

Student Satisfaction: Analysis of the Equity students and student satisfaction at the Higher education-Implementation of Relevant Education

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Abstract— *This study's objective was to investigate the connections between staff perceptions of equality and the levels of student contentment at private institutions in the Kurdistan area of Iraq. Specifically, the researchers were interested in the following: In order to collect data, a face-to-face survey was administered to 119 students from five private institutions located in the Kurdistan region of Iraq. According to the findings, there is a significant and favorable relationship between affirmative action and student satisfaction at private universities in the Kurdistan region of Iraq. On the other hand, there is no significant and favorable relationship between embracing diversity and student satisfaction at these universities.*

I. INTRODUCTION

For several decades, the level of satisfaction felt by students has been a recurrent concern in the academic world. The awareness of this feature has extended throughout the academic fields, with ideas coming from psychologists, organizations, corporate law, administration, and, more recently, managers. Managers and industrial globalization, in addition to involvement in businesses and their surroundings, have sparked a renewed interest in gaining a better knowledge of how students are pleased or inspired, as well as the multifaceted relationships that exist between satisfaction and equity students. This interest has been sparked by the fact that managers and globalization of industry are now more prevalent (Khan & Abdullah, 2019).

The mindset that an students brings to their work is frequently cited as the primary contributor to overall student satisfaction. Studies have shown that a significant influence in a wide variety of serious positive and poor employment outcomes is the level of pleasure a student has

with their educational experience. The level of pleasure experienced by students has been shown to have an inverse relationship with unfavorable job outcomes like students turnover, but a positive association with work outcomes like increased productivity (Sohail & Dhuha, 2020).

Take into account the level of worker satisfaction and attitude toward the obligations and tasks that have been assigned to them, as well as the level of justice and fairness that exists between them (Darbandi, 2017). This will make it easier for corporate directors to successfully carry out the cooperative responsibilities and commitments that they are responsible for. A student's level of satisfaction can be defined as the sum of the good and negative feelings they have toward the many obligations and responsibilities they are responsible for. When an students begins working for an organization, they bring with them the requirements, desires, and knowledge that control the prospects and potential that the students has discharged. These can be thought of as the "requirements, desires, and knowledge that control the prospects and

potential that the students has discharged (Mahmood et al. 2022)." According to Hassan & Ahmed, (2020), the level of student satisfaction is a reflection of the degree to which expectations are matched with and match the actual rewards. The majority of the time in the modern world, higher-level students are unhappy with their work as a direct result of their negative attitude toward their jobs. This, in turn, has an effect on the entire performance of the company. Those who have a sense that their employer treats them fairly are more likely to be satisfied with their occupations, to experience less of a sense of urgency to find other work, and to be more dedicated to the work that they do (Sadq et al. 2020). Despite this, it's possible that the pupils' perception of themselves as unequal contributes to their discontent and bad attitude. This suggests that the performance of a worker could be evaluated based on the level of student satisfaction that he or she generates, which will serve as a signal on the worker's attitude toward justice and fairness. According to Othman et al. (2020), pleasurable experiences such as satisfaction will lead to higher performance. This is particularly true when performance is regarded as being more than merely duty performance. It is also important to highlight that a good salary, a pleasant working environment, and a level playing field for all students can all contribute to a positive work attitude, and their combination will influence students performance in the business. It is also important to highlight that a level playing field for all students can contribute to a level playing field for all students (Rashid, 2022).

II. LITERATURE REVIEW

Equity students

Equity students has recently garnered more attention from human resource professionals, particularly in terms of the justice of penalties. Equity students, or more properly, inequity students, is a key issue of business, labor, and government. The fairness of the disagreement between the students and the corporation is not typically viewed by the students as solely a commercial matter (Abdalla Hamza, et al. 2021), but a component of comparative justice is involved. Equity This may be applicable to any social scenario in which an exchange happens, such as between a married couple, basketball players, or a worker and a boss. When two individuals exchange something, one or both of them may consider that the exchange was inequitable. This is typically the case when a person swaps his or her services for payment (Sultan, 2021).

According to Ahmed & Mohammed, (2018), a worker will associate his or her proportion of the benefits he or she receives from working for a business or company to the

inputs the students contributes to the company, as well as a similar proportion for others both internal and external to the company. According to Wu et al. (2022), a worker would want to preserve parity between the alleged inputs that he or she gives to a higher education and the alleged outputs that he receives from it, in contrast to the perceived inputs and results of others. According to the theory, an individual would feel demotivated if he views unjust treatment of others, both internal and external to the company that employs him (Aziz, 2016). Furthermore, Mardan & Ahmed, (2017) assert that a worker would experience an equitable condition if he sees the percentage of his inputs to his outputs to be equal to those internal and external to the company for which he works. If a comparable worker generates more output and this comparable worker puts in more effort, the worker will receive it. For example, if everything else is equal, a worker would earn a lesser compensation while another individual with more experience obtains a greater income. According to Bourdage et al. (2018), inputs comprise all of a member's contributions to the interpersonal transaction and are considered as "entitling him to benefits or expenses." Time, effort, loyalty, qualifications, flexibility, tolerance, devotion, enthusiasm, personal sacrifice, and other elements are common inputs. Outputs contain all of a member's interactions with the firm that employs him. The typical results include the presence of certain hygiene-related factors and motivators. Anguish in the form of fury or shame will be experienced by the worker if it is brought to his attention that his percentage is lower than that of the individual being compared. In the same vein, if the worker realizes that his percentage is higher than the percentage of the individual serving as a comparison, he will feel the ache of anguish in the form of guilt. There is a correlation between the worker's anxiety and their sense that they are being treated unfairly. As a consequence of this, the worker will feel more grief as the apparent imbalance increases, and he will make greater efforts to restore equity among students (Wang, 2018). These efforts can take the form of cognitive distortion, in which the worker intentionally misrepresents inputs and/or outcomes in his own mind, direct changes to inputs and/or outcomes, or resignation from the organization (Han, et al. 2018).

