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Service Marketing in Bangladesh: A Study of Cadet Colleges

Azim, Abul Khair Mohammad Iqbal

University of Rajshahi

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PhD DISSERTATION

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ABUL KHAIR MOHAMMAD IQBAL AZIM

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ABUL KHAIR MOHAMMAD IQBAL AZIM
PhD Fellow
Session: 2011-2012
Institute of Bangladesh Studies
University of Rajshahi, Rajshahi

Supervisor

PROFESSOR DR. MD. SALIM REZA
Department of Marketing, University of Rajshahi

INSTITUTE OF BANGLADESH STUDIES
UNIVERSITY OF RAJSHAHI,
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A DISSERTATION SUBMITTED TO THE INSTITUTE OF BANGLADESH STUDIES, UNIVERSITY OF RAJSHAHI, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

Δοχτορ οφ Πηιλοσοπηψ
ιν
Βυσινεσσ Αδμινιστρατιον

INSTITUTE OF BANGLADESH STUDIES
UNIVERSITY OF RAJSHAHI
RAJSHAHI, BANGLADESH

JANUARY 2015

DEDICATED

To
My Parents

DECLARATION

I hereby declare that the thesis entitled, **"Service Marketing in Bangladesh: A Study of Cadet Colleges"** submitted to the Institute of Bangladesh Studies (IBS), University of Rajshahi (RU) for the award of the Degree of Doctor of Philosophy is my original work and that it has not previously formed the basis of the award of any Degree, Diploma, Associate-ship, Fellowship or other similar titles of any university or Institution.

Date: Jan. 2015   Signature of the Candidate

Rajshahi   **(Abul Khair Mohammad Iqbal Azim)**

DR. MD. SALIM REZA
Professor
Department of Marketing,
School of Management,
University of Rajshahi
Rajshahi-6205

CERTIFICATE

This is to certify that the thesis entitled, **"Service Marketing in Bangladesh: A Study of Cadet Colleges"** submitted by Abul Khair Mohammad Iqbal Azim to the Institute of Bangladesh Studies (IBS), University of Rajshahi (RU) for the award of the Degree of Doctor of Philosophy is a record of Research work done under my supervision during the period 2011-2013 and the thesis has not formed the basis of the award of any Degree, Diploma, Associate-ship, Fellowship or any other similar titles of any university or Institution.

Also certified that the thesis represents an independent work on the part of the candidate.

Place: Rajshahi   Research Supervisor,

Date: Jan. 2015   (**Dr Md Salim Reza**)
                                                       Professor
                                                       Department of Marketing
                                                       University of Rajshahi

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ABSTRACT

The Present study attempts an empirical investigation to explore the impact of service marketing in Cadet Colleges of Bangladesh basing on SURVQUAL model and Gaps model. Service quality is an important dimension in service marketing. Most experts agree that customer satisfaction is a short-term, transaction-specific measure, whereas service quality is an attitude formed by a long-term overall evaluation of a firm's performance. Service quality and customer satisfaction is inter-related. If the performance of the firm is excellent then the customer will be satisfied.

Service quality needs to be ensured in educational institutions. In the last decade, huge numbers of private and foreign schools/ institutes have entered in Bangladesh market to compete for students' enrolement. Most of the institutes are striving to attract students by supplying improved services. There is increasing pressure from the customers of educational institutions, which includes students, parents, executives and employers to close the widening gap between their expectations of institutional performance and actual performance. But unfortunately, few researches were conducted on the quality measurement concept that can improve the service quality of Bangladesh schools/colleges as per expectations of stakeholders. Cadet colleges also need to apply appropriate service marketing strategy to perform better in the competitive world.

Customers do not perceive quality in a one-dimensional way, rather judge quality based on multiple factors relevant to the context. The dimensions of service quality have been identified through the pioneering research by Parsu Parasuraman, Valerie Zeithaml, and Leonard Berry. Their research identified five specific dimensions of service quality that apply across a variety of service contexts. The five dimensions of SURVQUAL are the drivers of service quality. They are namely: Reliability: ability to perform the promised service dependably and accurately; Responsiveness: willingness to help customers and provide prompt service; Assurance: employees' knowledge and courtesy and their ability to inspire trust and confidence; Empathy:

caring individualized attention given to customers and Tangibles: appearance of physical facilities, equipment, personnel and written materials. These dimensions represent how consumers organize information about service quality in their minds.

Effective service marketing is a complex undertaking that involves many different strategies, skills, and tasks. Analyzing service gaps is very important dimension to improve the standard of service quality of any firm or institution. Conceptually the service quality process can be examined in terms of gaps between expectations and perceptions on the part of management, employees and customers. Expectation is assumed to be the highest number (5) in the Likert scale and perception is measured from the score achived through the survey of the respondents. The most important gap is the customer gap or service gap or provider gap that exists between customers' expectations of service and their perceptions of the service quality actually delivered to them. This is measured by SERVQUAL model. Besides gaps 1-4 are also measured in the cadet college perspectives. Ultimately the goal of the service firm is to close the service gap or at least narrow it as far as possible. Service quality focuses on the customers' cumulative attitude toward the firm/instituition which is collected by the consumer from a number of successful or unsuccessful service experiences.

This research is basically exploratory in nature and based on both Primary and Secondary data. The Universe/population in this study is the stakeholders of 12 cadet colleges in Bangladesh. Whole country is divided into 4 geographical regions (North, South, East and West) with each geographical region having 3 cadet colleges (N-CCR, JGCC, RCC; S-FCC, CCC, FGCC; W-BCC, JCC, PCC; E-SCC, MCC, MGCC). In the first stage, using purposive sampling, out of total 9 boys' cadet colleges and 3 girls' cadet colleges total 4 boys' cadet colleges and 2 girls' cadet colleges are selected for this study. Four boys' cadet colleges (Rajshahi Cadet College, Sylhet Cadet College, Barisal Cadet College and Fauzdarhat Cadet College- two made before liberation war and two after liberation war) are selected from four different geographical regions of Bangladesh and 2 girls' cadet colleges (Joypurhat Girls' Cadet College and Mymensing Girls' Cadet College- one old and one new) are selected from two different major parts of Bangladesh. In the second

stage, respondents were selected by convenient sampling from different classes within cadets including their parents and from varied experience within teachers and employees. In the third stage, quota sampling was used within specific group of respondents. The sample size is chosen 62 per Cadet College as per sample size calculation. From above mentioned selected 6 cadet colleges total sample size is 372. Out of 62 sample of each Cadet College, 42 sample respondents from service customers group (30 from Cadets of all six classes and mixture of good and average cadets; 10 from parents of different classes) and 22 from Service Personnel group (10 from Core Professional service personnel, i.e. mix of officers and Teachers and 12 from service personnel/employees, i.e. 6 from Primary service personnel and 6 from Secondary service personnel). Sampling method is multi-stage sampling: 1st stage-Cadet Colleges (purposive), 2nd stage- Classes and Service experience (convenient) and 3rd stage- Specific Respondents (quota). All respondents include from Customer service group (cadets and Parents) and Service Personal group (Officers & Teachers and Service personnel/Employees).

The data was analyzed through Microsoft Excell and SPSS program using different statistical tools. Initially data reliability test is carried out to check the standard of reliability. Frequency distribution value was used to express on terms of Bar chart, pie chart, percentile value, mean, median, standard deviation, mean comparison etc to depict the inner meaning of collected data. Paired sample T Test was carried out to test the hypothesis. Descriptive statistics with crosstab are used to determine the corresponding relations between two types of data collected. In this study Chi-Square test is used to test significant relationships between Personal factors and service quality or service gap factors. Then the researcher has calculated the scores of the opinions of the respondents to determine the gaps. Then the researcher has converted the highly stressed opinions into Qualitative mode and has interpreted as findings. By this process, the issues that have more significant and the possible solutions have been identified. The thesis paper has been presented in six chapters with detailed information.

This study has identified existing service state of Cadet Colleges in Bangladesh, evaluated the performance of existing services of Cadet Colleges, measured the service gaps of cadet colleges through SERVQUAL model and measured service

gaps 1-4 of Cadet Colleges. Success of Cadet Colleges depends to a large extent on service marketing strategy practiced by the system for the customers. Cadet Colleges need to formulate long term service marketing strategy based on recommended actions about different dimensions of service quality and different aspects of service gaps available and implement those over long period of time.

Main customers i.e. cadets and parents are getting more and more knowledgeable and this is certainly revealed in their decision making process of enrolling his teenager in the Cadet College or allow him to continue for whole 6 years duration. Therefore, the cadet College system has to carefully communicate their performance about different matters of Cadet College. They should ensure customer based long term strategy so that the equity of Cadet College is at the top in the minds of customers. Customer satisfaction when achieved through proper service marketing practice in day-to-day life will definitely help the system to gain customer preferences. Many research activities have been carried out in service quality model and service gaps 1-4. However, this study attempts to give a proper perspective of existing service performances in cadet colleges, test SERVQUAL model and measure service gaps 1-4 in Cadet College system taking neutral responses from customers and important stakeholders. The scores on different dimensions will guide each cadet college and the system as a whole to concentrate on improving low scoring factors. The recommendations of the study will be of great use to the academicians, education policy makers, planners, students, researchers and the country as a whole.

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INTRODUCTION

1.1   Introduction to the Study

Realizing the increased need of services in our day-to-day affairs people involved in marketing offering good attention to service result in boom in global service economy. In many developed countries majority of their gross national products are being generated by their service sectors. The world economy now-a-days is increasingly characterized as a service economy. This is primarily due to the increasing importance of the service sector in the economies of most developed and developing countries. For profit and not-for-profit services differ in their underlying goals, although both want to create value for their various stakeholders (Zeithaml, Bitner, Gremler and Pandit, 2011). Services being so important even many companies of developing countries are emphasizing on service aspects of their business with remarkable positive resultant effects. Bangladesh education sector also realizing the far reaching impact trying to ensure customer service both with its tangible and intangible dimension. Cadet colleges of Bangladesh being important segment of education sector do not lag behind to visualize the impact and positive outcome of effective application of service marketing.

'Global services era' is characterized by economics, dominated by labor force in service sector and with more customer involvement strategies (Hoffman and Bateson, 2002). Now products are increasingly becoming market focused to fulfill need of customers, develop technologies that assist customer and employees in the provision of services. Besides, employees are given more discretionary freedom to develop customized solutions to special requests and solve customer complaints on the spot with minimal inconvenience. Concentrations on such services are very important to education sector of Bangladesh. With the emergence of service marketing the intangible aspects of the product are becoming the key features that differentiate products in marketplace. Services as products represent a wide range of intangible product offerings that customer value and pay for the market place. Service products are sold by service companies and by non-service companies such as manufacturers and technology companies. Customer service is the service provided in support of a company's core products. Companies typically do not charge

for customer service. Customer service can occur on-site, or it can occur over the phone or via the internet. Quality customer service is essential to building customer relationship. It should not, however, be confused with the services provided for sale by the company (Lovelock and Wirtz, 2011). Service imperatives are getting best priority in many countries as they provide source of employment and drive the business forward to profit and growth. It seems unlikely that there will be a successful business that does not make service as the foundation of its competitive strategy. As service has become a primary source of differentiation, the service department or service oriented profession has grown an importance (Bateson, 1977).

Increased competition in the educational environment has contributed to the growing importance of service quality measurement at educational institutions (Gbadamosi, Gbolahan & De Jager, Johan 2008). Quality experts believe that, 'measuring customer satisfaction at an educational establishment might be regarded by educators as one of the greatest challenges of the quality movement' in higher education (Quinn, et. al. 2009). Therefore, it is vital for good schools to actively monitor the quality of services and commit to continuously improve to the needs of stakeholders.

In all considerations, it is well recognized that Bangladesh should give due importance to service marketing as it is the foundation of competitive strategy. The continuous increase in the importance of service is influencing the changing role in marketing of Bangladesh. Besides, service department of any business is getting better care and support. In fact, the growth of the service sector has now being considered in Bangladesh as indicative of country's economic progress. Economic history tells us that all developing nations like Bangladesh have invariably experienced a shift from agriculture to industry and then to the service sector as the main stay of the economy. Marketing of education as service has very wide coverage with formal education at the school age and depending upon the choice, vocation and circumstance of the pursuant, matures into intermediate and higher levels of learning including professional and specialized fields. In the era of global economic integration, competitiveness through service marketing in education sector plays a vital role in the far reaching success.

Service quality is an important dimension in service marketing. Most experts agree that customer satisfaction is a short-term, transaction-specific measure, whereas service quality is an attitude formed by a long-term overall evaluation of a firm's performance.

Service quality and customer satisfaction is inter-related. If the performance of the firm is excellent then the customer will be satisfied. Quality is free that quality is conformance to specifications, an act controlled by the firm. Other view is that customer determines quality. The word quality means different things to people according to the context. David Garvin identifies five perspectives on quality: Firstly, Transcendent which means excellence; a mark of uncompromising standards and high achievement. This viewpoint is often applied to the performing and visual arts. This is a symbol of aesthetic value. Secondly, the product based approach which sees quality as a precise and measurable variable. Difference in quality, it argues, reflect difference in the amount of an ingredient of attribute possessed by products. This is high quality product features. Thirdly, use based approach which start with the promise that quality lies in the eyes of the service holder. Different customers have different wants and needs, these definitions equate quality with maximum satisfaction. Fourthly, the manufacturing based approach which is supply based and concerned primarily with engineering and manufacturing practices. It focuses on conformance to internally developed specifications, which are often driven by productivity and cost. Lastly, value based approach which defines quality in terms of value of price. By considering the tradeoff between performance and price, quality comes to be defined as affordable excellence (high price and high quality service).

There is another way to view service quality: Firstly, technical quality which refers to what the consumer is left with after the customer—employee interactions have been completed. For example, it relates to the meal in the restaurant or operation theater in the hospital. Secondly, functional quality which is the process of delivering the service or product. While the service is being delivered, customers go through many interactions with the firm's employees. Operation Theater is quality but doctors and nurse are unskilled. Thirdly, societal quality which is a credence quality. It cannot be evaluated by the customer before purchase and often impossible to evaluate after purchase. Some products can provide satisfactions in the short run but may have long run-run adverse effects for their uses.

Service quality needs to be ensured in educational institutions. In the last decade, there is huge number of private and foreign schools/ institutes have entered in Bangladesh market to compete for students. Most of the institutes are striving to attract students by supplying improved services. There is increasing pressure from the

customers of educational institutions, which includes students, parents, executives and employers to close the widening gap between their expectations of institutional performance and actual performance. But unfortunately, there are a few researches on the quality measurement concept which can be used to improve the service quality of Bangladesh schools/colleges as per expectations of stakeholders. Cadet colleges having remarkable success rate in the past need to apply appropriate service marketing strategy to perform better in the competitive world. Therefore, this study intends to evaluate the existing services, measure the service quality model and analyze opinion of participants about service gaps of cadet colleges in Bangladesh.

1.2   Background of Study

Service strategy is a very important dimension of service marketing. It involves deliberate plan to manage the service encounter through quality service delivery process, pricing of services, developing the service communication mix, managing the firm's physical evidence, managing service employees and managing service customers. Service quality is another important aspect in the application of service marketing to any firm or institution. Service quality has close relation with customer satisfaction. Most experts agree customer satisfaction is a short term transaction specific measure, whereas service quality is an attitude formed by a long-term overall evaluation of a performance. These two concepts are intertwined. Customer satisfaction assists consumer in revising service quality perceptions. Consumer perceptions of the service quality of a firm without prior experience are based on consumer's expectation. Subsequent encounters with the firm lead the consumer through the disconfirmation process and revise perceptions of service quality. Each additional encounter with the firm further revises or reinforces service quality perceptions. Revised service quality perceptions modify future consumer purchase intentions towards the firm. To deliver high quality satisfying experience, the entire organization needs to be focused on the task. The needs of the consumer must be understood in details under which the firm operates. Service providers must be focused on quality and the system be designed to support that mission by being controlled correctly (Hoffman and Bateson, 2002). Cadet colleges of Bangladesh being well known institutions of the country also need to undertake in-depth study about service marketing.

The system of cadet colleges was first introduced in Germany in the era of Bismarck. Napoleon Bonaparte introduced this in France. Military and Royal aristocrats would send their children or wards to those cadet colleges for education and a career in the Royal Army. After partition in 1947 the new state of Pakistan, consisting of East and West Pakistan, the system was introduced by the then President of Pakistan Field Marshal Ayub Khan. The first cadet college was built in West Pakistan near Hasan Abdal town of Attock district of Punjab province in the year 1954. The first cadet college in East Pakistan was established in 1958 over an area of 185 acres of land at Faujdarhat in the district of Chattagong. The college was put under the management and supervision of the army general commanding officer of the 14th division, although the education ministry provided the funds and was in charge of accreditation. Sir William Maurice Brown (a Lieutenant Colonel of the New Zealand army) was the first Principal of the college and served it in that capacity for 7 years. The idea behind the establishment of cadet colleges was to train the country's youth and instil in them high moral, sound mental capacity, breadth of vision, physical stamina, power of leadership and the capacity to run the rapidly expanding government administrative machinery. The cadet colleges were completely different from all existing types of secondary and higher secondary educational establishments, but soon became famous for their performance in terms of the excellent results of their students in public examinations. Such excellence was attributed mainly to rigorous scrutiny in intakes and the good quality of instruction (Cadet Colleges of Bangladesh, Wikipedia, 2012).

The government of East Pakistan established new cadet colleges at JHENAIDAHA (1964), Mirzapur of TANGAIL, (1965) and Sardar of RAJSHAHI (1965). Meanwhile, the then government created a residential model school in DHAKA in 1960. Following its success as an educational establishment, six more residential model schools were established at COMILLA, SYLHET, MYMENSINGH, BARISAL, PABNA and RANGPUR. Of these the Mymensingh residential model school was for girls' only. After independence in 1971, the government of Bangladesh did not establish any new cadet college but converted the six residential model schools (outside Dhaka) into cadet colleges in the 1980s. Considering the need as per geographical location two more girls' cadet colleges were established in Feni and Joypurhat in 2006 in the unused land of old Airport and cement factory respectively. Now there are 12 Cadet Colleges in Bangladesh. Among these, nine are for boys and three are for girls.

Four Cadet Colleges were established before our liberation war in 1971. During liberation war good number of cadets, teachers and employees of different cadet colleges participated actively against Pakistani aggressors and some of them embraced martyrdom. Rajshahi Cadet College was pioneer in this regard. Shaheed Cadet SA Momin (Cadet No-37/2nd Batch) was the first cadet martyr who sacrificed his life in the battle of Bogra on 29 March 1971. Later, on 14 April 1971 Shaheed Cadet Abdul Mannaf (Cadet No-259/1st Batch) sacrificed his life while defending Sardah Police Training Academy from the attack of 25 Panjab Regiment. Shaheed Bir Bikram AB Siddique, teacher of Rajshahi Cadet College dedicated his life in the fierce battle of Charghat. The then first Bangladeshi Adjutant of Rajshahi Cadet College Maj Abdur Rashid was sub-sector commander of Rajshahi who gallantly fought the liberation war and was awarded with Bar Pratik. Prof Dr Shamsul Alam, Ex-teacher of Rajshahi Cadet College was also awarded with Bir Protik for excellent contribution in liberation war. From Rajshahi Cadet College four cadets sacrificed life in the battlefield, 19 cadets actively fought liberation war, 10 employees sacrificed life and 9 employees were missing in action. Scenerio was almost similar in other three cadet colleges established before liberation war.

Sub-Section (2) of section 4C of the Cadet College Ordinance, 1964 (Ord. No. II of 1964) declares the power of Cadet College Council. Cadet College Council with prior sanction from the Govt. of Bangladesh promulgated the Rules and Regulations for smooth functioning of Cadet Colleges of Bangladesh. It also gives out the over all guidelines for Cadet College Governing body in discharging their responsibilities. It is comprised of ten essential parts, namely, part-1 Introduction, part-2 Employment Procedure, part-3 General conditions of service, part 4 Leave etc., part-5 Allowances etc., part-6 Service Details,part-7 General Conduct and Discipline, part-8 Retirement and other Facilities, part-9 Self Retirement, Compulsory Retirement etc and part-10 Miscelleneous. Bangladesh Cadet Colleges Service Regulations, 1967 have been withheld and its essential substances are included in Bangladesh Cadet Colleges (Officers and Employees) Service Rules, 2011 (Cadet College Ordinance, 1964, 1-16).

According to the provisions, the education minister became the ex-officio chairman of the council and the divisional commissioner the chairman of the governing body. The Cadet College Act 1973 being passed in the Parliament brought some changes in the provisions. The two management bodies of the cadet colleges were further

restructured and were placed under direct control of the ministry of defense. There have been periodic changes in the management structure because of changes in the government, but the basic principles have so far remained undisturbed. At present, the Adjutant General of the Bangladesh Army acts as the chairman of the governing bodies of all cadet colleges. The Defense Secretary acts as the Chairman of the council body and performs as the highest authority in all matters relating to their funding and operation. Financial support is rotated from Finance ministry through Defence ministry to Army Headquarters Adjutant General's Branch (Cadet Colleges of Bangladesh, Wikipedia, 2012). Bangladesh Cadet Colleges Accounts, Audit and Financial Rules-1967 declares detail guidelines related to accounts, audit and financial matters. Within specified rules and regulations, Cadet College authority needs to formulate proper service marketing strategy for ensuring service quality and for reducing the gaps as per the expectation of main customers and all stakeholders.

1.3   Importance of Study

Bangladesh is a developing country in South Asian region endeavoring to be included in middle income country within next ten years or so. Analyzing her history it can be felt well that progress of development was far below the expectation level due to lots of hurdles and limitations. Country needs to address different weak arenas to fulfill its long cherished dream. Bangladesh being densely populated country population should be properly trained, motivated, directed and utilized towards development growth parameters. Job market should be created for them with all our dedicated effort. In doing so, marketing concept should be reviewed and geared up with latest concept and opportunities. Service marketing is the dimension where Bangladesh can seize the opportunities with earliest.

Education sector of Bangladesh is presently facing enormous challenges as regards to consider it as service provided by the institution. Parents and students are not getting due service from the educational institutions. There are huge gaps between expectation and perceived level. Education sector is failing to put up the standard performance in comparison to other developing or developed countries. Proper application of service marketing may be a reasonable solution to address those customer service gaps. In doing so, education must be always considered as a service that fulfills the need for learning, acquiring knowledge-providing an intangible benefit (increment in knowledge, professional expertise, skills) produced with the

help of a set of tangible (infrastructure) and intangible components (faculty expertise and learning), where the buyer of the service does not get any ownership. Education sector may have tangible physical evidence to show for the service exchange transaction but the actual benefit accrued is purely intangible in nature. A number of classification schemes have been developed to classify the whole array of services according to some chosen variables. One of the simplest schemes classifies services as consumer, intermediate and industrial service (Thomas, 1983).

In the passage of time Cadet Colleges of Bangladesh are playing significant role in the education sector of Bangladesh. In the initial days those were the leading institutions of the country. But presently people's perception is that Cadet Colleges are failing to perform at the desired level. Being autonomous residential institutions they should realize their imparted education as a service that is geared primarily to the consumer market. By its very nature, education is essentially a people based service though service delivery systems may make heavy use of technology and equipment. Services have also been classified on the level of personal contact as low contact or high contact services (Philip, 1986). Cadet Colleges are constantly maintaining high levels of contacts, by creating specialized kinds of system to gain access to students. Cadet College is likely to lag behind in understanding the impact of ensuring service quality that leads to service satisfaction. With the assurance of effective service strategy and standard service quality probably Cadet Colleges are likely to demostrate much better performance in future.

The findings of the study are likely to contribute for the better functioning of cadet colleges and as well as for the education sector of Bangladesh. These may be accommodating to the policy makers, academicians, planners, students and education sector of the government of Bangladesh. It may also adjoin many institutions in taking and implementing plans for the development. Moreover, the existing and potential investors and entrepreneurs of educational arena can derive underneath causes in making effective decisions. Considering all these important aspects the present study has been undertaken.

1.4   Statement of the Problem

Cadet colleges are specialized autonomous residential institutions that impart an all round education to the young learners of the junior, secondary and higher secondary

levels following the English version national curricula prescribed by the National Curriculum and Textbook Board emphasizing co-curricular and extra-curricular activities. Cadet colleges try to bring out cadets with sound body, mental capability, leadership qualities and an all round development imbibed with confidence and ethical values. Aim of Cadet College is to educate and train young Cadets as future leaders, promising professionals and civil/military officers endowed with knowledge, high standard of morality, sense of responsibility and spirit of patriotism. Cadet College system intends to achieve following objectives:

i. To provide Cadets with liberal quality education up to higher secondary level through a well planned academic programme enabling them to pursue higher studies in different disciplines.

ii. To provide Cadets with essential elementary military training with a view to preparing them for induction into Armed Forces as Officers.

iii. To impart elementary knowledge, training and skill necessary for the all round development of cadets through a package of co-curricular and extra-curricular activities.

iv. To arrange necessary training, games and sports, cultural program and maintain a diet program ensuring a balanced physical and mental health.

v. To infuse in them a high sense of morality, responsibility, integrity, leadership quality, discipline and patriotism through motivation, counseling, practices and programmed activities.

vi. To provide them with training, exercises and instructions to develop a high standard of communicative skill (oral & written), enhancing confidence and individual ability.

vii. To educate them on values, manners, etiquettes and social conducts in conformity with their age level and socio-cultural standard.

Cadet Colleges being exclusively residential institutions, special efforts are made to devise a worthwhile daily schedule for Cadets during the term. The purpose of such a daily schedule is to indicate broadly the orientation that is required for the physical and mental development of Cadets according to the demand of time. The details of the daily schedule determine their involvement in different activities of the day within the time frame. Each Cadet College may have a schedule slightly different from others in view of its location, position, climate or environmental factors, but in all the

scheduled activities from 0530 hrs to 2245 hrs, the active participation of the Cadets is a must. And even on holidays and Fridays they have to work according to the schedule of the college (SOP of Cadet Colleges, 2009).

In the daily schedule of the college, provisions are made in such a way as to enable the Faculty Members and Military Staff to look after Cadets' personal health and hygiene, their dresses, discipline and welfare. It is for the daily schedule that the whole system of training and education is well coordinated and kept going on the human and national ideals. Cadet Colleges aim at the development of their qualities of head and heart, so that the Cadets are better equipped, well educated and better informed to shoulder the responsibilities in real life after completion of their studies in a Cadet College.

Selection procedure is totally neutral and merit based. Students from different schools on completion of 6th grade and in the beginning of 7th grade appear competitive written exam to get selected. Written result is published in all electronic and print media of the country. After that Army Headquarter calls for viva and medical exam. On completion of necessary formalities final result is broadcast across the country (Permanent Rules about cadet College Intake, 2011). Every year selected cadets join in seventh grade in the month of April or so. A cadet college is basically administered by the Principal and monitored by Army Headquarters. Vice Principal is in-charge of academic wing having about 35 Faculty members. Adjutant (a military officer normally in the rank of Major) is responsible for administrative wing with about 150 manpower and Medical Officer (a military officer normally in the rank of Captain or Major) is responsible for medical wing which gives full time medical services to cadets and as well as all in living family members. Every cadet college possesses the capacity of about 300 cadets spread over six classes from seventh to twelfth grade. Target group is the brilliant healthy boys with good character qualities from minimum modest socio-economic background. Normally written standing operating procedure is followed. Besides, for major decisions occasionally Governing bodies or Council bodies meeting take place in Army Headquarters.

At the end of the eighth and tenth grade, cadets are eligible to appear at the junior school certificate (JSC) and secondary school certificate (SSC) examinations respectively conducted under education board general system. Cadets passing the SSC examinations continue to study in the same cadet college for higher secondary education. Cadets being passed out after higher school certificate (HSC) exam from a Cadet College compulsorily appear ISSB for the entry in the defence forces. Others

get admitted to different universities/medical college/BUET through competitive examination. They feel deeply for their alma mater throughout their life. From this aspiration, ex-cadets of almost every cadet college have been able to form alumni associations called ex-cadets associations.

There are many special features that distinguish Cadet Colleges from other educational Institutions of the country. In the inception days cadet colleges were leading educational institutions of the country. But now-a-days very often it is widely criticized for not fulfilling the objectives even after enormous financial disbursement by government which is approximately tk 14000 per cadet per month (it includes all types of expenditure like salary of teachers, employees, fooding/clothing/all facilities provided to cadets, maintenance of all infrastructure of Cadet College etc) throughout six years of college life. No doubt it is much higher than that of normal school or college. Though the selection process is very neutral and may be considered as merit based scholarship but still we may analyze on the utility of final product as the national asset. It may be assumed that performance level may be at the deteriorating stage due to lack of application of service marketing in cadet colleges. Besides, in course of time technique of teaching or method of instruction has been upgraded across the country and many remarkable institutions have come up with new concept of service strategy and service quality. New strategy of many modern institutions has captured the demand of today.

It is the high time for Cadet Colleges to ascertain whether or not or to which extent they are capable to fulfill their aim and objectives. As such this research needs to be directed to identify existing services of Cadet College, to evaluate the performances of existing services of cadet colleges. Also efforts should be taken to measure the service quality gaps of cadet colleges following SERVQUAL model and to analyze the opinion of participants about the service gaps 1-4 of cadet colleges in order to determine different factors behind low performance. There are likely to be some difficulties, strengths and weaknesses in the application of service marketing. There are likely to be inadequacies to fulfill the objectives of Cadet College. Analyzing all these factors, based on findings effective policy recommendations can be formulated. So, it is necessary to identify existing services provided by cadet colleges, to evaluate the performance of existing services of cadet colleges, to measure the service quality gaps of Cadet Colleges and to analyze the opinion of participants about the service gaps 1-4 in order to make policy recommendations for better performance in future.

1.5   Objectives of the Study

The general objective of this study is to ascertain whether or not cadet colleges are able to fulfill aim & objectives of cadet college at desired level in the context of application of service marketing and finally, to analyze the impact of service marketing strategy on customer satisfaction towards cadet colleges of Bangladesh.

1.5.1   Broad Objective

- To measure the service quality gaps of cadet colleges in Bangladesh.

1.5.2   Specific Objectives

The study has been conducted for fulfillment of the following specific objectives:

i.   To identify existing services provided by cadet colleges.

ii.   To evaluate performance of existing services provided by cadet colleges.

iii.   To measure the gaps between expectation and perception towards the service quality (Service performance, servqual model & service gaps 1-4) of cadet colleges in banladesh.

iv.   Finally, to test the hypothesis wheather there is a significant difference between expectation and perception towards the service quality (Service performance, servqual model, & service gaps 1-4) of cadet colleges in Bangladesh.

Chapter 2
RESEARCH METHODOLOGY

2.1 Methodology of Study

2.1.1 Introduction to Research

The advanced Learner's dictionary of current English lays down the meaning of research as "a careful investigation or inquiry specially through search for new facts in any branch of knowledge." Redman and Mory define research as a "systemized effort to gain new knowledge." It is thus, an original contribution to the existing stock of knowledge making for its advancement. It is the pursuit of truth with the help of study, observation, comparison and experiment. In short, the search for knowledge through objective and systematic method of finding solution to a problem is research.

2.1.2 Research Methodology

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how the research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them.

2.1.3 Research Methodology used in this Study

2.1.3.1 Study Description

The study was descriptive in nature. Methodology involved is instrument development and validation, data collection and appropriate analysis. This research is designed in such a way to gather data to evaluate existing services of cadet colleges, to measure service quality model and to analyze service gaps of cadet colleges in Bangladesh. This will enable the cadet college system as well as Education sector of Bangladesh to make some rational decisions in introducing new service marketing strategies with respect to the customer responses and research findings. This research is basically exploratory in nature and based on both Primary and Secondary data. The Universe/population in this study is the stakeholders of 12 cadet colleges in Bangladesh. Whole country is divided into 4 geographical regions (North, South, East and West) with each geographical region having 3 cadet colleges (N-CCR, JGCC, RCC; S-FCC, CCC, FGCC; W-BCC, JCC, PCC; E-SCC, MCC, MGCC).

In the first stage, using purposive sampling, out of total 9 boys' cadet colleges and 3 girls' cadet colleges total 4 boys' cadet colleges and 2 girls' cadet colleges are selected for this study. Four boys' cadet colleges (Rajshahi Cadet College, Sylhet Cadet College, Barisal Cadet College and Fauzdarhat Cadet College- two made before liberation war and two after liberation war) are selected from four different geographical regions of Bangladesh and 2 girls' cadet colleges (Joypurhat Girls' Cadet College and Mymensing Girls' Cadet College- one old and one new) are selected from two different major parts of Bangladesh. In the second stage, respondents were selected by convenient sampling from different classes within cadets including their parents and from varied experience within teachers and employees. In third stage, quota sampling was used within specific group of respondents.

The sample size is chosen 62 per Cadet College as per sample size calculation. From above mentioned selected 6 cadet colleges total sample size is 372. Out of 62 sample of each Cadet College, 42 sample enterprises from service customers group (30 from Cadets of all six classes and mixture of good and average cadets; 10 from parents of different classes) and 22 from Service Personnel group (10 from Core Professional service personnel, i.e. mix of officers and Teachers and 12 from service personnel/employees, i.e. 6 from Primary service personnel and 6 from Secondary service personnel). Sampling method is multi-stage sampling: 1st stage-Cadet Colleges (purposive), 2nd stage- Classes and Service experience (convenient) and 3rd stage- Specific Respondents (quota). All respondents include from Customer service group (cadets and Parents) and Service Personal group (Officers & Teachers and Service personnel/Employees).

2.1.3.2 Choosing Appropriate Sample Size

The necessary sample size depends on three factors as under:

      a. The level of confidence desired.

      b. The margin of error the researcher will tolerate.

      c. The variation of population being studied.

Here the first factor is the level of confidence for the said research 95% level of confidence is considered which corresponds to Z value of 1.96. The second factor is the allowable error. Maximum allowable error, designated as E, is the amount that is

added and subtracted to the sample mean (or sample proportion) to determine the end point of the confidence interval. It is the amount of error that researcher is willing to tolerate. It is also one-half the width of the corresponding confidence interval. A small allowable error will require a larger sample. A larger allowable error will permit a smaller sample. The third factor in determining the size of a sample is the population standard deviation. If the population is widely dispersed, a large sample is required. On the other hand, if the population is concentrated (homogeneous), the requirement of sample will be smaller. However, it may be necessary to use an estimate for the population standard deviation.

In this case, a pilot study is conducted to find that estimate. To test the validity of the questionnaire, I used it on small sample 20 students and teachers. From this sample I computed the standard deviation of satisfaction on number of service customers and used the value to determine the appropriate sample size.

