

## *The impact of the increase in private universities on the quality of education in Iraq*

Waeil J. Hassan<sup>1</sup>, Hussein A. kadhm<sup>2</sup>, Amer A. Hussein<sup>3\*</sup>  
<sup>1,2,3</sup> University of Technology, Baghdad, Iraq

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### **\*Corresponding author:**

Amer A. Hussein  
[amer.a.hussein@uotechnology.edu.iq](mailto:amer.a.hussein@uotechnology.edu.iq)



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### **Abstract:**

The categorization of higher education institutions is a contemporary and significant issue that attracts considerable attention, particularly among non-governmental institutions. In the context of Iraqi private universities, which operate in a challenging environment, achieving appropriate university classifications presents numerous difficulties. Therefore, it is essential to take these factors into account when evaluating these institutions.

The researcher conducted a study involving a sample of 280 individuals occupying positions such as dean, associate dean, or department head. To gather data, interviews served as the primary method of data collection. Additionally, efforts were made to incorporate insights from recent graduates, international recruiters, and various websites dedicated to university students and staff. This approach aimed to ensure the accuracy of the data collected and to validate the standards employed in the study.

The investigation yielded several significant findings. Notably, the marketing efforts of Iraqi private universities play a critical role in enhancing both their local and global rankings. The study concluded that these universities can improve their standings in both local and international rankings by implementing strategies that enhance their online presence while ensuring high levels of satisfaction among graduates and employers.

**Keywords:** Private universities, quality of education, the impact of the increase universities.

## **1. Introduction**

In modern organizations, which have seen substantial changes compared to their predecessors, notably in marketing, marketing operations have developed into activities that support the essential requirements for progress. This criterion may be used to universities, which are complex organizations that integrate marketing elements into their management practices, despite differences in the scope and methodology of marketing activities across distinct universities (Powell, 2004:244).

The interconnectedness of many internal and external forces influences the advancement of research and education, together with the condition of the labor market. The first trigger emerged amid conversations over university marketing, coinciding with the founding of the first non-governmental universities. In the early 1980s, the scope of marketing activities was significantly restricted (Arif & Ilyas, 2013:283).

In the early years of the twenty-first century, marketing was considered superfluous because of the elevated demand in the university sector. As a result, universities were not required to compete for an expanded pool of potential pupils. Post-2010, the university sector had difficulties mostly attributable to demographic trends and a diminished demand for university graduates from companies (Gamage et al., 2008:183).

Consequently, the universities cannot be held responsible for the high unemployment rates among graduates. Simultaneously, there was a noticeable shift in the private higher education

sectors, as they transformed into strategic entities actively vying for a greater portion of the market. As an administrative revolution, this revolution prompted significant transformative processes in the higher education sectors, particularly in the realm of marketing (Sweidan & Areiqat, 2020:215).

Traditional universities, whose primary focus was on teaching and research, now found themselves with expanded responsibilities. In addition, the inclusion of transfer of knowledge and innovation processes is essential for improving the organization's activities. This is particularly important for achieving social sustainability, which is considered the third task. This concept, also known as the second academic revolution, was introduced by Martin and Etzkowitz in 2000 (Li et al., 2019:89).

Consequently, universities were motivated to undergo transformation in response to this innovative idea. These universities have transitioned from being conventional educational and research institutions to universities that priorities marketing activities. The senior management of these universities plays a crucial role in making choices and implementing effective marketing strategies to provide people with the essential education for the future (SAED et al., 2019:406).

The ability to communicate, work autonomously, take initiative, recognize opportunities, think creatively to solve problems, priorities competence, and adapt to unpredictable external circumstances and entrepreneurial marketing strategies through one's cognitive, emotional, communicative, organizational, and learning skills (Kaghed & Dezaye, 2009:78).

## **2. Aim of the study**

The main objective of this research is to clarify the strategies, techniques, and marketing practices used by Iraqi private colleges and to evaluate the influence of these initiatives on achieving elevated standings for these universities in both local and global rankings. Consequently, the researcher selected the Key Performance Indicator (KPI) scale, which is widely recognized by reputable international universities as a fundamental and significant criterion for evaluating the nature of marketing activities. Additionally, the researcher consulted official websites that provide local and international rankings of universities to determine the standing of these institutions.