Antecedents of inequity students

According to Ross and Kapitan (2018), the focus of the theory is on the exchange association, which describes the situation in which individuals give something and anticipate receiving something in return. Inputs are generally understood to relate to the information that is given by the individual. What the individual ends up with after the transaction is completed is referred to as the result. This is the "other hand" of the trade. A third aspect,

known as the situation individual or cluster, is considered to be important in addition to the inputs and outputs of the system. This scenario group can include a coworker, a member of the family, a neighbor, or even a group of people from work. It's even possible that the person in question is themselves, but in a different occupation or social role.

If a person considers any of these to be information, then it is information, and the person who provided it anticipates a simple return in exchange for it. The issue emerges when just the representative views a certain piece of information rather than the firm as a whole. In this scenario, a sense of guilt is experienced; for instance, a corporation may base his promotion on rank rather than advancement; the student "feels" that there has been some kind of unethical behavior on the part of the school (Cheng, et al. 2018). The manner in which an individual understands the connection between the data sources they use and the results that they produce is the primary factor in determining whether or not they believe a social trade is discriminatory. When an individual not only sees other inputs offset with the outcomes that they themselves have produced, but also sees their own sources of knowledge offset with the outcomes that other individuals have produced, then that individual is in a condition of perceived worth (Elmada, et al. 2018). The value hypothesis acknowledges that even if an individual's data sources and outcomes do not change, the individual will still feel that they have been treated fairly even if it is thought that the other party does not have data sources and outcomes that are equal to their own (Wang, et al., 2018). inequality in the outcomes for pupils According to the findings of Audenaert et al. (2018), poor etiquette will result in disappointment, fury, and blame. People will feel anger and dissatisfaction if they receive less than they anticipated in proportion to what they anticipated receiving, and they will feel sorrow if they obtain more than they are worth. Adams names this "blame" when there is enough compensation, but he labels it "outrage" when there is insufficient compensation (disadvantageous disparity). It is typical for this rage to be directed towards the individuals and groups who were responsible for creating the imbalance; nevertheless, it is possible for it to be directed at the individual themselves if no other group is focused on disciplining or resisting it. As a consequence of this, Bourdage et al. (2018) postulated that individuals are motivated to strive toward eliminating visual disparity because it makes them feel unwelcome and that the level of incentive to do so correlates directly with the degree of disparity that is perceived. As a consequence of this, Adams provided a presentation in which he discussed a few ideas that he termed "methods for disparity reduction." These are the many approaches: 1)

An individual who modifies the contributions he makes: An individual may choose to expand or decrease the number of information sources he uses as a response to a perceived imbalance, depending on whether or not the individual views the discrepancy as helpful. The person may either build his own data sources, such as efficiency or even the type of work, or he can limit the amount of data. Components such as instruction and skill level are able to be adjusted more effectively, however traits such as gender, color, and ethnic foundation are not possible to be transformed. Adams has two suspicions that he wants to express: a) The limit for the observation 8 of disparity is larger when an individual is overpaid as opposed to when the individual is underpaid. (a) It is a given that a person wants to cut their costs while simultaneously raising the amount that they provide, and this motivation is expected. In the second scenario, an individual will take action to eliminate inequity, which will lead to the most severe consequences for the person whose rights are being violated. 2) The individual altering his results: An individual has the ability to change his results by either raising or lowering them, depending on whether or not the value is beneficial. Either expanding the number of outcomes or cutting down on the number of information sources is one way for individuals to bring about a reduction in inequality. 3) An individual who subjectively modifies the information sources and results he uses: it is rationally conceivable to transfer from one reference group or individual to the next while still being physically involved in a comparable vital trade connection (Iglesias, et al., 2018). Adjusting the correlation item is one method that can be used to reduce the amount of inequality that exists in the world. If a worker believes that he or she is being underpaid, a thought that may strike a chord is that the amount of money the worker in question is making is more than what his or her father made at this age or what his or her colleagues in various industries make. There is a possibility that some individuals will find employment elsewhere. 4) An individual leaving the field: In the context of a job scenario, an individual may cease their activities, receive an exchange, or suffer increased truancy. 5) Person who is following up on another: even when deceit is present, a person may still attempt to manipulate or psychologically twist other data sources and results, or to drive others off of the field of play. If one individual has a lower participation rate than others, the individual in question may endeavor to decrease the contributions made by the other individuals rather than expanding his or her knowledge sources. 6) The person may alter "the examination other" with whom the individual in question analyzes oneself in the event that the individual experiences disparity and the individual in question and

"correlation other" continue to be in a trade relationship with an outsider. Because of this, the severity of the imbalance would be reduced. For instance, if two experts are performing the same task but one of them is making a considerably larger wage, they can be pleased with the situation since the person who is earning the higher wage might have more education, capabilities, experience, and rank (higher data sources). To put it more simply, inspections are created based on the nature of the result input proportions of the comparer and the correlation individual. This correlation may satisfy and be declared not to be biased, depending on the circumstances. 7) Alternatives to conventional approaches to conflict resolution: Every tactic that has been used in the past is up for scrutiny by all participants. Adams proposed a handful of factors that, together, establish an individual's modes.