Now inter action can be expressed among these three factors and sample size in the following formula (Abedin, 2010, p. 87-89):

$$E \ = \ Z \ \frac{6}{\sqrt{n}} \ =) E^{\ 2} \ = \ Z^{\ 2} \ \frac{6^{\ 2}}{n} \ =) n \ = \ \left(\frac{Z \ 6}{E} \right)^{2}$$

Solving the equation for n yields the result sample size $n = \left(\dfrac{Z6}{E} \right)^{2}$

Where, n is the size of sample

z is the standard normal value corresponding to the desired level of confidence

6 is the population standard deviation

E is the maximum allowable error

In case of our study about customer service quality model and gap analysis of Cadet College, the error in estimating the mean of satisfied customers is to be less than 10 with a 95 percent level of confidence. The customers of Cadet College (cadets, parents) estimated the standard deviation of satisfied customers to be 40. Now let us see the required sample size as below:

The allowable error, E is 10, the value of z for a 95 percent level of confidence is 1.96 and estimate of the population standard deviation is 40. Substituting these values into formula gives required sample size as follows:

$$n = \left(\frac{Z6}{E}\right)^2 = \left(\frac{1.96 \times 40}{10}\right)^2$$

$$= (1.96 \times 4)^2 = (7.84)^2 = 61.4656 = 62$$

We have considered total 6 Cadet College as purposive sampling based on geographical location, old/new consideration, girls/boys consideration. As such total sample size in all Cadet College of Bangladesh is $= 6 \times 62 = 372$.

2.1.3.3 Primary Data Collection from the Sample selected

Primary data is collected from opinions of **Service Customers** (Cadets, Parents) and Service Employees (Officers and Teachers as **Core Professional service personnel**; Out of all **Service Personals/employees** military staff, clerks, cook, mess waiter, peons as **Primary service personnel** and guard, grounds men, electricians, house bearers, store keepers as **secondary service personne**l). Survey method was employed for collecting data of selected Cadet College for this study. To evaluate performance of existing services data was taken on 5-point Liker scale through part-2 of questionnaires having 20 items (See Appendix: 1). To measure service quality gaps by SERVQUAL scale, part-3 of questionnaire (See Appendix: 1) was used with 20 items. To analyze the opinions of participants about service gaps 1-4 of cadet colleges, part-4 of questionnaire (See Appendix: 1) was used having 40 items with 5-point Liker scales ranging from 1 (strongly disagree) to 5 (strongly agree).

Care was taken to cover the qualitative and quantitative aspects of service marketing. To carry out the field survey, one set of 80 structured questionnaire is framed with 4 parts to collect information in order to satisfy the objectives. Initially 3 sets of questionnaire were framed after Focus Group Discussion (FGD) with 20 respondents and then after pilot study were carried out to assess the effectiveness. A pre-test of the questionnaire was done on 20 respondents from both service customer group and service personnel group and adjustment was made to finalize the questionnaire. Reliability analysis was carried on the data collected following proper procedure. The data from the respondents were collected from all purposively selected six cadet colleges either by meeting respondents personally or by employing trained assistant. Sources of data and their collection were based on questionnaire survey, observation, opinion survey etc. Besides, 80 hypothesis were framed for paired sample T test and 25 hypothesis were framed for Chi-square test. Detail of data collections are furnished in following table:

Universe	Sample	Interview Personal	Questionnaire Characteristics	Sources of Data	Data Analysis
12xCadet Colleges (9xBoys and 3xGirls) of BD	@4xBoys Cadet Colleges @2xGirls Cadet Colleges	From each Cadet College: * 40 Sample from customer service group * 10 Sample from core Professional Service personnel i.e. Officer & Teacher. * 12 Sample from Primary Service Personnel and Secondary Service Personnel i.e. employees.	* 1xStructured questionnaire with 4 important parts * Reputed model will be used to measure service quality model and analyze the gaps.	* Secondary Literature Review *Questionnaire Survey *Observation Method * KII * FGD	Various Statistical tools were used through SPSS program.

2.1.3.4 Data Collection from Secondary sources

In order to substantiate the Research, secondary data was collected from related Books, articles, Journals, other sources and Net sources. Discussions were made with cadet college management body of different cadet colleges including Headquarters to ascertain the service quality performance before administering the interview schedule to the respondents.

2.1.3.5 Period of the Study

The research was conducted during the period 2010-2013.

2.1.3.6 Analysis of Data-Tools used

The data was analyzed through SPSS program and Microsoft Excels using following statistical tools:

1. Reliability Analysis:

Alpha Cronbach test has been carried out in order to find out the reliability of scale of quality attributes of cadet college services.

2. Frequency Distribution:

Frequency distribution was used to study some of the quality assessment factors like Mean, Standard deviation, central tendency, mean comparison, dispersion etc in the study. More so, frequency distribution value was expressed on terms of Bar chart, pie chart, percentage value etc to depict the inner meaning of collected data.

3. Descriptive Statistics with Crosstab

Descriptive statistics with crosstab was used to determine the corresponding relations between two types of data collected.

4. Paired Sample T test:

In order to test the **hypothesis A(1-20), B(1-20) and C(1-40)** paired samples t-test was used as shown in chapter 5. It is seen that the differences between perceptions and expectations in all attributes were meaningfully significant ($P < .05$).

5. Chi-Square Test:

Chi-square test is an important test amongst the several tests of significance. It is a statistical measure used in the context of sampling analysis for comparing a variance to a theoretical variance. As a non-parametric test it can be used to determine if categorical data shows dependency or two classifications are independent. In this study Chi-Square test is used to test significant relationships between Personal factors and variables/questionnaire set in service quality or service gap factors. The scores on different dimensions are likely to guide each Cadet College and the system as a whole to concentrate on improving low scoring factors.

2.2   Scope of the Study

Scope of the study is limited to service quality model and service gaps model of service marketing in Cadet Colleges of Bangladesh. The present research aims at finding out service marketing strategies for effective functioning of Cadet College system.

The study is limited to the printed documents, information books, journals, standing operating procedure (SOP) etc available on Cadet College system. In conducting the present study, the research methodology is designed in such a way that accomplishes the research objectives by minimizing the constraint of time and research limitations. The primary data is collected from cadets, parents, staffs, teachers and employees of selected Cadet Colleges of four geographical locations of the country with a mixture of boys' and girls' cadet colleges through structured questionnaire.

The major areas covered by the study are: existing services provided by cadet colleges covering different arena, evaluate the performance of existing services provided by cadet colleges in 4 stages (availability of services, advanced service

delivery system, distinctive competence in service delivery and world class service delivery), measure the service quality gaps of Cadet Colleges in 5 dimensions of SERVQUAL model (tangibility, reliability, responsive, assurance and empathy) and finally, measure the service gaps 1-4 (knowledge gap, standard gap, delivery gap and communication gap) of cadet colleges in Bangladesh.

2.3   Limitations of the Study

This study is based on the opinion of the sample respondents of purposively selected cadet colleges of Bangladesh. The researcher has taken all possible steps to see that all the respondents reveal the truth and figure out what they actually feel about the selected variables of service strategy, service quality and service gap dimension of cadet colleges in Bangladesh. As the study is concentrated on, "Service Marketing in Bangladesh- A study of Cadet Colleges," so in terms of organization the study has covered the performance of cadet colleges only.

However, the limitations of the study are:

1. The study is restricted to purposively select 6 cadet colleges of Bangladesh.

2. The intra-group variation in Cadet College or inter Cadet College variation certainly exists. Since the study will deal with aggregate collected data, it may not unfold that variation. But while making questionnaire steps will be taken to reduce the variation as far as possible.

3. Financial implication in comparison to other normal school/college is not analyzed in this study due to time and space limitations.

4. Inadequate logistics such as limited access to all segments of people and information remain as limitation but all out efforts have been taken to collect maximum reliable information.

5. Limited number of secondary literature available as soft or hard copy, however, efforts have been made to collect maximum.

6. Long term success rate after passing out from Cadet College are not revealed in details due to scarcity of time.

2.4   Layout of the Dissertation

2.4.1 Chapter Scheme

Findings and recommendations of the proposed research are presented in the form of a dissertation paper. The structure of thesis is given below:

Chapter-I Introduction: Includes Introduction, Background of the Study, Importance of the Study, Statement of the Problem, Objectives of the study,

Chapter- II Research Methodology: Methodology of Study, Scope of the Study, Limitations and Layout of the dissertation.

Chapter-III Literature Review and Research Gap.

Chapter-IV Conceptual Framework: Includes Concept of service strategy (service delivery process, the pricing process, developing service communication mix, managing physical evidence, people issue: managing service employees, people issue: managing service customers), SURVQUAL model and Gap analysis.

Chapter-V Results and Discussions: Includes data reliability and validity test, identification of existing services in cadet colleges of Bangladesh, Evaluation of the performances of existing services of cadet colleges, Measure the service quality model (5 dimensions) of cadet colleges and Analysis of the opinion of participants about the service gaps 1-4(4 Gaps). Measuring the gaps between expectation and perception towards the service quality of cadet colleges and test of the hypothesis.

Chapter-VI Findings, Recommendations, Conclusions and Scope for further research.

References: Available in dissertation.

Appendices: Available in dissertation.

2.4.2   Research Matrix

Specific Objectives	Indicators	Tools –Data collection and Analysis	Data Type	Characteristics of Data
Identify Existing Services Provided by Cadet College	# Teaching Service # Co-curricular and Extra-curricular Learning service # Food and Catering service # Administrative service to Cadets and Parents # Recreational Services # Military Training Services # Security Services # Medical services # Services to Parents and Ex-cadets # Services for Teachers and Employees # Communication services	* On ground Survey. *Observation of activities, *FGD: Teachers, employees, cadets and parents. * Descriptive.	Primary and Secondary data	Qualitative
Evaluate the performance of existing services of Cadet Colleges	@ Availability of services. @ Advance Service Delivery system @ Distinctive Competence Achieved. @ World Class Service Delivery.	*Questionnaire Survey *Observation, *FGD: College authority, cadets, parents, teachers, employees.	Primary & Secondary data	Qualitative & Quantitative
Measure service quality gaps of Cadet Colleges	@ Measure service quality model of Cadet Colleges following SURVQUAL model: a. Tangible Dimension. b. Reliability dimension. c. Responsiveness dimension. d. Assurance dimension. e. Empathy dimension.	*Questionnaire survey, *Customer expectation and perception in SURVQUAL scale. * Using SPSS prog through freequency table, percentage, Chart and cross tab.	Primary data	Qualitative
Analyze opinion of Respondents about service gaps 1-4 and test the hypothesis.	@ Diagnose failure gaps: a. Knowledge gap b. Standard gap c. Delivery gap d. Communication gap	*Questionnaire survey. * Hypothesis will be tested. * Use SPSS prog through descriptive statistics, frequency statistics, cross tab, paired sample t test and chi-square test.	Primary data	Qualitative

Chapter 3
REVIEW OF LITERATURE

3.1   Review of Literature on Service Marketing

Relevant literatures are reviewed with a view to gain background knowledge, formulate conceptual framework and find out knowledge gap. Literatures are scares on the subject. However, some of them are appended below for a brief review.

How do customers respond to increased service quality competition? – Ryan W. Buell, Dennis Campbell, Frances X. Frei Harvard Business School, Harvard University, Boston, United States, June 23, 2014.

<u>**Objectives:**</u>

To test the extant theory and broadens the literature in four ways. Firstly, reconciles existing theory by identifying the contingent effects of service quality competition on customer defection. Finds that competing firms trade-off price and service quality, and in markets where the incumbent has held a high (low) service quality position relative to local competitors, its customers are more likely to defect following the entry or expansion of a competitor offering superior (inferior) service quality for higher (lower) prices. Secondly, provides evidence that customer sorting within each local market underpins the results. In markets where the incumbent occupies a high relative service quality position, its customers exhibit heightened sensitivity to service quality: expressing lower levels of satisfaction with comparable transactions, reporting service problems more frequently, and showing a lower level of overall satisfaction with the bank. Thirdly, in contrast with existing theory, demonstrates a positive correlation between a customer's service sensitivity and their profitability to the firm. Highly profitable customers (with the longest tenure, broadest relationships, and highest balances) are more likely to defect from the high quality incumbent when a provider offering superior service quality enters, or expands in, their market. Finally, document a positive relationship between the relative level of service quality sustained by a firm in a given market and the profitability of customers it attracts and retains over time.

Findings:

One of the key dimensions upon which a firm competes is the quality of service it chooses to deliver to its customers. Paper explored the links between a firm's service quality and the defection of its customers in the wake of increased service quality competition. Results suggest that on a nationwide basis, increased service competition in a local market has no effect on customer defection, rather competing firms trade-off price and service quality, and when the incumbent has sustained a high relative service quality position in the market prior to the entry event, its customers are disproportionately service sensitive and systematically attracted to competitors offering superior service quality. Conversely, when the firm fails to maintain a high service quality position within the market, its customers are more likely to defect in the wake of entry or expansion by inferior service quality (price) competitors. In turn, when a competing firm enters a market offering a service/price bundle that better meets the needs of particular customers; those customers are more likely to defect. Moreover, while the incumbent's most profitable customers - those with the longest tenure, most product classes, and highest balances - are less likely to defect in general. Over the long-term, the incumbent retains customers with significantly higher balances in markets where it sustains a high relative service quality position. These findings have several implications for operations management research and practice.

Limitations or Gaps:

Paper failed to address the effect of ensuring service quality in any firm or institution. Rather it addressed the contingent effects of service quality competition on customer defection. It didn't to attempt to find out gaps between expectation and perception in view of service quality.

Effect of Service Quality on customer loyalty: Empirical Evidence from cooperative Bank- G.Saravana kumar and Dr.Jothi Jayakrishnan, International Journal of Business and Administrative Research Review, ISSN No. 2347-856X, Issue -4, Jan-March, 2014

Objectives:

After the liberalization, privatization and globalization policy of the Indian banking sectors have changed their strategy to compete within themselves. Nowadays,

varieties of schemes are introduced by the private banks and foreign banks. Customer attitude are changed towards co-operative banks. Customers assumed that private bank and foreign bank are providing better services than co-operative banks. Thus, the question of this research is, what is the strength of association between service quality of the cooperative bank and loyalty of the customer. Hence the objective of this study is to examine the strength of relationship between service quality and customer loyalty towards the co-operative bank.

Findings:

The results showed that the customers were given more importance to service quality dimension. The customer were given more importance to modern looking equipment , do the services as promised, prompt services, safe transaction and do the services as whole heartedly as possible. Hence, banks should pay more attentions to these services. Further, multiple regression results indicates, that the reliability and empathy are the dimensions predicting the customer loyalty, it shows other dimension tangibility, responsiveness, assurance, and empathy were found to be least predictors of customer loyalty in the co-operative banks. It is known fact the co-operative banks are still following traditional way. It is acceptable, but nowadays bank customer needs and wants changing due to technological advancement and other private and foreign banks services. Hence, the management must come forward to develop the new strategy to attract the customer and try to bring the customer from private bank and foreign banks.

Limitations or Gaps:

Paper failed to deal with service marketing in education sector. The sample size was relatively small and drawn from a specific district. Hence the generalization of the result is not much more effective. Further, the data could be analyzed in the structural equation model and be tested in order to get on integrated result, to get better understanding of the relationship among the variables.

Measuring and Valuing convenience and service quality: A Review of global practices and challenges from the public transport sector- Richard Anderson, Bengamin Condry, Nicholas Findlay, Ruben Brage Ardao, Haojie Li, Paper no- 2013-16, Imperial College, London, United Kingdom, December 2013.

Objectives:

To review the practical experience of measuring and valuing convenience in two transport sectors: the operators of public transport systems in urban areas, and the railway industry in Great Britain. To explore the practices that metro, bus and rail operators from around the world have adopted to measure the service they provide from a customer focused perspective. Paper attempts to quantify the responsiveness of demand to service quality and in turn, some other factors which also affect convenience in metros. To examine the specific experience of the rail industry in Great Britain in attempting to value convenience related attributes and consider whether any of the approaches could be better adopted by urban transport operators.

Findings:

Rising customer expectations and increasing competition make optimizing convenience important to help ensure long term viability of public transport, through increases in demand, revenue, public support and acceptability. What makes a service convenient is not always well understood, nor is there a universal definition of which attributes come under the definition of convenience. Public transport operators are still, relatively operationally focused in terms of the attributes of service which they are measuring and acting on. 'Operational excellence' is still very much required. There are regional differences in the scope of convenience measurement between metro operators and that a more comprehensive and customer oriented approach tends to be present in Europe. However, such metros have had time to develop their management systems. Measurement of train delay at terminals, without measuring its impact on passengers is common but not good practice. Operators worldwide could do much more to measure (and later value and act on) the variability and reliability of journey times, using new ticketing and gate data.

Limitations or Gaps:

Paper failed to address service marketing dimension in education sector. It shows a dimension to measure and value service quality aspects in order to perform better.

Service Quality and customer satisfaction in Chinese fast food sector: A proposal for CFFRSERV- Oingqing TAN, Ade Orieade and Paul Fallon, ISSN: 2147-9100, An International Journal of Akdeniz University Tourism Faculty, Walsall Campus Gorway Road Walsall campus Gorway Road WSI 3BD, United Kingdom, 2014.

<u>Objectives:</u>

This study investigates customer's perception of Chinese fast food restaurant service quality and its relationship with customer satisfaction. Employing modified DINESERV scale, the study uses both quantitative and qualitative research approaches. Qualitative data collection consisted of face-to-face interviews and group discussion. A questionnaire was developed using three sources: interview responses of the customers, the restaurant's survey and the literature. The original DINESERV tool consisted of 29 items, measured on a seven-point scale. DINESERV items fall into five service quality dimensions. In the food services context, tangibles refer to a restaurant's physical design, appearance of staff and cleanliness. Reliability involves freshness and temperature of the food, accurate billing and receiving ordered food. Responsiveness in restaurants relates to staff assistance with the menu or appropriate and prompt response to customers' needs and requests. Assurance means that restaurant customers should be able to trust the recommendations of staff, feel confident that food is free from contamination and be able to say any concern without fear. Finally, empathy refers to providing personalized attention to customers by being considerate towards customers' problems. A qualitative research was applied in exploring the attributes of Chinese fast food service quality. Following, a quantitative method was adopted to test the scale and evaluate the relationship between service quality and customer satisfaction.

<u>Findings:</u>

The findings from the study revealed that service quality variables have positive influence on customer satisfaction except reliability dimension. The findings provided a useful tool for service quality improvement in Chinese fast food restaurants. The findings of this study contribute to the improvement of service quality theory and provide deep understandings for management of the Chinese fast food industry in China. First, it fills a gap by modifying DINESERV instrument and by introducing CFFRSERV measurement scale. Because the DINESERV which was developed in the USA is based on cultural elements peculiar to the American, generalized ability to other cultural context is questionable. The present findings suggest that some factors important to Chinese customers are not included in the DINESERV scale. For instance, the food quality is the most significant dimension in service quality as well

as the most significant predictor of customer satisfaction. This new measurement scale (CFFRSERV) therefore arguably measures service quality effectively in the Chinese fast food restaurant context as it was formulated and tested in Chinese context.

The findings of this study also highlight some practical implications. The significance of assurance and empathy suggested that the expenditures in employee training and improving the food quality should be seen as necessary investments. The service providers should thus pay more attention to training and empowering their service employees to look for ways to make the dining experience an impressive one for their customers. The Chinese fast food operators can use this service quality measurement scale as an evaluation tool to assess the level of quality they provide to their consumers and to spot those dimensions and attributes of service where their companies require improvement.

Limitations or Gaps:

This study is subjected to certain limitations. Firstly, the study was carried out on a small size sample and the sample was gained by convenience sampling. However, the sample in this study is more diverse compared to homogeneous sample used in some studies. Future research in this area may want to utilize probability sampling and larger sample size. In addition, this study was conducted in one city: Changsha, there is a need to validate the CFFRSERV scale in other cities in China.

Further research is also needed to determine the factors that can influence customer satisfaction such as price, perceived value in order to increase the level of customer satisfaction in Chinese fast food sector. Validating the scale in other restaurants in various cities in China is an area for further research. It failed however to measure food quality, which is one of the most important factors when assessing overall customer experience in the restaurant. Some attributes of service in China perhaps have not been captured by the CFFRSERV model. Future research should examine the quality of these new services vis-à-vis Chinese fast food.

A Specific Analysis of Service Quality dimensions on Customer satisfaction and customer loyalty: A Study of Al-Ijarah Thumma Al-Bai (AITAB) and Vehicle Financing (Bai Bithaman Ajil-BBA) – Muhammad Ridwan, Syadiyah Abdul Shukor and W Muhammad Zainuddin Wan Abdullah, Journal of Emerging

Objectives:

The following five research objectives are addressed in this research:

    a. To ascertain how the service quality dimensions (compliance, assurance, reliability, tangibles, empathy, responsiveness, and after sales services) will affect or having relationship with customer satisfaction in the Islamic auto financing.

    b. To determine how the service quality dimensions (compliance, assurance, reliability, tangibles, empathy, responsiveness, and after sales services) will affect the customer loyalty (intention to refinance and word-of-mouth endorsement).

    c. To ascertain the relationship between customer satisfaction and customer loyalty (intention to refinance and word-of-mouth endorsement).

    d. To determine the influence of customer satisfaction on customer loyalty (intention to refinance and word-of-mouth endorsement).

    e. To determine the level of customer satisfaction in Islamic auto financing

Findings:

The result of this research paper has clarified and endorsed the relationship between service quality and customer satisfaction. This research paper has provided evidence that the customers will form the service quality perceptions based on their evaluations on service quality factors: compliance, assurance, reliability, tangibles, empathy, responsiveness, and after sales services. The result of this research paper indicates that the seven service quality dimensions will contribute to the customer satisfaction and customer loyalty in Islamic banking industry. Findings have indicated that the dimensions of service quality factors are important to the provision of superior service quality as suggested by Parasuraman et al. (1988). In terms of managerial implication, the research paper in local Islamic banking context with regard to service quality in relationship with customer satisfaction and customer loyalty is vital and complements to traditional measures of economics performance. It provides useful information to the banking institutions, shareholders, investors, government regulators, and most importantly to customers. From a strategic

perspective, the conceptualization of the factors that determine service quality helps to categorize customers across the seven dimensions. Customer profile can be created to identify the core competency and weaknesses in the service offered.

Limitations or Gaps:

Limitations or gaps can be investigated as follows:

a. More cross-country and cross cultural comparative studies will help in discovering the commonalities in the regional and the differences of service quality especially in Islamic countries and banking.

b. More studies can help investigate the sources that cause such derivation from the original factor structure and the changes in terms of importance and dimensionality of service quality.

c. More studies on Islamic banks in Muslim countries and their comparison with the conventional commercial banks to alleviate differences and similarities with the focus to improve the feasibility and strength of service quality of Islamic banks.

d. More studies on service quality from the management perspectives that would help understand and enhance the implementation of service quality.

Consumer Satisfaction and Service Quality in Commercial Transportation: An Expedition of SERVQUAL Dimensions- Yuvaraja Seegodu Eshwarappa, International Journal of Management Sciences and Business Research, ISSN (2226-8235), vol-3, Issue-5, Islington College, London Metropolitan University (UK) and Kathmandu, Nepal, 2014.

Objectives:

The objective of this research paper is to identify the relationship model between service quality and consumer satisfaction for transportation industry with respect to Nepal's private transportation industry, which may provide a regression model for customer satisfaction. The proposed regression model is to afford a mathematical equation for consumer satisfaction with respect to service quality and its determinants. The results will aid both the marketers and researchers for better understanding of the service quality in transportation industry and a mathematical tool to control the level of satisfaction by directing service quality. It will also help to

understand and upgrade the level of service quality by the government and private transportation companies.

Findings:

As result shows that the consumer satisfaction is strongly correlated with service quality factors at different levels. As proposed in SERVQUAL method which is highly preferable to identify the relationship between service quality and customer satisfaction. Nepal's transportation industry is also not an exemption. This study supports that a company engaging in services business, by carrying out all the possible roles can promote the level of satisfaction to the consumers. As a result of in depth analysis and having a model for every factor of the service quality can give inner understandings of the customer satisfaction under different circumstances.

Limitations or Gaps:

The study didn't cover other services industries like education institution etc of Nepal which can benefit to have in depth understanding of customer satisfaction and service quality dimensions. It was not done to understand consumer psychology or consumer behavior.

Service Quality Dimensions and Customers' satisfactions of Bank in Egypt – Niveen El Saghier, Damyana Nathan, Proceedings of 20th International Business Research Conference, ISBN: 978-1-922069-22-1, Dubai, UAE, 4-5 April 2013.

Objectives:

The purpose of this paper is to measure the quality of service from customers' perspective in the Egyptian banking and the differences in relative importance they attach to the various quality dimensions using the SERVQUAL model.

Findings:

SERVQUAL appears to be a reliable scale to measure banking service quality, and provide a useful diagnostic role to play in assessing and monitoring service quality in banks. The research finding Customer Satisfaction in the Egyptian banking services is significantly affected by Reliability, Empathy, Assurance and Responsiveness, while the effect of the dimension of Tangibility does not have any significant impact on customer satisfaction. It also indicates that customers" perception is highest in the

reliability area this result showed consistency with Parasuraman et al. (1985, 1988) and Yang *et al.,* (2004) and lowest in the assurance area. This result shows that the banks' customers prefer to deal with the human being rather than machines. It also shows that Tangibility has relationship but no significant effect on customer satisfaction. Bank services such as the infrastructure facilities are not important so this study concludes that tangibility is a need in providing quality service, but not a must. The results of the research suggest that there is a significant positive relationship between the empathy and customer satisfaction, so the customers prefer a face-to-face service by the banks. Reliability is about the accuracy and timeliness in the service provided. Responses to our research, Reliability has a significant relationship and a positive effect on customer satisfaction. The findings are important to enable bank managers to have a better understanding of customers" perception of service quality of banking and consequently of how to improve their satisfaction with respect to aspects of service quality. Owing to the increasing competition in banking, customer service is an important part and bank managers should be rethinking how to improve customer satisfaction with respect to service quality. The findings are important to enable bank managers to have a better understanding of customers' perception of service quality of banking and consequently of how to improve their satisfaction with respect to aspects of service quality.

Limitations or Gaps:

The primary limitation of this study is the scope and size of its sample.

Analyzing Service Quality: A Study among Peruvian Resort Hotels- Olle Stromgren, Lulea Tekniska University, Department of Business Administration and Social Science, ISSN: 1402-1617, 2007.

Objectives:

The objective of this study is to identify which dimension is the best predictor of overall service quality, in terms of generating an outcome that identifies dimensions regarding service quality. This was achieved through performing a theoretical and empirical study. The theoretical study provided by identifying relevant theories, determining and defining service quality for hospitality industries.

Findings:

This study suggests that managers of the resorts should concentrate their efforts on improving reliability which consists more of attitude aspects of service quality rather than technical aspects. Thus allocate resources to the training of employees, so that employees will feel professional and confident taking care of the guests. In addition, in order to help and be polite, employees should be empowered to operate outside standard procedures of the resort. Another important aspect is the safety of the guests, which is especially important in an insecure country like Peru. The main guests consist of business men/women of higher social class that expects their safety.

The appearance dimension is also highly significant predictor of overall service quality, which implies that managers of resorts should focus on comfortable and modern looking equipment that are up-to-date, which should reflect the image and price range of the property. The findings also suggest that it is only by focusing on these factors, that resorts can achieve high levels of satisfaction and service quality. In the light of these findings, managers should aim equally at reaching the "good enough" level of quality for the non-significant aspects and concentrate attention and resources on those areas that have the highest importance for overall satisfaction and service quality ratings in resorts of Peru. The use of the RESQUAL scale is recommended where its one-column customized format of SERVQUAL proved to be reliable and robust instrument specifically for the hospitality industry.

Limitations or Gaps:

During the data collection, it occurred occasionally that especially the Peruvian people neglected to answer the questionnaire due to its length and complexity. The RESQUAL scale is shorter, user-friendlier then SERVQUAL but further adjustments should be in order if management of resorts wants to improve its response rate.

Service Quality Indicators for Business support Services- Herman Jan Van Ree, London University College, August 2009.

Objectives:

To identify service quality indicators that are beneficial to both customer contract managers and supplier account managers of facilities management services

associated with office building. Research is focused by developing and testing a measurement instrument to assess service quality in a business to business setting through combining neglected aspect of service quality, resolving the deficiency of existing approach and testing not previously used approach. This paper analyses service quality determinants those are important for customer perceived service quality and customer and customer satisfaction focusing on customer contract managers.

Findings:

It finds out service quality determinants those are important for supplier perceived service quality and financial performance. Focusing on the overlap it also determines service quality determinants those are beneficial to both customer and suppliers and in between potential gaps.

Limitations or Gaps:

Failed to assess whole situation of service marketing i.e. Service quality model or different gap analysis. Supplier perceived service quality has limitation to deliver proper customer service. More so, it failed to identify service quality perspective in boarding schools or college like Cadet Colleges.

Marketing of Library and information services: Building a New Discipline for Library and Information science education in Asia- Dinesh K. Gupta, Malaysian Journal of Library and Information Science, Vol-VIII, No.2, December 2003: 95-108.

Objectives:

It explores the discipline of marketing of library services as a new academic subject in library and information education. Library users are transforming into customers with rising expectations, diverse needs and wants and choices. This paper provides an opportunity to see as to how library can offer effective and efficient services to their users or customers.

Findings:

This paper found out the development taking place in marketing of library and information services in India. Further it tracks the teaching of marketing of library services and outlines an action plan.

Limitations or Gaps:

Paper failed to analyze the marketing of services in the work field. Also it didn't relate with educational environment, service quality impact and service gaps to finalize the service marketing strategy in Library services.

Essentials of Service Marketing: Concepts, Strategies and Cases- K. Douglas Hoffman and John E. G. Bateson, 2nd ed., New York: Harcourt College Publishers, 2002.

Objectives:

To analyze different important aspects of service marketing in depth. Initially to project an overview of service marketing including an overview of service sector, consumer decision process in service marketing and ethical issues of service marketing. Then to analyze the service strategy: Managing the service encounter which includes service delivery process, pricing of service, developing service communication mix etc. Then after to describe important aspects of assessing and improving service delivery which includes defining and measuring customer satisfaction, defining and measuring service quality, service failures and recovery strategies, customer retention procedure etc.

Findings:

This study found in-depth analysis of important aspects of Service marketing. It came out with result about consumer decision process and ethical issues of service marketing. It also directs to improve service delivery and measure customer satisfaction. It has elaborately substantiated the write up with different case analysis.

Limitations or Gaps:

All discussions were made according to the business environment of USA. This is a theoretical discussion and not based on empirical study.

Marketing of Information Products and Services for special libraries in Bangladesh- M. Nasiruddin Munshi, Department of Information Science and Library Management, Dhaka University, 2008.

Objectives:

To conceptualize the strategic approaches of marketing mix to library and information services. To make a model plan of marketing for special library system of Bangladesh and recognizes benefits of proposed marketing plan.

Findings:

This study brought out different approaches of marketing mix to library and information services. It has basically concentrated to special library system of Bangladesh including benefits of proposed marketing plan.

Limitations or Gaps:

It didn't deal with service marketing in education sector of Bangladesh. It didn't analyze impact of service quality and measure the service gaps. Also it failed to address boarding educational institutions like Cadet Colleges.

Assessing Service Quality in Business Schools: Implications for Improvement- Ashi Zeshan, Lahore-Pakistan: 3rd International Conference on assessing Quality in Higher Education, 6th-8th December, 2010.

Objectives:

Considering the mounting pressure from stakeholders, students, parents and employees to close the increasing gap between institutional quality and expectations, the writer aimed to assess service quality offered by Pakistani business schools according to SERVQUAL model in the perception of students. To assesses service quality in light of demographic variables.

Findings:

Here the author has deduced that students perceive low quality in all the dimensions of model in all business institutions which may be helpful for management of institutions to improve the service quality as per stakeholder's expectations.

Limitations or Gaps:

This paper has concentrated only on business schools of Pakistan based on perception of only the students. Paper failed to analyze the perception of other stakeholders, parents, employees and not applicable to other educational institutions of the country or other countries.

Service Quality in Higher Education: The Experience of Overseas Students- Maria Perada, David Airay and Marion Bennet, Journal of Hospitality, Leisure, Sports and Tourism Education, Vol. VI, No.2, 2007.

<u>Objectives:</u>

To establish and test dimensions for measuring service quality in higher education, with specific reference to students following post graduates taught program for masters degree over one year from countries outside EU.

<u>Findings:</u>

1. Higher education has become increasingly internationalized where overseas students are often less satisfied with courses and other elements of learning.

2. Identified from literature three dimensions of service quality (physical, interactive and cooperative), which were then validated with a Q-sort. Then after it reports on a study establishes and tests dimensions for measuring service quality in higher education on the basis of survey of 330 students in UK institution, designed to measure their standard of the quality of service received.

3. This provides insights into the items that the students value in their educational experience at this institution and provides insights into a basis for redefining the dimensions of service quality.

<u>Limitations or Gaps:</u>

This paper fails to assess the actual field level scenario of service marketing in order to improve the standard. More so, it was carried out in UK and within overseas post graduates students only. It fails to identify actual dimensions to improve service quality in education sector of Bangladesh.

Bangladesh Education Sector Overview- Muzaffar Ahmad, Chairman of report committee, Bangladesh: Japan Bank for International Cooperation, 2002.

<u>Objectives:</u>

To analyze present current status, Government policies and progress made in Bangladesh's education sector in recent years, identify and explain major issues and constraints in the development of education and factors related to the issues and

summarizes major responses to the issues by Government and other Agencies. To assess constraints, opportunities and choices for possible future support to development in the education sector of Bangladesh.

Findings:

1. In this study an attempt has been made to place educational effort within country's overall development strategy. This report places emphasis on the issues of efficiency and effectiveness in the overall context of equity, overcome, relevance and service quality.

2. While education is seen as an instrument for achieving social and economic goals, per capita annual spending of about $ 7.50, but in education remains very low.

3. The structure of education provisions is characterized by discontinuities and disjunctions. The System is managed in a high centralized manner without essential involvement of beneficiaries and without accountabilities to them.

4. Educational decision making for quality improvement is often without institutionalized professional involvement.

Limitations or Gaps:

The report is entirely based on secondary materials. It has shown some theoretical dimensions denoting need for service marketing in education sector of Bangladesh. It failed to make empirical study on the subject matter.

Problems and Strategies in Service Marketing- Bangladesh Perspective- Masud Ibn Rahman and Tamzid Ahmed Chawdhury, Daffodil International University Journal of Business and Economics, Vol.III, No. 1, (January) 2007.

Objectives:

To analyze the problems faced by managers of service firms concerning the service marketing and marketing strategy they use to overcome them.

Findings:

1. This study mentioned about unique characteristics of service as inseparability, Heterogeneity, perishability, irrevocability. Along with 4P's of marketing they also mentioned more six P's of service marketing as people, process, physical evidence, persuasion, performance/ product quality and period.

2. Study also utilized service quality gap models to find out and as well as breech the gap. At the end it has listed down number of strategies that may fit with all categories of service firms.

Limitations or Gaps:

Article is based on 150 service firms in Bangladesh but not the educational institutions. Their recommendations are of generalized pattern but not in specific to education sector or to cadet college system of Bangladesh.

How does Marketing Strategy change in a Service-based world? Implications and directions for research- Roland T. Rust and Debora Viana Thompson, Robert H. Smith School of Business Journal, University of Maryland, Vol.V, No.3, (October) 2004.