## **3. Marketing for Institutions of Higher Education.**

The notion of higher education marketing originated in the mid-1980s, first as a subset of health care marketing. The idea gained clarity as universities began to compete for funding and attract more students. A lot of people have been worried about bringing marketing into academics ever since there were signs of it happening, and they have had strong objections to the notion (Cook & Ley, 2013:25).

Anderson (2008), states that the primary criticism against marketing methods used by higher education organizations is that they have the potential to weaken the educational requirements of quality and excellence. This perspective is corroborated by other scholars, such as Yesh Molesworth and Scullion (2009), who warn that the expansion of higher education might impose constraints on its pedagogical approaches owing to economic pressures (Taylor & Reed, 1995:23).

Although there have been warnings and concerns over the influence of marketing on

higher education, it is a reality that government deregulation and intensified competition have occurred. In his study, Maringe (2006) argues that higher education institutions are compelled to recognize the need of marketing themselves in order to effectively compete at the national level (Newman, 2002:17).

Nonetheless, the research and theories articulated in the marketing of higher education are disordered and insufficient, lacking theoretical frameworks that effectively encapsulate the distinctive context of higher education and the characteristics of its offerings. This may provide a challenge to marketing strategies in higher education, given the principles of commercial marketing (Rekhter, 2013:149).

Higher education institutions find traditional marketing inadequate since it mostly focuses on consumer models. Universities use marketing strategies, particularly relational marketing, to establish and sustain a mutually beneficial connection with three key consumer groups: alumni,

current learners, and prospective students (Elken, 2019:9).

### **3.1 Higher Education Marketing: Realities and Problems**

An outcome of the growing worldwide rivalry among higher education institutions in various nations is that it is as crucial to retain students who have obtained a university degree as it is to recruit and enroll them. The intense rivalry among these universities has arisen due to a growing number of students who fail to complete their university studies, which means there may be several explanations for this dropout phenomenon (Hebron, 2009:147)

This leakage, in turn, has a beneficial impact on the financial success of the business unit by improving the rate of retention. Therefore, the matter of student retention has emerged as a wide-ranging and progressively significant strategic concern for higher education institutions. The second problem in marketing higher education institutions pertains to identifying the target audience (Ostini & Farley, 2022:11).

Defining the notion of the customer within the context of higher education institutions is a complex undertaking, as it has encountered several critiques and obstacles. Inside Thus, students are considered the primary clientele of an educational institution, making literature on consumers pertinent in the context of ongoing marketing interactions with students (Helgesen, 2008:52).

Although higher education includes several clients and stakeholders, it is argued that students are the primary customers since they are directly serviced by the organization. Furthermore, students are the primary beneficiaries of the university's services and purpose, hence they should be regarded as the principal clientele and focus of attention (Chapleo & O'Sullivan, 2017:159).

The fact that students are the primary customers of universities is a direct consequence of universities prioritizing their marketing efforts. According to experts, improving the identity, image, brand, and diversity of universities are crucial factors in attracting new students. However, it is difficult to predict the behavior of students, who are the main buyers, and how they make

their college choices (Hemsley-Brown & Goonawardana, 2007:301).

In the late 1990s, there were extensive discussions over the means by which prospective students may acquire, process, and retain data to make informed decisions about selecting a university or college. These decisions were influenced by factors such as the amount of time a student invested and the intricate and diverse range of choices available, which contributed to the categorization of decision-making (Arif & Ilyas, 2013:293).

This strategy addresses the challenges of selecting the right institution by prioritizing students' rational decision-making, consumer logic, and the pursuit of equality via student involvement. This was evident in the justification for higher education as a positive aspect and the corresponding rise in students' need to fund it. Universities are increasingly adopting marketing ideas and techniques that have proven beneficial in the commercial world (Bos & Salkauskas, 2003:269).

The objective is to get a competitive edge. The higher education industry has two primary benefits that influence the marketing concepts that might be used inside it. In most countries, higher education is a non-profit industry, which means that the marketing strategies used in the commercial sector, where the main objective is to generate profit, are not as effective in this context (Chapleo & O'Sullivan, 2017:260).

Higher education is seen as a service, indicating that all marketing ideas relevant to services are likewise applicable to higher education. Considering these two aspects, we will assess the extent to which the previously listed marketing tactics are relevant to higher education. The connection between higher education institutions and markets (Cook & Ley, 2013:127).