A) The significance of the person's impact on the results would be greatly heightened.

B) They establish limitations on the expansion of inputs that are difficult to replace and expensive to do so.

C) He or she will disregard genuine and psychological shifts in information sources that are vital to his sense of self-image and self-assurance.

D) When it comes to modifying perceptions of other people's outcomes and sources of information, he or she will be more resistant to change than when it comes to shifting perceptions of his or her own results and contributions.

The generation of imbalance was employed as a precursor condition, and methods for minimizing disparity were used as a required variable in the study. Take, for instance, the phrase "a laborer was short on": (Wang, 2018). It was demonstrated that a comprehensive research of the value hypothesis had been conducted in order to offer a complete hypothetical and practical understanding of the hypothesis. In the pages that are to come, we are going to look at the compensation result variable and all of the many connections that are associated with it in great detail.

Equity students in higher education Affirmative action

When it comes to minorities in society, institutional racism is a strategy in which a person's skin tone, color, gender, religion, or national origin are taken into account in order to broaden the opportunities given to an underrepresented segment of society. This is done in order to broaden the opportunities given to an underrepresented segment of society. Affirmative action for minorities in society programs are carried out by organizations and government components in order to enhance the percentage of individuals from particular groups who are employed by organizations, institutions, and other parts of society. This technique places an emphasis on socioeconomic groups

who have, historically speaking, been underrepresented in domains such as initiative, skilled vocations, and academics. In most cases, this tactic is seen as a method of addressing recorded victimization particular meetings. Affirmative action has been used in an effort to achieve a number of societal goals, including reducing economic and employment disparities, increasing access to educational opportunities, fostering a more diverse population, and rectifying evident wrongs, damages, or disincentives from the past. A variety of interpretations of the notion of affirmative action for underrepresented groups may be found across the country. Only a few nations still adhere to the time-honored practice of reserving a particular percentage of available employment in the public sector, political offices, and academic posts for members of a specific community or ethnicity. In some other locations where shares are not utilised, individuals who are a part of the minority gathering are given inclination or exceptional thought in the shape of determination. Affirmative action for societal minorities is considered to be in violation of the law in certain nations, such as the United Kingdom, due to the fact that it does not treat people of all races in the same manner. The term "partially blind" refers to this method of dealing with conditions that require the same therapy (Han, et al. 2018).

In nations like this, the primary focus will often be on ensuring that all aspects of the situation are equalized, including, for instance, directed supporting attempts to attract candidates from ethnic minority groups to join the police force. This is what some people mean when they talk about "positive activity." In the United States of America, racial segregation is against the law—except when it is. Techniques known as "affirmative action for minorities in society," which include separating individuals who belong to persecuted groups, are widely used in the United States of America as well as in numerous other nations. Pundits, including a significant number of those who supported the action at Harvard, say that they ought to be prohibited (Sharma et al. 2022). The United States Supreme Court has issued inconsistent directions on the question of whether or not it is permissible to take affirmative action on behalf of societal minorities, which has led to an increase in the level of confusion. The expression, on its own, lacks clarity. In the year 1965, the President of the United States, Lyndon B. Johnson, made an official request to government businesses, requesting them to take "affirmation action for minorities in society" and to "contract without regard to race, religion, or national birthplace." Since that time, the term has grown to mean essentially the reverse, which is giving preference to persons according to factors such as their ethnicity, religion, social position, or gender.

Individuals from certain groups who have been separated in the past or who are now being separated receive special treatment or benefits from the state in a number of different nations (Sharma & Kumar, 2021). People of color who come from nations that were formerly oppressive can now find chances in countries that have developed economies (Ibrahim et al. 2020). There is a sizeable population of individuals in India who are considered "untouchables" because of their position at the bottom of the Hindu social order (Sabir et al. 2021). In a few countries, there is an affirmative action program for members of minority groups in society. This program is intended for those who come from groups that, on the whole, have it worse than their neighbors, regardless of whether or not their neighbors have typically been unkind to them. Positive segregation, for instance (Khan, 2021), is practiced in Malaysia for native Malays, who suffer greater levels of misfortune and perform less well in school than their white counterparts.

Men of the same blood from China (Mohammed et al. 2018) and India (Rahmani et al. 2019). There are subtle differences depending on where you are. In certain nations, the practice of providing preferential treatment to members of societal groups who are underrepresented is restricted to spheres in which the government has direct authority, such as open employment contracts or entry to open institutions (Nithyanantham et al. 2019). In certain jurisdictions, private businesses are also required to conduct racial profiling of their employees (Sharma et al. 2022), including students (Ahmed et al. 2021), temporary workers, and even owners (Sharma et al. 2020). Advocates of positive separation typically argue that such agreements are required in order to face previously documented instances of negative behavior (Saleh & Jamil, 2021). Some people attributed the following statement to former President Lyndon B. Johnson: "You don't take a man who has been hampered by chains for a long time, release him, bring him to the starting line of a race, saying you are permitted to compete with all of the others, and yet believe you have been completely reasonable (Sadq et al. 2020)." Another perspective is that the victimization of a small number of groups (Khan, 2021) is so pervasive that it can only be solved by the use of coercive measures, such as forced separation. Those who are against providing preferential treatment to members of underrepresented groups in society argue that "two wrongs don't make a right," that "treating different ethnic groups differently will only make racial conflict worse," and that "social orders should intend to be largely blind to racial and ethnic differences" (Saadi, 2021).