Objectives:

To identify paradigm shift in the marketing discipline i.e. the shift towards service can be seen worldwide in several industries. To address the driving force of new service logic-information technology, describe why the customer equity framework fits a service-based view of the firm including its advantages and finally to make comment on the impact of this service perspective on firm that progress of information technology is not likely to cease, rather firms' service orientation will only increase.

Findings:

This study finds out service revolution that affects both macro and micro-economic levels of our society. The essence of business movement towards service is the shift from product-centered thinking to customer-centric making. The concept of customer equity is fully consistent with the foundation premises of the service dominant logic.

Limitation or Gap:

This paper failed to identify service marketing concept in third world countries like Bangladesh. It didn't identify service quality model and the service gaps available in education sector of Bangladesh.

Higher Education in India: The Need for change- Pawan Agarwal, Indian Council for research on International Economic Relations, Working Paper No. 180, (June) 2006.

Objectives:

1. To describe about higher education in India that suffers from several systematic deficiencies.

2. To take comprehensive look at the various facts of higher education in India in order to adopt a system approach for achieving policy coherence and multi-level coordination required to address genuine concerns in the Indian higher education on a long term basis and uses experiences of other countries to suggest measures to tackle various systematic deficiencies.

Findings:

1. This study deduces the result that continues to provide graduates that are unemployable despite emerging shortages of skilled manpower an increasing number of sectors. The standard of academic research is low and declining.

2. The paper has findings about role of higher education in workforce development to meet the domestic as well as global demand for qualified manpower.

3. The higher education institutes in both public and private sectors need to work together with research laboratories.

Limitation or Gap:

Some of its findings are important to shape up service marketing in Bangladesh Education Sector. But it failed to measure service quality model and to analyze service gaps in education sector.

Service Marketing Strategy- Valarie A. Zeithaml, Mary Jo Bitner and Dwayne D. Gremler, Wiley International Encyclopedia of Marketing, Published on line : 15 December 2010, Edited by Jagdish N. Sheth and Naresh K. Malhotra, John Wiley and sons limited, Available at: www.onlinelibrary.wiley.com/doi/10.1002/ 9781444316568.wiem01055/pdf

Objectives:

To analyze the delivering process, experiences and intangibles to customers.

Findings:

1. This study delivers experience successfully and builds customer relationships that are complicated involving many different strategies and tactics.

2. The organization or institution should take necessary steps to close all important customer gaps i.e closing four gaps on the service provider side: The listening gap, the service design and standard gap, the performance gap and the communication gap.

Limitation or Gap:

This paper has failed to address in specific how to do it in education sector or in residential schools/colleges.

A Conceptual model of Service Quality and its implications for future research- A. Parasuraman, Valarie A. Zeithaml and Leonard L. Berry, Texas A&M University Journal of Marketing, Vol.49, (Fall) 1985.

Objectives:

To focus on rectifying service quality situation by reviewing small number of studies that have investigated service quality, to report the insights obtained in an extensive exploratory investigation on quality in service business and finally offers proposition to stimulate future research about quality.

Findings:

1. According to the prevailing Japanese philosophy, quality is "Zero defects-doing it right at the first time. "Crosby (1979) defines quality as "conformance to requirements." It is noted that service quality involves a comparison of expectations with performance.

2. It is an exploratory qualitative research that offers several insights and propositions concerning consumer perceptions of service quality. Specifically, focus group interviews with consumers and in-depth interviews with executives were conducted to develop conceptual model of service quality.

3. Research revealed 10 dimensions that consumers use in forming expectations about perceptions of services, dimensions that transcend different types of services.

4. Research also pin pointed four key discrepancies or gaps on the services provider's side that are likely to affect service quality as perceived by consumers.

Limitation or Gap:

This study suggests conceptual service quality model that will hopefully inspire both academic and practitioner interest in service quality and serve as frame work for further empirical research in this important area. But it failed to address the gaps of non-profit sector of education in our country.

Students' Satisfaction: A Study among Private University students of Bangladesh- Kazi Naeema Binte Faruky, M. Aslam Uddin and Tarik Hossain, World Journal of Social Sciences, Vol.II, No. 4 (July) 2012.

Objectives:

To identify the determinants of satisfaction of private University students in Bangladesh and to analyze the consumers' (students) evaluation of private universities in Bangladesh with particular reference to the satisfaction attitude.

Findings:

1. An exploratory survey was conducted taking sample from ten private Universities in the Dhaka city. A total number of 517 students were taken as sample for the study. Although Bangladesh has seen tremendous growth in the private education sector in higher level studies, the quality of education in this sector has been questioned by several researchers and government regulatory bodies.

2. The study has shown good contribution as the results revealed that the most influential factor affecting the students' satisfaction under the study is the faculty credentials. This may be helpful for crafting and adopting a more complete version of education policy for the country. It may have a contribution for academicians for further research on the faculty credentials in the non-government education in tertiary level in developing countries for having an insight about cross border analysis.

Limitation or Gap:

This paper failed to measure service quality model of private Universities as regards to SERVQUAL model and failed to make in-depth analysis on service gaps which has impact on service marketing in Bangladesh.

Education Quality of Private Universities in Bangladesh: Faculty resources and Infrastructures perspective- M. Abu Naser, Dhaka: North-South University, 2010.

Objectives:

To analyze teachers' quality and infrastructure facilities in order to explore the quality of education in private Universities.

Findings:

1. To conduct the study six private Universities have been taken by using specific criteria. Here primary data have been collected from questionnaire survey and interview and side by side secondary source was used. An attempt has been taken to explore the quality of education of private Universities in broad perspective. Within this broader area, study has explored the teaching quality, faculty selection method, faculty motivation level, research activities and library, class room and campus facilities.

2. This study has found out the employability and recognition of the degree. It is found that private Universities are creating a space for working Bangladeshi academics those who have worked in different Universities.

3. Faculty recruitment system is not well structured. Most of the Universities have recruitment policy but that is not implemented properly. In most cases authority manipulates faculty recruitment.

4. Existing teacher quality is not enough to ensure quality of education as well as degree. There is no program for quality enhancement. Promotion policy is not well structured.

5. Most of the students are dissatisfied about the location and arrangements of their campus. Class room conditions are good. Student expressed dissatisfactions for not having dedicated room for club activities that help to develop leadership quality, meet mental thirst, develop patriotism and create opportunity to involve in social work. Many students were dissatisfied on their lab facilities.

Limitation or Gap:

Study is attempted on private Universities that are contributing significantly to meet growing demand. But the paper failed to extract service marketing as well as service quality model following SERVQUAL scale and service gaps there in.

Applying Marketing to Higher Education: Scope and Limits- Lumini A. Nicholescu, Bucharest Journal of Management & Marketing, Vol.4, No. 2, 2009.

<u>**Objectives:**</u>

1. To focus on applying marketing concepts to the higher education sector. It starts by shortly reviewing some of the main marketing concepts and continues with an overview of how such marketing concepts can be relevantly used for the higher education sector.

2. To discuss the extent to which marketing ideas can be applied to higher education, having a starting point as the core of the marketing concept: The fact that it wants to satisfy the needs of the customers.

<u>**Findings:**</u>

1. It is found that marketing theories and concepts, which have been affective in business, are gradually now being applied by many Universities with the purpose to gain competitive advantage.

2. The higher education sector has two main features that influence, the marketing ideas that can be applied to it. First of all higher education in most countries is a non-profit sector, therefore marketing concepts applied to the sector do not function as in the business sector, where the primary goal is profit marketing. Secondly, higher education is a service, therefore all peculiarities applicable to the marketing of services apply to higher education.

3. The paper illustrated how different marketing concepts are used in higher education.

<u>**Limitation or Gap:**</u>

Despite the existence of substantial literature on marketing of higher education and consumer behavior, this study is incoherent and lacks theoretical models to reflect upon the particular context of higher education and the nature of services. The paper failed to correlate service marketing with the education sector.

3.2 Research Gap

To conclude, review of the literature clearly suggests that there are few research gaps available. The mentionable are writers didn't make in-depth study about basic service strategy towards service quality in the educational institutions, service quality

is not measured properly in boarding educational institutions and service gaps are not analyzed properly. In depth study in these arenas would assist education sector in deriving effective counter measures for improvement. Present research is likely to fulfill some of the exceeding knowledge gaps. In the present perspective of Bangladesh service quality of education sector is not up to the mark, as discussed in the society and suffered by the stakeholders. Cadet colleges are demonstrating as important segments of education sector over the years and as such, the study of service marketing is attempted to cadet colleges. In cadet colleges all responsible parts are to play their key role in fulfilling the aim and objectives of Cadet College. Everybody is supposed to provide the service centering the key concept 'of the cadets, by the cadets, for the cadets'. They are supposed to have self-motivation and commitment to perform bestowed responsibilities for the cadets.

Similarly, cadets are also supposed to perform very best keeping in view that poor country is contributing a lot to their nourishment. Beside academic feat, they are supposed to instill remarkable human and leadership qualities to lead the country in critical time. They should also possess firm determination with higher aim of serving the community. If Cadet College is considered as service industry, there may be problems in raw materials while selecting cadets, may have problems while nourishing in cadet college as service industry for six years and also needs to be analyzed about quality of product in the market while cadets joining the competitive world after being passed out from cadet college.

Even parents are also supposed to play significant role towards accomplishment of the objectives. But unfortunately it is assumed that scenario is far below the expectation level due to likely existence of low standard of service quality model and availability of significant service gaps in cadet colleges of Bangladesh. Hence it is paramount important to carry out in-depth research on the subject matter. The study can help to identify existing services, evaluate performance of existing services, measure service quality model and analyze the service gaps covering all the dimensions. Considering the importance of and following the research gaps in this arena of knowledge the present study has been undertaken.

Chapter 4
CONCEPTUAL FRAMEWORK

4.1   TQM Description

4.1.1   Definition

Through the literature review, the TQM definitions and focus vary widely, thus it is not easy to distinguish the exact nature of total quality management.

- ◻ TQM seeks to improve product and service quality and increase customer satisfaction by restructuring traditional management practices (General Accounting Office, 1991).

- ◻ TQM is a management approach for an organization, centered on quality, based on participation of all its members and aiming at long-term success through customer satisfaction, and benefits all members of the organization and society. (International Organization for Standardization, 2007)

- ◻ Total quality is defined as the unrelenting pursuit of continuous improvement, which is realized by accessing and utilizing the concerted knowledge and experience of managers and employees at all levels (Kossoff, 1993).

- ◻ In the context of -total quality control (TQC) and company-wide quality control (CWQC): organized kaizen (ongoing improvement) activities improving everyone in a company, managers and workers alike (Imai, 1986).

- ◻ A philosophy and a set of concepts employed throughout an organization by individuals in concern with a view toward continually improving the product or service provided to customers (Melan 1993)

TQM is about developing a unique model, reflecting the business ethics and purpose of the organization. Where one organization focuses on employee empowerment, another on teamwork, while a third develops a strong process control (Choppin, 1995). These attributes are further analyzed while describing General Principles of TQM.

4.1.2 General Principles of TQM

What exactly constitutes TQM can be a matter of controversy, depending upon which quality proponent one identifies with. The quality concepts and precepts have been summarized and characterized by a number of researchers. However there is little disagreement with the major characteristics of TQM. A fundamental characteristic of the TQM philosophy is that it emphasizes prevention, rather than a detection approach to the product or service. Sila and Ebrahimpour did an investigation of the total quality based research published between 1989 and 2000 in all different kinds of industries. They identified critical success factors for implementation from their investigation:

- ☐ Customer focus is when an organization embracing the principles of TQM, both actions and functions are designed and performed with the aim of meeting the needs of customers, who also determine their value. This way, they ensure long-term success, as customer satisfaction relates to customer keeping and market share gaining.

- ☐ Customer satisfaction is the degree to which customers or users of an organization's products or services are pleased with those products or services. This is a fundamental aim of TQM, to continually increase the customer satisfaction.

- ☐ Employee training is important aspect of TQM, as it must provide employees with the necessary knowledge and skills to enable them to cope with problem solving, self-management and self-controlling task accomplishment.

- ☐ Top management and leadership must direct the entire Total Quality process at creating values, setting goals, and developing systems designed to meet customer expectations and to improve organizational performance.

- ☐ Commitment and personnel involvement is required from within; creating and deploying clear quality values and goals consistent with the objectives of the company.

- ☐ Teamwork is another important aspect for the company to be committed to learning and to the changes produced by quality improvement. Potential

learning capabilities are greater in team environments than in individual ones. This involves the whole organization and goes hand in hand with leadership. Lack of teamwork between departments, supervisors and employees creates a burden on the whole TQM process

◻ Employee involvement regards the involvement of the employees and is considered as the bottom line in TQM processes. Employees assume responsibilities to achieve quality in accomplishing their tasks, and actively take part in the process of continuous improvement. Participation can improve the quality of products and services in different ways: by means of self-inspection, which decreases inspection costs and encourages employees to do things right at first; through problem-solving techniques, or by means of the employees' motivation and creativity.

◻ Continuous improvement and innovation is one of the core concepts of TQM, which is based on a commitment to ongoing process revision, both administrative and technical, directed at continuously improving such processes.

◻ Quality information and performance measurement concerns the means of gathering data to co-ordinate and support the process of making decisions and taking action throughout the organization. It is crucial to use an appropriate measurement system to ensure the successful implementation and execution in TQM, since measurement provides the link between strategy and action.

TQM has evolved from years of practicing and refers to a wide set of management and control processes designed to focus all employees of an organization on providing services or products that do the best possible job of satisfying the customer (Talha, 2004). An interpretation of TQM, which is applicable in the service sector, is that no human is the other alike in an organization. Thus tend to be unpredictable. When systematic structure is not enough in unifying the organizations employees, the employees' belief around some unifying values has to be unified. This will naturally make the employees use their intelligence and effort towards the best outcome within these self-managed boundaries. This

view of TQM is commonly known as "empowerment" of the workforce. It is when the power rests in the individual, who is committed to "do the right thing" and while the internal control system is eased (Talha, 2004). The methods of TQM have been based on the quest for progress and continual improvement in the areas of reliability, cost, efficiency, innovation, business effectiveness and quality. TQM has been an approach for continuously improving the quality of services concerning all levels and functions within an organization.

4.2   Service, Goods and Service marketing - Comparative understanding

At times the distinction between goods and services is not always perfectly clear. In fact, providing an example of a pure good or a pure service is very difficult. A pure good would imply that the benefits received the consumer contained no elements supplied by service. Similarly, a pure service would contain no goods elements. In reality, many service elements contain at least some goods elements (Bateson, 1977). Also most goods at least offer a delivery service. In general, goods can be defined as objects, devices or things, whereas services can be defined as deeds, efforts or performances. Moreover, the term product refers to both goods and services. Ultimately, the primary difference between goods and services is the property of intangibility i.e. lacking physical substance or the tangibility. Pure goods are tangible dominant, whereas pure services are intangible dominant. When purchasing goods, the consumer employs many tangible cues to judge quality: style, hardness, color, label, feel, package, fit etc. When purchasing services, fewer tangible cues exist. In most cases, tangible evidence is limited to the service provider's physical facilities, equipment and personnel. Teaching profession covers almost fully intangible dominant. Intangible dominants are the physical properties that can't be sensed by consumers prior to the purchase decision. After purchase through the use of product consumer will grow either positive or negative impression about it. As such, it is critical business decision to improve the standard of intangible aspect to transform customer as repeat customer. Adequate attention and care should be provided to customer. His shared experience is very important to attract others (Bateson, 1977).

Service marketing needs special attention to increase financial growth of the country. Increased importance of service sector will also enhance huge employment opportunities. It is also observed that with the development of a country, contribution to service sector improves or vice versa. Many developed countries of the world have

proved that through their attention and dedication to huge service sectors. Many industries or firms have also brought revolutionary changes in the managerial philosophy with due importance on service marketing. It has brought revolutionary changes with the key note about market focused management. Customers are given due attention and contact employees are given sufficient authority to solve the problem locally. The service sector growth now-a-days is much higher than that of goods sector. In one side that's an opportunity for the entrepreneurs, on the other hand that is challenging due to the problems of service firms or institutions originating from unique characteristics of services that are not easy to manage (Raihan and Ahmed, 2006).

Service strategy manages the service encounter through six ways, namely, Service delivery process, the pricing of services, developing the service communication mix, managing the firm's physical evidence, people issues: managing service employees and people issues: managing service customers (Hoffman and Bateson, 2002). The main objective of service delivery process is to familiarize with the operations concepts and explain the importance of balancing operations and marketing functions in service operations. It discusses the relationship between operations and marketing as it pertains to developing service delivery systems. It also demonstrates the type of operation that would illustrate peak efficiency and describes the difficulties associated with applying efficiency models to service organizations. It shows alternative strategies available to facilitate the balance of supply and demand. The primary objective of understanding service delivery process is to highlight the idea for a service firm to be successful for which marketing and operations departments must work together. In abroad sense, one could view the functions of marketing and operations as the marriage of consumers' needs with the technology and manufacturing capabilities of the firm. This marriage entails many compromises that attempt to balance operational efficiency with the effectiveness of the system from the consumer's point of view. Plans to operate at peak efficiency must be altered to cope with the uncertainties inherent in service operations.

As part of service strategy, service communication provides an overview of communication strategies as they apply to the marketing of services. It deals with factors that influence the development of the firm's communication mix during pre-purchase, consumption and post-purchase stages. It describes the special problems associated with developing the service communication mix, discusses the basic guidelines for advertising services. Firm's physical evidence provides detail

understanding of the importance of the service firm's physical evidence regarding customer perceptions of the quality of services provided. This defines the various elements that make up the firm's physical evidence and discusses the strategic role of physical evidence as it relates to the marketing of service firms.

People issues discuss the key items that will help to face many challenges associated with managing employees within the service experience. Service business, by its very definition, is a people business and requires talented managers who can navigate the thin line between the needs of the organization, its employees, and its customers. It discusses the importance of contact personnel as boundary spanners and describes sources of conflict in boundary-spanning roles. It explains the consequences of role stress and discusses methods for reducing role stress through marketing activities. It explains the concepts of empowerment and the contingency approach to empowerment. It also discusses about the relevance of employee satisfaction as it relates to the service-profit chain. People Issues: Managing Service Consumers explore the special role of the service consumer. The consumer's role in service production can both facilitate and hinder the exchange process. Hence, developing a strategic understanding of how the consumer can be effectively managed within the service encounter is critical. It discusses strategies for managing consumer participation within the service encounter and describes approaches that manage consumer waits. It also explains appropriate methods for dealing with difficult customers and understands the fundamental concepts behind customer relationship management (Hoffman and Bateson, 2002).

4.3   Service Characteristics and Implications for Marketing of Education

Education as services are separately identifiable and essentially intangible activities, which provide want satisfaction and are not necessarily tied to the sale of product of another service. Tangible dominant products possess properties that can be felt, tasted, and seen prior to consumers' purchase decision. Intangible dominant products lack the physical properties that can be sensed by consumers prior to the purchase decision. Education or teaching clearly falls in intangible dominant (Hoffman and Bateson, 2002, p.5).   Education as a service can be said to be

providing an intangible benefit (Increment in knowledge, aptitude, professional expertise, skill etc) produced with the help of a set of tangible (infrastructure), and intangible (faculty expertise and learning) aids. A consumer may have tangible physical evidence to show for the service exchange transaction. But the actual benefit accrued is purely intangible in nature. Education is a service which is geared primarily to the consumer market. Standardization of service in education sector is difficult. Lack of Standardization opens up marketing opportunity of differentiated need based course packages. Let's see the service characteristics and implications for marketing of education.

1. Intangibility

Education like most 'pure' services is an intangible dominant service, impossible to touch, see or feel. Evaluation of this service however can be obtained by judging service content (curricula, course material, student workload, constituent faculty) and the service delivery system (Hoffman and Bateson, 2002). The consumer, based on these evaluations, has a number of alternative choices before him and may make selection on the basis of his own evaluation, opinions sought from others and the corporate image of the organization providing education. At the end of the service experience, the consumer gets something tangible to show for his efforts i.e. a certificate or a grade card denoting his level of proficiency in that institution. According to Bateson, finer distinction of intangibility into overt and mental intangibility has implications for the marketing of the educational services. For these following are important:

- **Education cannot be seen or touched and is often difficult to evaluate:** It is therefore, imperative to build in "service differentiation" in the basic product to enable competitive positioning.

- **Precise standardization is difficult:** For educational packages of same levels and bearing similar certification (e.g. SSC or HSC or B.A. or B.Sc.), it is often difficult to bring about standardization of needs/objectives of different institutions which may differ. At the same time lack of standardization also opens up the marketing opportunity of creating highly differentiated, need based system, suited to chosen target groups of customers or serving specialized/ localized needs.

- **Education as a service cannot be patented:** This feature implies that courses designed or developed at one institution can be replicated and offered at other institutions. It also implies that as far as the service product features are concerned, all advantages of a given competitor have an essentially delicate character. Only those noticeable strengths which have their basis in the people resource, cannot be easily replicated. Hence, the added importance of faculty selection, good administration and student motivation play vital role for educational institutions.

- **Impact of Intangibility:** Education, like most other pure services, should be made tangible so that the beneficiary has some physical evidence to show for his achievements. Certifications for various levels of attainment, citations and separate certificates for any special achievements or activities should be duly prepared and delivered in time to be meaningful. Branding through effective use of Institute, to aid instant identification and recognition should be practiced. Concerted efforts at building up organization's reputation through performance as well as through skillful use of communication tools would need to be carried out to associate this 'brand name' with a desired 'brand image'.

2. Perishability

Services are perishable having and cannot be stored. To an extent, education displays this characteristic which results in certain features.

- **Production and consumption are simultaneous activities:** This is true of most conventional teaching institutions where face to face teaching necessitates simultaneous production and consumption. Open and distance learning systems which make substantial use of technology, however, have made it possible for production and consumption of the service to be carried out at different times-the use of audio-video units and preparation of course materials sent to the students, are designed to meet the challenge posed by the perishability character of services.

- **No inventories can be build up:** This is true of most services, as well as education, as an unutilized service like a course on offer, or a lecture scheduled to be delivered, cannot be stored, if there are no students enrolling for the course or to attend the lecture. This factor opens up the challenge of managing the

service in the face of fluctuating demand. The marketing implications of perishability necessitate better match between supply and demand of educational packages. Class offers or different need to be preceded by a need analysis of the target population/students before the decision to start. It necessitates a shift from 'institution orientation' to a student or 'customer orientation'. In consonance with the marketing concept, the capability of finding a better fit between the needs of the society and the design of the offering, would define the difference between an effective and a non effective institution.

3. Inseparability

Services are also characterized by the factor of inseparability in the sense that it is usually impossible to separate a service from the person of the provider. In the context of education, this translates into the need for the presence of the performer (the instructor) when the service is to be performed and consumed. This necessarily limits the scale of operations to the number of instructors available. It also means that the distribution mode is more often than not direct in the sense that no intermediaries are involved; the transfer of knowledge is directly from the provider to the learner. As noted before, open learning systems have overcome the characteristic of inseparability by incorporating the teacher into the material and bringing about a separation between the producer and the service. A direct marketing implication of this inseparability is the need for obtaining/training more service providers as well as the need for more effective scheduling of operations.

4. Heterogeneity

Heterogeneity in the context of services means that unlike product manufacturing situations where design specifications can be minutely standardized and followed. The standards of educational services would depend upon who provides the service and how. This heterogeneity of performance renders service offers for the same basic "service product" from different institutes vastly differ from each other. Even though standardization of some important aspects according to some prescribed norms may be attained. But the fact remains, it is difficult to 'standardize' individual performance. Perhaps, it is also not a desirable goal in education, but maintenance of a certain quality standard across 'performers' certainly should exist. In the absence of accepted quality standardization mechanisms in this context, it is the market forces alone, which would force quality standards on education.

In terms of marketing implications, the heterogeneity characteristic of educational services, necessitates careful personnel selection and planning, constant and careful monitoring of standards which can provide clues to the prospective customers to assist choice of institutions. Examples of these clues could be success rates of the placement programme, the absorption of the institutions product in the job market, or the performance of the pass-outs at other competitive examinations etc.

5. Ownership

Ownership or the lack of it also characterizes service. In the context of education, the customer only buys access to education, or derives the learning benefit from the services provided. There is no transfer of the ownership of tangibles and intangibles which have gone into creation of the service product. Payment of fees (price for the service) is just the consideration for access to knowledge and for the use of facilities for a given tenure.

4.4   Context of Quality and Service quality

"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skilful execution" John Ruskin (1819-1900). Although this quote may demonstrate the thoughtful nature of quality, it is also well understood that quality is intangible and complex – in concept and definition, in production and delivery as well as in measurement and management. This is further complicated when looking at quality in relation to service operations (as opposed to product manufacturing), especially in a business-to-business environment (as opposed to a business-to-consumer context).

Orison Marden unambiguously reminds us of the importance of quality - in the wider society in general and the commercial marketplace more specifically. Although purchase decisions are still extensively driven by price, quality variables such as reliability and competence as well as reputation and communication are believed to become increasingly important. As both end-user consumers and institutional customers are no longer impressed by average quality products and services (George 1992), quality management has shifted from being an extracurricular activity to being an essential prerequisite (Cronin and Taylor, 1993). According to Harrington (1987) the debate has moved away from 'quality costs money' towards 'quality makes money'. In considering quality, it is not only necessary to realize that quality and profit are not mutually exclusive (Mizuno 1992), but also that quality has become

a key differentiator to survive in an increasingly competitive marketplace. Put concisely by the Juran Institute "To survive in today's environment of global competition, never-ending change and complexity, rising customer expectations and continuous cost pressures, focusing on quality is no longer a choice; it is mandatory" (1994). Although quality is seen as essential to corporate success (Leonard, 1994), one has to be able to measure it before being able to properly manage it (Drucker 1974). Consequently, a clear definition of quality is needed. However, adequate and commonly shared definitions of quality are rarely found within both academic and commercial circles (Tangen 2005). "Quality is the deciding factor on how much offerings are valued by the world" Orison S. Marden (1850-1924).

Different related attributes can be grouped into one entity called 'quality' -defined as 'the totality of inherent characteristics of a product or service that bear on its ability to increase the demand for that product or service at a fixed price' (ISO 9000 Series of Standards). Although this definition is applicable to both products and services, it can be argued that quality management in relation to services demands a different approach when compared to products - for the simple reason that services have different distinguishing features. "Quality is neither mind nor matter, but a certain entity independent of the other two" Robert M. Pirsig (1928).

Service quality can (only) be based on customer perceptions (Zeithaml et al. 1990, Gronroos 2000). Therefore, it is not surprising that quality measures for product manufacturing are widely understood and used, whereas quality measures specific for service operations have developed more slowly (Mills et al. 1983). This slower development has been mainly attributed to intangibility (e.g. Regan 1963, Drucker 1974, Zeithaml et al. 1985), labour intensity (Flipo 1988) and complexity (Schmenner 1986). Ignoring these characteristics, quality management in the services industry has for too long been dominated by the logic of manufacturing (which is seen as less complex, less labour intensive and less intangible). While comparing quality between service operations and product manufacturing, one of the basic claims has been that especially the complexity of service operations demands a more holistic approach including a customer-orientation to quality (e.g. Zeithaml et al. 1985, Gronroos 2000). According to Bell and Shea (2000) all stakeholders in the delivery process must agree on the relevance, definition and measurement of quality.

While the significance of quality for a competitive position in the marketplace has been emphasized for decades (e.g. Crosby 1979, Garvin 1984, Parasuraman et al. 1985, Deming 1986, Cronin and Taylor 1992, Heskett et al. 1997, Gronroos 2000), the real contribution of service quality to organizational performance has been largely unexplored (Forker et al. 1996) and the gap between customer perceived quality and supplier perceived quality is still to be closed (van Ree 2006). Therefore, it is important to determine the performance of any institution through measurement of service quality as well as to examine whether and how service quality affects both customer satisfaction and supplier performance.

Service quality is a measure of how well the service level delivered matches customer expectations. Delivering quality service means conforming to customer expectations on a consistent basis (Lewis and Booms 1983). In line with this thinking, Gronroos (1982) developed a model in which he contends that consumers compare the service they expect with perceptions of the service in evaluating service quality. Smith and Houston (1982) claimed that satisfaction with services is related to confirmation or disconfirmation of expectations. They based their research on the disconfirmation paradigm, which maintains that satisfaction is related to the size and direction of the disconfirmation experience where disconfirmation is related to the person's initial expectations (Churchil and Suprenaut 1982).

Most experts agree that customer satisfaction is a short-term, transaction-specific measure, whereas service quality is an attitude formed by a **long-term** overall evaluation of a firm's performance (Hoffman and Bateson, 2002). Service quality and customer satisfaction is inter-related. If the performance of the firm is excellent then the customer will be satisfied about the quality. Different writings and literatures on services suggests three underlying themes:

- Service quality is more difficult for the consumer to evaluate than goods quality.

- Service quality perceptions result from a comparison of consumer expectations with actual service performance.

- Service quality evaluations are not made solely on the outcome of a service; they also involve evaluations of the process of service delivery.

4.5   Service Quality in Educational Setting

During the last decade, quality initiatives have been the subject of an enormous amount of practitioner and academic discourse, and at various levels have found a gateway into higher education (Avdjieva and Wilson, 2002, Barnes, 2003). Ford et al., (1999) identified reputation, career opportunities, program issues, physical aspects, and location as important attributes to offer for educational service providers. Further the authors highlighted that due to high competitive environment surrounding business education, institutions need to better understand the nature and quality of service offered. Adee (1997) recommended several `university characteristics' may be useful in explaining the perceived quality among students, these being an emphasis on competent teaching, the availability of staff for student consultation, library services, computer facilities, recreational activities, class sizes, level and difficulty of subject content, and student workload. In line with the previous researchers Lau (2003) suggests a conceptual framework consisting of three factors based on learning, teaching and resources (Institutional Administrators, faculty, and Students) which are considered to influence student involvement and satisfaction. Abdullah (2006) used HEDPERF instrument consisting of 41statements to assess service quality in the higher education sector. His study confirmed that students' perceptions of service quality are consisted of six identified dimensions: non-academic aspects, academic aspects, reputation, access, program issues and understanding. He suggested widening and developing of the measuring instrument from a different perspective that is from other customer groups (internal customers, employers, government, parents and general public).

Education in its broadest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another through institutions. Educational services need to "market" their service that has not really been felt by the educational sector in many countries. Large number of institutions for specialized fields has been set up in the recent years for fields like Management and computer education This has led to increase in competition specially among private owned institutions. This makes them come face to face with questions like product differentiation, product extension, diversification and service integration etc.

Pate (1993) split the literature on student satisfaction into three perspectives: psychological-wellness-type satisfaction (related to personal characteristics); job-type satisfaction (related to future aspirations); and consumer type satisfaction (related to daily experience). Some researchers in education have used SERVQUAL, which is the most popular model to measure service quality, sometimes specifically adapted for the education sector (Wright and O'Neill, 2002; Gatfield, 2000). However, there is general picture of confusion of measured variables and some replicated across different studies.

4.6   Conceptual Model in Service Quality

An organization can gain competitive advantage by the use of technology for the purpose of enhancing the service quality by gathering information on marked demand. Conceptual models in service quality enable management to identify quality problems. By preventing the identified problems enables the possibility of improving the profitability, efficiency and overall performance (Parasuraman *et al*, 1988).

4.6.1   The GAP model

Service quality is a function of the differences between expectation and performance along the quality dimension. Unlike goods quality, which can be easily measured objectively in terms of number of defects and durability, service quality is an elusive construct that may be difficult to measure (Parasuraman et al, 1988). Research revealed that service quality stems from a comparison of the customers' expectations or desires from the service provider with their perceptions of the actual service performance. Ten dimensions (tangibles, reliability, responsiveness, communication, credibility, security, competence, courtesy, understanding/knowing the customer, and access) were extracted from their research in terms of customer perceived service quality. Based on their findings they developed a service quality model based on gap analysis which is illustrated in following figure 3.1 – GAP model illustration (Parasuraman et al, 1985):

GAP1:   The Knowledge GAP is the difference between guest's expectation and management's perceptions of those expectations, i.e. not knowing what consumers expect.

GAP2:   The Standards GAP is the difference between management's perceptions of guest's expectations and service quality specifications, i.e. improper service-quality standards.

GAP3:   The Delivery GAP is the difference between service quality specifications and service actually delivered i.e. the service performance gap.

GAP4:   The Communications GAP is the difference between service delivery
         and the communications to guests about service delivery i.e. whether
         promised match deliver

GAP5:   The Overall GAP is the difference between guest's expectation and
         perceived service. This gap depends on size and directions of the four
         previous mentioned gaps associated with the delivery of service quality
         on the marketer's side.
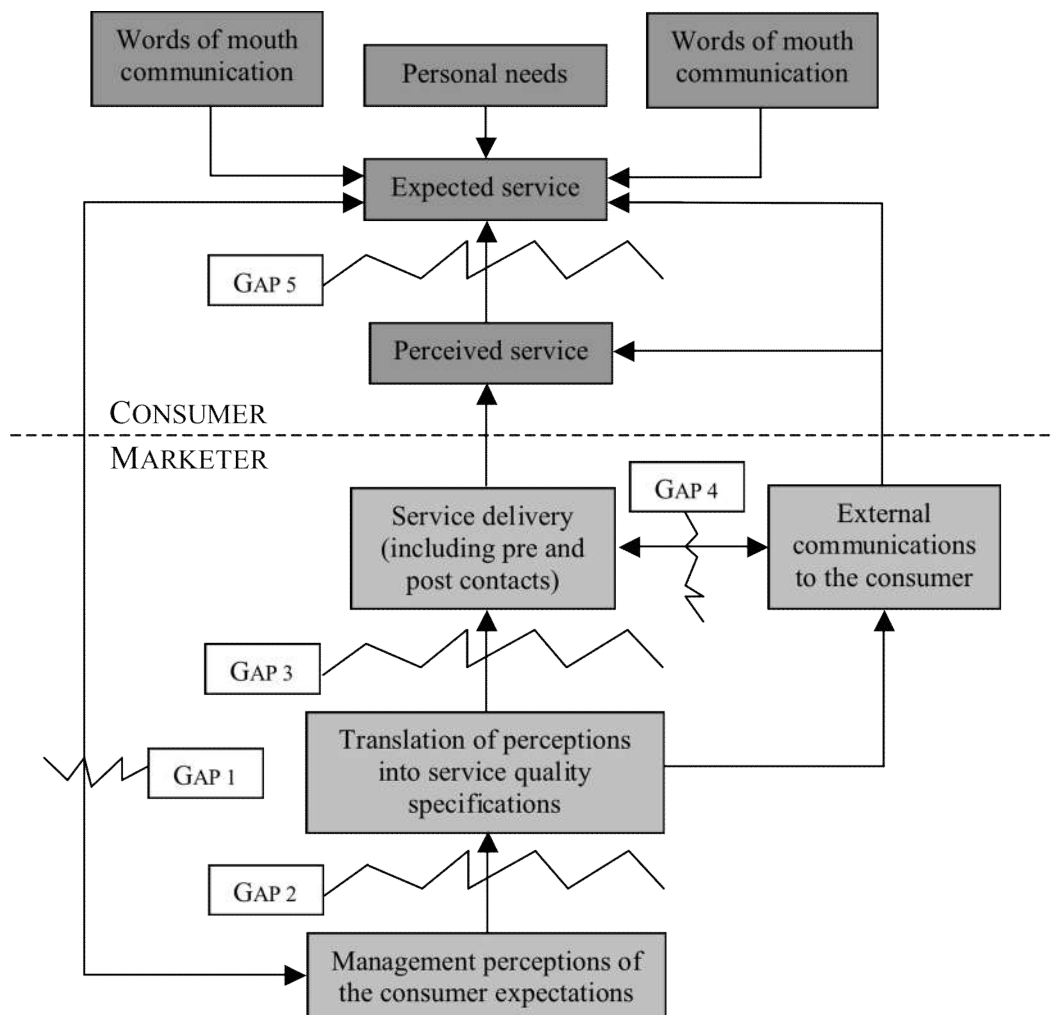
Figure 4.1
GAP Model Illustration (Parasuraman *et al,* 1985)

Parasuraman *et al* (1985) argue that perceived service quality is the degree
and direction of discrepancy between consumers' perceptions and
expectations. According to Brown and Bond (1995), "the GAP model is one of the
best received and most valuable contribution to the service literature". The first

four gaps (GAP1, GAP2, GAP3, GAP4) are identified as functions of the way in which service is delivered, whereas GAP5 pertains to the customer and as such is considered to be the true measure of service quality (Parasuraman *et al*, 1985). The latter, GAP5 is the GAP that SERQUAL instrument influence.