When both parties exhibit elevated degrees of maturity, they mutually enhance each other, appreciate each other's remarks and recommendations, and behave appropriately. Market sectors are actively involved in the collaborative development of new goods (Elken, 2019:05).

On the other end of the spectrum, there are cases when higher education is just

established and the market is inexperienced. In this connection, institutions may exhibit a sense of uncertainty as markets see them with

scepticism. The prevailing lack of trust between individuals results in frequent job-related issues, as seen in (Figure 1).

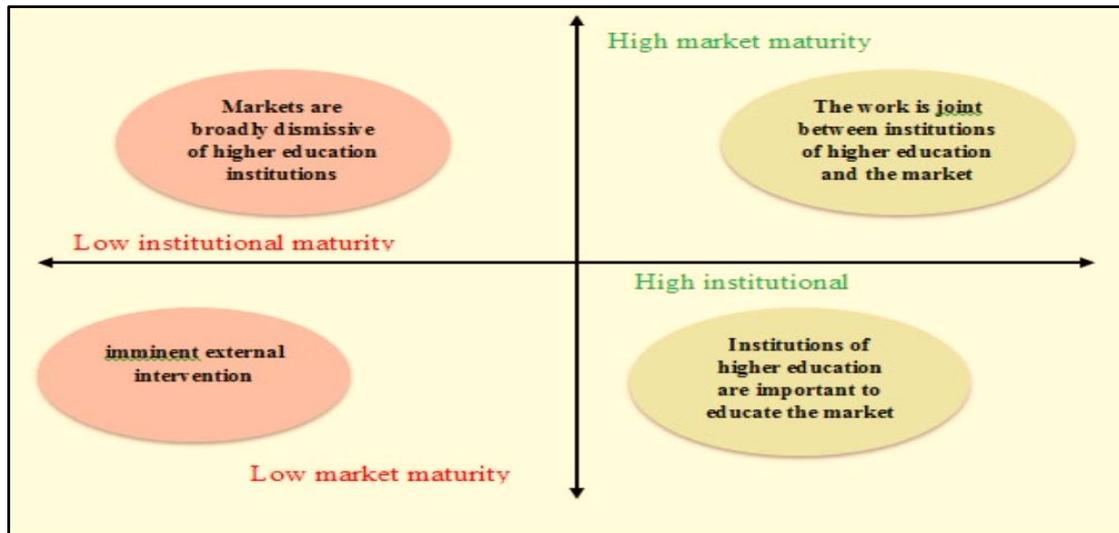


Figure (1,1): Markets' and institutions' relationship

### 3.2 “Marketing and Ethical Issues in Higher Education”

The essence of marketing is in the core and crucial matter of generating value for those in need of it. From a marketing standpoint, this translates into several strategies, such as emphasizing the creation of exceptional goods and services (product offering) (Fasshauer & Zhang, 2009:231).

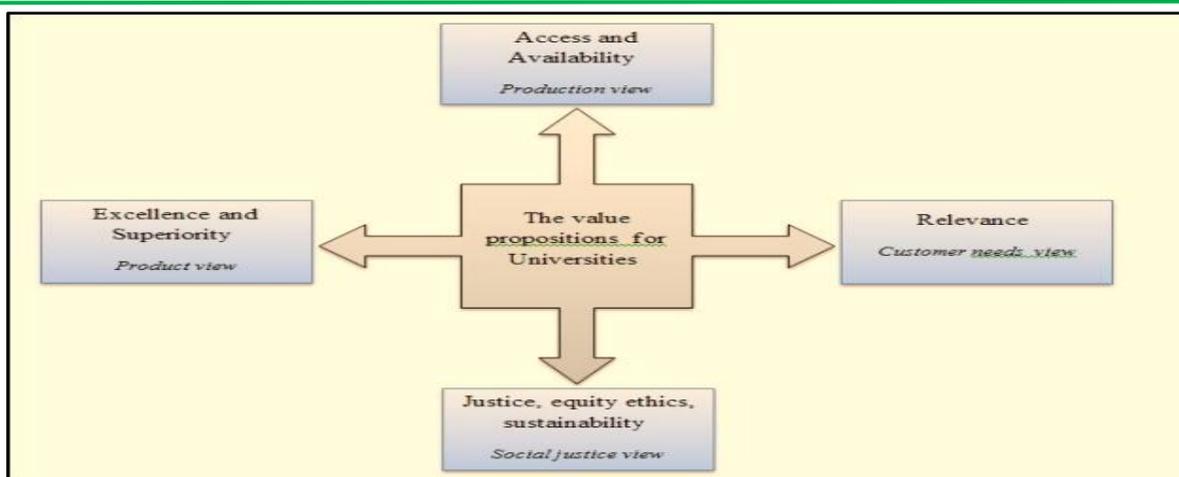
The emphasis is on the availability and accessibility of materials (production offer), as well as the pursuit of social as well as private convenience (customer's perspective) and ultimately centered on a certain topic. Topics of interest include social justice concerns, ethical management, particularly business administration from a social justice viewpoint (Fuchs & Donner, 2012: 219).