Since these arrangements were offered (Abdulsamad et al. 2022), a significant number of the gatherings that are

supported by affirmation activity around minority in society have either become more informative or richer in content (Sharma et al. 2019). Regardless (HamaAliFaraj et al. 2017), it can be difficult to assess the amount of credit that can be claimed for affirmative action by members of underrepresented groups in society (Cao et al. 2022). The cost of living around the globe has skyrocketed in recent years, along with an evident increase in the number of its offspring who have pursued higher education (Qasim & Alyousuf, 2021). The cost of living for people of Malay descent is substantially higher in neighboring Malaysia, where they have inclinations, than it is in Singapore, which does not have a Malay population (Abdalla Hamza, et al. 2021). Despite the fact that the people who gain from affirmative action for minorities in society are typically not as happy as their neighbors, the gatherings that are ensured by affirmative action for minorities in society will in general make more people miserable (Hamad, et al. 2021). In the United States, there is a government procurement program (Harouache et al. 2021) that gives preference to businesses that are operated by persons who are "socially and financially disadvantaged (Qader et al. 2021)." People in this situation can have a household income that is far higher than the typical American family and yet be classified as "disabled" if (Mohammad, 2021) their skin is the appropriate shade. One of the people who took part in the "Dark Economic Empowerment (Mohammed et al. 2022)" program in South Africa is now the new leader of the country, and he is expected to get \$500 million. Education is the topic (Sadq et al. 2020) at the center of some of the most contentious disputes about the merits of beneficial segregation in some nations (Khorsheed et al. 2020). There are certain states in the United States, like California, Michigan (Ibrahim, 2021), and Florida (Khan et al. 2020), that do not permit the debate of race in college confirmations that are sponsored by the state. On the other hand, there are less and fewer of those other people. Universities that consider it are typically reluctant to specify how much weight they give (Muhammed & Mustafa, 2021) it because of privacy concerns. Pundits assume that this is due to the fact that they accord it an unquestionably greater weight than what the majority of Americans would deem realistic (Awdel et al. 2020). One research found that black applicants at certain schools who scored 450 points (Omar et al. 2021) lower than Asian candidates on entrance examinations were equally likely to get admitted (Othman et al. 2018). The study was conducted at certain institutions (Sharma & Ismail, 2022). The individuals who have filed the action against Harvard have high hopes that it would compel the institution to divulge the specific criteria it uses to select students for admission (Rashid et al. 2019). Affirmation action

respecting minorities in society laws are arrangements that are established by the legislation to help even the odds for those who are demonstrably disadvantaged due to factors such as race, ethnicity (Cao et al. 2021), religion, sex (Alyousuf et al. 2020), or country of origin (Mohammed et al. 2018). Affirmation action respecting minorities in society laws are also referred to as affirmative action. These laws are typically connected to the development of conditions in the areas of labor, education, and commerce (Al-Yousuf & Din, 2020).

The purpose of providing preferential treatment to those from economically challenged backgrounds in the name of affirmative action (Birdawod et al. 2018) for underrepresented groups in society is to facilitate the achievement of a more equitable social composition. These individuals usually face obstacles for reasons that may be substantiated, such as lengthy periods of being persecuted or subjected. In any event, there are restrictions attached to the application of these laws (Saleh & Jamil, 2017). As the initial sense of alienation and discriminatory treatment that led to the creation of these laws has lessened over time, a growing number of people have called for the removal of affirmative action policies that involve minorities in society (Sharif, 2017). A great number of people have expressed their concern that it may be harmful to society as a whole to choose an individual mostly on the basis of their membership in a protected class rather than on the basis of their actual abilities. Individuals who belong to protected classes have certainly started to call for the elimination of affirmative action (rzgar Ahmed & Sharif, 2018) regarding minorities in society. They argue that this practice assumes a lack of competence on the part of minorities and treats them in a manner that deprives them of the attention of their companions (Khan & Zada, 2021). Another challenge is the building of a so-called "turn around separation (Sultan et al. 2020)," in which individuals who do not belong to a certain class are effectively ignored in favor of wide variety applicants who have a lower level of qualification (Abdalla Hamza, et al. 2021).