4.6.2 SERVQUAL

SERVQUAL is a multi-item scale developed to assess customer perceptions of service quality in service and retail businesses. Originally developed from the GAP model, SERVQUAL took shape and was developed during the 80s. The scale containing twenty-two items that was grouped into two statements, one to measure expectations concerning general factors about the company while the other measure perception about the particular firm whose service quality was being evaluated. Furthermore these items were grouped into following five distinct dimensions: (Zeithaml *et al*, 1988)

Tangibles	: Encompasses physical facilities, equipment, and appearance of personnel etcetera;
Reliability	: Ability to perform the promised service dependably and Accurately;
Responsiveness	: Reflects the willingness to help customers and provide prompt service;
Assurance	: Involves knowledge and courtesy of employees and their ability to inspire trust and confidence which is caring;
Empathy	: Individualized or customized attention the Organization provides its customers

Assurance and empathy contain items representing seven original dimensions, (communication, credibility, security, competence, courtesy, understanding/ knowing customers, and access) did not remain distinct throughout the several refinements over the years. This led to the extended service quality model illustrated in Figure 3.2 – Extended model of service quality (Zeithaml*et al,* 1988)
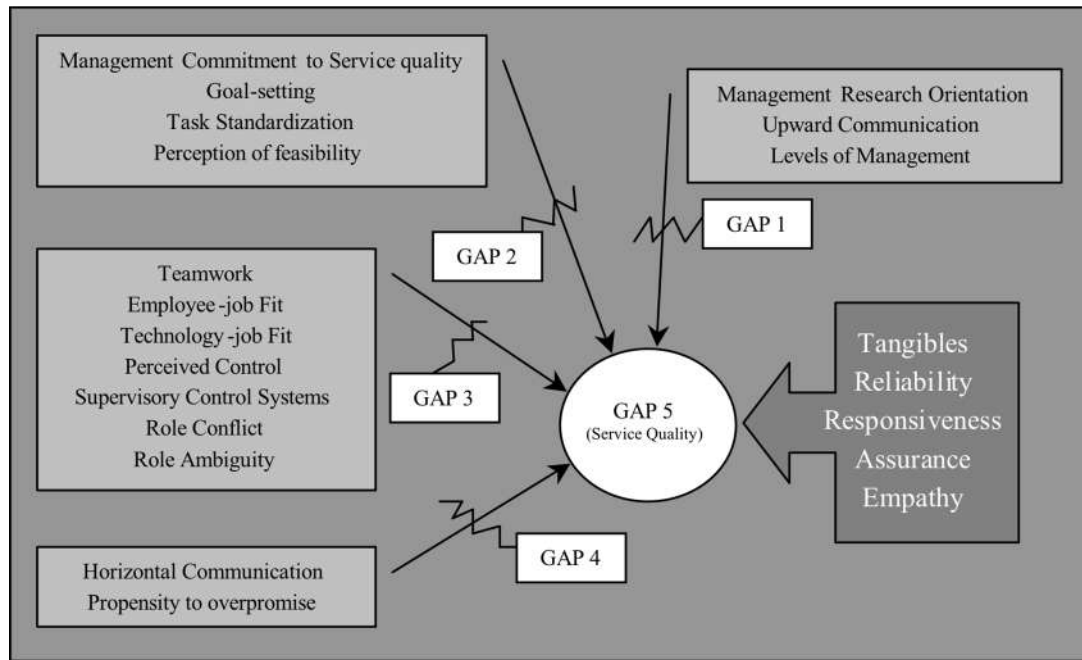
Figure 4.2
Extended model of service quality (Zeithaml *et al*, 1988)

SERVQUAL stands for service quality as the discrepancy between a customer's expectations for a service offering and the customer's perceptions of the service received, requiring respondents to answer questions about both their expectations and their perceptions (Parasuraman *et al,* 1988).

The purpose of SERVQUAL is to serve as a diagnostic methodology for uncovering wide areas of an organization's service quality weaknesses and strengths. The SERVQUAL instrument produces a systematic, multi-stage, and interactive process that evolves from the identified dimensions and items within that correspond to the specific companies and industries (Zeithaml *et al*, 1988). The SERVQUAL instrument is designed for use in any kind of service business/institution and provides a basic skeleton though its expectations/perceptions format, encompassing statement for each of the five dimensions (Parasuramant *et al*, 1988).

Uncountable different companies and industries have been adapting the SERVQUAL instrument to their organization throughout the years with success, although problems with the method have been identified. The difficulties associated with the SERVQUAL instrument, may be grouped into following five main categories:

1) GAP score problem and the use of them;

2) Reliability problems with the GAP scores;

3) Poor predictive and convergent validity;

4) Ambiguity of the expectations construct; and

5) Unstable dimensionality of the SERVQUAL instrument

These categories can be split up based on operational and theoretical grounds (Buttle, 1996; Asubonteng. Kettinger & Lee (1995) and Van Dyke, Kappelman & Prybutok (1997) made extensive reviews of such difficulties and the references cited therein.

It is important to point out that SERVQUAL is only one of the instruments used in service quality analysis and there are different approaches, which might be stronger in closing the gaps. As mentioned, SERVQUAL has been criticized on both theoretical and operational grounds, although Ausbonteng *et al* (1996) concludes that: "Until a better but equally simple model emerges, SERVQUAL will predominate as a service quality measure". For this particular research, GAP 5 is studied in details and also Gaps 1-4 are measured separately.

4.7   Hypothesis Framed in the Study

1. <u>Service Performance Evaluation</u>:

- **Hypothesis A1 (null):** There is no significant difference between expectation and perception towards different service operations being quite satisfying and reactive to the need of organization.

- **Hypothesis A2 (alt):** There is significant difference between expectation and perception towards different service operations being quite satisfying and reactive to the need of organization.

- **Hypothesis A2 (null):** There is no significant difference between expectation and perception towards delivery of services to parents/cadets specified through written policy/standing operating procedure.

- **Hypothesis A2(alt):** There is significant difference between expectation and perception towards delivery of services to parents/cadets specified through written policy/standing operating procedure.

- **Hypothesis A3(null):** There is no significant difference between expectation and perception towards training for front-line personal (teachers, employees etc) to ensure proper satisfaction of customers (cadets, parents).

- **Hypothesis A3(alt):** There is significant difference between expectation and perception towards training for front-line personal (teachers, employees etc) to ensure proper satisfaction of customers (cadets, parents).

- **Hypothesis A4(null):** There is no significant difference between expectation and perception towards designing the work plan for the employees for better service delivery.

- **Hypothesis A4(alt):** There is significant difference between expectation and perception towards designing the work plan for the employees for better service delivery.

- **Hypothesis A5(null):** There is no significant difference between expectation and perception towards paying minimum wage which is quite satisfying.

- **Hypothesis A5(alt):** There is significant difference between expectation and perception towards paying minimum wage which is quite satisfying.

- **Hypothesis A6(null):** There is no significant difference between expectation and perception towards seeking feedback from its customers (Parents, Cadets, Employees etc) on the relative costs and perceived qualities of the service.

- **Hypothesis A6(alt):** There is significant difference between expectation and perception towards seeking feedback from its customers (Parents, Cadets, Employees etc) on the relative costs and perceived qualities of the service.

- **Hypothesis A7(null):** There is no significant difference between expectation and perception towards acting as contributor to internal quality service delivery which is advanced and satisfying.

- **Hypothesis A7(alt):** There is significant difference between expectation and perception towards acting as contributor to internal quality service delivery which is advanced and satisfying.

- **Hypothesis A8 (null):** There is no significant difference between expectation and perception towards employees often given procedures to follow and management to ensure that procedures.

- **Hypothesis A8(alt):** There is significant difference between expectation and perception towards employees often given procedures to follow and management to ensure that procedures.

- **Hypothesis A9(null):** There is no significant difference between expectation and perception towards management having good communication with customers to ensure advanced service delivery.

- **Hypothesis A9(alt):** There is significant difference between expectation and perception towards management having good communication with customers to ensure advanced service delivery.

- **Hypothesis A10(null):** There is no significant difference between expectation and perception towards customers who can inform any problem at any time to college authority on which very quick actions are taken.

- **Hypothesis A10(alt):** There is significant difference between expectation and perception towards customers who can inform any problem at any time to college authority on which very quick actions are taken.

- **Hypothesis A11(null):** There is no significant difference between expectation and perception towards Cadet College continually excels to distinctive competence reinforced by customer focused management.

- **Hypothesis A11(alt):** There is significant difference between expectation and perception towards Cadet College continually excels to distinctive competence reinforced by customer focused management.

- **Hypothesis A12(null):** There is no significant difference between expectation and perception towards mastering core services like interactive teaching, co-curricular & extra-curricular teaching, ethical teaching, good inter-communication etc.

- **Hypothesis A12(alt):** There is significant difference between expectation and perception towards mastering core services like interactive teaching, co-curricular & extra-curricular teaching, ethical teaching, good inter-communication etc.

- **Hypothesis A13(null):** There is no significant difference between expectation and perception towards use of technology as a way of enhancing satisfying services to cadets and their parents.

- **Hypothesis A13(alt):** There is significant difference between expectation and perception towards use of technology as a way of enhancing satisfying services to cadets and their parents.

- **Hypothesis A14(null):** There is no significant difference between expectation and perception towards allowing front line people (Teachers, employees etc.)

with flexibility to select from alternative procedures to deliver distinctive services to the cadets.

- **Hypothesis A14(alt):** There is significant difference between expectation and perception towards allowing front line people (Teachers, employees etc.) with flexibility to select from alternative procedures to deliver distinctive services to the cadets.

- **Hypothesis A15(null):** There is no significant difference between expectation and perception towards Cadet College authority utilizing all the resources to win the heart and mind of main customers (cadets, parents).

- **Hypothesis A15(alt):** There is significant difference between expectation and perception towards Cadet College authority utilizing all the resources to win the heart and mind of main customers (cadets, parents).

- **Hypothesis A16(null):** There is no significant difference between expectation and perception towards Cadet College management keeping good communication with cadets, parents, teachers and employees.

- **Hypothesis A16(alt):** There is significant difference between expectation and perception towards Cadet College management keeping good communication with cadets, parents, teachers and employees.

- **Hypothesis A17(null):** There is no significant difference between expectation and perception towards proactive Cadet College management by developing its own capabilities and generating opportunities to the customers.

- **Hypothesis A17(alt):** There is significant difference between expectation and perception towards proactive Cadet College management by developing its own capabilities and generating opportunities to the customers.

- **Hypothesis A18(null):** There is no significant difference between expectation and perception towards use of technology in Cadet College to break the system to do the things that the competitors cannot do.

- **Hypothesis A18(alt):** There is significant difference between expectation and perception towards use of technology in Cadet College to break the system to do the things that the competitors cannot do.

- **Hypothesis A19(null):** There is no significant difference between expectation and perception towards teachers and employees of Cadet College themselves being the source of innovations and have the skills to innovate excellent service delivery.

- **Hypothesis A19(alt):** There is significant difference between expectation and perception towards teachers and employees of Cadet College themselves being the source of innovations and have the skills to innovate excellent service delivery.

- **Hypothesis A20(null):** There is no significant difference between expectation and perception towards teachers of Cadet College going beyond coaching to mentoring and remain accountable for the personal development of the cadets.

- **Hypothesis A20(alt):** There is significant difference between expectation and perception towards teachers of Cadet College going beyond coaching to mentoring and remain accountable for the personal development of the cadets.

2. <u>SERVQUAL Model of Cadet Colleges</u>:

- **Hypothesis B1(null):** There is no significant difference between expectation and perception towards the up-to-date and modern looking equipment of cadet colleges in Bangladesh.

- **Hypothesis B1(alt):** There is significant difference between expectation and perception towards the up-to-date and modern looking equipment of cadet colleges in Bangladesh.

- **Hypothesis B2 (null):** There is no significant difference between expectation and perception towards visual appeal of Physical facilities of Cadet Colleges in Bangladesh.

- **Hypothesis B2(alt):** There is significant difference between expectation and perception towards visual appeal of Physical facilities of Cadet Colleges in Bangladesh.

- **Hypothesis B3(null):** There is no significant difference between expectation and perception towards personnel of Cadet College being well-dressed and neat in appearance.

- **Hypothesis B3(alt):** There is significant difference between expectation and perception towards personnel of Cadet College being well-dressed and neat in appearance.

- **Hypothesis B4(null):** There is no significant difference between expectation and perception towards Cadet College in possession of comfortable & better competitive accommodation and dining facilities.

- **Hypothesis B4(alt):** There is significant difference between expectation and perception towards Cadet College in possession of comfortable & better competitive accommodation and dining facilities.

- **Hypothesis B5(null):** There is no significant difference between expectation and perception towards Cadet College authority meets, coordinates with Parents on parents' visiting day and keeps promises that are done.

- **Hypothesis B5(alt):** There is significant difference between expectation and perception towards Cadet College authority meets, coordinates with Parents on parents' visiting day and keeps promises that are done.

- **Hypothesis B6(null):** There is no significant difference between expectation and perception towards personnel of Cadet College being sympathetic to the problems of cadets/parents.

- **Hypothesis B6(alt):** There is significant difference between expectation and perception towards personnel of Cadet College being sympathetic to the problems of cadets/parents.

- **Hypothesis B7(null):** There is no significant difference between expectation and perception towards all staff, teachers and employees in honouring their promises at all time.

- **Hypothesis B7(alt):** There is significant difference between expectation and perception towards all staff, teachers and employees in honouring their promises at all time.

- **Hypothesis B8 (null):** There is no significant difference between expectation and perception towards Cadet College in maintaining different records of Cadets' performance accurately.

- **Hypothesis B8(alt):** There is significant difference between expectation and perception towards Cadet College in maintaining different records of Cadets' performance accurately.

- **Hypothesis B9(null):** There is no significant difference between expectation and perception towards administration in telling exact time about performance of services.

- **Hypothesis 9(alt):** There is significant difference between expectation and perception towards administration in telling exact time about performance of services.

- **Hypothesis B10(null):** There is no significant difference between expectation and perception towards College and house administration about delivering prompt service to Cadets' requirements.

- **Hypothesis B10(alt):** There is ignificant difference between expectation and perception towards College and house administration about delivering prompt service to Cadets' requirements.

- **Hypothesis B11(null):** There is no significant difference between expectation and perception towards whole college administration about always willing to help the cadets/parents.

- **Hypothesis B11(alt):** There is significant difference between expectation and perception towards whole college administration about always willing to help the cadets/parents.

- **Hypothesis B12(null):** There is no significant difference between expectation and perception towards staff, teachers and employees in responding promptly to the queries and problems of Cadets/parents.

- **Hypothesis B12(alt):** There is significant difference between expectation and perception towards staff, teachers and employees in responding promptly to the queries and problems of Cadets/parents.

- **Hypothesis B13(null):** There is no significant difference between expectation and perception towards Cadets and parents about their trust in staff, teachers and employees of Cadet College.

- **Hypothesis B13(alt):** There is significant difference between expectation and perception towards Cadets and parents about their trust in staff, teachers and employees of Cadet College.

- **Hypothesis B14(null):** There is no significant difference between expectation and perception towards Cadets and parents about feeling safe while receiving services from staff, teachers and employees.

- **Hypothesis B14(alt):** There is significant difference between expectation and perception towards Cadets and parents about feeling safe while receiving services from staff, teachers and employees.

- **Hypothesis B15(null):** There is no significant difference between expectation and perception towards staff, teachers and employees of Cadet College about dealing politely with cadets and parents.

- **Hypothesis B15(alt):** There is significant difference between expectation and perception towards staff, teachers and employees of Cadet College about dealing politely with cadets and parents.

- **Hypothesis B16(null):** There is no significant difference between expectation and perception towards teachers of Cadet College about their knowledge to take good class.

- **Hypothesis B16(alt):** There is significant difference between expectation and perception towards teachers of Cadet College about their knowledge to take good class.

- **Hypothesis B17(null):** There is no significant difference between expectation and perception towards Cadet College about providing personal attention to cadets and parents.

- **Hypothesis B17(alt):** There is significant difference between expectation and perception towards Cadet College about providing personal attention to cadets and parents.

- **Hypothesis B18(null):** There is no significant difference between expectation and perception towards Staffs, Teachers and employees of Cadet College about having sufficient operating hour to satisfy all cadets/parents.

- **Hypothesis B18(alt):** There is significant difference between expectation and perception towards Staffs, Teachers and employees of Cadet College about having sufficient operating hour to satisfy all cadets/parents.

- **Hypothesis B19(null):** There is no significant difference between expectation and perception towards staffs, teachers and employees about understanding the specific needs of cadets and parents.

- **Hypothesis B19(alt):** There is significant difference between expectation and perception towards staffs, teachers and employees about understanding the specific needs of cadets and parents.

- **Hypothesis B20(null):** There is no significant difference between expectation and perception towards staffs, teachers and employees of Cadet College about keeping the best interest of cadets and parents at heart.

- **Hypothesis B20(alt):** There is significant difference between expectation and perception towards staffs, teachers and employees of Cadet College about keeping the best interest of cadets and parents at heart.

3. <u>Service Gaps1-4 of Cadet Colleges:</u>

- **Hypothesis C1(null):** There is no significant difference between expectation and perception towards needs to increase amount of consumer research to influence the size of knowledge gap between consumers' (Cadets and Parents) expectation and college management's (Staff, Teachers and Employees) perception.

- **Hypothesis C1(alt):** There is significant difference between expectation and perception towards needs to increase amount of consumer research to influence the size of knowledge gap between consumers' (Cadets and Parents) expectation and college management's (Staff, Teachers and Employees) perception.

- **Hypothesis C2 (null):** There is no significant difference between expectation and perception towards improvement research of cadet college system to focus on service quality issues of the cadets.

- **Hypothesis C2(alt):** There is significant difference between expectation and perception towards improvement research of cadet college system to focus on service quality issues of the cadets.

- **Hypothesis C3(null):** There is no significant difference between expectation and perception towards improvement research of Cadet College to focus on demand/ requirement of parents.

- **Hypothesis C3(alt):** There is significant difference between expectation and perception towards improvement research of Cadet College to focus on demand/ requirement of parents.

- **Hypothesis C4(null):** There is no significant difference between expectation and perception towards prevailing of good interaction between parents and college management.

- **Hypothesis C4(alt):** There is significant difference between expectation and perception towards prevailing of good interaction between parents and college management.

- **Hypothesis C5(null):** There is no significant difference between expectation and perception towards prevailing of good interaction between Cadets and College Management.

- **Hypothesis C5(alt):** There is significant difference between expectation and perception towards prevailing of good interaction between Cadets and College Management.

- **Hypothesis C6(null):** There is no significant difference between expectation and perception towards exists of good upward communication from cadets to College Management regarding any problem.

- **Hypothesis C6(alt):** There is significant difference between expectation and perception towards exists of good upward communication from cadets to College Management regarding any problem.

- **Hypothesis C7(null):** There is no significant difference between expectation and perception towards exists of quality upward communication from any Teacher/Employee to College Authority.

- **Hypothesis C7(alt):** There is significant difference between expectation and perception towards exists of quality upward communication from any Teacher/Employee to College Authority.

- **Hypothesis C8 (null):** There is no significant difference between expectation and perception towards no layer exists to communicate between Parents/Cadets with College Management.

- **Hypothesis C8(alt):** There is significant difference between expectation and perception towards no layer exists to communicate between Parents/Cadets with College Management.

- **Hypothesis C9(null):** There is no significant difference between expectation and perception towards complexity of Cadet College hierarchy whether affect to provide quality service to Parents and Cadets.

- **Hypothesis C9(alt):** There is significant difference between expectation and perception towards complexity of Cadet College hierarchy whether affect to provide quality service to Parents and Cadets.

- **Hypothesis C10(null):** There is no significant difference between expectation and perception towards knowledge of Cadet College Management about consumers' problems and takes positives steps to improve service delivery standard.

- **Hypothesis C10(alt):** There is significant difference between expectation and perception towards knowledge of Cadet College Management about consumers' problems and takes positives steps to improve service delivery standard.

- **Hypothesis C11(null):** There is no significant difference between expectation and perception towards cadet college possesses good standard in order to satisfy customers (Cadets and Parents) with pleasant experience as per quality specification.

- **Hypothesis C11(alt):** There is significant difference between expectation and perception towards cadet college possesses good standard in order to satisfy customers (Cadets and Parents) with pleasant experience as per quality specification.

- **Hypothesis C12(null):** There is no significant difference between expectation and perception towards cadet college authority maintains flowchart of its operation to identify all points of contact between college authority and parents.

- **Hypothesis C12(alt):** There is significant difference between expectation and perception towards cadet college authority maintains flowchart of its operation to identify all points of contact between college authority and parents.

- **Hypothesis C13(null):** There is no significant difference between expectation and perception towards operation of cadet college in specific pattern as per quality specification to identify and solve all related problems of Cadets.

- **Hypothesis C13(alt):** There is significant difference between expectation and perception towards operation of cadet college in specific pattern as per quality specification to identify and solve all related problems of Cadets.

- **Hypothesis C14(null):** There is no significant difference between expectation and perception towards availability and following of good standard written orders as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets.

- **Hypothesis C14(alt):** There is significant difference between expectation and perception towards availability and following of good standard written orders as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets.

- **Hypothesis C15(null):** There is no significant difference between expectation and perception towards believes of college management that they should meet requirements of parents and cadets for good service.

- **Hypothesis C15(alt):** There is significant difference between expectation and perception towards believes of college management that they should meet requirements of parents and cadets for good service.

- **Hypothesis C16(null):** There is no significant difference between expectation and perception towards believes of cadet college management that they should meet requirement of teachers and employees for good service.

- **Hypothesis C16(alt):** There is significant difference between expectation and perception towards believes of cadet college management that they should meet requirement of teachers and employees for good service.

- **Hypothesis C17(null):** There is no significant difference between expectation and perception towards college leadership setting good priorities over customer contact based strategy and technology based strategy.

- **Hypothesis C17(alt):** There is significant difference between expectation and perception towards college leadership setting good priorities over customer contact based strategy and technology based strategy.

- **Hypothesis C18(null):** There is no significant difference between expectation and perception towards feeling of Management that quality measurement is worth for long term positive impact.

- **Hypothesis C18(alt):** There is significant difference between expectation and perception towards feeling of Management that quality measurement is worth for long term positive impact.

- **Hypothesis C19(null):** There is no significant difference between expectation and perception towards use of all cadet college resources to ensure quality service to the customers.

- **Hypothesis C19(alt):** There is significant difference between expectation and perception towards use of all cadet college resources to ensure quality service to the customers.

- **Hypothesis C20(null):** There is no significant difference between expectation and perception towards exist of internal quality improvement programmes as per quality specification for excellent service delivery.

- **Hypothesis C20(alt):** There is significant difference between expectation and perception towards exist of internal quality improvement programmes as per quality specification for excellent service delivery.

- **Hypothesis C21(null):** There is no significant difference between expectation and perception towards willingness of teachers and employees to deliver quality service to customers as per quality specifications.

- **Hypothesis C21(alt):** There is significant difference between expectation and perception towards willingness of teachers and employees to deliver quality service to customers as per quality specifications.

- **Hypothesis C22 (null):** There is no significant difference between expectation and perception towards providing of recognition to teachers and employees for quality commitment.

- **Hypothesis C22(alt):** There is significant difference between expectation and perception towards providing of recognition to teachers and employees for quality commitment.

- **Hypothesis C23(null):** There is no significant difference between expectation and perception towards exist of formal process for setting quality of service goals and implementation is monitored.

- **Hypothesis C23(alt):** There is significant difference between expectation and perception towards exist of formal process for setting quality of service goals and implementation is monitored.

- **Hypothesis C24(null):** There is no significant difference between expectation and perception towards capability of teachers and employees in achieving aim and objectives of Cadet College.

- **Hypothesis C24(alt):** There is significant difference between expectation and perception towards capability of teachers and employees in achieving aim and objectives of Cadet College.

- **Hypothesis C25(null):** There is no significant difference between expectation and perception towards possession of dissatisfaction and frustration by teachers that affect service delivery.

- **Hypothesis C25(alt):** There is significant difference between expectation and perception towards possession of dissatisfaction and frustration by teachers that affect service delivery.

- **Hypothesis C26(null):** There is no significant difference between expectation and perception towards keeping teachers and employees at their full potential all the time.

- **Hypothesis C26(alt):** There is significant difference between expectation and perception towards keeping teachers and employees at their full potential all the time.

- **Hypothesis C27(null):** There is no significant difference between expectation and perception towards qualification and training of teachers of Cadet College to perform the service to specification.

- **Hypothesis C27(alt):** There is significant difference between expectation and perception towards qualification and training of teachers of Cadet College to perform the service to specification.

- **Hypothesis C28 (null):** There is no significant difference between expectation and perception towards consistent understanding of teachers about their role as per the expectation of Cadet College authority, the parents and Cadets.

- **Hypothesis C28(alt):** There is significant difference between expectation and perception towards consistent understanding of teachers about their role as per the expectation of Cadet College authority, the parents and Cadets.

- **Hypothesis C29(null):** There is no significant difference between expectation and perception towards possession of sufficient authority by teachers and employees to make independent decisions.

- **Hypothesis C29(alt):** There is significant difference between expectation and perception towards possession of sufficient authority by teachers and employees to make independent decisions.

- **Hypothesis C30(null):** There is no significant difference between expectation and perception towards adequate training as per quality specification by teachers and employees and actually deliver services in best possible manner.

- **Hypothesis C30(alt):** There is significant difference between expectation and perception towards adequate training as per quality specification by teachers and employees and actually deliver services in best possible manner.

- **Hypothesis C31(null):** There is no significant difference between expectation and perception towards delivery of actual quality service to parents and cadets as was promised during intake media circulation.

- **Hypothesis C31(alt):** There is significant difference between expectation and perception towards delivery of actual quality service to parents and cadets as was promised during intake media circulation.

- **Hypothesis C32(null):** There is no significant difference between expectation and perception towards over promise about service delivery in Intake circulation to outdo other educational institutions of the country.

- **Hypothesis C32(alt):** There is significant difference between expectation and perception towards over promise about service delivery in Intake circulation to outdo other educational institutions of the country.

- **Hypothesis C33(null):** There is no significant difference between expectation and perception towards maintaining good horizontal communication to breech gap between the institution and higher headquarters.

- **Hypothesis C33(alt):** There is significant difference between expectation and perception towards maintaining good horizontal communication to breech gap between the institution and higher headquarters.

- **Hypothesis C34(null):** There is no significant difference between expectation and perception towards fulfillment of promise as per intake circulation for which more parents are interested to get their children admitted in Cadet College.

- **Hypothesis C34(alt):** There is significant difference between expectation and perception towards fulfillment of promise as per intake circulation for which more parents are interested to get their children admitted in Cadet College.

- **Hypothesis C35(null):** There is no significant difference between expectation and perception towards prevailing of frequent and quality downward communication between college authority and contact personal like teachers, employees etc.

- **Hypothesis C35(alt):** There is significant difference between expectation and perception towards prevailing of frequent and quality downward communication between college authority and contact personal like teachers, employees etc.

- **Hypothesis C36(null):** There is no significant difference between expectation and perception towards giving constructive feedback from higher headquarters to cadet college management for quality service delivery.

- **Hypothesis C36(alt):** There is significant difference between expectation and perception towards giving constructive feedback from higher headquarters to cadet college management for quality service delivery.

- **Hypothesis C37(null):** There is no significant difference between expectation and perception towards good practice of giving feedback report by teachers and employees to Cadet College authority on any issues.

- **Hypothesis C37(alt):** There is significant difference between expectation and perception towards good practice of giving feedback report by teachers and employees to Cadet College authority on any issues.

- **Hypothesis C38(null):** There is no significant difference between expectation and perception towards training in communication skills by teachers and employees that help in actual quality service delivery.

- **Hypothesis C38(alt):** There is significant difference between expectation and perception towards training in communication skills by teachers and employees that help in actual quality service delivery.

- **Hypothesis C39(null):** There is no significant difference between expectation and perception towards vigilance of teachers and employees about any happenings inside college and capable of communicating to college authority before it actually happens.

- **Hypothesis C39(alt):** There is significant difference between expectation and perception towards vigilance of teachers and employees about any happenings inside college and capable of communicating to college authority before it actually happens.

- **Hypothesis C40(null):** There is no significant difference between expectation and perception towards quickly getting aware by Cadet College management about any new programme or step or order under taken for better service delivery.

- **Hypothesis C40(alt):** There is significant difference between expectation and perception towards quickly getting aware by Cadet College management about any new programme or step or order under taken for better service delivery.

4. <u>Hypothesis for Chi-Square Test:</u>

1. There is no significant relationship between resident identity and increasing the amount of consumer research.

2. There is no significant relationship between resident occupation and good standard to satisfy with pleasant experience.

3. There is no significant relationship between participant gender and willingness of teachers and employees to deliver quality service.

4. There is no significant relationship between increasing the amount of consumer research and focus on service quality issues.

5. There is no significant relationship between improve research focusing on demand and good interaction between parents & college management.

6. There is no significant relationship between good interaction within Cadets & College Management and Good upward communication exists.

7. There is no significant relationship between quality upward communication and layer that exists to communicate.

8. There is no significant relationship between complexity of cadet college hierarchy and knowledge gap or listening gap.

9. There is no significant relationship between good standard to satisfy customers and maintenance of flowchart for the effective operation.

10. There is no significant relationship between authorities operates in specific pattern as per quality specification and availability of standard written orders.

11. There is no significant relationship between management believes to meet the requirement of consumers and management should meet the requirement of teachers & employees.

12. There is no significant relationship between setting good priorities over customer contact based strategy and quality measurement for long term positive impact.

13. There is no significant relationship between use of all resources to ensure quality service to the customers and exists of standard gap management perception & quality specification for good service delivery.

14. There is no significant relationship between willingness to deliver quality services to customers and providing recognition to teachers & employees for quality commitment.

15. There is no significant relationship between formal process for setting quality of service goals and capability of achieving aim & objectives of Cadet College.

16. There is no significant relationship between possession of dissatisfaction & frustration of teachers and management finds it quite difficult to keep them at their full potential at all time.

17. There is no significant relationship between teachers are sufficiently qualified to perform the service as per specification and they are consistent in understanding their role as per expectation.

18. There is no significant relationship between teachers & employees possess sufficient authority to make independent decisions and delivery gap exists between the quality specification set for service delivery & actual delivery of service.

19. There is no significant relationship between delivery of actual quality services to customers and does not over promise about service delivery.

20. There is no significant relationship between good horizontal communication to breech the gap and fulfillment of promises as per intake circulation.

21. There is no significant relationship between frequent & quality downward communication and constructive feedback from higher Headquarters.

22. There is no significant relationship between good practice of giving feedback report to cadet college authority and training of teachers & employees in communication skills.

23. There is no significant relationship between vigilance about any happenings inside college and existence of communication gap.

24. There is no significant relationship between possession of good standard in order to satisfy customers and willingness of teachers & employees to deliver quality service to the customers.

25. There is no significant relationship between providing recognition to teachers & employees for quality commitment and delivery of actual services to customers as was promised.

Chapter 5
DATA ANALYSIS AND INTERPRETATION

5.1   Reliability Analysis

The purpose of the reliability analysis is to determine whether data is trustworthy or not. Testing reliability is to measure consistency in the data that is defined as "an assessment of the degree of consistency between multiple measurements of a variable" (Hair, Andersson, Tatham, Black & William, 1998). A commonly accepted type of measuring reliability is internal consistency, which applies to the consistency between the variables in a summated scale. The concept for internal consistency is that the individual items or indicators of the scale should all be measuring the same construct and thus be highly correlated. Furthermore Hair et al (1998) suggest that a series of diagnostic measures are to be used to assess internal consistency.

5.2   Steps to Ensure Validity & Reliability

Number of different steps were taken to ensure the validity & reliability of the study:

- To ensure content validity, a thorough examination was made of the relevant literature.

- Data was collected from reliable sources, respondents who have experience with cadet college system.

- Survey questions were made based on literature review and frame of reference to ensure the validity of the result.

- A pre-test was also conducted to review the questionnaire for validity (measuring what is intended), completeness (including all relevant variable items), and readability (making it unlikely that surveyed subjects will misinterpret a particular question).

- Data has been collected from selected cadet colleges of Bangladesh for two months at the end of year 2013. During this short period of time, no major events have been changed with the related topic.

- Alpha Cronbach test has been carried out in order to find out the reliability of scale of quality attributes of cadet college services. In order to examine, the variables (all items) were internally consistent of the current scale; a reliability assessment was carried out using Cronbach's alpha. A low value of

Cronbach's alpha indicates the sample of items performs poorly in capturing the construct that motivated the measure and vice versa. Cronbach's alpha coefficient was compared with the minimum standard (0.70) suggested by Nunnally (1978). Alpha Cronbach test results of all questionnaire are shown in the following table:

Sl. No.	Part of the Questionnaire	Value of Cronbach's Alpha	State of Reliability
01.	Service Performance Evaluation (Part 02, total 20 items)	0.848	Quite Reliable
02.	SERVQUAL model measurement (Part 03, total 20 items)	0.912	Quite Reliable
03.	Service Gaps 1-4 Analysis (Part 04, total 40 items)	0.832	Quite Reliable

5.3   Identifying Services in Cadet College

5.3.1   General Data of Cadet Colleges

Cadet colleges possess a very traditional history that was already discussed. These are basically specialized autonomous residential institutions that impart an all round education to the young learners of the secondary and higher secondary levels following the English version national curricula prescribed by the National Curriculum and Textbook Board emphasizing co-curricular and extra-curricular activities. They try to bring out Cadets with sound body, mental capability, leadership qualities and an all round development imbibed with confidence. The force of discipline is the guiding spirit of Cadet College education. Its implications are recognized and valued by the Cadets during the period of their stay at Cadet Colleges. In order to achieve its professed aim and objectives, the college authorities emphasize due importance on achieving high levels of discipline and high standard of behavior by the Cadets.