From this viewpoint, it may be said that these elements constitute the essential four-value proposal cycle for any corporation or educational institution. Consequently, universities take great pleasure in providing outstanding academic and educational programs to students, guaranteeing accessibility for those in need (Gamage et al., 2008:58).

Programmers must satisfy the criterion of being relevant to both people and the communities they serve. Additionally, it is essential that higher education be done with a foundation of fairness, justice, and ethics. The primary value propositions for universities, which define their marketing aims, are shown in Figure 2 below (Hebron, 2009 :86)

Over the course of time, universities have evolved into highly esteemed institutions that are considered to be the most important establishments in contemporary society (Scott, 2004: 439). Given this core duty, several academics and intellectuals argue that universities possess a distinct ethical, societal, and cultural function, which is manifested in the promotion of social capital as well as prosperity, individual character development, and civic duty (Helgesen, 2008:66).

Nevertheless, there exists a more robust. Bok (2003) contends that colleges face the possibility of recruiting failure and eventually failing to fulfil their objectives if they do not use marketing strategies discussion (Veloutsou et al., 2005: 288).



**Figure (2,2): Propositions of Value to Universities and Marketing Responsibilities**

### 3.3 Marketing mix for higher education

Marketing in higher education differs significantly from marketing for other goods, necessitating further modifications in the marketing mix. The conventional and widely recognised marketing mix has four distinct marketing components (product, pricing, location, and promotion). In the context of educational services, this mix may be modified and used to some extent. However, it is speculated that this marketing mix is not appropriate for service marketing. An additional performance standard (PS) was created and highlighted the importance of PS personnel and processes in delivering superior service performance. The four PS model is commonly used in the context of tangible goods. Nevertheless, the educational services industry need a distinct methodology (Kaghd & Dezaye, 2009:75).

### 5. Colleges and Universities Ranked Internationally

In the past, international relations in higher education were often unstable, but they frequently led to new advancements, except in scientific research. However, with global developments occurring at all levels, it has become unavoidable for the global environment to have a growing impact on higher education systems and institutions. This includes the flow of ideas, relationships, and collaborations across borders, which has become an essential aspect of national policy (Li et al., 2019:138).

When evaluating greatness in universities, there are several factors, but the most significant one is the quality of teaching

and research, which carries the greatest importance among institutions. Rating systems are now often integrated into higher education systems and are becoming seen as a valuable instrument for implementing 'quality assurance'. Quality, on the other hand, is contingent upon the user and the circumstances in which it is implemented (Lipman, 2009:374).

Rating systems are incapable of comprehensively measuring the quality of higher education due to the absence of a shared agreement on what defines quality in this context. Rating systems more effectively capture the requirements of some stakeholders compared to others. The global categorization systems vary based on divergent perspectives and ideologies. These systems may be implemented at either the national or worldwide level, depending on the institutional features of the main institution or its subsidiary institutions (Mohammadi & Dehghan, 2021:275).

Although there are now three worldwide institutional ranking systems and many national ones, several others concentrate on specialized fields. According to Shin (2011), university ranking is considered a fundamental and efficient indicator of organizational success. There are three ways to evaluate universities: by rating, by quality assurance, and by accountability. Although these three mechanisms have commonalities in disseminating information to the public and enhancing institutional quality, they differ in their objectives, evaluation methods,



dissemination of results, and links to policy (Shin, 2011:423).