Equal student treatment

Equal student treatment refers to fair treatment in business, advancement, training, and other higher education activities regardless of a student's race, color (Hamza et al. 2021), religion, sex (which includes sex, inappropriate behavior, and pregnancy), age, national origin, backlash (Karem et al. 2021), physical or mental handicap, hereditary data, parental status, or sexual orientation. Equal student treatment also refers to the absence of discrimination against pregnant students. Specific legislation and guidelines defining the legal reason for

EST programs in Federal offices have been established. This was done so that every single federal representative and candidate for work with the federal government is provided with this chance. Reaching financial stability via practice runs of employment is essential for both people and businesses (Aziz et al. 2021). By itself, EST laws achieve a wide array of policy objectives. In the first place, EST sets a pattern for proper conduct, which is essential given the great variety of lifestyles, abilities, and inclinations that people have. In addition (Qader et al. 2021), EST procedures assist workers feel as though they are being treated fairly and consistently (Mohammed, 2017), which can boost a person's feeling of responsibility, fulfillment, and devotion to their employer (Majeed et al. 2021). EST practices make employees feel as though they are being treated fairly and consistently (Mohammed et al. 2020). A person's psychological attitude, together with their perception of their own importance and riches, is the third cause. A person's feeling of general value and capacity to engage peacefully will rise if the person feels confident in all situations, even those in which the person is a minority. This includes situations in which the person is a minority (Sadq et al. 2020).

Equal student treatment, often known as EST, is a perk that every active applicant receives throughout the course of the employment process. It makes a reference to the assurance effort made by competitors to combat separation on the basis of qualifying characteristics such as race, religion, gender, or country origin (Sultan et al. 2020), among other characteristics. It is against the rules for managers to form opinions about employees or determine whether or not they are fit for their jobs based on any of these factors. These actions are required to be carried out by the federal government, as well as by state and local governments, labor organizations, and the vast majority of privately owned businesses (Khan, 2021). The EST also safeguards currently enrolled students from expulsion for reasons such as promotions, pay, perks, or discharge. The United States Equal Student Treatment Commission is responsible for ensuring uniformity and taking appropriate action in the event that any breaches are identified (Mustafa & Muhammed, 2020

). The vast majority of managers are required to give their assent in order to achieve parity with their job opportunity obligations. You cannot discriminate against students on the basis of their race, color, religion, gender, national origin, age, handicap, or ancestry because of these criteria. The general approach objective for the firm segregation regulations that we will look at may be summed up by the term (Kareem, 2020

) "measure up to scenario." To a large extent, the purpose of these rules is not to hold individuals accountable for their performance; rather, it is to ensure that all those who are now employed or who are seeking employment have an equal chance to participate in the labor market. At the end of the day, the purpose of these laws is to try to (Saadi, 2021)"level the playing field" so that certain groups of people who have been treated unfairly in the past are not subjected to hostile treatment based on specific characteristics that have nothing to do with being a qualified candidate or representative. In other words, these laws are an attempt to prevent people from being hostile toward others based on characteristics that have nothing to do with being qualified (Sabir et al. 2019).

Relationship between Equity students and Student satisfaction

There has been a significant amount of study done in the past on the connection between equality and student pleasure. Examples of value in research include pay value (Honarbakhsh et al. 2022), procedural and distributive equality students, employer stability and multifarious character, pay organization value, pay level value, promotion chances value, assessment criteria value, and so on (Ali & Yahiya, 2018). A select group of knowledgeable individuals has investigated the connection between equality and the level of pleasure experienced by students. (Awasthi et al. 2019) conducted research to study a causal theory that links the perceptions of job satisfaction, affiliation obligation, and enough work assemble to the opinions that US military members have towards the rationality of equal opportunity (Gowsic et al. 2019)-related employment opportunities. McIntyre and colleagues found that the views of work assemble EO rationality of the 5000 people who participated in the study had a positive association with their activity fulfillment, authoritative responsibility, and perceived work aggregate viability (v). (Fareed et al. 2021), who wrote a study on a topic quite similar, looked at the variables that impact hierarchical citizenship behaviors. According to the results of Rifai's research, there are significant positive relationships between procedural equality and distributive equity students as autonomous determinants and work satisfaction as a dependent variable. This conclusion was reached on the basis of the study's reasoning that these relationships exist. (Cao et al. 2022) investigated the impact of pay value differences between host nation specialists and exiles on student happiness and performance. They did this using the Equity students Theory (Mohammed & Ahmed, 2018). Following field overviews as well as top-to-bottom meetings consisting of Korean ostracizes and Mexican laborers, the analysts were able to identify value gaps. They also noted that visible

salary differences had a considerable impact, both positively and negatively, on the level of satisfaction felt by students. (Qasim et al. 2020) investigated the effects that pupils with distributive and procedural equality have on the levels of stress, work fulfillment, and authority among remedial staff. It was discovered that students who studied procedural equity had a substantial influence on work contentment, whereas those who studied distributive equity did not. The article (Jamil & Mawlud, 2021) investigates the connection between pay decency, work fulfillment, hierarchical responsibility, and expectations regarding employee turnover among advancing administrative faculty. It was shown that crucial outcomes, such as work contentment, are significantly impacted by factors such as how acceptable remuneration is seen to be (Dixit & Sharif, 2020). Higher levels of student satisfaction were shown to be associated with showcasing directors who ensured that awards were given out in an equitable manner (Sharif & Azeez, 2021). This had a significant impact on hierarchical responsibility and, conversely, on the intention to leave the organization. A favorable association was found to exist between the two variables in the majority of the research projects that were carried out to study the connection between equality and student happiness. (Kangarluei et al. 2012), ensured that the worker would feel anger, contempt, or embarrassment if he sees that his percentage is not the same as the examination individual's proportion in the event that he does notice this. If, on the other hand, the representative realizes that his proportion is more than the proportion of the individual who is being examined, he will experience difficulties as a result of a sense of blame. The wider the discrepancy, the more misery the worker will face, and the more he will struggle to rebuild worth for himself and his position in the company (Gardi et al. 2021).