In everyday life the Cadets, for the sake of their own future interests, need to feel that they have been accomplishing something worthwhile to enrich their lives through self-discipline, consideration and tolerance in all situations and in all areas of physical, academic, religious and adventurous activities. In fact, the discipline of Cadets and the discipline of the institution are inseparably connected with each other. Cadet College cannot afford the catastrophic results by lack of care or ineffectiveness of control. The Cadet College education about discipline is the most rigid and free from the shifting state of violence, irresponsibility and brutality. The standing orders of the Cadet Colleges cover a wide range of areas to build a co-operative community characterized by discipline, human-fellowship and social progress with a sound basis in character building. They are apt to bring desirable

qualities to the Cadets for supporting a sound academic atmosphere with its prescriptive punishment, the penalty of which is to determine their discipline.

Out of total 12 cadet colleges (details are given in appendix 3) in Bangladesh, 6 cadet colleges i.e. Rajshahi Cadet College (RCC), Sylhet Cadet College (SCC), Faujdarhat Cadet College (FCC), Barisal Cadet College (BCC), Mymensing Girls' Cadet College (MGCC) and Joypurhat Girls' Cadet College (JGCC) are purposively selected for this study. General information of these 6 cadet colleges are appended below:

Table 5.2
General Data of Selected Six Cadet Colleges

SI.	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a.	Year of Establishment	1966	1978	1958	1981	1982	2006
b.	Area of Land	110 Acre	52 Acre	178 Acre	50.34 Acre	27.37 Acre	57 Acre
c.	Name of House	(1) Khalid House (2) Qasim House (3) Tariq House	(1) Surma House (2) Shajalal (r.), House (3) Titumir House	(1) Rabindra House (2) Fazlul Huq House (3) Shahidullah House (4) Nazrul House	(1) Shoriatalla, (2) Sher-e-Bangla, (3) Shohrowardi	(1) Sadachar (2) Shanti (3) Shotta	(1) Setara Begum House (2) Sultana Razia House (3) Taramon Bibi House
d.	**State:** a. Cadets b. Teachers c. 2nd Class d. Employee	316 32 8 181	302 30 7 174	344 32 8 180	301 28 7 170	301 30 7 176	296 31 8 175
e.	Class VII to XII	Yes	Yes	Yes	Yes	Yes	Yes
f.	Education Board	Rajshahi	Sylhet	Chittagong	Barisal	Dhaka	Rajshahi

Reference- Survey Data, 2010-13.

It is observed that the cadet colleges vary from each others in terms of 'year of Establishment' and 'Area of land' available. Out of these, two cadet colleges were established before liberation war and other 4 cadet colleges were established after liberation war. Even after liberation war, government was convinced and motivated based on remarkable performance of ex-cadets in different national and international arena to increase the number. Area of land also differs hugely from each other. Reason behind is that old cadet colleges were established on huge land after proper acquisition in the name of Cadet College. But later on cadet colleges were made mostly converting old residential model school/college that possessed less area of land. Each cadet college possess 3 to 4 houses for cadets' accommodation. Mostly houses are named after renown national or religious heroes. Authorization of cadets, teachers, officers and employees are almost same in all cadet colleges. Number may

slightly differ due posting order or availability of manpower. Educational qualification of cadets spread over class VII to XII and cadets only get entry in class VII. They are academically controlled by local Education board. Cadet College provides different types of services which need to identify for our study.

5.3.2 Teaching Service in Cadet Colleges

Teaching service is considered as one of the most important service that is provided to the cadets of class VII to XII following English version national curricula prescribed by the National Curriculum and Textbook Board. Let's see its details in the following table:

Table 5.1
Teaching Services in Cadet Colleges

Sl.	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a.	**Year Plan**	Very Good	Good	Good	Average	Average	Average
b.	**Use of Teaching Aid**						
	i. Lesson Plan	Good	Good	Average	Average	Good	Average
	ii. Chart	Good	Good	Good	Average	Average	Average
	iii. Model	Average	Average	Average	Average	Average	Average
c.	**Technology.**						
	i. Comp in class	Yes	No	Yes	No	No	No
	ii. Multimedia in class	Yes	No	Yes	No	No	No
	iii. PPT Slide	Yes	No	Yes	No	No	No
	iv. Computer Lab	Yes (20 Comp)	Yes	Yes	Yes	Yes	Yes
d.	**Method of Instruction** i. Comm- one way ii. GP Discussion iii. Practical Class	Good Average Very Good	Good Average Good	Average Average Good	Average Average Good	Average Average Average	Average Average Good
e.	**Practical Lab** i. Physics ii. Chemistry iii. Biology iv. Geography v. Statistics	Very Good Good Good Good Average	Very Good Good Good Good Average	Good Good Good Average Average	Good Good Good Average Average	Good Average Good Good Average	Average Good Good Good Average
f.	**Aval of Library** i. No of Books ii. Auto in library iii. E-Library iv. IELTS	18000 (With Text Book) Yes Yes Yes	13500 (Except Text Book) Yes	15000 (Except Text Book)	13200 (Except Text Book)	14500 (Except Text Book)	5800 (Except Text Book)
g.	Botanical Garden	Yes	No	Yes	No	Yes	No
h.	Central Lecture Hall	Yes	Yes	Yes	Yes	No	Yes
j.	Auditorium	Yes	Yes	Yes	Yes	Yes	Yes

Sl.	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
k.	Teacher office	Yes	Yes	Yes	Yes	Yes	Yes
l.	Generator	Yes	Yes	Yes	Yes	Yes	Yes
m.	Solar Panel	Yes	Yes	Yes	Yes	Yes	Yes
n.	Language Lab	Yes	Yes	Yes	Yes	Yes	Yes
p.	Arts & Crafts Dept.	Yes	Yes	Yes	Yes	Yes	Yes
q.	Wood & Metal Dept.	Yes	No	Yes	No	No	No
r.	Quran Learning	Very Good	Average	Average	Average	Average	Average
s.	Ethical & Religious learning	Very Good	Good	Good	Average	Average	Average
t.	Form Meeting	Good	Good	Very Good	Good	Good	Good
u.	Week Class Program	Very Good	Average	Good	Good	Average	Good

Reference: Survey Data, 2010-13.

During survey, data was collected in three categories i.e, very good, good and average in order to denote comparative understanding on that event. In case of availability 'Yes' or 'No' was written. Table has covered different important arena of teaching services. A good education institution should make detail year plan before beginning of the year and closely monitor that round the year. A good teacher while taking class should be well equipped with teaching aids like lesson plan, chart, model etc for the class. Technology plays very vital role to make the class effective one. A good institution should provide proper technology support to the students like multi-media, computer, LAN, smart board etc and a good teacher should make proper use of all these technology available.

In Cadet Colleges, evaluation of Cadets' academic progress is a continuous process. It consists of classroom written tests followed by the term-end exams to be held at the end of each term (4terms in a year). Every test, whether a fortnightly test or a term-end exam, is viewed as a significant part of the overall assessment process. The term is divided into a number of academic fortnights, which are planned in synchronization with the other co-curricular activities as well as holidays. The fortnightly / mid-term tests to be held in a particular week of the term cover all the lessons taught during the period preceding the test. In these tests, uniform questions are set for the whole class and they last for 40 (forty) minutes. The class tests are taken by the subject teachers during one of their lesson periods. The Cadets of classes X and XII are required to appear at the selection tests (known as Test Examination), to be held according to board's schedule before their respective board examinations. Before the test examination, the said Cadets will have to appear at the

Pre-Test Examination. There may also be one or two written practice test/tests after the selection test. The written practice test are followed by the college final examinations' for both SSC and HSC candidates to be held one month before the board examination. The pattern of the Pre-Test and College Final Examinations are exactly like that of the Board Exams. This well thought out exam conduct and assessment system helps the cadets to perform very good in all the board exams and as well as in future career.

Presently as method of instruction one way communication is discouraged, rather interactive class is encouraged. Interactive class has also its pedagogy of different variations like group discussion, questioning method, pair discussion etc. For effective class session a good institution should emphasize on suitable method of instruction. A good practical laboratory with all required equipments is supportive to deliver correct lesson to the students. A well equipped library inspires the students to study more reference material in order to secure remarkable results. There are some other items like botanical garden, central lecture hall, auditorium, good office for teachers, generator, solar panel, language lab, arts & crafts department, wood & metal department etc also plays dominant role in ensuring good service quality to the customers. Needless to say, religion plays a dominant role in one's life. As such all Cadet Colleges organize the religious functions so that the young Cadets may fashion their lives according to tenets of their respective religions. Jumma and Mughrib prayers are compulsory for all Muslim Cadets. As far as possible, Cadets of classes VIII & IX are encouraged to call Azan and Iqamat and render Bangla translation of Khutba of Friday prayers. Cadets may offer other prayers at their convenient time and place. Excepting sick cases, fasting in the month of Ramadan is also encouraged. There were some discrepancies found with some cadet colleges in some aspects. They need to gear up to ensure proper service quality to the customers i.e. cadets and parents.

3. Co-Curricular and Extra Curricular Learning Service.

Cadet Colleges being specialized institutions always give due emphasis on co-curricular and extra-curricular activities. These activities enable the latent talents to flourish their inner good qualities and also help to fulfill dream of parents. Let's identify these exceptional services of Cadet College:

Table 5.2
Data about Co-Curricular and Extra Curricular Learning Services

Serial	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a. Co-curricular	i. Public Speaking and IELTS Class	Good	Good	Average	Good	Average	Average
	ii. Computer Learning	Very Good	Good	Good	Average	Average	Average
	ii. Set Speech /Debate	Average	Average	Average	Good	Average	Average
	iv. College Stage Competition	Good	Good	Average	Good	Good	Average
	v. Club /Society	Very Good	Average	Average	Good	Average	Average
	vi. Science Fair	Very Good	Average	Average	Average	Average	Average
	vii. Community Work	Good	Average	Average	Average	Average	Average
	viii. Biannual	Good	Good	Good	Good	Good	Very Good
	ix. Periodical	Good	Good	Good	Good	Good	Very Good
	x. Wall Magazine	Good	Good	Good	Good	Very Good	Very Good
	xi. Music Learning	Good	Good	Good		Good	Good
	xii. Organize cultural programme	Good	Good	Good	Good	Very Good	Very Good
	xiii. Inter Cadet College Cultural Competition	Average	Good	Average	Good	Good	Good
b. Extra-curricular	i. Learning of games (Football, Volleyball etc.)	Good	Good	Good	Good	Average	Average
	ii. Indoor Games	Good	Good	Good	Good	Average	Average
	iii. Computer Club	Very Good	Average	Average	Good	Good	Good
	iv. Indoor Competition	Good	Good	Good	Very Good	Good	Good
	v. Assault course training	Very Good	Average	Very Good	Good	Average	Average
	vi. PT, Games, Drill	Good	Good	Good	Good	Average	Average
	vii. Cross Country	Good	Good	Very Good	Good	-	-
	viii. Learning Swimming	Average	Average	Good	Average	Yes	-
	ix. Learning driving	-	-	-	-	-	-
	x. Learning Firing	-	-	-	-	-	-
	xi. Inter Cadet College Games & Sports Competition	Good	Good	Good	Good	Average	Average

Reference: Survey Data, 2010-13.

Different dimensions of co-curricular and extra-curricular activities are in practice in Cadet College. All these events play positive role in building exceptional qualities among the students. The magazine which is published at regular interval mainly covers Cadets' activities and Cadets' writing are given priority to include, though teachers are also encouraged to write. Wall Magazines are also the outlets of Cadets' creative (literary and artistic) faculties. House wise competition raises the standard of the Magazines. These Magazines are preserved for future displays especially during College Exhibition and Festivals.

The Cadets are trained to do everything on their own. Cadet Colleges have extended the scope of the prescribed curriculum to include the community work programme that entails the participation of the Cadets in the up-keep of their own. The primary aim of such community work is to develop awareness of the dignity of the manual labour, spirit of co-operation, sense of participation in the affairs of the College and pleasure in working for the common good. To attain aforesaid goal, on weekly or any other holidays, Cadets have to work willingly and creatively to utilize free-time for at least one hour. The work may be in the House garden or lawn or vegetable garden. Sometimes with specific instruction by the authority, they would work altogether in general cleanliness of their Houses, Academic Block etc. They may even be detailed to ensure the hygienic and sanitary cleanliness of the dwellings as and when programmed. Moreover, at the college level the Cadets would work under the College Community Work Programme at any site to be decided by the Principal and carried out by the Cadets under the supervision of the Faculty Members and the Military Staff as and when necessary. The scope of this may include general cleanliness of the College Campus, various utility installations, plantation etc.

College Stage Competitions always account for all the Cadets' participation in one Academic year so as to instill confidence, remove stage shyness and enhance communication skill in them. All college stage competitions are scheduled for Thursdays only. Every college stage competition is of 80 minutes long session and for current affairs display each House will get 40 minutes as per SOP-2009. Officers, Faculty Members and Cadets will attend these functions. The college auditorium is to be earmarked as the common venue for all the stage competitions. Most of the college stage competitions are of Inter-House contests. The purpose behind arranging the Inter House Stage Contests is to make the Houses compete among themselves with an attitude of healthy spirit. These competitions are designed to explore the co-curricular talents of the Cadets. New Cadets of class VII also participate to a Talent Show for the purpose of exposing new talents. The performance of the participants is assessed by a panel of judges (normally comprising one House official from each House) with the Principal retaining his/her prerogative as the chief judge. The assessment of every College Stage Competition is held very judiciously and neutrally.

Games are played on all weekdays except Thursday. Games are optional on Friday, other holidays, 5th Thursday of month and other Thursdays if no other programme is there. It is of maximum of 45 minutes for the Junior and maximum 60 minutes for the senior cadets. Special care is taken so that Cadets get a chance to play all games on rotational basis. College Games Prefect makes distribution plan of games fields in consultation with House Games Prefect with advice from the Adjutant. Inter House Games and Sports Competition on games and sports take place according to a convenient time plan, which is highlighted in the yearly calendar of events. House Masters and House Prefects ensure every Cadet's participation in minimum one event of game and sports from the House at Inter House Games & Sports Competition. Inter Cadet College Competition on outdoor games and sports take place at convenient intervals according to the forecast of AHQ. For girls, it takes place separately in any of the girls' Cadet College. Cadets are carefully selected, trained and prepared for contesting in ICCSM.

Though all the activities of Cadet College are guided by standing operating procedure (SOP) and directly controlled by Army Headquarters but still there remains shortfall then that of expectation level. Each Cadet College has both strong points and weak points and after proper SWOT analysis they should make their long term strategy based on the customer service.

5.3.3 Food and Catering service

Each Cadet College possesses big central dining hall where all cadets take daily 5 times meal. Details are noted in the following table:

Table 5.3
Information about Food and Catering Service

Serial	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a. Food Standard	(1) Normal 5 times fooding (2) Special food Arrangement	Very Good Good	Good Good	Good Good	Good Good	Good Good	Good Good
b.	Mess Meeting	Very Good	Good	Average	Average	Average	Average
c.	Welfare Meeting	Good	Average	Average	Good	Average	Average
d.	Food/ Catering Service	Average	Good	Average	Average	Good	Good
e.	Feed Back System	Very Good	Average	Average	Average	Average	Average

Reference: Survey Data

Dining Hall is a sacred place. It is also a place for learning by the cadets. The Cadets take meals in the Dining Hall together. While taking meals the Cadets are to demonstrate necessary etiquette and discipline. Observance of Dining Hall etiquette has training impact on the young minds of the Cadets. The Cadets must be properly dressed before going to the Dining Hall. They should take care of personal cleanliness before arriving. Cadets will enter the Dining Hall House wise. The Duty Master and the Prefects enter once all other Cadets have entered. After entering the Dining-Hall the Cadets remain standing in their respective positions as per seating plan. They take their seats only after the Duty Master along with Prefects are seated. Once all are seated, the College Duty Cadet would ring the bell with the permission of Duty Master. After the bell is rung, the College Prefect would seek permission from the Duty Master to lead the Dining Hall Prefect to pronounce "Bismillahir-Rahmanir-Rahim". Then the Dining Hall Prefect would lead the fellow Cadets to pronounce "Bismillahir-Rahmanir-Rahim" and then after Cadets start taking food.

The food menu is well planned by Officer-in-Charge of Dining Hall through college mess meeting. All class cadet representatives including House Masters, Medical Officer, Adjutant, Vice Principal and Principal remain present in the regular mess meeting to ensure good food menu based on calorie calculation. The cadets seat in the dining hall as per the seat plan done by mess authority. The Cadets observe proper table manners while taking food. They try to keep their tables clean. They must maintain silence during meals. A Cadet can whisper to his / her side Cadets only. If any Cadet needs any extra service, he / she will wait till a waiter/waitress comes near him / her. A Cadet must not try to be friendly with a waiter/waitress in order to derive extra benefit. This sort of behaviour will be considered as an offence. None should waste food. Unless instructed otherwise, Cadets are not allowed to use their hands for taking food. Instead, they should take food with the aid of cutlery. After the Cadets finish their meals the college duty Cadet seek permission from the Duty Master to ring the bell. After the bell is rung, the College Prefect seek permission from the Duty Master to lead the Dining Hall Prefect to pronounce Alhamdulillahe-Rabbil-Alamin. Then the Dining Hall Prefect would lead the fellow Cadets to pronounce Alhamdulillahe-Rabbil-Alamin. After that the Prefects along with the Duty Master leave the Dining Hall and subsequently other Cadets also go out Class/house wise under the command of Dining Hall Prefect.

In the corporate life-style of Cadet Colleges where discipline and set regulations rule supreme, the importance of a committee comprising members of the college administration and Cadets to discuss and deliberate points pertaining to the welfare of the Cadets periodically cannot be ignored. The committee as composed according to SOP-2009 sit twice in every term (by the opening and by the middle of term), when the college is in session, during games period for solving problem pertaining to the welfare of the Cadets. Cadet college authority also takes the feedback report to make minor adjustment as per the requirement of cadets. System may slightly differ as per the cordiality of college authority to deliver proper service to the cadets.

5.3.4 Administrative Services to Cadets and Parents

Though administrative service covers a wide area, cadet college management takes sufficient steps to deliver those. Salient points about administrative service are mentioned below:

Table 5.4
Information about Administrative Service to Cadets and Parents

Serial	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a.	Competitive Monthly Fees	Good	Good	Good	Good	Good	Good
b.	Clothing-Winter & Summer	Good	Good	Good	Good	Good	Good
c.	Electricity Supply	Good	Good	Good	Good	Good	Average
d.	Chair, Table & Furniture-House & Academic Block	Good	Good	Average	Very Good	Average	Very Good
e.	House Bearer for Service	Good	Average	Average	Very Good	Average	Very Good
f.	Medical Service in Hospital	Good	Good	Average	Average	Very Good	Average
g.	(1) House Admin-Motivation cell (2) Pocket money fees etc (3) Mobile Phone service	Good Very Good Good	Good Average Average	Good Good Good	Average Average Average	Average Average Very Good	Average Average Very Good
h.	Reward & Punishment	Good	Good	Average	Good	Good	Good
j.	Washer man Service	Good	Good	Average	Good	Good	Good
k.	Tailor Service	Good	Good	Good	Good	Good	Average
l.	Shoe Maker service	Average	Average	Average	Good	-	-
m.	Barber Service	Good	Good	Good	Good	-	-
n.	Cold drinking water Supply	Very Good	Average	Average	Average	Average	Average
o.	Welfare Meeting	Very Good	Average	Average	Average	Average	Average
p.	Post Office Service	Good	Good	Good	Good	Average	Average
q.	Bank Service	Good	Good	Good	Average	Average	Good

Reference: Survey Data, 2010-13

Cadet College being residential institution, basic service strategy covers all suitable area to dominate over any competitor in the market. Cadets are selected based on merit and they come from varied parental background. Monthly fees of all cadets are selected in accordance with parents' monthly income statement. Army Headquarters supply a table which is reviewed at regular interval that aids to fix monthly fees corresponding to monthly income of parents. A parent is required to pay the minimum as huge subscription is provided by the government. With the same amount almost everything is given free from college like food, clothing, accommodation, books, furniture, washing facilities, writing material, medicine, barber etc. As such financial problem of parents is well taken care of and balanced nicely. College ensures continuous supply of electricity for the cadets through available electric power line, big generator, solar panel etc. Cadets have well furnished accommodation, academic block and dining hall. Almost all cadet colleges are having different independent facilities like bank, post office, tailor shop, barber shop, washer men etc to provide exclusive services to the cadets.

6. Recreational Services

Cadet College management correctly indentified the need of recreational services in Cadet College. Different recreational services are quoted below:

Table 5.5
Information about Recreational Services to the Cadets

Serial	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a.	TV with Dish in Cadet House	Good	Good	Good	Good	Good	Very Good
b.	News Paper/Magazine	Good	Good	Average	Good	Good	Average
c.	House Library Service	Very Good		Good	Average		Average
d.	Excursion in every year	Good	Good	Good	Good	Good	Good
e.	Availability Gymnasium	Very Good		Good	Average		Average
f.	Availability Indoor Room	Good	Good	Good	Very Good		Good
g.	Picnic- Cadets, Employee & Teachers	Good	Good	Good	Good	Good	Good
h.	Casual Leave/ Recreation Leave	Good	Good	Good	Good	Good	Good
j.	Emergency Leave	Good	Good	Good	Good	Good	Good
k.	Birthday wish with Card, Cake etc.	Good	Average		Good		Very Good

Reference : Survey Data, 2010-13.

Each residential house possesses Television room having dish line connected. Cadets have free time in the daily schedule to watch TV. There is a house library beside TV room where cadets can read newspaper, magazine, books etc during free

time. Each house also possesses a separate room for playing indoor games and separate room as house prayer room. To educate the Cadets and dispel the monotony of restricted life, excursions are arranged for Cadets. They enjoy mainly two types of Excursions. One day excursion is planned for classes VII, VIII, IX, X and XII every year. A seven day excursion is planned for class XI every year. For the Girls' Cadet Colleges, while having any outing/ excursion, the girls are accompanied by a female faculty member preferably who is one of the two Form Masters. Cadets & teachers in one phase and all employees with their families in another phase participate in annual picnic to reduce the monotony and get inspiration for future. Some Cadet Colleges also possess separate gymnasium, swimming pool for cadets to pass some recreational time. Sometimes college authority sends birthday card with flower bouquet to wish cadets and teachers in order to motivate them positively. Cadets are entitled to get casual leave, recreational leave and emergency leave. Whole year is divided into four terms and cadets get casual leave of 15 to 20 days after every term. Cadets also get both Eid vacations including one month leave during Ramadan. In case of any emergency cadets are also given leave up to 5 days at the discretion of the principal. In all cases cadet college management is quite aware to deliver quality recreational service to the cadets.

5.3.5 Military Training Services

As we know, Cadet College is a feeder institution for joining in the armed forces. As such cadets are given elementary military training services as a part of their preparation to join armed forces. However, details are appended below:

Table 5.6
Information about Military Training Services

Serial	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a.	Military Officers & Staff	Very Good	Very Good	Good	Good	Good	Good
b.	Physical Training	Good	Good	Good	Good	Average	Good
c.	Drill	Good	Average	Average	Good	Average	Good
d.	Assault Course		Good	Good	Good	-	-
e.	Principal's Parade	Good	Good	Good	Average	Average	Average
f.	Novices Parade of Cadets		Good	Good			
g.	Learning Custom & Etiquette	Good	Good	Average	Average	Average	Average
h.	Learning Military Matters/ Operations		Good	Good	Good	Average	Average
j.	Motivation Lectures to join Armed forces	Good	Good	Good	Average	Average	Average
k.	ISSB to Join Armed forces Training	Good	Good	Average	Good	Average	Average
l.	Professional Counseling	Good	Average	Average	Average	Average	Average

Reference: Survey Data, 2010-13.

In Cadet college due emphasis is given on PT, games, drill, assault course etc. for the discipline and overall growth of a Cadet so that young Cadets, sound in body and mind, are produced at the end of their college career. Cadets get fall-in at the parade ground before PT, Drill and Games and march on/off at the order of the Adjutant. Adjutant assisted by the NCO instructors is responsible for imparting training on PT, Drill and Games. Morning PT are carried out 4 days a week on Sunday, Monday, Tuesday & Thursday for half an hour according to time specified in the daily schedule. Inter House PT Competition also take place at convenient time of the year, which is highlighted in the yearly calendar of events. Drill takes place 2 days a week on Saturday and Wednesday in the morning for half an hour according to the Daily Schedule. As Principal parade, a ceremonial drill takes place on 1st Saturday of the month during drill period. A team of judges as detailed by the Principal assess the standard of turnout, drill and discipline of the parade. On rest of the Saturdays and Wednesdays, Cadets practice different drill movements that are taught by the NCO instructors under supervision of the Adjutant. Inter House Drill Competition take place at a convenient time of Winter Session, which is notified in the yearly calendar of events. Inter House Novices Drill Competition, participated by Cadets of newly joined class VII are held within 8 weeks from their arrival excluding vacation. Cadets are also trained sufficiently on custom, etiquette, military matters and different ethical perspectives. Cadets are also motivated to join armed forces and given required professional counseling service. This exceptional service provided by Cadet College is very important for his whole life irrespective of joining armed forces.

5.3.6 Security Services

Security is one of the main concerns in Bangladesh. Cadet College being extended part of Bangladesh ensures security service for all cadets, teachers and employees. Detail information about **security service is mentioned below:**

Table 5.7
Information about Security Service

Serial	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a.	Perimeter Wall with concertina wire	Very Good	Good	Average	Very Good	Good	Good
b.	Security Post	Very Good	Good	Average	Good	Very Good	Very Good
c.	Alarm Scheme	Good	Average		Good	Average	Average
d.	Guard service	Good	Good	Average	Good	Good	
e.	Fire Fighting practise	Average	Good	Average	Good	Good	Average
f.	Patrolling in the area	Average	Average	Average	Average	Average	Average
g.	Liaison with police station	Good	Average	Average	Good	Good	Good
h.	Relation with law enforcing agency	Good	Average	Average	Good	Average	Good

Reference: Survey Data, 2010-13

Security plays vital in anybody's residential life. Almost all cadet colleges are surrounded by perimeter wall with concertina wire to deliver basic security to the area. Area is guarded by few security posts around. A guard section comprised of about 20 persons provides 24 hours security to whole cadet college. College also carries out alarm scheme and fire fighting exercise to ensure added security from other hazards. Also college keeps good liaison with local police and other law enforcing agency to tackle the emergency situation.

5.3.7 Medical Services

Each Cadet College is equipped with a hospital including a qualified doctor and about 8 staff to deliver medical service to the cadets. Detail data about medical service is mentioned below:

Table 5.8
Data about Medical Service

Serial	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a.	Availability of doctor & service staff	Good	Good	Good	Good	Very Good	Good
b.	Availability of Hospital & Free medicine facilities	Good	Good	Good	Good	Good	Good
c.	ICU room	Very Good	Good	Very Good	Good	Very Good	Good
d.	Isolation room	Good	Good	Average	Good	Average	Good
e.	Different testing facilities	Good	Good	Good	Average	Good	Average
f.	CMH Facility	Average	Good	Good	Average	Very Good	Average
g.	Medical College Hospital facility	Good	Average	Good	Good	Very Good	Average

Reference: Survey Data, 2010-13.

Cadet College hospital with well qualified doctor and staff tries to ensure proper health and hygiene for 24 hours. Hospital staff includes pharmacist, matron/medical assistant (Army/civil), pathologist (Lab Technician) and hospital attendant. They remain on duty round the clock. They have specified responsibilities which are ensured by the medical officer (Capt/Major from Army). Medical officer attend all the patients (general and emergency) among the cadets and employees. He also carries out medical inspection of all the Cadets at the beginning and end of every term and be responsible for overall health and hygiene of the college. Hospital has well organized Intensive Care Unit (ICU) and few isolation rooms to treat the special patients. Cadet College gets special fund every year to provide medicine to the cadets as well as to the employees. In case of any critical event, emergency patient is sent to nearby hospital, or clinic or Combined Military Hospital or Medical College.

5.3.8   Service to Parents and Ex-Cadets.

Cadet College considers Parents and ex-cadets as important stakeholders of the system. Details of service to Parents and Ex-Cadets are quoted below:

Table 5.9
Data about Service to Parents and Ex-Cadets

SI.	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a.	Open Session with parents	Very Good	Good	Average	Average	Average	Average
b.	Email/Mobile connection with parents	Good	Good	Good	Good	Good	Good
c.	Group Mail-Authority and parents	Good	Average	Average	Average	Average	Average
d.	Providing Mobile SIM to Cadets (Parents)	Very Good	Average	Average	Average	Average	Very Good
e.	Reception of parents on parents day	Very Good	Good	Good	Good	Good	Good
f.	Action on suggestion by parents	Very Good	Average	Average	Good	Average	Average
g.	Communication with Ex Cadets	Very Good	Good	Good	Good	Good	Average
h.	Support by Ex Cadets	Good	Good	Good	Average	Average	Average
j.	Activities of Alumni organization	Good	Good	Very Good	Good	Average	Average
k.	Re-union/ Yearly	Very Good	Good	Very Good	good	Good	-
l.	Reception Yearly	Very Good	Good	Very Good	Good	Good	-

Reference: Survey Data, 2010-2013.

Cadet College takes lots of steps to know the problems from the parents and solve accordingly. It helps to breach the gap and deliver customer focused service. In almost every month there is specified parents day (time from 0800hrs to 1400 hrs) which is notified to parents through yearly calendar of events. During that parents' day besides seeing their sons/daughters they also meet with staff and teachers to consult their problems. In some Cadet Colleges authority hosts open session with parents followed by offering of tea and snacks. Suggestion of parents is normally welcome by the college management. Parents and college authority also make regular mobile contact to breech the gap. All cadet colleges have alumni organization and college management keeps continuous good contact with them. At times they also come forward for any help if needed by the college authority. Besides, as per SOP all the alumni organization hold reunion every after 4 years in which cadet college authority extends full support. Normally Cadet College alumni organization plays very strong role to support all ex-cadets to establish in life.

5.3.9 Services for Teachers and Employees

In Cadet College about 42 teachers/demonstrators and about 180 class III/IV employees available to support the administration. Cadet College as autonomous body, they get almost same facilities like government organization. At times they get more facilities in line with officers/troops of cantonment. They are well taken care of so that they deliver better services for the cadets. Details of their services are mentioned below:

Table 5.10
Data about Services for Teachers and Employees

Serial	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a. Teacher							
	(1) Salary Govt. Scale	Good	Good	Good	Good	Good	Good
	(2) Promotion prospect	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
	(3) Family Accommodation standard	Good	Average	Average	Average	Good	Very Good
	(4) Standard of Furniture	Average	Average	Average	Average	Good	Good
	(5) Electricity, water & other supplies	Average	good	Average	Good	Average	Good
	(6) Officers Club Activities & Competition	Good	Good	Average	Average	Average	Average
	(7) Yearly Picnic	Good	Good	Good	Good	Good	Good
	(8) Recreation & Farewell	Good	Average	Good	Average	Good	Good
	(9) Ration facility	Good	Good	Good	Good	Good	Good
	(10) Med/CMH Facility	Good	Good	Very Good	Good	Very Good	Good
	(11) Allowance for extra duty	Good	Good	Good	Good	Good	Good

Serial	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
	(12) Foreign Course Prospect	Average	Average	Average	Average	Average	Average
	(13) Foreign Math Competition	Good	Good	Good	Good	Good	Good
	(14) Retirement Benefit like Govt. Official	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good
	(15) Best Teacher Award - AHQ & College Authority	Very Good	Good	Good	Good	Good	Good
	(16) Eid Bonus	Good	Good	Good	Good	Good	Good
	(17) College welfare projects	Very Good	Good	Average	Good	Average	Average
	(18) Casual/Earn leave	Good	Good	Good	Good	Good	Good
	(1(0 Rewarding based on performance	Very Good	Very Average	Very	Very	Very	Good
	(20) Birthday wish	Good	Good	Average	Average	Average	Very Good
	(21) ehicle Support	Good	Good	Average	Good	Very Good	Good
	(22) School/Cadet College Admission for children	Good	Good	Good	Good	Good	Good
	(23) Rewards for children	Good	Good	Average	Average	Good	Average
b.Employees							
	(1) Salary-Govt. Scale	Good	Good	Good	Good	Good	Good
	(2) Promotion Prospect	Average	Average	Average	Average	Average	Average
	(3) Family Accomodation	Good	Good	Average	Average	Average	Good
	(4) Furniture, Elec, Water supply	Average	Average	Good	Good	Average	Average
	(5) Reward based on performance	Very Good	Good	Good	Average	Average	Good
	(6) Welfare Projects	Good	Average	Good	Average	Average	Average
	(7) Eid incentives	Good	Good	Good	Good	Good	Good
	(8) Junior & Junior Ladies Club Activities	Very Good	Good	Good	Average	Average	Good
	(9) Quran Learning for employees and children	Very Good	Average	Average	Average	Good	Average
	(10) Cadet College Admission Facility	Good	Good	Good	Good	Good	Good
	(11) Recreation/Farewell	Good	Average	Good	Average	Good	Average
	(12) Ration & extra Ration Facility	Good	Good	Good	Good	Good	Good
	(13) Pension Service like Govt. Employee	Good	Good	Good	Good	Good	Good
	(14) Casual Leave & Earn Leave	Good	Good	Good	Good	Good	Good

Reference: Survey Data, 2010-13.

Salary scale and promotion prospect for teachers are almost same as government college teachers. Besides, they get different allowances like house tutor allowance, dress allowance etc and get ration facilities. They get Eid bonus on regular fashion. They also get hospital facilities and in case of emergency treatment in Combined Military Hospital. All teachers are entitled to get well furnished accommodation

having electric power supply. In many cases, generators and solar panel are available to support in case of power failure. They have well furnished rest house/club to carry on recreational activities. During different national event they have recreational activities and they also participate regularly in annual picnic. Basing on performance they have also got the prospect of visiting abroad and attending course outside. Without any unnecessary hassle teachers get all types of retirement benefit including pension. They are also given best teacher award as a part of central motivation programme. They also get the benefit from different college welfare projects like poultry firm, bakery, dairy firm, fisheries etc. All teachers are entitled to get sufficient leave aligning with term end leave of cadets. The categories of leave as provided in the service regulations remain unchanged. The entitlement of leave is only reorganized in the light of working hours involved. In terms of Para 58 of Cadet College service regulations 1967 and minute 14 of the meeting of Council of Cadet Colleges dated 23 December, 1976. They get microbus on reduced on payment once in a month or in any emergency for personal jobs. Their children also get rewards occasionally. Besides, there is 5% vacancy reserved in Cadet College entrance exam for the children of the campus.