However, according to Usher and Savino (2006), university rankings are compilations of specific groupings of institutions, often beyond a single national jurisdiction, that are organized based on a shared set of metrics in a descending order. Additionally, they said that the rankings are publicly accessible, providing information on their educational expenditures and aiding parents and students in making college decisions (Newman, 2002:22).

Higher education world rankings serve as a unified worldwide platform for universities that are fundamentally comparable and may be organized in a table for the purpose of comparison (Marginson & van der Wende, 2007). It may also be described as a means of ensuring quality by serving as an external evaluation of higher education institutions (Ostini & Farley, 2022:31).

## 6. Methodology

A number of important and current metrics were used to gather information on private universities and universities in Iraq. The measures include two dimensions: the first relates to university marketing, and the second related to the worldwide ranking of institutions. The third dimension integrates the worldwide ranking of academics with marketing, facilitating the recognition of marketing's significant impact on university categorization. The researcher performed a collective study to investigate these aspects.

The primary method used for gathering information in this study was conducting interviews. The research community consisted of a total of 26 private colleges as well as universities in Baghdad, Iraq. For more information about these institutions, please

refer to Table (6,1). The study sample is described in Table (6,2) and was categorized based on work position (dean, assistant dean, head of department), "gender (male, female), degree (PhD, Master), and scientific title (professor, assistant professor, instructor)."

The researcher utilized interviews as the primary method for data collection. Additionally, the researcher employed a specific set of criteria to identify and classify private colleges and universities within the research community. These criteria included an assessment of the marketing activities undertaken by these institutions. Consequently, the researcher selected the Key Performance Indicator (KPI) scale as a measurement tool.

This measure has been endorsed by reputable international universities, which can be assessed by evaluating their dedication to implementing marketing strategies and fostering a marketing-oriented culture within their institutions. Based on this evaluation, the researcher tailored the measure to suit the specific research community and applied it to a sample of 280 individuals from 27 private universities/colleges in Iraq.

Table 6.3 presents the findings of this application. Please note that the sample shown in the table serves the aim of reinforcing information and is a supplementary sample to the original sample consisting of deans, assistant deans, and heads of departments. The researcher created a university classification scale by considering the position of universities in existing classifications. The researcher gathered information from official university web pages and classification websites on the internet, as shown in Table (6,4).

Universities	Year Founded	All scientific departments	Dean	Associate Dean	Head of the Department	Community	Sample
Al Rafidain University College	1988	14	1	2	13	18	18
Mansour University College	1988	12	1	2	12	14	16
AL Turath University College	1988	12	1	2	12	15	15
Al-Mamoun University College	1990	12	1	2	11	15	13

Baghdad College of Economic Sciences University	1996	5	1	2	5	8	9
Baghdad College of Medical Sciences	2000	2	1	2	2	5	5
Dijla University College	2004	13	1	2	13	16	19
Al Salam University College	2005	15	1	2	14	17	17
Science City University College	2005	9	1	2	8	11	11
Al Rasheed University College	2010	9	1	2	9	12	12
Sadr Iraq University College	2010	6	1	2	5	8	8
Al-Hikma University College	2010	6	1	2	6	9	9
University College of Fundamentals of Religion	2011	5	1	2	5	8	8
Israa University College	2013	18	1	2	18	21	21
Farahidi University	2013	19	8	8	15	31	31
Al-Mustafa University College	2013	6	1	2	6	9	9
Albany University College	2013	6	1	2	6	9	9
Al-Farabi University College	2013	14	1	2	14	17	17
Al Nukhba University College	2014	5	1	2	5	8	8
Al-Nosour University College	2014	8	1	2	8	11	11
Al Amal University College	2015	3	1	2	3	6	6
Uruk University	2015	12	7	10	13	30	30
Al Hadi University College	2015	4	1	2	4	7	7
Al-Bayan University	2016	7	6	10	7	23	23
Ashour College	2017	5	1	2	5	8	8
Gilgamesh University	2019	4	3	5	4	12	12



**Table (6.1): Information on the research community and the sample used in the study.**

Position	n	Female		Male		Education degree		Titles		
		n	%	n	%	PhD	Mas	Prof.	Ass Pro	Lect
Dean	48	36	81%	12	19	48	-	29	12	1
Associate Dean	78	61	79	20	22	77	1	44	31	-
Head of department	225	195	86	27	12	215	7	113	86	32
Total	351									