Adams' value theory states that representatives seek to value one another as well as a variety of professions. When the ratio of worker results to information sources is equivalent to the ratio of representative outcomes to data sources, value is recognized (Sorguli et al. 2021). (Ismeal et al. 2021) argue that value theory distinguishes that people are concerned not simply with the total number of remunerations they get for their efforts, but also with the relationship of this sum to what others gather. In other words, people are concerned not just with the total number of remunerations they get for their efforts (Mohammed, 2021). They base their judgments on the link between the information sources and outcomes obtained by others, as well as the data sources and discoveries obtained by themselves. According to the value theory, workers ensure that their compensation is appropriate by coordinating the results of their work with various information sources.

Examples of outcomes include things like salary, basic pay, motivating forces, perks, working conditions, and anything else that is gained in return for administrations. Education or expertise, time and effort invested, and other obligations accepted by representatives are examples of sources of knowledge that should be recognized (Jamal, 2021). (Mohammed, 2019) conducted a study with the purpose of determining whether or not opinions of unfavorable imbalance at work have an influence on individual social work practitioners' acceptance of decency, shamefulness, and situation as factors that contribute to disparity. In any case, the findings of the investigation indicate that employees change their behavior when they are confronted with imbalance, which might result in subpar performance. In general, if leaders simply conversed with their subordinates and clarified what was required at a given time to get a specific level of execution, or how a given sum of money was distributed, their representatives would be bound to comprehend, and this would not result in a reduction in their output nor would it mean that they would leave the organization (Ahmed & Hassan, 2019).

According to (Riyadh et al. 2020), if students believe that the organization should treat them appropriately and observe that they are treated decently, then the students will be focused on the organization and will feel obligated to respond by giving something of significant value as a result of this focus. In a similar vein, (Sohail & Dhuha, 2021) suggests that the reasonableness of individual results that representatives receive may have a greater impact on their performance and turnover expectations. Additionally, (Khan & AAS, 2019) opined that trouble in an apparent disparity can prompt an alternative passionate response that propels individuals to untrustworthily support or harm others, demonstrating that negativity is a powerful motivator. On the other side, positive discrepancy has the potential to create coercion, which motivates the individual to assist the referent other in an untruthful manner. In any event, this demonstrates that an enthusiastic disposition among the specialists working for a firm may be generated by either excessive or inadequate compensation (Jamil et al. 2018). As a direct consequence of this, value places an emphasis on the necessity for a worker to be treated fairly and to be appraised in accordance with the pledges and efforts made by the representative in the direction of accomplishing hierarchical goals (Rezaei et al. 2019). This suggests that such perceived value may generally improve worker execution, hence contributing to the development of a sense of belonging in higher education. As a consequence of this (Fallahi et al. 2019), in order to describe value in relation to representative execution, one may attest that what workers perceived as value that is

appropriate in the higher education sector may improve representative execution, whereas what is perceived as uncalled for and out of line may disrupt worker execution (Dixit & Sharif, 2019).

Embracing diversity

Equity students and diverse variation are linked in terms of organizations and their workforces to valuing and reaping the benefits of a diverse workforce that makes the most of individuals' abilities regardless of their experiences. This is the case because a diverse workforce makes the most of equity students and diverse variation (Abdalla Hamza, et al. 2021). When balance and decent variety are combined, they drive an organization to conform to anti-separation legislation while also emphasizing the advantages of assorted variety. These advantages include, for example, drawing on a larger pool of talent, decisively motivating all representatives, and meeting the needs of a more extensive and similarly diverse client base. Balance and decent variety also drive an organization to conform to anti-discrimination legislation (Hamad et al. 2021). Associations in South Africa function within a society that is multicultural and multiethnic, and the individuals that make up these associations engage with one another using differentiating traits including work techniques, mental models, and even identity kinds. The management of this particular condition could be challenging (Hamad et al. 2021). Organizations need to make an effort to understand various diversity while nevertheless following to situation enactment procedures in order to produce substantial results for the organization in which all employees are able to contribute and realize their full potential (Fatah et al. 2021). This advances a stream of original thoughts and ideas from societies, which can enable organizations to better understand the socioeconomics of the commercial center they serve and be better prepared to thrive in that commercial center than an organization with an increasingly limited scope of representative socioeconomics. Specifically, this can enable organizations to better understand the dynamics of the labor market in the commercial center they serve. Regardless, having a more diverse staff can boost representative happiness, productivity, and maintenance (Aziz et al. 2021).

A recent study conducted by the Harvard Business School indicated that a multicultural workforce helps enhance creativity. Additionally, a study conducted by Forbes discovered that "decent variety is a critical driver of advancement and is a basic part of being successful on a global scale (Mohammed, 2019)." By being aware of the varied sets of experiences and points of view, organizations will be able to obtain a competitive edge in a variety of domains, including critical thinking, corporate

image, and advertising. People bring a plethora of knowledge to the table, which is essential to properly sorting variation within an organization; failing to do so might hinder intercultural interaction (Yaba et al. 2021). A company or organization that values and actively encourages diversity will have an easier time adjusting to new circumstances. Variety breathes fresh life into idle chatter (Darbandi, 2018), has the potential to facilitate the eradication of currently verifiable assumptions in conduct and work rehearsals, and has the potential to facilitate the development of new and improved working methods. An organization's reality can be improved if it has a workforce that is representative of a fair variety of its customers because that workforce will be in a better position to understand the requirements that those customers have (Khan & Zada, 2020)

). This rise in the number of distinct variations is a significant obstacle. Representatives are tasked with figuring out how to collaborate with constituents that come from diverse backgrounds and hold a variety of religious beliefs, sexual orientations, and other perspectives (Sohail & Nabaz, 2019). A lack of admiration for those who work with us contributes to a breakdown in group cohesiveness and makes it difficult for us to successfully cooperate with one another. Our audience has made some significant advances in this regard, but there is still a long way to go before we accomplish things like establishing genuine uniformity (Khan et al. 2019).