Almost similar pattern packages of benefits and incentives are given to the employees of Cadet Colleges. Their salary scale is same as that of government employees. Their promotion prospect is little limited. They get Eid bonus on regular fashion. They get limited hospital facilities and treatment in Combined Military Hospital is not permitted. All employees are entitled to get well furnished accommodation having electric power supply. They have also well furnished club facilities to carry on recreational activities. During different national event they have recreational activities and they also participate regularly in annual picnic. Without any unnecessary hassle employees get all types of retirement benefit including pension. They are also given different types of awards on many occasions. They get regular benefit from different college welfare projects like poultry firm, bakery, dairy firm, fisheries etc. All employees are entitled to get sufficient leave as per SOP-2009 aligning with term end leave of cadets. They get bus on reduced payment once in a week in a group or in any emergency for personal jobs. Their children also get rewards occasionally. Besides, 5% reserved vacancy in Cadet College entrance exam includes the children of the employees also.

5.3.10 Communication Service

Communication plays very important role in delivering services to the customers. Detail data about communication service is mentioned below:

Table 5.11
Data about Communication services

Serial	Item	RCC	SCC	FCC	BCC	MGCC	JGCC
a. AHQ with college Authority							
	(1) Regular	Good	Good	Good	Good	Good	Good
	(2) Informal	Good	Good	Good	Good	Good	Good
	(3) Governing Body (GB) Meeting at Dhaka Cantt.	Average	Average	Average	Average	Average	Average
	(4) Council Meeting at Defence Ministry	Average	Average	Average	Average	Average	Average
b. College authority with teachers							
	(1) Regular	Good	Good	Average	Average	Good	Average
	(2)Motivational Activities	Good	Average	Average	Good	Good	Average
	(3) Interview	Good	Good	Good	Average	Average	Average
c. College authority with Employees							
	(1) Formal Darbar	Very Good	Good	Good	Average	Average	Average
	(2) Informal Communication	Good	Good	Good	Average	Average	Average
	(3) Interview	Average	Average	Average	Average	Average	Average
	(4) Open Box	Yes	No	No	No	No	No
d. College authority with Parents							
	(1) Interview	Good	Good	Good	Average	Good	Good
	(2) Open Session in Parents' Day	Very Good	Average	Average	Average	Average	Average
	(3) Mobile Communication	Average	Average	Average	Average	Average	Average
e. Cadets with parents							
	(1) Mobile Communication	Good	Average	Good	Average	Good	Good
	(2) Letter Writing	Average	Average	Average	Good	Average	Average
	(3) Parents Day	Good	Good	Good	Good	Good	Good
f. College authority with Cadets							
	(1) Formal Cadet Assembly	Very Good	Good	Good	Average	Good	Average
	(2) Informal Interview	Good	Good	Good	Average	Average	Average
	(3) Open box/Suggestion box	Very Good	Average	Average	Average	Average	Average
	(4) Through House Teacher	Good	Good	Average	Average	Average	Average

Reference: Survey Data, 2010-13

All stakeholders of Cadet College system are in very good communication. Army Headquarters Adjutant General's Branch (Cadet College Section) maintains very close regular and informal contact with all Cadet College authorities. They always welcome any point/suggestion/problems to offer good solution or decision. Besides, different regular written reports and returns need to send to higher headquarters on varied subject matters. Governing body meeting is scheduled to be held twice in a year in Dhaka Cantonment. But at times it is not possible for many reasons, may be once in a year. In Governing bodies meeting major decisions are adopted concerning smooth functioning of total Cadet College system. Council meeting is also supposed to be held at defense ministry following Governing bodies meeting in order to get the approval of all the major decisions (specially on financial matters) taken.

College authority normally keeps very good liaison with all the teachers and employees. Teachers play most vital professional role in molding the cadets from all perspectives. Teachers keep regular, informal contact or may ask for interview with College management for any problem or anything. College authority also carries out motivational activities to inspire them positively towards profession. All employees being primary and secondary support personnel also play very important role to deliver quality service to the customers. College authority keeps formal and informal relation with them and they may also ask interview for any major problem. College authority takes formal 'Darbar' with teachers and employees to solve their problems and carry motivational works. Some cadet colleges maintain open box or suggestion box teachers and employees to know the inner problems. The core concept circulated to all is 'of the cadets, by the cadets and for the cadets'.

College authority also keeps cordial regular contacts with parents. Specially on parents' visiting day they are welcome to make formal and informal contacts in different layers of management to solve the problems. At times, due to poor performance of the cadets they are instructed to meet the authority or teachers to get the required briefing or guidelines or warning. Cadets are encouraged to make regular contacts with parents either by letter writing or through mobile. Each house is in possession of 3 to 4 mobiles and as per latest instruction every cadet is permitted to talk to their house thrice in a week. Cadets are not allowed to keep personal mobile as they might indulge in illegal communications which might affect their performance. College authority also makes different types of formal and informal communication with all cadets to know their inner problems and deliver quality service accordingly.

5.4 Evaluation of the performance of existing services in Cadet Colleges of Bangladesh

Note:

1. Expansion of symbols and Abbreviations in analysis- %- Percentage; Significant at 5% level NS- Not Satisfied, S- Significant, df- degree of freedom.

2. On the basis of Likert Scale Strongly disagree equals to 1 point, disagree equals to 2 point, neutral equal to 3 points, agree equals to 4 points and strongly disagree equals to 5 points.

5.4.1 Analysis of Personal Details

5.4.1.1 Gender distribution of the respondents

Table 5.12
Gender distribution of the respondents

Item	Number	Percentage
Male	284	76.35
Female	88	23.65
Total	372	100.00

Chart 5.1
Gender distribution of the respondents
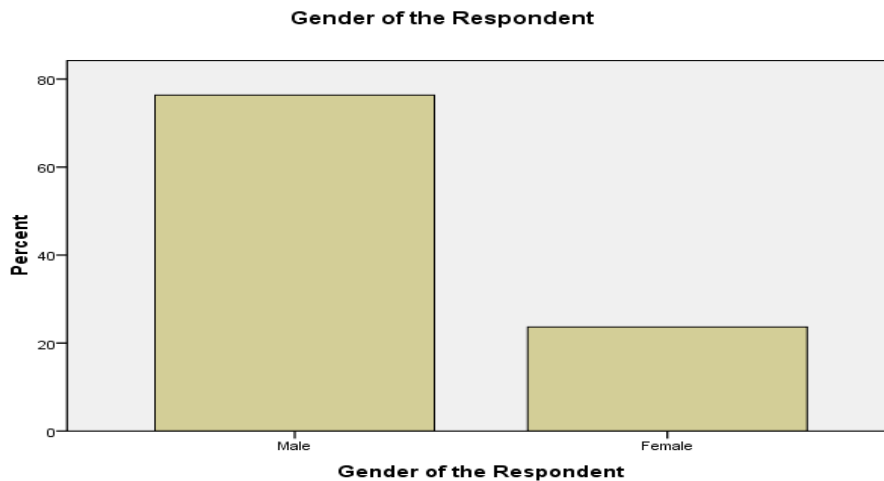
Inference:

From the above table it is found in the study that 76.35% of the respondents were male and 23.65 were female.

5.4.1.2   Distribution of the respondents as per Cadet College

Table 5.13
Distribution of the respondents as per Cadet College

Name of Cadet College	Number	Percentage
Rajshahi Cadet College (RCC)	62	16.667
Fauzdarhat Cadet College (FCC)	62	16.667
Sylhet Cadet College (SCC)	62	16.667
Barisal Cadet College (BCC)	62	16.667
Mymensing Girls' Cadet College (MGCC)	62	16.667
Joypurhat Girls' Cadet College (JGCC)	62	16.667
Total	**372**	**100.00**

Chart 5.2
Distribution of the respondents as per Cadet College

ID of the Respondent
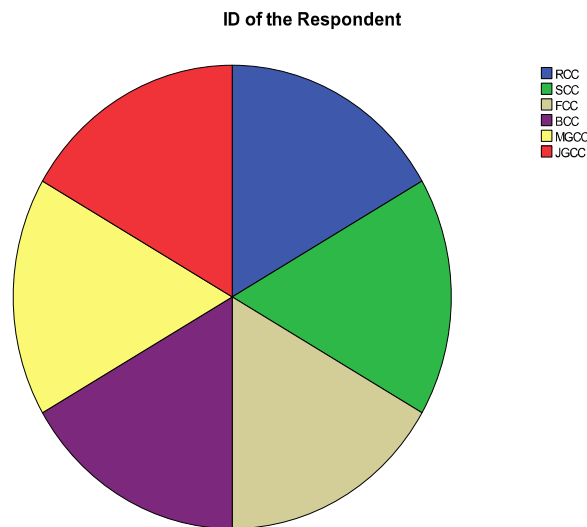
Inference:

From the above table it is found in the study that 16.667% of the respondents were equally taken from each Cadet College.

4.2.1.3 Distribution of the respondents as per Cadet College

Table 5.14
Distribution of the Respondents as per Occupation

Occupation	Frequency	Percent	Cumulative Percent
Cadet	180	48.4	48.4
Parents	60	16.1	64.5
Staff	24	6.5	71.0
Teacher	36	9.7	80.6
Employee	72	19.4	100.0
Total	372	100.0	

Chart 5.3
Distribution of the Respondents as per Occupation

Occupation of the Respondent
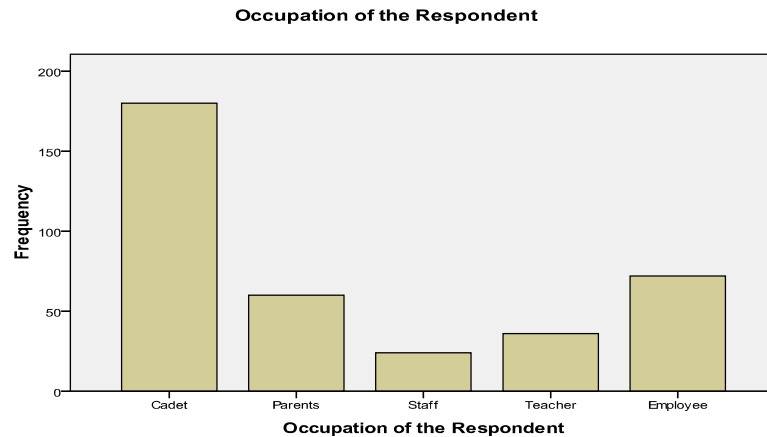
Inference:

From the above table it is found in the study that 48.39% of the respondents were Cadets, 6.45% of the respondents were staff, 9.68% of the respondents were teachers, 16.13% of the respondents were parents and 19.35% of the respondents were employees of Cadet College.

5.4.2   Results and Analysis of availability of Services

5.4.2.1   Evaluating whether or not in Cadet College service operations are satisfying and reactive to the need of organization:

Table 5.15
Statistics of service operations whether satisfying and reactive to the need of organization

Category	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	1.1	1.1
Disagree	20	5.4	6.5
Neutral	51	13.7	20.2
Agree	247	66.4	86.6
Strongly Agree	50	13.4	100.0
Total	372	100.0	

N	Valid	372
	Missing	0
Mean		3.86
Median		4.00
Mode		4
Std. Deviation		.751

Chart 5.4
Performance of service operations whether satisfying and reactive to the need of organization
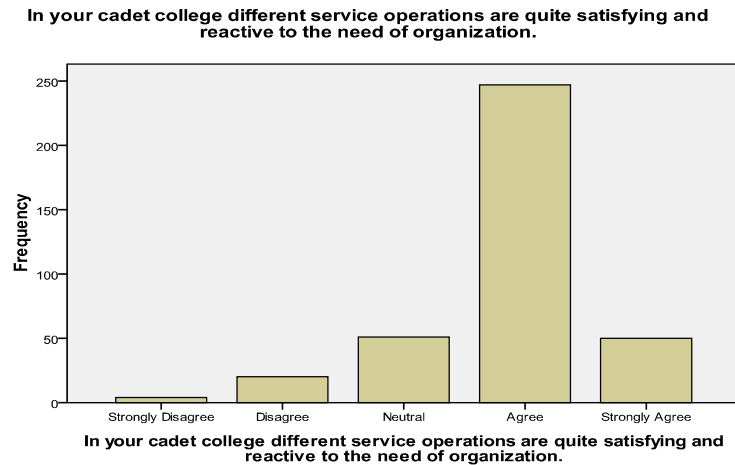
In your cadet college different service operations are quite satisfying and reactive to the need of organization.

In your cadet college different service operations are quite satisfying and reactive to the need of organization.

Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.86, median 4.00, mode 4 and standard deviation .751.

5.4.2.2 Evaluating whether or not in Cadet College to avoid mistakes, delivery of services to the parents/cadets are specified through written policy/standing operating procedure:

Table 5.16
To avoid mistakes delivery of services to parents/cadets are specified through written policy/standing operating procedure.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.3	.3	.3
	Disagree	3	.8	.8	1.1
	Neutral	34	9.1	9.1	10.2
	Agree	221	59.4	59.4	69.6
	Strongly Agree	113	30.4	30.4	100.0
	Total	372	100.0	100.0	

Table 5.17
Statistics about whether delivery of services to parents/cadets is specified through written policy/standing operating procedure.

N		Valid	372
		Missing	0
Mean			4.19
Median			4.00
Mode			4
Std. Deviation			.646
Minimum			1
Maximum			5

Chart 5.5
Delivery of services to parents/cadets are whether specified through written policy/standing operating procedure.
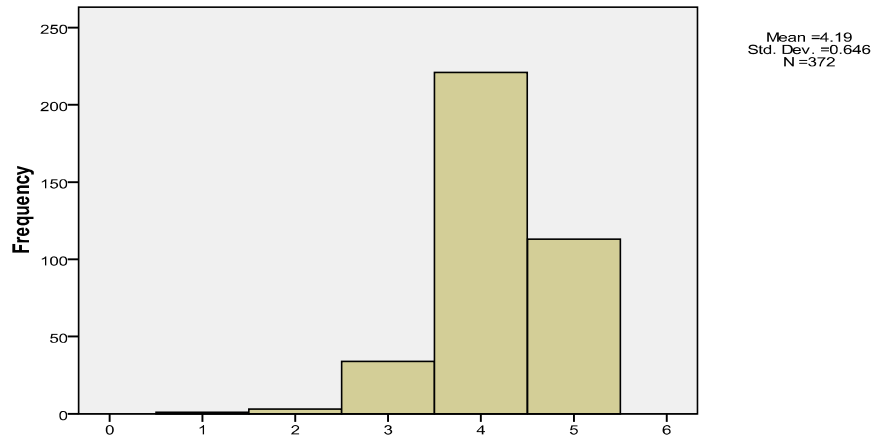
Inference:

From the above tables and graph it is found in the study that mean of the answer is 4.19, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .646.

5.4.2.3   Evaluating whether or not in Cadet College training for front line personal is done for proper satisfaction of customers:

Table 5.18
Training for front-line personal (teachers, employees etc) is done for proper satisfaction of customers (Cadets and Parents).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	40	10.8	10.8	10.8
	Neutral	58	15.6	15.6	26.3
	Agree	213	57.3	57.3	83.6
	Strongly Agree	61	16.4	16.4	100.0
	Total	372	100.0	100.0	

Table 5.19
Statistics Training for front-line personal (teachers, employees etc) is done for proper satisfaction of customers (Cadets and Parents).

N	Valid	372
	Missing	0
Mean		3.79
Median		4.00
Mode		4
Std. Deviation		.842
Minimum		2
Maximum		5

Chart 5.6
Training for front-line personal (teachers, employees etc) is done for proper satisfaction of customers (Cadets and Parents).
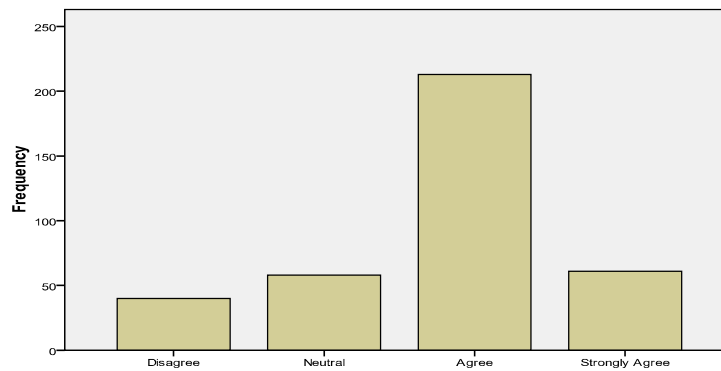
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.79, median 4.00, mode 4, minimum 2, maximum 5 and standard deviation .842.

5.4.2.4 Evaluating whether or not Cadet College management designs the work plan for the employees for better service delivery:

Table 5.20
Cadet College management designs the work plan for the employees for better service delivery.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	26	7.0	7.0	7.0
	Neutral	31	8.3	8.3	15.3
	Agree	259	69.6	69.6	84.9
	Strongly Agree	56	15.1	15.1	100.0
	Total	372	100.0	100.0	

Table 5.21
Statistics whether Cadet College management designs the work plan for the employees for better service delivery.

N	Valid	372
	Missing	0
Mean		3.93
Median		4.00
Mode		4
Std. Deviation		.714
Minimum		2
Maximum		5

Chart 5.7
Cadet College management designs the work plan for the employees for better service delivery.
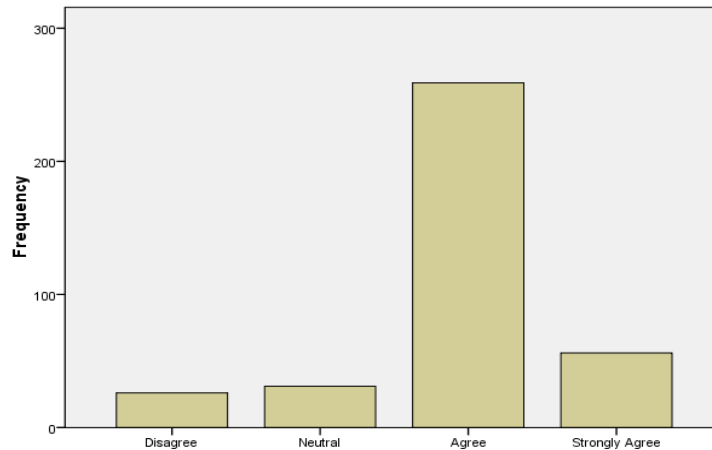
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.93, median 4.00, mode 4, minimum 2, maximum 5 and standard deviation .714.

5.4.2.5 Evaluating whether or not Cadet College system pays minimum wage this is quite satisfying:

Table 5.22
Cadet College system pays minimum wage which is quite satisfying.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	50	13.4	13.4	13.4
	Disagree	44	11.8	11.8	25.3
	Neutral	148	39.8	39.8	65.1
	Agree	113	30.4	30.4	95.4
	Strongly Agree	17	4.6	4.6	100.0
	Total	372	100.0	100.0	

Table 5.23
Statistics about Cadet College system whether pays minimum wage.

N	Valid	372
	Missing	0
Mean		3.01
Median		3.00
Mode		3
Std. Deviation		1.070
Minimum		1
Maximum		5

Chart 5.8
Result about Cadet College system whether pays minimum wage.
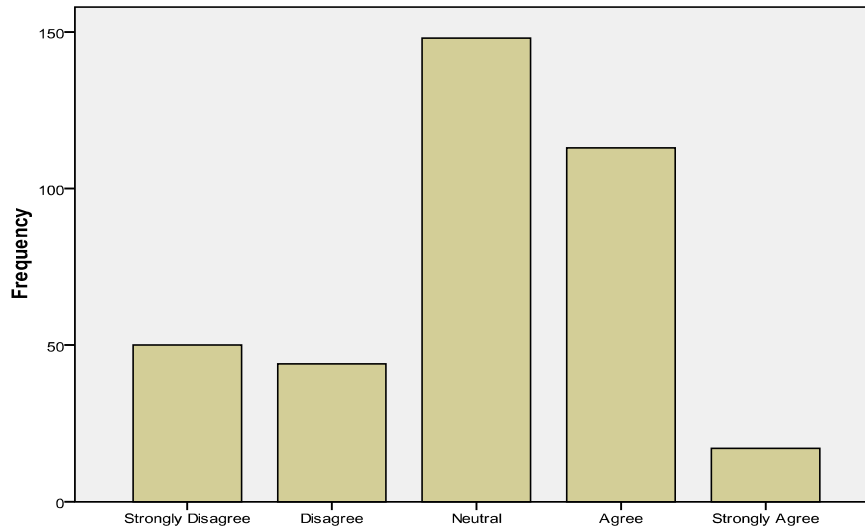
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.01, median 3.00, mode 3, minimum 1, maximum 5 and standard deviation 1.070.

5.4.3 Results and Analysis of Advanced Service Delivery System

5.4.3.1 Evaluating whether or not Cadet College management seeks feedback from its customers on the relative costs and perceived quality of the services:

Table 5.24
Cadet College management seeks feedback from its customers (Cadets and parents) on the relative costs and perceived qualities of the service.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	1.6	1.6	1.6
	Disagree	17	4.6	4.6	6.2
	Neutral	135	36.3	36.3	42.5
	Agree	180	48.4	48.4	90.9
	Strongly Agree	34	9.1	9.1	100.0
	Total	372	100.0	100.0	

Table 5.25
Statistics about Cadet College management whether seeks feedback from its customers (Cadets and parents) on the relative costs and perceived qualities of the service.

N	Valid	372
	Missing	0
Mean		3.59
Median		4.00
Mode		4
Std. Deviation		.784
Minimum		1
Maximum		5

Chart 5.9
Cadet College management whether seeks feedback from its customers (Cadets and parents) on the relative costs and perceived qualities of the service.
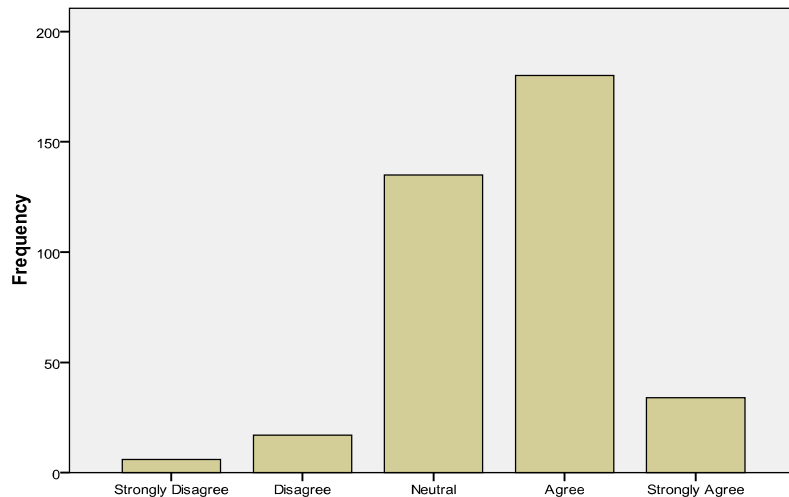
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.59, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .784.

5.4.3.2 Evaluating whether or not Cadet College authority acts as contributor to internal quality service delivery that is advanced and satisfying:

Table 5.26
Cadet College Authority acts as contributor to internal quality service delivery.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.8	.8	.8
	Disagree	3	.8	.8	1.6
	Neutral	40	10.8	10.8	12.4
	Agree	255	68.5	68.5	80.9
	Strongly Agree	71	19.1	19.1	100.0
	Total	372	100.0	100.0	

Table 5.27
Statistics about Cadet College Authority whether acts as contributor to internal quality service delivery.

N	Valid	372
	Missing	0
Mean		4.04
Median		4.00
Mode		4
Std. Deviation		.634
Minimum		1
Maximum		5

Chart 5.10
Cadet College Authority acts as contributor to internal quality service delivery.
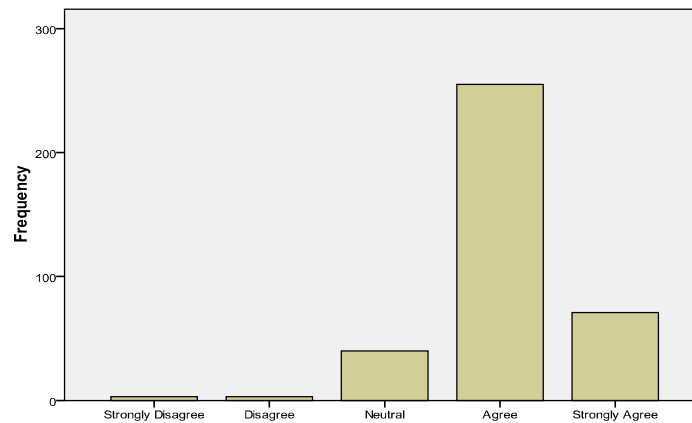
Inference:

From the above tables and graph it is found in the study that mean of the answer is 4.04, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .634.

5.4.3.3 Evaluating whether or not in Cadet College employees are often given procedure to follow and management ensures that those procedures are followed:

Table 5.28
In Cadet College, Employees are often given procedures to follow and management ensure that procedures are followed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.8	.8	.8
	Disagree	8	2.2	2.2	3.0
	Neutral	39	10.5	10.5	13.4
	Agree	209	56.2	56.2	69.6
	Strongly Agree	113	30.4	30.4	100.0
	Total	372	100.0	100.0	

Table 5.29
Statistics In Cadet College, Employees are often given procedures to follow and management ensure that procedures are followed

N	Valid	372
	Missing	0
Mean		4.1317
Median		4.0000
Mode		4.00
Std. Deviation		.74252
Minimum		1.00
Maximum		5.00

Chart 5.11
Statistics In Cadet College, Employees are often given procedures to follow and management ensure that procedures are followed.
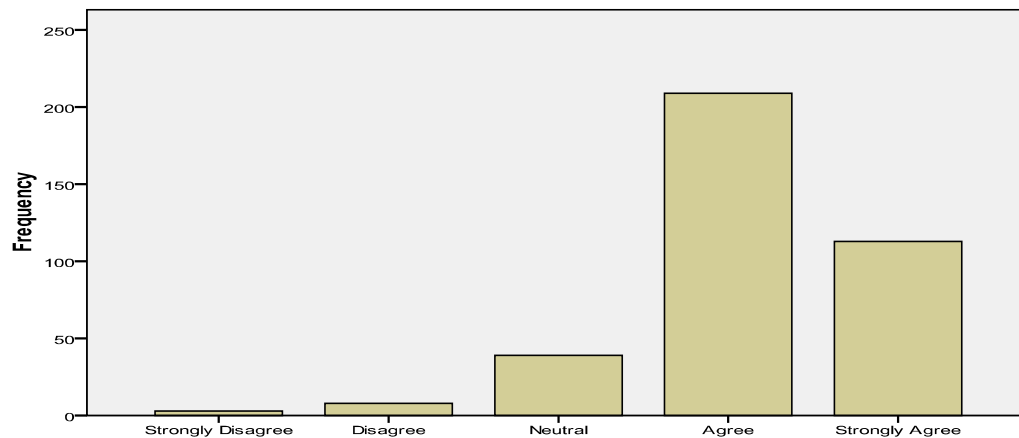
Inference:

From the above tables and graph it is found in the study that mean of the answer is 4.1317, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .74252.

5.4.3.4 Evaluating whether or not Cadet College Management has good communication with customers to ensure advanced service delivery:

Table 5.30
Management has good communication with customers to ensure advanced service delivery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.1	1.1	1.1
	Disagree	12	3.2	3.2	4.3
	Neutral	68	18.3	18.3	22.6
	Agree	211	56.7	56.7	79.3
	Strongly Agree	77	20.7	20.7	100.0
	Total	372	100.0	100.0	

Table 5.31
Statistics Management has good communication with customers to ensure advanced service delivery.

N	Valid	372
	Missing	0
Mean		3.93
Median		4.00
Mode		4
Std. Deviation		.782
Minimum		1
Maximum		5

Chart 5.12
Management has good communication with customers to ensure advanced service delivery.
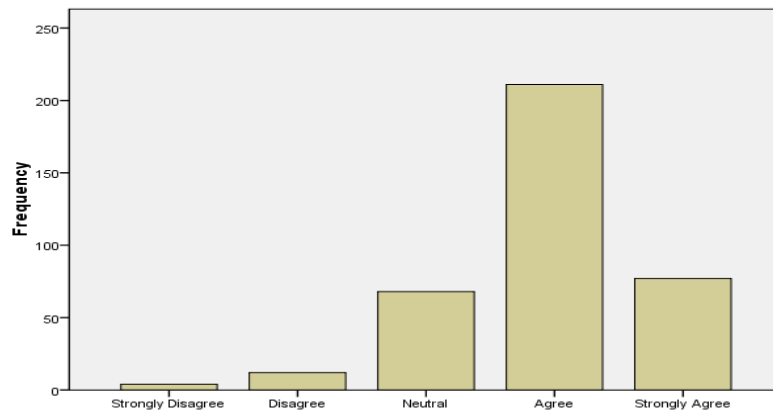
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.93, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .782.

5.4.3.5 Evaluating whether or not in Cadet College Customers can inform any problem at any time to college authority on which very quick steps are taken:

Table 5.32
Statistics Customers can inform any problem at any time to college authority on which very quick steps are taken.

N	Valid	372
	Missing	0
Mean		3.94
Median		4.00
Mode		4
Std. Deviation		.963
Minimum		1
Maximum		5

Chart 5.13
Statistics Customers can inform any problem at any time to college authority on which very quick steps are taken.
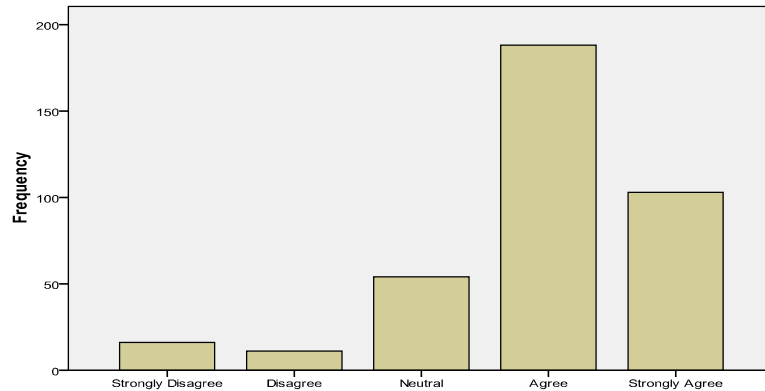
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.94, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .963.

5.4.4 Results and Analysis of Distinctive Competence in Service Delivery

5.4.4.1 Evaluating whether or not Cadet College continually excels to distinctive competence reinforced by customer focused excellent personal management:

Table 5.33
Cadet college continually excels to distinctive competence reinforced by customer focused excellent personal management.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	1.6	1.6	1.6
	Disagree	14	3.8	3.8	5.4
	Neutral	96	25.8	25.8	31.2
	Agree	187	50.3	50.3	81.5
	Strongly Agree	69	18.5	18.5	100.0
	Total	372	100.0	100.0	

Table 5.34
Statistics about Cadet college continually excels to distinctive competence reinforced by customer focused excellent personal management.

N	Valid	372
	Missing	0
Mean		3.80
Median		4.00
Mode		4
Std. Deviation		.838
Minimum		1
Maximum		5

Chart 5.14
Cadet college continually excels to distinctive competence reinforced by customer focused excellent personal management.
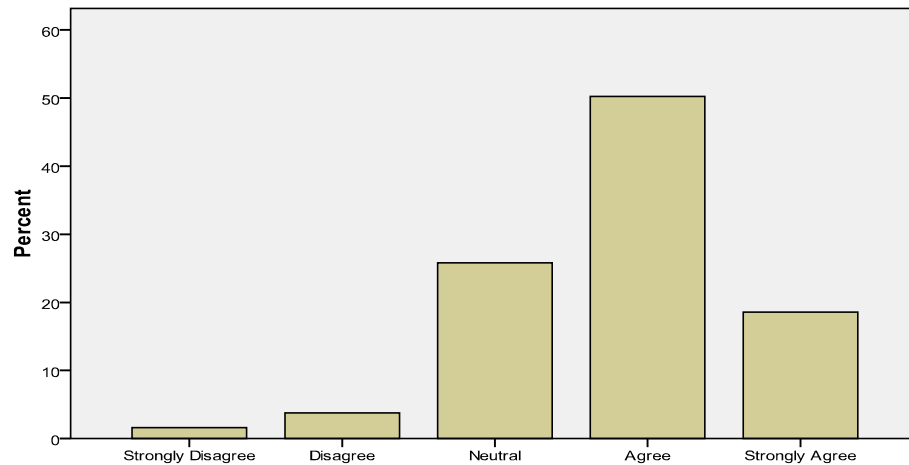
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.80, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .838.

5.4.4.2 Evaluating whether or not Cadet College mastered core services like interactive teaching, co-curricular & extra-curricular teaching, ethical teaching, good inter-communication etc. and understands present day changing requirements of distinctive service quality:

Table 5.35
Cadet College mastered core services and understands present day changing requirements of distinctive service quality.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	26	7.0	7.0	7.0
	Neutral	87	23.4	23.4	30.4
	Agree	193	51.9	51.9	82.3
	Strongly Agree	66	17.7	17.7	100.0
	Total	372	100.0	100.0	

Table 5.36
Statistics Cadet College mastered core services and understands present day changing requirements of distinctive service quality.

N	Valid	372
	Missing	0
Mean		3.80
Median		4.00
Mode		4
Std. Deviation		.809
Minimum		2
Maximum		5

Chart 5.15
Cadet College mastered core services and understands present day changing requirements of distinctive service quality.
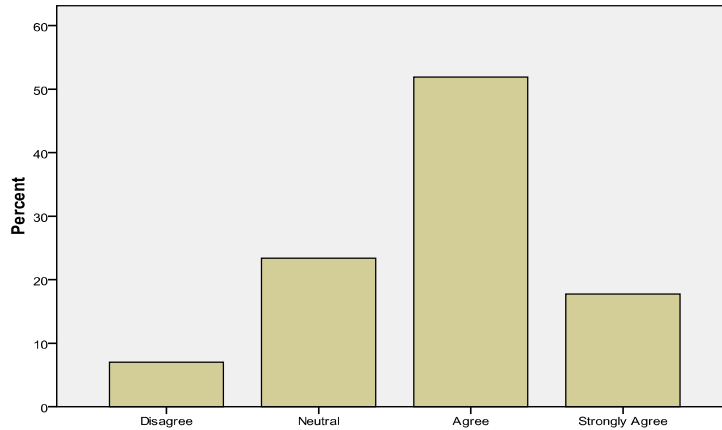
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.80, median 4.00, mode 4, minimum 2, maximum 5 and standard deviation .809.

5.4.4.3 Evaluating whether or not in Cadet College technology is used as a way of enhancing satisfying services to Cadets and their parents:

Table 5.37
Technology is used as a way of enhancing satisfying services to cadets and their parents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	2.7	2.7	2.7
	Disagree	27	7.3	7.3	9.9
	Neutral	23	6.2	6.2	16.1
	Agree	197	53.0	53.0	69.1
	Strongly Agree	115	30.9	30.9	100.0
	Total	372	100.0	100.0	

Table 5.38
Statistics Technology is used as a way of enhancing satisfying services to cadets and their parents.