**Table (6.2): characteristics of the study sample.**

No.	Scale 1	Methods of acquiring information	n
(1)	University website users	The researcher's site visits to educational institutions Authentic, university-approved online presences	28 Universities and 28 website
(2)	Shared content on social media platforms (e.g., Facebook and Twitter) and	Authorized websites for universities on the web	28 website and 81 social media
(3)	incorporating news about universities from social media into the website	Authorised websites for universities on the Internet and social media platforms	65 social media
(4)	Job satisfaction	Visits and asking questions to university workers	96 employee
(5)	Student satisfaction	"Visits and asking questions to students at colleges "	227 students
(6)	Graduates satisfaction	"Ask queries to various graduates as well as the teaching personnel at universities".	

**Table (6.3): Details about the (KPI) scale and the sources of its data.**

No.	Scale 2	Sources of gathering information
(a)	"Iraqi Ranking for Universities (IRU) "	" <a href="http://moheer.gov.iq/ar/iru">http://moheer.gov.iq/ar/iru</a> "
(b)	"Webo Metrics "	" <a href="https://webometrics.info/en">https://webometrics.info/en</a> "
(c)	"UI Green Metric"	" <a href="https://greenmetric.ui.ac.id">https://greenmetric.ui.ac.id</a> "

**Table (6.4): Sources for determining the categorization of Iraqi private institutions.**

## 7. Results

The marketing standards and classification of Iraqi private universities are presented in Table (6, 3) and Table (6, 4). The researcher gathered data from these tables and conducted interviews with a research sample of 351 individuals, including deans, assistant deans, and heads of departments. The responses obtained from the interviews are categorized as follows: High contentment or a distinctive standing is indicated by a percentage range of 80% to 100%. The sign for this is represented by the color green. M stands for Muddle satisfaction or an average position, and the percentage falls between the range of 70% to 50%.

The symbolization is represented by the color yellow, denoting a low level of satisfaction and predicted bad performance. The percentage falls within the range of 40% or below. It is represented by the color red. Tables 5 and 6 display the findings. There are distinct disparities among Iraqi private universities, which can be attributed to various factors. These include variations in their commitment to executing necessary marketing activities, as Iraqi private universities differ in terms of their human, financial, and informational resources.

Consequently, these differences are reflected in their marketing strategies. Additionally, disparities in technological capabilities also contribute to the variations among these universities. These disparities in

promoting the university's services and differences in location when compared to other universities, both locally and globally, as well as variations in the adherence to functional expertise and skills among

universities, have had a significant impact on the marketing strategies employed by universities. Consequently, these evident inconsistencies arose in table (7,1) and (7,2).

Universities	Scale1					
	1	2	3	4	5	6
Dijla University College	H	M	M	M	M	M
Al Rafidain University College	M	M	H	M	M	H
Mansour University College	M	M	M	M	M	M
AL Turath University College	H	H	H	M	H	M
Al-Mamoun University College	H	H	M	M	M	H
Baghdad College of Economic Sciences University	M	M	M	M	M	M
Gilgamesh University	M	M	M	M	M	M
Ashour College	M	M	M	M	M	M
Uruk University	M	H	M	M	M	M
Al Nukhba University College	M	L	L	L	M	M
Baghdad College of Medical Sciences	M	L	L	L	M	M
Al Salam University College	H	M	M	M	L	M
Science City University College	M	M	L	L	L	L
Al Rasheed University Colleg	M	M	L	L	M	M
Sadr Iraq University College	M	L	M	M	L	M
Al-Hikma University College	M	M	M	L	L	M
University College of Fundamentals of Religion	M	L	L	L	M	M
Israa University College	H	H	H	H	H	H
Al-Nosour University College	M	M	H	H	M	H
Al-Bayan University	M	M	L	M	M	L
Al Hadi University College	M	M	L	L	M	M
Al Amal University College	M	L	L	L	M	L
Farahidi University	M	M	M	M	M	M
Al-Farabi University College	M	M	H	M	M	M
Al-Mustafa University College	M	L	L	L	M	M
Albany University College	L	L	L	L	M	L