Student satisfaction

The sentiments that the student representative has regarding their role as a representative are often considered to be the primary component of student satisfaction. According to (Hamad et al. 2021), student satisfaction is both an attitude variable that may be a tangible indication for how much individuals love their job, and a wonderful passionate condition that results from the appraisal of one's activities (Sultan, 2021). A number of scales, such as the Rensis Likert scale, the Job Descriptive Index (Alyousuf & Din, 2020), Kendall, and (Kareem et al. 2022), the Job in General Index, the Minnesota Satisfaction Questionnaire (MSQ), the Student satisfaction Survey (Mohammed et al. 2018), and the Faces Scale, have been developed in order to quantify student satisfaction. Research has been announcing, according to one point of view, that student happiness is a useful indication of a few fundamental negative and good work outcomes (Qoitassi & Sharif, 2015). The level of happiness experienced by students has an inverse correlation with bad employment outcomes such as employee turnover (Shareef et al. 2021). However, it has positive relationships with positive work outcomes, such as profitability (Sadq et al. 2028), which explored the

impact of student satisfaction on work turnover under the balance job of sexual orientation (Sharma et al. 2022). This study looked at the impact of student satisfaction on the balance job of sexual orientation. They observed that activity satisfaction was a useful predictor of future pauses by utilizing the data from the first two waves of the Swiss Household Panel, which were conducted in 1999 and 2000. They also found that the gender of the student had a major role as a driving variable in the link between the levels of student satisfaction and the turnover goals. (qusay Ebraheem & Ali, 2021) conducted an investigation of the use of 9 human resource executives dispersed across a total of 46 hotels in the United States. Their research showed that attitudes such as the level of pleasure felt by students were substantially connected to the expectations placed on turnover rates. An research into the influence of student satisfaction and hierarchical duty on withdrawal behaviors among Dutch and Slovakian representatives was conducted by (Ali & Ebraheem, 2021), who reported in a comparative study that authoritative responsibility moderating impacts turnover (Awasthi & Sharma, 2020). When comparing the value of hierarchical duty to that of student satisfaction as a predictor of turnover, (Balaji et al. 2019) found that both activity fulfillment and authoritative responsibility are useful markers of turnover among medical attendants. This was discovered while the researchers were examining the overall usefulness of hierarchical duty versus student satisfaction in predicting turnover. (Sivaram et al. 2020) conducted research to determine whether or not factors such as work environment and student happiness are significant markers of the profitability of R&D representatives. It was discovered that the level of contentment felt by students is a significant factor in determining the profitability of R&D laborers. In addition, (Manikandan et al. 2020) evaluated the influence of student motivation and student satisfaction as methods for enhancing productivity and constructing more stable connections with consumers (Prakash et al. 2020).

III. RESEARCH METHOD

The Protocols, the Methods, and the Examples A survey was designed with the help of tried-and-true and dependable procedures from the past. The questionnaire comprised 55 questions divided into five sections. The purpose of the first 14 questions was to get personal information from those who participated in the survey. In the second part of the survey, participants were asked to rate how they felt about affirmative action using a scale that went from 1 (strongly disagree) through 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree) (strongly

agree). The last part of the survey asked participants to rate how they felt about equal treatment of students on a scale that went from 1 (strongly disagree) through 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree) (strongly agree). In the fourth segment, participants were asked to score how they felt about Embracing Diversity on a scale that went from 1 (strongly disagree) through 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree) (strongly agree). The last step of the process involved participants rating their degree of student satisfaction on a scale that ranged from 1 (strongly disagree) through 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree) (strongly agree). From the overall population, I was able to obtain 119 questionnaires that were filled out in their entirety.

Research hypotheses:

Research hypothesis 1: Affirmation action has a significant and beneficial association with student satisfaction in private universities in Iraq's Kurdistan region.

Research hypothesis 2: In the Kurdistan region of Iraq, there is a significant and positive association between equal student treatment and student satisfaction in private universities.

Research hypothesis 3: In the Kurdistan area of Iraq, there is a significant and beneficial association between accepting diversity and student satisfaction in private universities.

Findings

Participants' demographic analysis

Table.3-Demographic Analysis

No	Parameters	Items	Frequency	Percent
1	Gender	Male	77	64.7
		Female	42	35.3
2	Age	18-20	6	5.0
		21-25	22	18.5
		26-30	26	21.8
		31-35	34	28.6
		36-40	12	10.1
		41-45	8	6.7
		45+	11	9.2
3	Marital Status	Married	67	56.3
		Single	52	43.7
4	Level of Education	Bachelor	85	71.4
		Master's degree	23	19.3
		PhD	11	9.2

The demographic information for the 119 respondents that took part in the current survey is shown in table 3. However, the data revealed that 77 male respondents and 42 female respondents participated in the current study. Regarding respondents' ages, the results revealed that six respondents were between the ages of 18 and 20 years old, 22 respondents were between the ages of 21 and 25 years

old, 26 respondents were between the ages of 26 and 30 years old, 34 respondents were between the ages of 31 and 35 years old, 12 respondents were between the ages of 36 and 40 years old, eight respondents were between the ages of 41 and 45 years old, and eleven respondents were between the ages of 41 and 45 years old.