N	Valid	372
	Missing	0
Mean		4.02
Median		4.00
Mode		4
Std. Deviation		.951
Minimum		1
Maximum		5

Chart 5.16
Technology is used as a way of enhancing satisfying services to cadets and their parents.
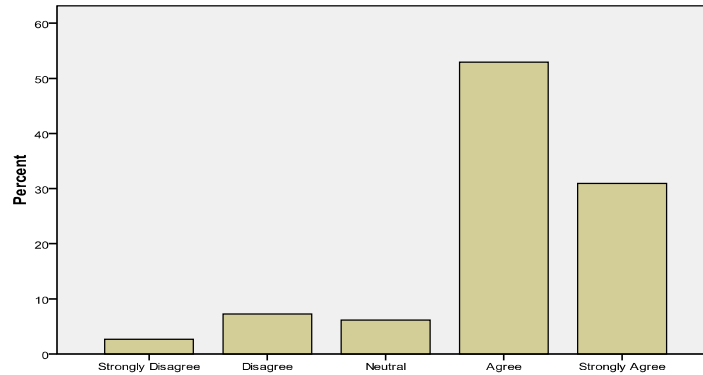
Inference:

From the above tables and graph it is found in the study that mean of the answer is 4.02, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .951.

5.4.4.4 Evaluating whether or not front line people (teachers, employees) are allowed with flexibility to select from alternative procedures to provide distinctive services to the cadets:

Table 5.39
Front line people (Teachers, employees etc.) are allowed with flexibility to select from alternative procedures to deliver distinctive services to the cadets.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	3.8	3.8	3.8
	Disagree	83	22.3	22.3	26.1
	Neutral	113	30.4	30.4	56.5
	Agree	126	33.9	33.9	90.3
	Strongly Agree	36	9.7	9.7	100.0
	Total	372	100.0	100.0	

Table 5.40
Statistics Front line people (Teachers, employees etc.) are allowed with flexibility to select from alternative procedures to deliver distinctive services to the cadets.

N	Valid	372
	Missing	0
Mean		3.23
Median		3.00
Mode		4
Std. Deviation		1.024
Variance		1.048
Minimum		1
Maximum		5

Chart 5.17
Front line people (Teachers, employees etc.) are allowed with flexibility to select from alternative procedures to deliver distinctive services to the cadets.
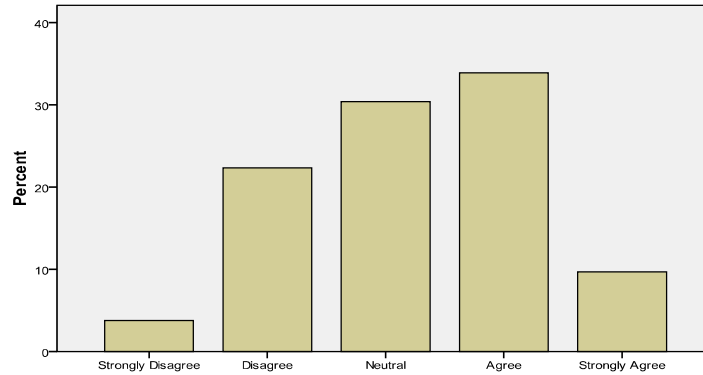
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.23, median 3.00, mode 4, minimum 1, maximum 5, variance 1.048 and standard deviation 1.024.

5.4.4.5 Evaluating whether or not Cadet College authority utilizes all the resources to satisfy and win the heart and mind of the customers (cadets, parents):

Table 5.41
Cadet College authority utilizes all the resources to satisfy and win the heart and mind of the main customers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.0	3.0	3.0
	Disagree	32	8.6	8.6	11.6
	Neutral	77	20.7	20.7	32.3
	Agree	156	41.9	41.9	74.2
	Strongly Agree	96	25.8	25.8	100.0
	Total	372	100.0	100.0	

Table 5.42
Statistics Cadet College authority utilizes all the resources to satisfy and win the heart and mind of the main customers.

N	Valid	372
	Missing	0
Mean		3.79
Median		4.00
Mode		4
Std. Deviation		1.017
Variance		1.034
Minimum		1
Maximum		5

Chart 5.18
Cadet College authority utilizes all the resources to satisfy and win the heart and mind of the main customers.
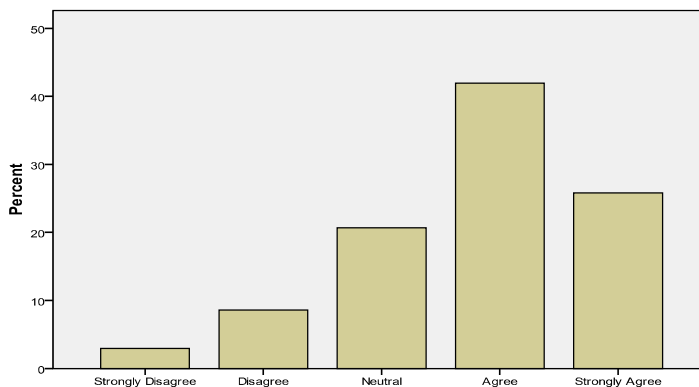
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.79, median 4.00, mode 4, minimum 1, maximum 5, variance 1.034 and standard deviation 1.017.

5.4.5   Results and Analysis of World Class Service Delivery

5.4.5.1   Evaluating whether or not to sustain very high level service delivery, Cadet College management keeps good communication with cadets, parents, teachers and employees.

Table 5.43
To sustain very high level service delivery, your Cadet College management keeps good communication with cadets, parents, teachers and employees.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.0	3.0	3.0
	Disagree	64	17.2	17.2	20.2
	Neutral	132	35.5	35.5	55.6
	Agree	103	27.7	27.7	83.3
	Strongly Agree	62	16.7	16.7	100.0
	Total	372	100.0	100.0	

Table 5.44
Statistics To sustain very high level service delivery, your Cadet College management keeps good communication with cadets, parents, teachers and employees.

N	Valid	372
	Missing	0
Mean		3.38
Median		3.00
Mode		3
Std. Deviation		1.046
Variance		1.093
Minimum		1
Maximum		5

Chart 5.19
To sustain very high level service delivery, your Cadet College management keeps good communication with cadets, parents, teachers and employees.
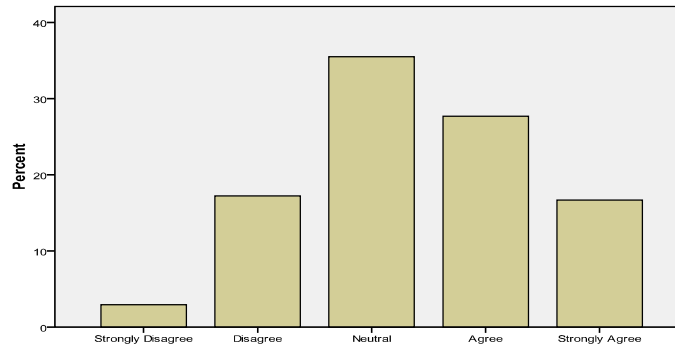
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.38, median 3.00, mode 3, minimum 1, maximum 5, variance 1.093 and standard deviation 1.046.

5.4.5.2 Evaluating whether or not Cadet College system is proactive, develop its own capabilities and generate opportunities to the customers:

Table 5.45
Cadet college management is proactive, develop its own capabilities and generate opportunities to the customers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.5	.5	.5
	Disagree	32	8.6	8.6	9.1
	Neutral	56	15.1	15.1	24.2
	Agree	192	51.6	51.6	75.8
	Strongly Agree	90	24.2	24.2	100.0
	Total	372	100.0	100.0	

Table 5.46
Statistics Your cadet college management is proactive, develop its own capabilities and generate opportunities to the customers.

N	Valid	372
	Missing	0
Mean		3.90
Median		4.00
Mode		4
Std. Deviation		.882
Variance		.778
Minimum		1
Maximum		5

Chart 5.20
Cadet college management is proactive, develop its own capabilities and generate opportunities to the customers.
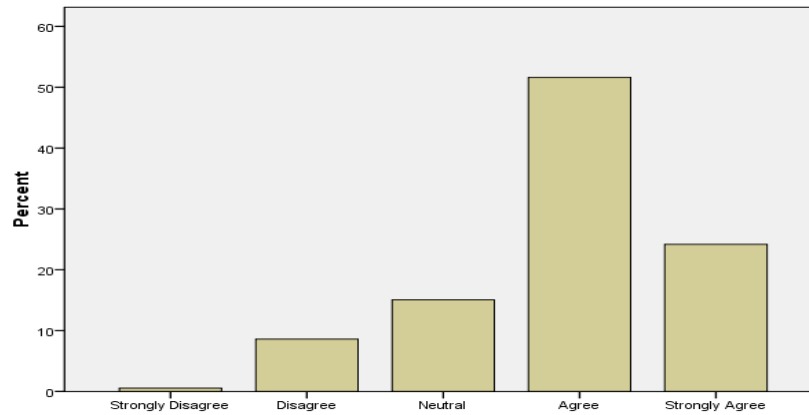
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.90, median 4.00, mode 4, minimum 1, maximum 5, variance .778 and standard deviation .882.

5.4.5.3 Evaluating whether or not technology is used in Cadet College to break the system to do the things that the competitors cannot do:

Table 5.47
Technology is used in Cadet College to break the system to do the things that the competitors cannot do.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	5.4	5.4	5.4
	Disagree	99	26.6	26.6	32.0
	Neutral	104	28.0	28.0	59.9
	Agree	104	28.0	28.0	87.9
	Strongly Agree	45	12.1	12.1	100.0
	Total	372	100.0	100.0	

Table 5.48
Statistics about technology is used in Cadet College to break the system to do the things that the competitors cannot do.

N	Valid	372
	Missing	0
Mean		3.15
Median		3.00
Mode		3[a]
Std. Deviation		1.107
Variance		1.226
Minimum		1
Maximum		5

Chart 5.21
Technology is used in Cadet College to break the system to do the things that the competitors cannot do.
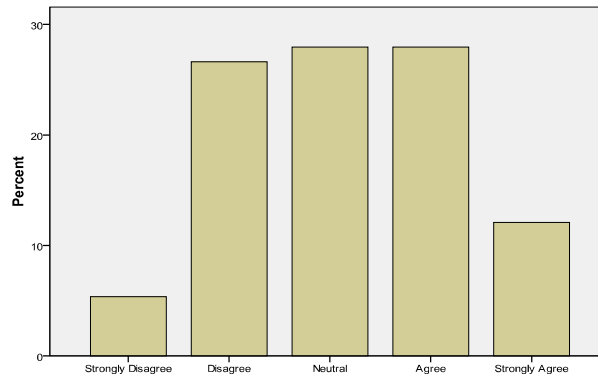
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.15, median 3.00, mode 3, minimum 1, maximum 5, variance 1.226 and standard deviation 1.107.

5.4.5.4 Evaluating whether or not the teachers and employees of Cadet College themselves are the source of innovations and have the skills to innovate excellent service delivery:

Table 5.49
The teachers and employees of Cadet College themselves are the source of innovations and have the skills to innovate excellent service delivery.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	6.5	6.5	6.5
	Disagree	58	15.6	15.6	22.0
	Neutral	158	42.5	42.5	64.5
	Agree	98	26.3	26.3	90.9
	Strongly Agree	34	9.1	9.1	100.0
	Total	372	100.0	100.0	

Table 5.50
Statistics The teachers and employees of Cadet College themselves are the source of innovations and have the skills to innovate excellent service delivery.

N	Valid	372
	Missing	0
Mean		3.16
Median		3.00
Mode		3
Std. Deviation		1.010
Variance		1.020
Minimum		1
Maximum		5

Chart 5.22
The teachers and employees of Cadet College themselves are the source of innovations and have the skills to innovate excellent service delivery.
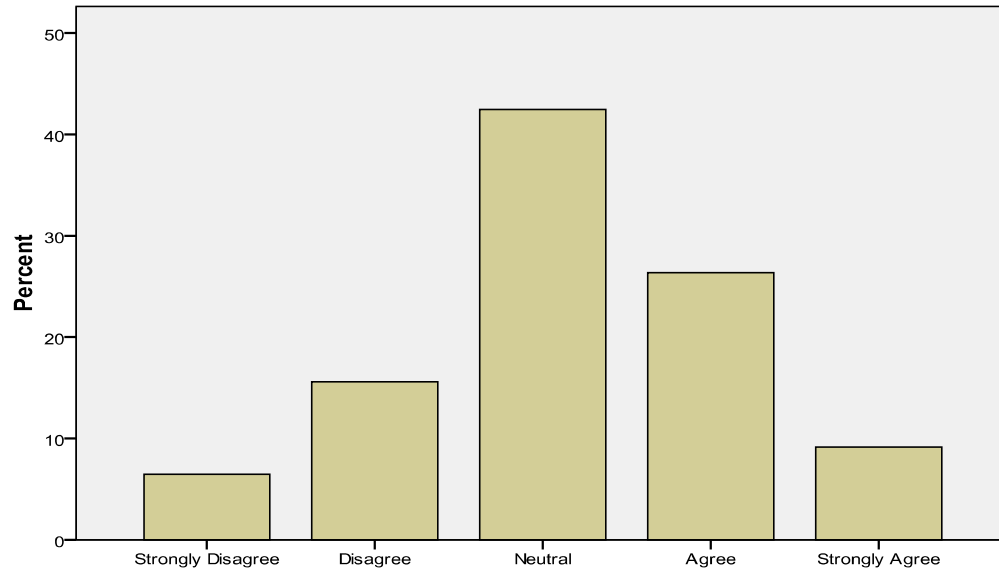
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.16, median 3.00, mode 3, minimum 1, maximum 5, variance 1.020 and standard deviation 1.010.

5.4.5.5 Evaluating whether or not teachers of Cadet College go beyond coaching to mentoring and remain accountable for the personal development of the cadets which is very satisfying:

Table 5.51
Statistics Teachers of your Cadet College go beyond coaching to mentoring and remain accountable for the personal development of the cadets which is very satisfying

N	Valid	372
	Missing	0
Mean		3.33
Median		3.00
Mode		3
Std. Deviation		1.015
Variance		1.030
Minimum		1
Maximum		5

Chart 5.23
Teachers of your Cadet College go beyond coaching to mentoring and remain accountable for the personal development of the cadets which is very satisfying
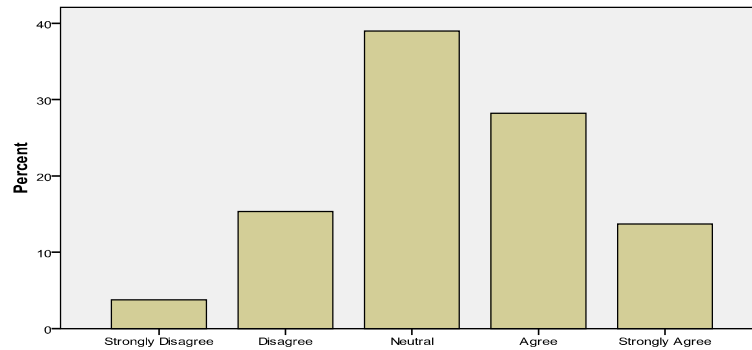
Inference:

From the above tables and graph it is found in the study that mean of the answer is 3.33, median 3.00, mode 3, minimum 1, maximum 5, variance 1.030 and standard deviation 1.015.

5.5 Measure Service Quality model of Cadet Colleges in Bangladesh

5.5.1 Measure Tangibility

Table 5.52
Measure Tangibility

ID of the Respondent		Cadet College possess up-to-date and modern looking equipment to provide quality service to consumers (Q.1).	Physical facilities of your Cadet College are visually appealing(Q.2).	Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance (Q.3).	Possesses comfortable and better competitive accommodation and dining facilities (Q.4).
RCC	Mean	4.18	4.15	4.16	4.08
	N	62	62	62	62
	Std. Deviation	.758	.921	.995	.980
SCC	Mean	3.35	3.94	4.42	4.19
	N	62	62	62	62
	Std. Deviation	1.256	.939	.497	.972
FCC	Mean	4.34	4.10	4.50	4.05
	N	62	62	62	62
	Std. Deviation	.477	.824	.504	.913
BCC	Mean	3.27	4.13	4.82	3.34
	N	62	62	62	62
	Std. Deviation	1.058	.799	.385	1.070
MGCC	Mean	4.02	3.68	4.39	4.47
	N	62	62	62	62
	Std. Deviation	.932	.971	.583	.740
JGCC	Mean	3.77	3.76	4.21	4.29
	N	62	62	62	62
	Std. Deviation	1.108	1.051	.727	.637
Total	Mean	3.82	3.96	4.42	4.07
	N	372	372	372	372
	Std. Deviation	1.039	.934	.678	.960

Inference:

From the study of above table, by applying comparison of mean score achieved, the quality of each Cadet college is measured based on different questions on 'Tangibility' dimension. Basing on question-1 highest mean score achieved by FCC as mean 4.34 and lowest mean score achieved by BCC as mean 3.27, in question no-2 highest mean score achieved by RCC as mean 4.15 and lowest mean score achieved by MGCC as mean 3.68, in question no-3 highest mean score achieved by BCC as mean 4.82 and lowest mean score achieved by RCC as mean 4.16, in question no-4 highest mean score achieved by MGCC as mean 4.47 and lowest mean score achieved by BCC as mean 3.34.

5.5.1.1 Measuring whether Cadet College possesses up-to-date and modern looking equipment to provide quality service:

Table 5.53
Cadet College possess up-to-date and modern looking equipment

			Your Cadet College possess up-to-date and modern looking equipment to provide quality service to consumers.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	0	3	4	34	21	62
		% within ID of the Respondent	.0%	4.8%	6.5%	54.8%	33.9%	100.0%
		% of Total	.0%	.8%	1.1%	9.1%	5.6%	16.7%
	SCC	Count	5	14	9	22	12	62
		% within ID of the Respondent	8.1%	22.6%	14.5%	35.5%	19.4%	100.0%
		% of Total	1.3%	3.8%	2.4%	5.9%	3.2%	16.7%
	FCC	Count	0	0	0	41	21	62
		% within ID of the Respondent	.0%	.0%	.0%	66.1%	33.9%	100.0%
		% of Total	.0%	.0%	.0%	11.0%	5.6%	16.7%
	BCC	Count	3	12	19	21	7	62
		% within ID of the Respondent	4.8%	19.4%	30.6%	33.9%	11.3%	100.0%
		% of Total	.8%	3.2%	5.1%	5.6%	1.9%	16.7%
	MGCC	Count	0	6	8	27	21	62
		% within ID of the Respondent	.0%	9.7%	12.9%	43.5%	33.9%	100.0%
		% of Total	.0%	1.6%	2.2%	7.3%	5.6%	16.7%
	JGCC	Count	5	3	7	33	14	62
		% within ID of the Respondent	8.1%	4.8%	11.3%	53.2%	22.6%	100.0%
		% of Total	1.3%	.8%	1.9%	8.9%	3.8%	16.7%
Total		Count	13	38	47	178	96	372
		% within ID of the Respondent	3.5%	10.2%	12.6%	47.8%	25.8%	100.0%
		% of Total	3.5%	10.2%	12.6%	47.8%	25.8%	100.0%

Chart 5.24
Bar Chart of Cadt College possesses up-to-date and modern looking equipment
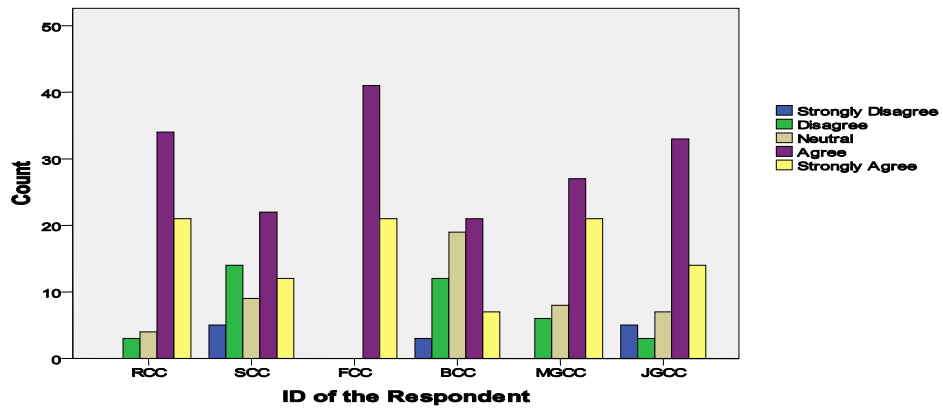
Table 5.54
Total Score of Cadet College possesses up-to-date and modern looking equipment as per total grading score

Opinion of Respondents	Frequency	Percent	Cumulative Percent
Strongly Disagree	13	3.5	3.5
Disagree	38	10.2	13.7
Neutral	47	12.6	26.3
Agree	178	47.8	74.2
Strongly Agree	96	25.8	100.0
Total	372	100.0	

Chart 5.25
Total Score Pie Chart of Cadet College possesses up-to-date and modern looking equipment
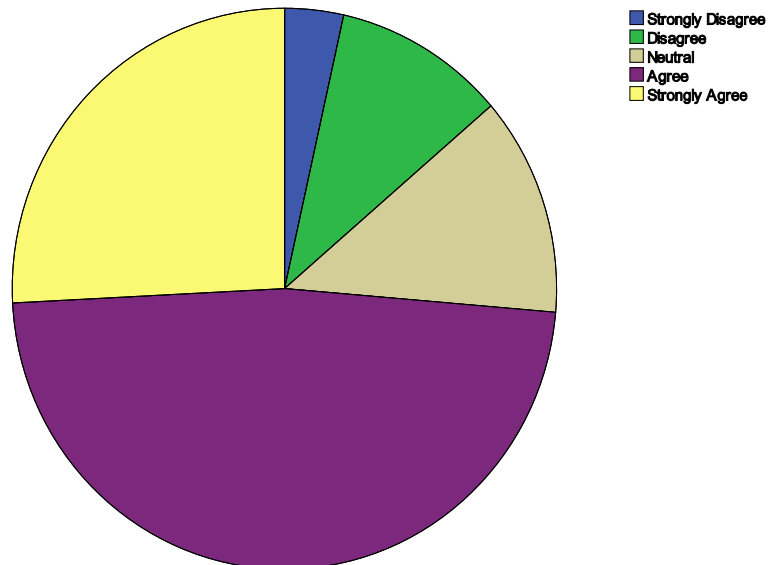
Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 54.8% respondents agree, in SCC highest 35.5% agree, in FCC highest 66.1% agree, in BCC highest 33.9% agree, in MGCC highest 43.5% agree and in JGCC highest 53.2 agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 3.5% respondents strongly disagrees, 10.2 % respondents disagree, 12.6 % respondents are neutral, 47.8 % respondents agree and 25.8 % respondents strongly agree.

5.5.1.2 Measuring whether physical facilities of your college are visually appealing

Table 5.55
Physical facilities of Cadet College are visually appealing

			Physical facilities of your Cadet College are visually appealing.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	0	5	7	24	26	62
		% within ID of the Respondent	.0%	8.1%	11.3%	38.7%	41.9%	100.0%
		% of Total	.0%	1.3%	1.9%	6.5%	7.0%	16.7%
	SCC	Count	0	8	5	32	17	62
		% within ID of the Respondent	.0%	12.9%	8.1%	51.6%	27.4%	100.0%
		% of Total	.0%	2.2%	1.3%	8.6%	4.6%	16.7%
	FCC	Count	0	3	9	29	21	62
		% within ID of the Respondent	.0%	4.8%	14.5%	46.8%	33.9%	100.0%
		% of Total	.0%	.8%	2.4%	7.8%	5.6%	16.7%
	BCC	Count	2	0	4	38	18	62
		% within ID of the Respondent	3.2%	.0%	6.5%	61.3%	29.0%	100.0%
		% of Total	.5%	.0%	1.1%	10.2%	4.8%	16.7%
	MGCC	Count	0	6	24	16	16	62
		% within ID of the Respondent	.0%	9.7%	38.7%	25.8%	25.8%	100.0%
		% of Total	.0%	1.6%	6.5%	4.3%	4.3%	16.7%
	JGCC	Count	2	6	13	25	16	62
		% within ID of the Respondent	3.2%	9.7%	21.0%	40.3%	25.8%	100.0%
		% of Total	.5%	1.6%	3.5%	6.7%	4.3%	16.7%
Total		Count	4	28	62	164	114	372
		% within ID of the Respondent	1.1%	7.5%	16.7%	44.1%	30.6%	100.0%
		% of Total	1.1%	7.5%	16.7%	44.1%	30.6%	100.0%

Chart 5.26
Physical facilities of Cadet Colleges are visually appealing
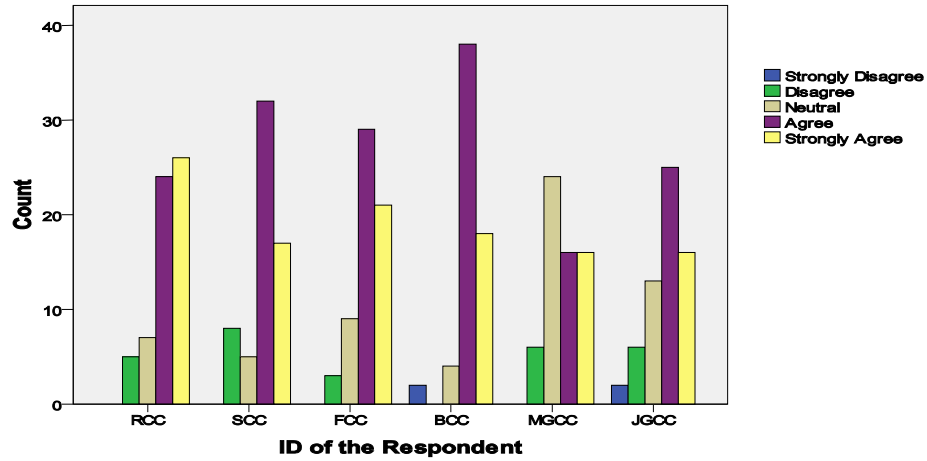
Table 5.56
Percentage of Physical facilities of Cadet College are visually appealing

		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.1	1.1
	Disagree	28	7.5	8.6
	Neutral	62	16.7	25.3
	Agree	164	44.1	69.4
	Strongly Agree	114	30.6	100.0
	Total	372	100.0	

Chart 5.27
Total Score Pie Chart of Physical facilities of Cadet College are visually appealing
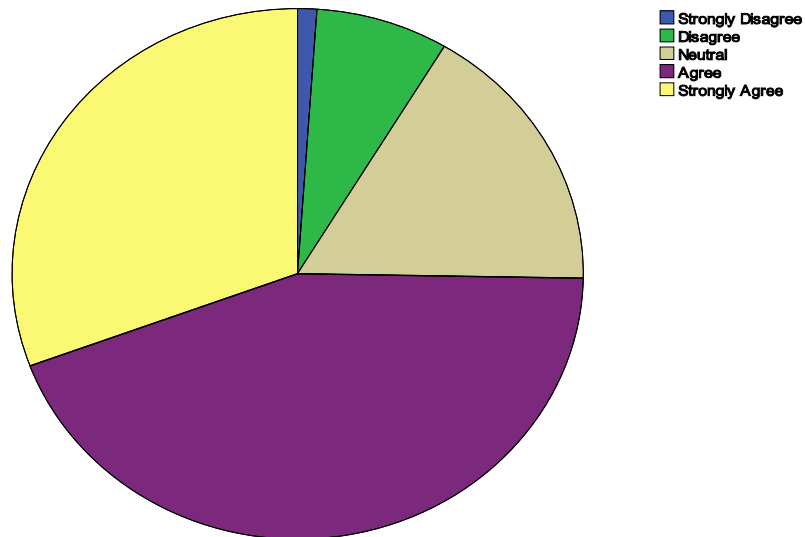
Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 41.9% respondents strongly agree, in SCC highest 51.6% agree, in FCC highest 46.8% agree, in BCC highest 61.3% agree, in MGCC highest 38.7% neutral and in JGCC highest 40.3% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 1.1% respondents strongly disagrees, 7.5 % respondents disagree, 16.7 % respondents are neutral, 44.1 % respondents agree and 30.6 % respondents strongly agree.

5.5.1.3 Measuring whether Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance:

Table 5.57
Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance.

			Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	1	4	8	20	29	62
		% within ID of the Respondent	1.6%	6.5%	12.9%	32.3%	46.8%	100.0%
		% of Total	.3%	1.1%	2.2%	5.4%	7.8%	16.7%
	SCC	Count	0	0	0	36	26	62
		% within ID of the Respondent	.0%	.0%	.0%	58.1%	41.9%	100.0%
		% of Total	.0%	.0%	.0%	9.7%	7.0%	16.7%
	FCC	Count	0	0	0	31	31	62
		% within ID of the Respondent	.0%	.0%	.0%	50.0%	50.0%	100.0%
		% of Total	.0%	.0%	.0%	8.3%	8.3%	16.7%
	BCC	Count	0	0	0	11	51	62
		% within ID of the Respondent	.0%	.0%	.0%	17.7%	82.3%	100.0%
		% of Total	.0%	.0%	.0%	3.0%	13.7%	16.7%
	MGCC	Count	0	0	3	32	27	62
		% within ID of the Respondent	.0%	.0%	4.8%	51.6%	43.5%	100.0%
		% of Total	.0%	.0%	.8%	8.6%	7.3%	16.7%
	JGCC	Count	0	3	2	36	21	62
		% within ID of the Respondent	.0%	4.8%	3.2%	58.1%	33.9%	100.0%
		% of Total	.0%	.8%	.5%	9.7%	5.6%	16.7%
Total		Count	1	7	13	166	185	372
		% within ID of the Respondent	.3%	1.9%	3.5%	44.6%	49.7%	100.0%
		% of Total	.3%	1.9%	3.5%	44.6%	49.7%	100.0%

Chart 5.28
Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance.
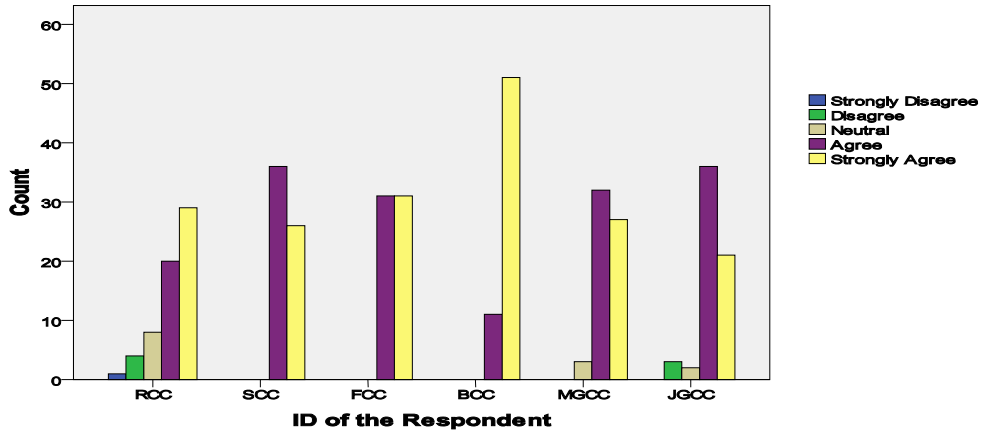
Table 5.58
Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	.3	.3	.3
Disagree	7	1.9	1.9	2.2
Neutral	13	3.5	3.5	5.6
Agree	166	44.6	44.6	50.3
Strongly Agree	185	49.7	49.7	100.0
Total	372	100.0	100.0	

Chart 5.29
Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance.
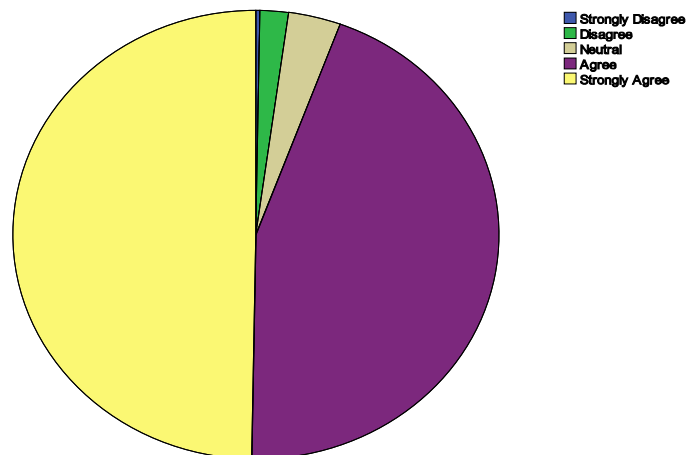
Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 46.8% respondents strongly agree, in SCC highest 58.1% agree, in FCC highest 50% agree, in BCC highest 82.3% strongly agree, in MGCC highest 51.6% agree and in JGCC highest 58.1 agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality .3% respondents strongly disagrees, 1.9% respondents disagree, 3.5% respondents are neutral, 44.6% respondents agree and 49.7% respondents strongly agree.

5.5.1.4 Measuring whether Cadet College possesses comfortable and better competitive accommodation and dining facilities:

Table 5.59
Cadet College Possesses comfortable and better competitive accommodation and dining facilities

			Possesses comfortable and better competitive accommodation and dining facilities.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	3	0	9	27	23	62
		% within ID of the Respondent	4.8%	.0%	14.5%	43.5%	37.1%	100.0%
		% of Total	.8%	.0%	2.4%	7.3%	6.2%	16.7%
	SCC	Count	0	7	3	23	29	62
		% within ID of the Respondent	.0%	11.3%	4.8%	37.1%	46.8%	100.0%
		% of Total	.0%	1.9%	.8%	6.2%	7.8%	16.7%
	FCC	Count	0	3	15	20	24	62
		% within ID of the Respondent	.0%	4.8%	24.2%	32.3%	38.7%	100.0%
		% of Total	.0%	.8%	4.0%	5.4%	6.5%	16.7%
	BCC	Count	3	10	21	19	9	62
		% within ID of the Respondent	4.8%	16.1%	33.9%	30.6%	14.5%	100.0%
		% of Total	.8%	2.7%	5.6%	5.1%	2.4%	16.7%
	MGCC	Count	0	3	0	24	35	62
		% within ID of the Respondent	.0%	4.8%	.0%	38.7%	56.5%	100.0%
		% of Total	.0%	.8%	.0%	6.5%	9.4%	16.7%
	JGCC	Count	0	0	6	32	24	62
		% within ID of the Respondent	.0%	.0%	9.7%	51.6%	38.7%	100.0%
		% of Total	.0%	.0%	1.6%	8.6%	6.5%	16.7%
Total		Count	6	23	54	145	144	372
		% within ID of the Respondent	1.6%	6.2%	14.5%	39.0%	38.7%	100.0%
		% of Total	1.6%	6.2%	14.5%	39.0%	38.7%	100.0%

Chart 5.30
Bar Chart of Cadet College Possesses comfortable and better competitive accommodation and dining facilities.
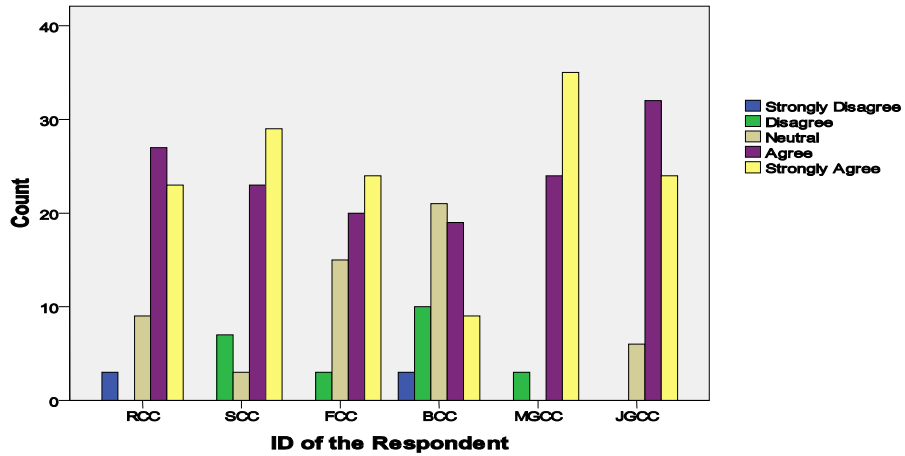
Table 5.60
Possesses comfortable and better competitive accommodation and dining facilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	1.6	1.6	1.6
	Disagree	23	6.2	6.2	7.8
	Neutral	54	14.5	14.5	22.3
	Agree	145	39.0	39.0	61.3
	Strongly Agree	144	38.7	38.7	100.0
	Total	372	100.0	100.0	

Chart 5.31
Pie Chart of Cadet College Possesses comfortable and better competitive accommodation and dining facilities

Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 43.5% respondents agree, in SCC highest 46.8% strongly agree, in FCC highest 38.7% strongly agree, in BCC highest 33.9% neutral, in MGCC highest 56.5% strongly agree and in JGCC highest 51.6% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 1.6% respondents strongly disagrees, 6.9% respondents disagree, 14.5% respondents are neutral, 39% respondents agree and 38.7% respondents strongly agree.

