943	-,42	,31
		Internet	,054	,164	,942	-,33	,44
	Agent	Friends	,051	,155	,943	-,31	,42
		Internet	,105	,178	,827	-,32	,53

	Internet	Friends	-,054	,164	,942	-,44	,33
		Agent	-,105	,178	,827	-,53	,32
I am satisfied with transportation schedule.	Friends	Agent	-,064	,156	,911	-,43	,30
		Internet	,002	,165	1,000	-,39	,39
	Agent	Friends	,064	,156	,911	-,30	,43
		Internet	,066	,179	,929	-,36	,49
	Internet	Friends	-,002	,165	1,000	-,39	,39
		Agent	-,066	,179	,929	-,49	,36
I am satisfied with variety of sports facilities and equipment.	Friends	Agent	,102	,071	,322	-,07	,27
		Internet	,149	,075	,121	-,03	,33
	Agent	Friends	-,102	,071	,322	-,27	,07
		Internet	,046	,082	,839	-,15	,24
	Internet	Friends	-,149	,075	,121	-,33	,03
		Agent	-,046	,082	,839	-,24	,15
I am satisfied with various sporting venues offered by this university.	Friends	Agent	,068	,078	,663	-,12	,25
		Internet	,129	,083	,264	-,07	,32
	Agent	Friends	-,068	,078	,663	-,25	,12
		Internet	,062	,090	,772	-,15	,27
	Internet	Friends	-,129	,083	,264	-,32	,07
		Agent	-,062	,090	,772	-,27	,15
I am satisfied with library and its environment for research and study.	Friends	Agent	-,015	,073	,978	-,19	,16
		Internet	,002	,078	1,000	-,18	,19
	Agent	Friends	,015	,073	,978	-,16	,19
		Internet	,017	,085	,978	-,18	,22
	Internet	Friends	-,002	,078	1,000	-,19	,18
		Agent	-,017	,085	,978	-,22	,18
I am satisfied with the library that offers various sources for research and study.	Friends	Agent	-,037	,074	,873	-,21	,14
		Internet	-,043	,078	,846	-,23	,14
	Agent	Friends	,037	,074	,873	-,14	,21
		Internet	-,006	,085	,997	-,21	,19
	Internet	Friends	,043	,078	,846	-,14	,23
		Agent	,006	,085	,997	-,19	,21
I am satisfied with social and cultural activities and events that EMU organizes.	Friends	Agent	-,035	,170	,977	-,44	,37
		Internet	-,025	,180	,989	-,45	,40
	Agent	Friends	,035	,170	,977	-,37	,44
		Internet	,010	,196	,999	-,45	,47
	Internet	Friends	,025	,180	,989	-,40	,45
		Agent	-,010	,196	,999	-,47	,45
I am satisfied with accommodation facilities.	Friends	Agent	,102	,071	,322	-,07	,27
		Internet	,149	,075	,121	-,03	,33



	Agent	Friends	-,102	,071	,322	-,27	,07
		Internet	,046	,082	,839	-,15	,24
	Internet	Friends	-,149	,075	,121	-,33	,03
		Agent	-,046	,082	,839	-,24	,15
I am satisfied with accommodation fees.	Friends	Agent	-,147	,144	,563	-,49	,19
		Internet	,040	,152	,963	-,32	,40
	Agent	Friends	,147	,144	,563	-,19	,49
		Internet	,187	,165	,496	-,20	,58
	Internet	Friends	-,040	,152	,963	-,40	,32
		Agent	-,187	,165	,496	-,58	,20
I am satisfied with Instructors and staff in terms of their competency.	Friends	Agent	,057	,133	,905	-,26	,37
		Internet	,002	,141	1,000	-,33	,33
	Agent	Friends	-,057	,133	,905	-,37	,26
		Internet	-,054	,153	,933	-,42	,31
	Internet	Friends	-,002	,141	1,000	-,33	,33
		Agent	,054	,153	,933	-,31	,42
I am satisfied with classrooms and equipment that are used for teaching.	Friends	Agent	,057	,114	,871	-,21	,33
		Internet	,092	,121	,729	-,19	,38
	Agent	Friends	-,057	,114	,871	-,33	,21
		Internet	,034	,131	,963	-,28	,34
	Internet	Friends	-,092	,121	,729	-,38	,19
		Agent	-,034	,131	,963	-,34	,28
I am satisfied with green landscape of the university.	Friends	Agent	,102	,071	,322	-,07	,27
		Internet	,149	,075	,121	-,03	,33
	Agent	Friends	-,102	,071	,322	-,27	,07
		Internet	,046	,082	,839	-,15	,24
	Internet	Friends	-,149	,075	,121	-,33	,03
		Agent	-,046	,082	,839	-,24	,15
I am satisfied with safety and security of the campus.	Friends	Agent	,068	,078	,663	-,12	,25
		Internet	,129	,083	,264	-,07	,32
	Agent	Friends	-,068	,078	,663	-,25	,12
		Internet	,062	,090	,772	-,15	,27
	Internet	Friends	-,129	,083	,264	-,32	,07
		Agent	-,062	,090	,772	-,27	,15
I am satisfied with the city where the campus is located.	Friends	Agent	-,035	,170	,977	-,44	,37
		Internet	-,025	,180	,989	-,45	,40
	Agent	Friends	,035	,170	,977	-,37	,44
		Internet	,010	,196	,999	-,45	,47
	Internet	Friends	,025	,180	,989	-,40	,45

		Agent	-,010	,196	,999	-,47	,45
I am satisfied with the scholarship offers by the university.	Friends	Agent	,057	,133	,905	-,26	,37
		Internet	,002	,141	1,000	-,33	,33
	Agent	Friends	-,057	,133	,905	-,37	,26
		Internet	-,054	,153	,933	-,42	,31
	Internet	Friends	-,002	,141	1,000	-,33	,33
		Agent	,054	,153	,933	-,31	,42
I am satisfied with the low cost of attending this university.	Friends	Agent	-,147	,144	,563	-,49	,19
		Internet	,040	,152	,963	-,32	,40
	Agent	Friends	,147	,144	,563	-,19	,49
		Internet	,187	,165	,496	-,20	,58
	Internet	Friends	-,040	,152	,963	-,40	,32
		Agent	-,187	,165	,496	-,58	,20
I am satisfied with the ranking of this university.	Friends	Agent	,057	,133	,905	-,26	,37
		Internet	,002	,141	1,000	-,33	,33
	Agent	Friends	-,057	,133	,905	-,37	,26
		Internet	-,054	,153	,933	-,42	,31
	Internet	Friends	-,002	,141	1,000	-,33	,33
		Agent	,054	,153	,933	-,31	,42