Table.4-Reliability Statistics

No	Variable	Cronbach Alpha	Number of items
1	Affirmative action	.736	14
2	Equal student treatment	.773	13
3	Embracing diversity	.719	13
4	Student satisfaction	.769	15

In terms of reliability statistics, the Cronbach alpha for all variables was greater than .7, indicating that all variables and questions are reliable for analyzing the relationship between equity students and student satisfaction.

Table.5- Correlation Analysis

		Affirmative action	EST	Embracing diversity	Student satisfaction
Affirmative action	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	119			
Equal student treatment	Pearson Correlation	.176	1		
	Sig. (2-tailed)	.056			
	N	119	119		
Embracing diversity	Pearson Correlation	.385**	.686**	1	
	Sig. (2-tailed)	.000	.000		
	N	119	119	119	
Student satisfaction	Pearson Correlation	.872**	.384**	.383**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	119	119	119	119
**. Correlation is significant at the 0.01 level (2-tailed).					

Concerning a research of the relationship between three independent variables (affirmative action, Equal student treatment, and embracing diversity) and student satisfaction in private universities in Iraq's Kurdistan area. The findings revealed that the association between the first variable, affirmative action, and student satisfaction is. This shows that there is a positive and significant link between affirmative action and student satisfaction, as for

the second variable, Equal student treatment, with student satisfaction is. 384** This shows that there is a positive and significant link between Equal student treatment and student satisfaction, and finally for the third variable, embracing diversity, and student satisfaction is. This shows that there is a favorable and significant relationship between accepting diversity and job happiness.

Table.6-Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.915 ^a	.837	.833	.13480

a. Predictors: (Constant), embracing diversity, affirmative action, EST

As we found that R Square value is .837 this means that 83% of factors are explained effectively.

Table.7-ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	10.755	3	3.585	197.297	.000 ^b
Residual	2.090	115	.018		
Total	12.844	118			

a. Dependent Variable: satisfaction

b. Predictors: (Constant), embracing diversity, affirmative action, EST

The F value was discovered to be 197.297, which is greater than.001, indicating that there is a strong and significant association between (affirmative action, Equal student treatment, and embracing diversity) and student satisfaction in private universities in Iraq's Kurdistan area.

Table.8- Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.345	.205		-1.681	.000
	Affirmative action	.826	.038	.890	21.648	.000
	EST	.465	.064	.379	7.261	.000
	Embracing diversity	-.214	.054	-.220	-3.957	.095

a. Dependent Variable: Student satisfaction

In terms of multiple regression analysis, the B value for the first research hypothesis, which indicated that there is a substantial and positive association between affirmation action and work satisfaction in private universities in Iraq's Kurdistan area, is.826 which is greater than.001. This suggests that the first research hypothesis, that there is a significant and positive association between affirmation action and work satisfaction in private universities in Iraq's Kurdistan area, is supported. The B value is.465 for the second study hypothesis, which indicated that there is a significant and positive association between Equal student treatment and student satisfaction in private universities in Iraq's Kurdistan area, which is greater than.001. This suggests that the second research hypothesis, that there is a significant and positive association between equal student treatment and student satisfaction in private universities in Iraq's Kurdistan area, is supported. Finally, the B value for the third study hypothesis, stating that there is a substantial and positive association between embracing diversity and student satisfaction in private universities in Iraq's Kurdistan area, is -.214, which is less than.001. This suggests that the third research hypothesis, that there is a strong and positive association between embracing diversity and student satisfaction in private universities in Iraq's Kurdistan area, is rejected.

IV. CONCLUSIONS

The purpose of this study was to investigate the relationships between equity students and work satisfaction at private universities in Iraq's Kurdistan region. The study anticipated a positive and substantial link between three independent variables (affirmative action, equal student treatment opportunities, and embracing diversity) and student satisfaction in private

universities in Iraq's Kurdistan area. The data revealed that the B value for the first research hypothesis, which indicated that there is a significant and positive association between affirmation action and work satisfaction in private universities in Iraq's Kurdistan area, is.826 which is greater than.001. This suggests that the first research hypothesis, that there is a significant and positive association between affirmation action and work satisfaction in private universities in Iraq's Kurdistan area, is supported. The B value is.465 for the second study hypothesis, which indicated that there is a significant and positive association between Equal student treatment and student satisfaction in private universities in Iraq's Kurdistan area, which is greater than.001. This suggests that the second research hypothesis, that there is a significant and positive association between equal student treatment and student satisfaction in private universities in Iraq's Kurdistan area, is supported. Finally, the B value for the third research hypothesis, which stated that there is a significant and positive relationship between embracing diversity and student satisfaction in private universities in the Kurdistan region of Iraq, is -.214, which is less than.001, indicating that the third research hypothesis, which stated that there is a significant and positive relationship between embracing diversity and student satisfaction, is rejected.

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