**Table (7.1): Normalize the outcomes (KIP) to identify the marketing efforts of private institutions in Iraq.**

Universities	Scale 2		
	A	B	C
Dijla University College	5	52	40
Al Rafidain University College	4	51	41
Mansour University College	26	51	-
AL Turath University College	15	84	40
Al-Mamoun University College	31	53	-
Baghdad College of Economic Sciences University	15	59	-
Gilgamesh University	-	118	51
Ashour College	-	-	-
Uruk University	-	-	-
Al Nukhba University College	38	-	-

Baghdad College of Medical Sciences	8	65	-
Al Salam University College	-	70	45
Science City University College	29	-	-
Al Rasheed University Colleg	34	48	65
Sadr Iraq University College	46	-	-
Al-Hikma University College	17	102	57
University College of Fundamentals of Religion	44	-	-
Israa University College	41	57	44
Al-Nosour University College	9	78	40
Al-Bayan University	14	79	47
Al Hadi University College	-	113	59
Al Amal University College	46	-	-
Farahidi University	7	69	-
Al-Farabi University College	9	76	-
Al-Mustafa University College	30	98	33
Albany University College	-	-	-

**Table (7.2): The location of Iraqi universities is described based on the categories provided in Table (6.4).**

The figures shown in the tables above validate that the majority of Iraqi private universities strive to meet the criteria set by various local and worldwide rankings in order to be included in the list of top institutions. The concept of the Iraqi university categorization project was initiated at the Iraq level by the Quality Assurance Department / Quality Assurance as well as Academic Accreditation Department / Scientific Supervision along with Evaluation Authority in 2016.

In order to construct a nationwide initiative that adheres to global benchmarks of excellence. To foster a culture of scientific rivalry among universities, colleges, and departments with the goal of progress. The educational process may be enhanced by enhancing its surroundings and providing students with the opportunity to flourish in several sectors of employment. The purpose is to enhance the performance of faculty members and showcase their scientific

accomplishments via publication in reputable scientific publications.

Furthermore, in addition to achieving scientific accolades and other honours. Within this categorization, the ranking of Iraqi private institutions ranged from higher classifications to intermediate to lower ratings. These inconsistencies arise from the degree to which they prioritise marketing activity. Table 5 demonstrates that the colleges with the most interest in marketing activities also have the best ratings. Furthermore, about the second classification, it is published biannually in the months of January and July.

This relies on evaluating the performance of colleges based on their websites using a certain set of criteria. Thus, it can be seen that a significant number of private institutions in Iraq, together with the academic community being studied, have been included in this categorization. others of them are in intermediate sequences, others are in intermediate sequences, and some have not

yet started. The final categorization considers a set of criteria for categorizing the universities. Specifically, the areas of focus include the work environment including infrastructure on campus, energy and climate change, waste management, and effective use of water.

Furthermore, there is a growing interest in promoting environmental sustainability within the realm of education. This institution provides specialized courses in the field of environment as well as sustainable development as part of its academic programmers. It is one of the private universities in Iraq that is recognized by the research community and has achieved various rankings within this categorization. Some individuals had high rankings while others had moderate ranks, and none of them qualified for inclusion in the categorization Table (7,2).

## Conclusion

Private universities in Iraq have several internal and external obstacles. The higher administrations of such institutions took proactive measures to address these difficulties by actively embracing current trends. Either refers to the use of strategic marketing techniques and the utilization of efficient marketing technologies to enhance their performance levels. The interest is evident in the enthusiasm of university officials to cultivate exceptional and innovative ideas. Concepts that enhance their capacity to provide a conducive environment for entrepreneurial ideas. This would enhance their academic performance and cultivate a blend of marketing elements that boost their potential for reaching competitiveness. The evidence supporting this claim lies in the minimal disparities in interest among these elements regarding the management of its social media platforms (Facebook and Twitter), as well as its primary websites on the Internet. Additionally, the organization ensures that it actively promotes itself to the public (specifically students) through diverse communication channels. Furthermore, it diligently assesses the satisfaction levels of students, employees, and employers, which have consistently demonstrated high levels of

contentment. The international rankings play a crucial role in promoting these institutions, as they demonstrate that Iraqi universities have favorable positions in both global and local rankings. It was discovered that each of these colleges garnered significant interest in their tools, methods, and marketing efforts. This provides indisputable proof of the paramount and significant function of marketing endeavors in higher education in determining the university's ranking among its peers.

## Data Availability:

The data used to support the results of this study has been included in the article.

## Conflict of Interest:

The authors declare that they have no conflicts of interest.

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