5.5.2 Measure Reliability

Table 5.61
Measure Reliability.

ID of the Respondent		Authority meets and coordinates with Parents on parents' visiting day and keeps promises that are done with cadets/ parents (Q-5).	Staff, Teachers and employees are sympathetic to the problem of cadets /parents (Q-6).	All staff, teachers and employees honour their promises at all time to ensure excellent service (Q-7).	Cadet College maintains different records of your performance of 6 years accurately (Q-8).
RCC	Mean	3.27	2.94	3.02	3.42
	N	62	62	62	62
	Std. Deviation	1.257	1.401	1.349	1.521
SCC	Mean	3.31	2.95	3.16	3.35
	N	62	62	62	62
	Std. Deviation	1.154	1.384	1.381	1.461
FCC	Mean	3.53	3.66	3.32	3.98
	N	62	62	62	62
	Std. Deviation	1.155	1.173	1.290	1.138
BCC	Mean	3.44	3.82	3.37	4.13
	N	62	62	62	62
	Std. Deviation	1.236	1.064	1.090	1.261
MGCC	Mean	3.92	3.77	3.16	4.35
	N	62	62	62	62
	Std. Deviation	1.013	1.165	1.321	1.103
JGCC	Mean	3.55	3.47	3.35	4.06
	N	62	62	62	62
	Std. Deviation	1.097	1.082	.977	.807
Total	Mean	3.50	3.44	3.23	3.88
	N	372	372	372	372
	Std. Deviation	1.167	1.265	1.242	1.284

Inference:

From the study of above table, by applying comparison of mean score achieved, the quality of each Cadet college is measured based on different questions on 'Tangibility' dimension. Basing on question-5 highest mean score achieved by MGCC as mean 3.92 and lowest mean score achieved by RCC as mean 3.27, in question no-6 highest mean score achieved by BCC as mean 3.82 and lowest mean score achieved by RCC as mean 2.94, in question no-7 highest mean score achieved by BCC as mean 3.37 and lowest mean score achieved by RCC as mean 3.02, in question no-8 highest mean score achieved by MGCC as mean 4.35 and lowest mean score achieved by SCC as mean 3.35.

5.5.2.1 Measuring whether Cadet College authority meets and coordinates with Parents on parents' visiting day and keeps promises that are done with cadets/parents:

Table 5.62
Authority meets and coordinates with Parents on parents' visiting day

			Authority meets and coordinates with Parents on parents' visiting day and keeps promises that are done with cadets/parents.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	5	16	9	21	11	62
		% within ID of the Respondent	8.1%	25.8%	14.5%	33.9%	17.7%	100.0%
		% of Total	1.3%	4.3%	2.4%	5.6%	3.0%	16.7%
	SCC	Count	5	13	8	30	6	62
		% within ID of the Respondent	8.1%	21.0%	12.9%	48.4%	9.7%	100.0%
		% of Total	1.3%	3.5%	2.2%	8.1%	1.6%	16.7%
	FCC	Count	3	11	11	24	13	62
		% within ID of the Respondent	4.8%	17.7%	17.7%	38.7%	21.0%	100.0%
		% of Total	.8%	3.0%	3.0%	6.5%	3.5%	16.7%
	BCC	Count	9	4	8	33	8	62
		% within ID of the Respondent	14.5%	6.5%	12.9%	53.2%	12.9%	100.0%
		% of Total	2.4%	1.1%	2.2%	8.9%	2.2%	16.7%
	MGCC	Count	1	5	13	22	21	62
		% within ID of the Respondent	1.6%	8.1%	21.0%	35.5%	33.9%	100.0%
		% of Total	.3%	1.3%	3.5%	5.9%	5.6%	16.7%
	JGCC	Count	7	3	6	41	5	62
		% within ID of the Respondent	11.3%	4.8%	9.7%	66.1%	8.1%	100.0%
		% of Total	1.9%	.8%	1.6%	11.0%	1.3%	16.7%
Total		Count	30	52	55	171	64	372
		% within ID of the Respondent	8.1%	14.0%	14.8%	46.0%	17.2%	100.0%
		% of Total	8.1%	14.0%	14.8%	46.0%	17.2%	100.0%

Chart 5.32
Bar Chart of Authority meets and coordinates with Parents on parents' visiting day
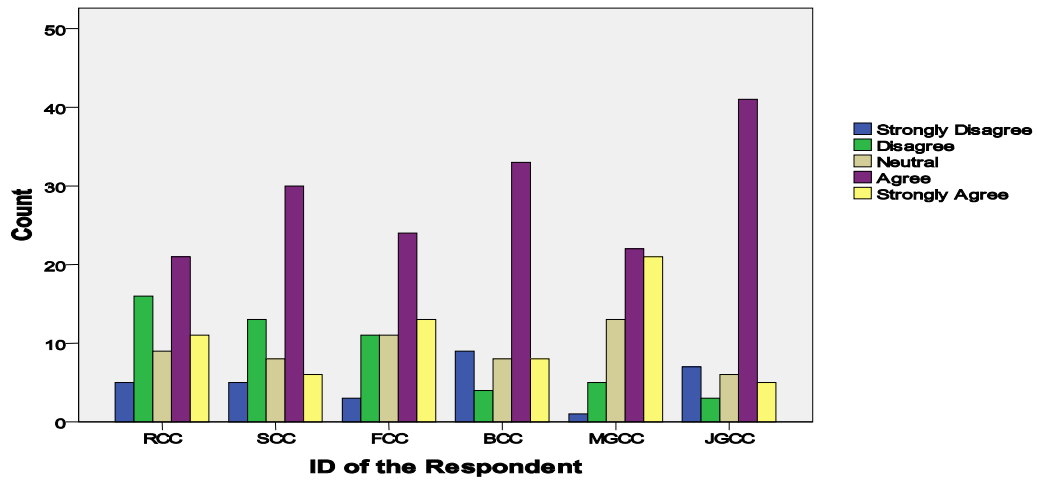
Table 5.63
Total score of Authority meets and coordinates with Parents on parents' visiting day.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	30	8.1	8.1	8.1
Disagree	52	14.0	14.0	22.0
Neutral	55	14.8	14.8	36.8
Agree	171	46.0	46.0	82.8
Strongly Agree	64	17.2	17.2	100.0
Total	372	100.0	100.0	

Chart 5.33
Pie Chart of Authority meets and coordinates with Parents on parents' visiting day
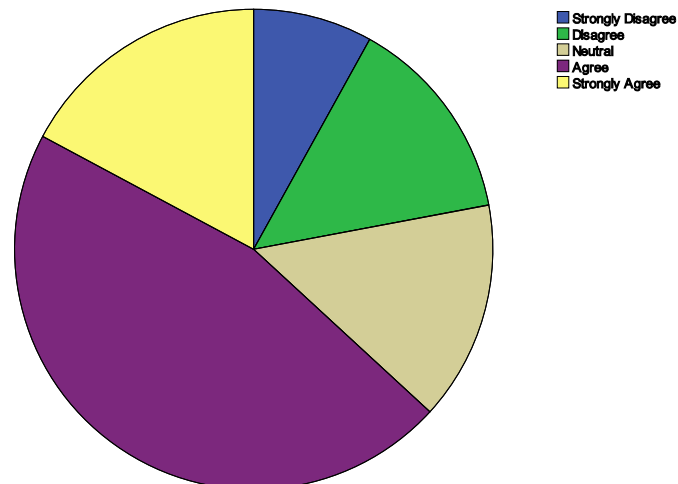
Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 33.9% respondents agree, in SCC highest 48.4% agree, in FCC highest 38.7% agree, in BCC highest 53.2% agree, in MGCC highest 35.5% agree and in JGCC highest 66.1% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 8.1% respondents strongly disagrees, 14 % respondents disagree, 14.8% respondents are neutral, 46 % respondents agree and 17.2% respondents strongly agree.

5.5.2.2 Measuring whether Staff, Teachers and employees of your Cadet College are sympathetic to the problem of cadets/parents:

Table 5.64
Staff, Teachers and employees are sympathetic to the problem of cadets/parents.

| | | | Staff, Teachers and employees are sympathetic to the problem of cadets/parents. | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	11	18	8	14	11	62
		% within ID of the Respondent	17.7%	29.0%	12.9%	22.6%	17.7%	100.0%
		% of Total	3.0%	4.8%	2.2%	3.8%	3.0%	16.7%
	SCC	Count	8	25	2	16	11	62
		% within ID of the Respondent	12.9%	40.3%	3.2%	25.8%	17.7%	100.0%
		% of Total	2.2%	6.7%	.5%	4.3%	3.0%	16.7%
	FCC	Count	2	14	2	29	15	62
		% within ID of the Respondent	3.2%	22.6%	3.2%	46.8%	24.2%	100.0%
		% of Total	.5%	3.8%	.5%	7.8%	4.0%	16.7%
	BCC	Count	1	9	8	26	18	62
		% within ID of the Respondent	1.6%	14.5%	12.9%	41.9%	29.0%	100.0%
		% of Total	.3%	2.4%	2.2%	7.0%	4.8%	16.7%
	MGCC	Count	2	11	5	25	19	62
		% within ID of the Respondent	3.2%	17.7%	8.1%	40.3%	30.6%	100.0%
		% of Total	.5%	3.0%	1.3%	6.7%	5.1%	16.7%
	JGCC	Count	3	14	1	39	5	62
		% within ID of the Respondent	4.8%	22.6%	1.6%	62.9%	8.1%	100.0%
		% of Total	.8%	3.8%	.3%	10.5%	1.3%	16.7%
Total		Count	27	91	26	149	79	372
		% within ID of the Respondent	7.3%	24.5%	7.0%	40.1%	21.2%	100.0%
		% of Total	7.3%	24.5%	7.0%	40.1%	21.2%	100.0%

Chart 5.34
Bar Chart of Staff, Teachers and employees are sympathetic to the problem of cadets/parents.
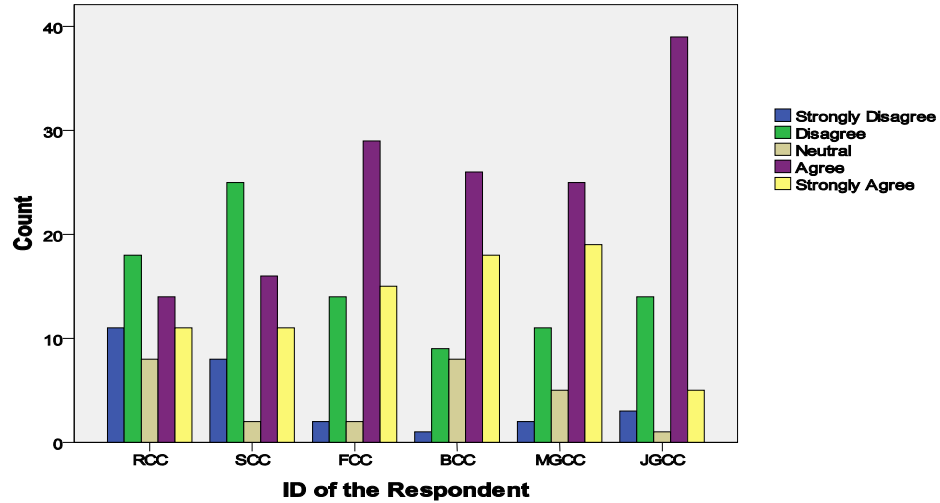
Table 5.65
Total Score of Staff, Teachers and employees are sympathetic to the problem of cadets/parents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	7.3	7.3	7.3
	Disagree	91	24.5	24.5	31.7
	Neutral	26	7.0	7.0	38.7
	Agree	149	40.1	40.1	78.8
	Strongly Agree	79	21.2	21.2	100.0
	Total	372	100.0	100.0	

Chart 5.35
Pie chart of Staff, Teachers and employees are sympathetic to the problem of cadets/parents.

Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 29% respondents disagree, in SCC highest 40.3% disagree, in FCC highest 46.8% agree, in BCC highest 41.9% agree, in MGCC highest 40.3% agree and in JGCC highest 62.9 agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 7.3% respondents strongly disagrees, 24.5 % respondents disagree, 7 % respondents are neutral, 40.1 % respondents agree and 21.2 % respondents strongly agree.

5.5.2.3 Measuring whether all staff, teachers and employees honour their promises at all time to ensure excellent service:

Table 5.66
All staff, teachers and employees honour their promises at all time to ensure excellent service.

			All staff, teachers and employees honour their promises at all time to ensure excellent service.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	9	18	8	17	10	62
		% within ID of the Respondent	14.5%	29.0%	12.9%	27.4%	16.1%	100.0%
		% of Total	2.4%	4.8%	2.2%	4.6%	2.7%	16.7%
	SCC	Count	8	16	10	14	14	62
		% within ID of the Respondent	12.9%	25.8%	16.1%	22.6%	22.6%	100.0%
		% of Total	2.2%	4.3%	2.7%	3.8%	3.8%	16.7%
	FCC	Count	10	6	8	30	8	62
		% within ID of the Respondent	16.1%	9.7%	12.9%	48.4%	12.9%	100.0%
		% of Total	2.7%	1.6%	2.2%	8.1%	2.2%	16.7%
	BCC	Count	2	15	11	26	8	62
		% within ID of the Respondent	3.2%	24.2%	17.7%	41.9%	12.9%	100.0%
		% of Total	.5%	4.0%	3.0%	7.0%	2.2%	16.7%
	MGCC	Count	11	7	14	21	9	62
		% within ID of the Respondent	17.7%	11.3%	22.6%	33.9%	14.5%	100.0%
		% of Total	3.0%	1.9%	3.8%	5.6%	2.4%	16.7%
	JGCC	Count	4	10	8	40	0	62
		% within ID of the Respondent	6.5%	16.1%	12.9%	64.5%	.0%	100.0%
		% of Total	1.1%	2.7%	2.2%	10.8%	.0%	16.7%
Total		Count	44	72	59	148	49	372
		% within ID of the Respondent	11.8%	19.4%	15.9%	39.8%	13.2%	100.0%
		% of Total	11.8%	19.4%	15.9%	39.8%	13.2%	100.0%

Chart 5.36
Bar Chart of All staff, teachers and employees honour their promises at all time to ensure excellent service.
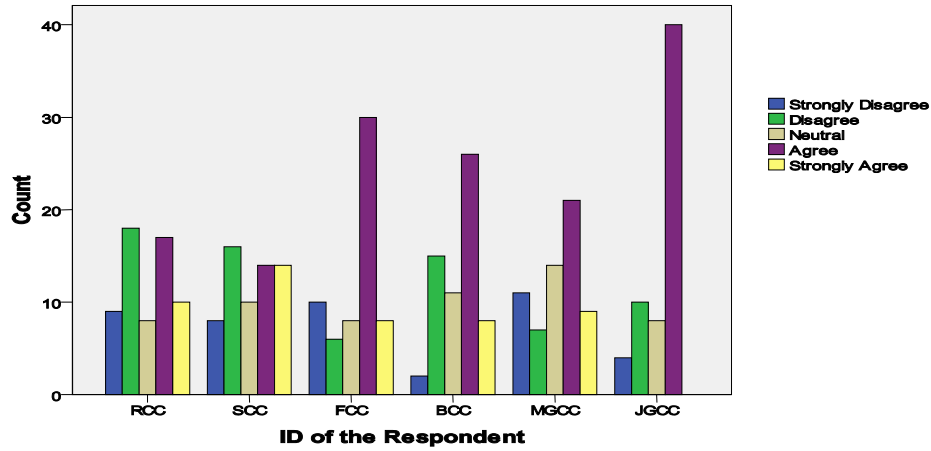
Table 5.67
Total Score of All staff, teachers and employees honour their promises at all time to ensure excellent service.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	11.8	11.8	11.8
	Disagree	72	19.4	19.4	31.2
	Neutral	59	15.9	15.9	47.0
	Agree	148	39.8	39.8	86.8
	Strongly Agree	49	13.2	13.2	100.0
	Total	372	100.0	100.0	

Chart 5.37
Pie Chart of all staff, teachers and employees honour their promises at all time to ensure excellent service.

Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 29% respondents agree, in SCC highest 25.8% disagree, in FCC highest 48.4% agree, in BCC highest 41.9% agree, in MGCC highest 33.9% agree and in JGCC highest 64.5 agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 11.8% respondents strongly disagrees, 19.4 % respondents disagree, 15.9 % respondents are neutral, 39.8 % respondents agree and 13.2% respondents strongly agree.

5.5.2.4 Measuring whether Cadet College maintains different records of your performance of 6 years accurately:

Table 5.68
Cadet College maintains different records of your performance.

			Cadet College maintains different records of your performance of 6 years accurately.					
			Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	13	5	6	19	19	62
		% within ID of the Respondent	21.0%	8.1%	9.7%	30.6%	30.6%	100.0%
		% of Total	3.5%	1.3%	1.6%	5.1%	5.1%	16.7%
	SCC	Count	11	10	2	24	15	62
		% within ID of the Respondent	17.7%	16.1%	3.2%	38.7%	24.2%	100.0%
		% of Total	3.0%	2.7%	.5%	6.5%	4.0%	16.7%
	FCC	Count	3	4	10	19	26	62
		% within ID of the Respondent	4.8%	6.5%	16.1%	30.6%	41.9%	100.0%
		% of Total	.8%	1.1%	2.7%	5.1%	7.0%	16.7%
	BCC	Count	6	3	0	21	32	62
		% within ID of the Respondent	9.7%	4.8%	.0%	33.9%	51.6%	100.0%
		% of Total	1.6%	.8%	.0%	5.6%	8.6%	16.7%
	MGCC	Count	1	8	0	12	41	62
		% within ID of the Respondent	1.6%	12.9%	.0%	19.4%	66.1%	100.0%
		% of Total	.3%	2.2%	.0%	3.2%	11.0%	16.7%
	JGCC	Count	0	4	6	34	18	62
		% within ID of the Respondent	.0%	6.5%	9.7%	54.8%	29.0%	100.0%
		% of Total	.0%	1.1%	1.6%	9.1%	4.8%	16.7%
Total		Count	34	34	24	129	151	372
		% within ID of the Respondent	9.1%	9.1%	6.5%	34.7%	40.6%	100.0%
		% of Total	9.1%	9.1%	6.5%	34.7%	40.6%	100.0%

Chart 5.38
Bar Chart of Cadet College maintains different records of your performance.
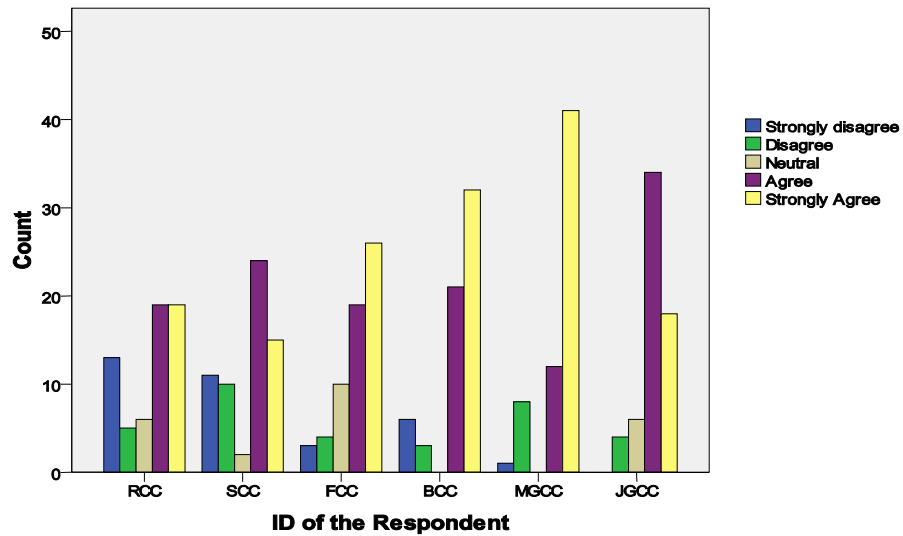
Table 5.69
Total Score of Cadet College maintains different records of your performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	34	9.1	9.1	9.1
	Disagree	34	9.1	9.1	18.3
	Neutral	24	6.5	6.5	24.7
	Agree	129	34.7	34.7	59.4
	Strongly Agree	151	40.6	40.6	100.0
	Total	372	100.0	100.0	

Chart 5.39
Pie Chart of Cadet College maintains different records of your performance.
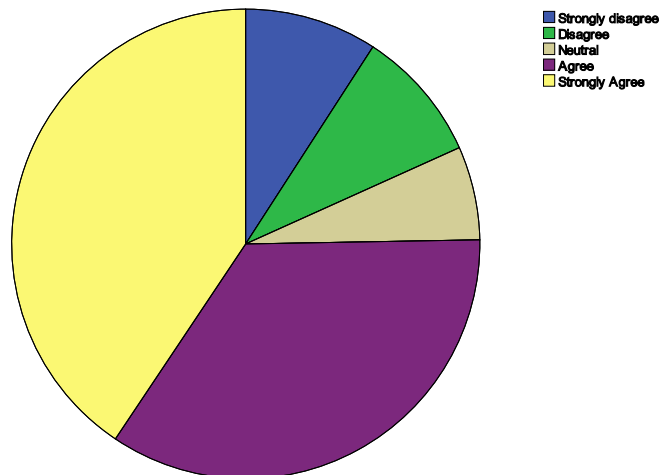
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Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 30.6% respondents agree, in SCC highest 38.7% agree, in FCC highest 41.9% strongly agree, in BCC highest 51.6% strongly agree, in MGCC highest 66.1% strongly agree and in JGCC highest 54.8% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 9.1% respondents strongly disagrees, 9.1 % respondents disagree, 6.5 % respondents are neutral, 34.7 % respondents agree and 40.6 % respondents strongly agree.

5.5.3 Measure Responsiveness

Table 5.70
Measure Responsiveness.

ID of the Respondent		Being a residential institution, your college and house administration tell exact time about performance of services(Q.9).	College and house administration delivers prompt service to Cadet requirements (Q.10).	Whole administration is always willing to help the cadets and parents(Q.11).	Staff, teachers and employees respond promptly to the queries and problems of Cadets/ parents(Q.12).
RCC	Mean	3.37	3.53	3.23	3.50
	N	62	62	62	62
	Std. Deviation	1.163	1.155	1.220	1.170
SCC	Mean	3.18	2.84	3.03	3.39
	N	62	62	62	62
	Std. Deviation	1.235	1.321	1.280	1.206
FCC	Mean	3.39	3.19	3.65	3.76
	N	62	62	62	62
	Std. Deviation	1.285	1.185	1.042	1.066
BCC	Mean	3.35	3.27	3.52	3.16
	N	62	62	62	62
	Std. Deviation	1.332	1.369	1.225	1.393
MGCC	Mean	3.81	3.44	3.06	3.56
	N	62	62	62	62
	Std. Deviation	1.199	1.374	1.458	1.096
JGCC	Mean	3.58	3.23	3.32	3.16
	N	62	62	62	62
	Std. Deviation	.933	1.396	1.156	1.369
Total	Mean	3.45	3.25	3.30	3.42
	N	372	372	372	372
	Std. Deviation	1.206	1.313	1.248	1.234

Inference:

From the study of above table, by applying comparison of mean score achieved, the quality of each Cadet college is measured based on different questions on 'Responsive' dimension. Basing on question-9 highest mean score achieved by MGCC as mean 3.81 and lowest mean score achieved by SCC as mean 3.18, in question no-10 highest mean score achieved by RCC as mean 3.53 and lowest mean score achieved by SCC as mean 2.84, in question no-11 highest mean score achieved by FCC as mean 3.65 and lowest mean score achieved by SCC as mean 3.03, in question no-12 highest mean score achieved by FCC as mean 3.76 and lowest mean score achieved by BCC and JGCC jointly as mean 3.16.

5.5.3.1 Measuring whether being a residential institution, your College and house administration tell exact time about performance of services:

Table 5.71
College and house administration tell exact time about performance of services.

			Being a residential institution, your college and house administration tell exact time about performance of services.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	5	11	10	28	8	62
		% within ID of the Respondent	8.1%	17.7%	16.1%	45.2%	12.9%	100.0%
		% of Total	1.3%	3.0%	2.7%	7.5%	2.2%	16.7%
	SCC	Count	7	16	3	31	5	62
		% within ID of the Respondent	11.3%	25.8%	4.8%	50.0%	8.1%	100.0%
		% of Total	1.9%	4.3%	.8%	8.3%	1.3%	16.7%
	FCC	Count	9	8	3	34	8	62
		% within ID of the Respondent	14.5%	12.9%	4.8%	54.8%	12.9%	100.0%
		% of Total	2.4%	2.2%	.8%	9.1%	2.2%	16.7%
	BCC	Count	7	13	6	23	13	62
		% within ID of the Respondent	11.3%	21.0%	9.7%	37.1%	21.0%	100.0%
		% of Total	1.9%	3.5%	1.6%	6.2%	3.5%	16.7%
	MGCC	Count	3	10	3	26	20	62
		% within ID of the Respondent	4.8%	16.1%	4.8%	41.9%	32.3%	100.0%
		% of Total	.8%	2.7%	.8%	7.0%	5.4%	16.7%
	JGCC	Count	3	8	3	46	2	62
		% within ID of the Respondent	4.8%	12.9%	4.8%	74.2%	3.2%	100.0%
		% of Total	.8%	2.2%	.8%	12.4%	.5%	16.7%
Total		Count	34	66	28	188	56	372
		% within ID of the Respondent	9.1%	17.7%	7.5%	50.5%	15.1%	100.0%
		% of Total	9.1%	17.7%	7.5%	50.5%	15.1%	100.0%

Chart 5.40
Bar Chart of College and house administration tell exact time about performance of services.
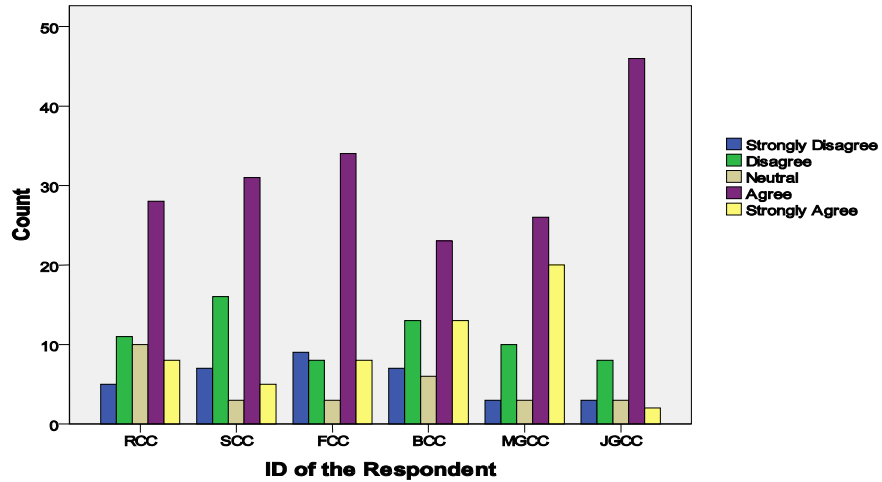
Table 5.72
Total score of Being a residential institution, your college and house administration tell exact time about performance of services.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	34	9.1	9.1	9.1
	Disagree	66	17.7	17.7	26.9
	Neutral	28	7.5	7.5	34.4
	Agree	188	50.5	50.5	84.9
	Strongly Agree	56	15.1	15.1	100.0
	Total	372	100.0	100.0	

Chart 5.41
Pie Chart of College and house administration tell exact time about performance of services.

Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 45.2% respondents agree, in SCC highest 50% agree, in FCC highest 54.8% agree, in BCC highest 37.1% agree, in MGCC highest 41.9% agree and in JGCC highest 74.2% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 9.1% respondents strongly disagrees, 17.7 % respondents disagree, 7.5 % respondents are neutral, 50.5 % respondents agree and 15.1 % respondents strongly agree.

5.5.3.2 Measuring whether College and house administration deliver prompt service to Cadet Requirements:

Table 5.73
College and house administration delivers prompt service to Cadet Requirements.

			College and house administration delivers prompt service to Cadet requirements.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	2	13	11	22	14	62
		% within ID of the Respondent	3.2%	21.0%	17.7%	35.5%	22.6%	100.0%
		% of Total	.5%	3.5%	3.0%	5.9%	3.8%	16.7%
	SCC	Count	8	26	5	14	9	62
		% within ID of the Respondent	12.9%	41.9%	8.1%	22.6%	14.5%	100.0%
		% of Total	2.2%	7.0%	1.3%	3.8%	2.4%	16.7%
	FCC	Count	6	16	4	32	4	62
		% within ID of the Respondent	9.7%	25.8%	6.5%	51.6%	6.5%	100.0%
		% of Total	1.6%	4.3%	1.1%	8.6%	1.1%	16.7%
	BCC	Count	9	11	9	20	13	62
		% within ID of the Respondent	14.5%	17.7%	14.5%	32.3%	21.0%	100.0%
		% of Total	2.4%	3.0%	2.4%	5.4%	3.5%	16.7%
	MGCC	Count	9	9	4	26	14	62
		% within ID of the Respondent	14.5%	14.5%	6.5%	41.9%	22.6%	100.0%
		% of Total	2.4%	2.4%	1.1%	7.0%	3.8%	16.7%
	JGCC	Count	11	12	0	30	9	62
		% within ID of the Respondent	17.7%	19.4%	.0%	48.4%	14.5%	100.0%
		% of Total	3.0%	3.2%	.0%	8.1%	2.4%	16.7%
Total		Count	45	87	33	144	63	372
		% within ID of the Respondent	12.1%	23.4%	8.9%	38.7%	16.9%	100.0%
		% of Total	12.1%	23.4%	8.9%	38.7%	16.9%	100.0%

Chart 5.42
Bar Chart of College and house administration delivers prompt service to Cadet Requirements.
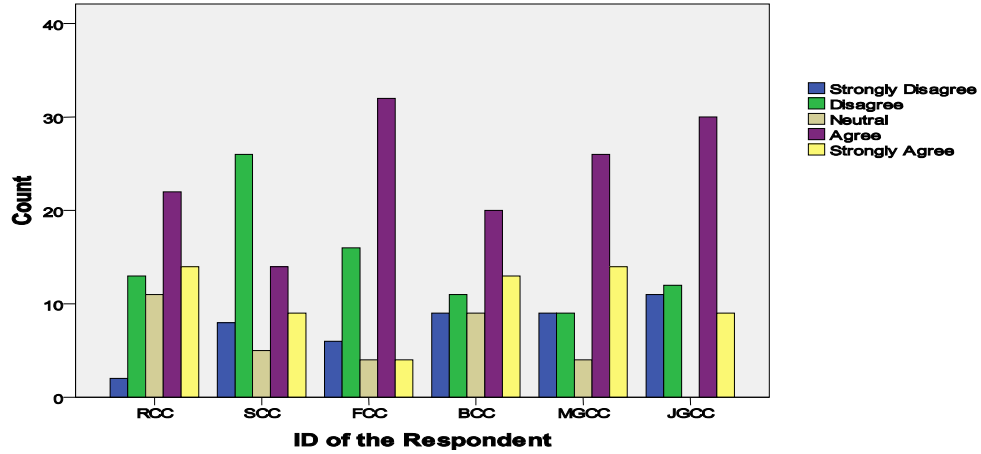
Table 5.74
Percentage of College and house administration delivers prompt service to Cadet requirements.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	12.1	12.1	12.1
	Disagree	87	23.4	23.4	35.5
	Neutral	33	8.9	8.9	44.4
	Agree	144	38.7	38.7	83.1
	Strongly Agree	63	16.9	16.9	100.0
	Total	372	100.0	100.0	

Chart 5.43
Pie Chart of College and house administration delivers prompt service to Cadet Requirements.

Chart 5.44
Bar Chart of whole administration is always willing to help the cadets and parents.
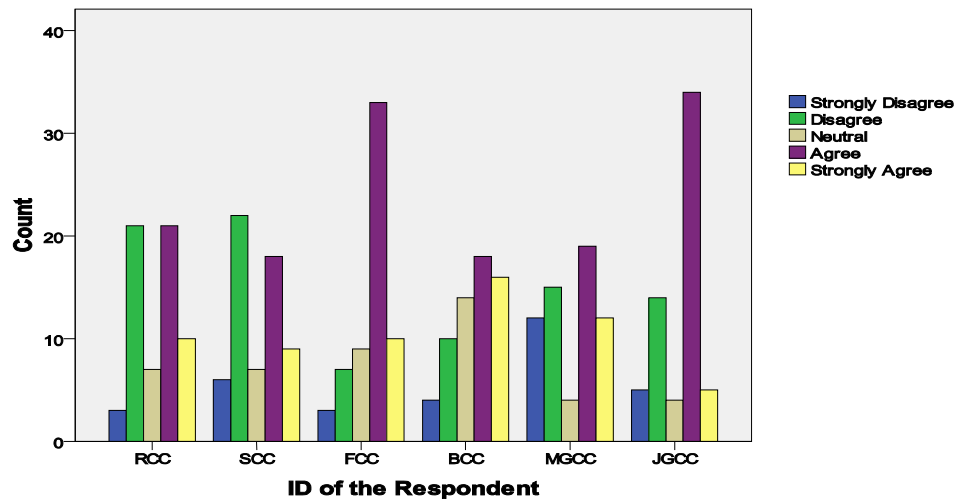
Table 5.76
Percentage of Whole administration is always willing to help the cadets and parents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	8.9	8.9	8.9
	Disagree	89	23.9	23.9	32.8
	Neutral	45	12.1	12.1	44.9
	Agree	143	38.4	38.4	83.3
	Strongly Agree	62	16.7	16.7	100.0
	Total	372	100.0	100.0	

Chart 5.45
Pie Chart of whole administration is always willing to help the cadets and parents.
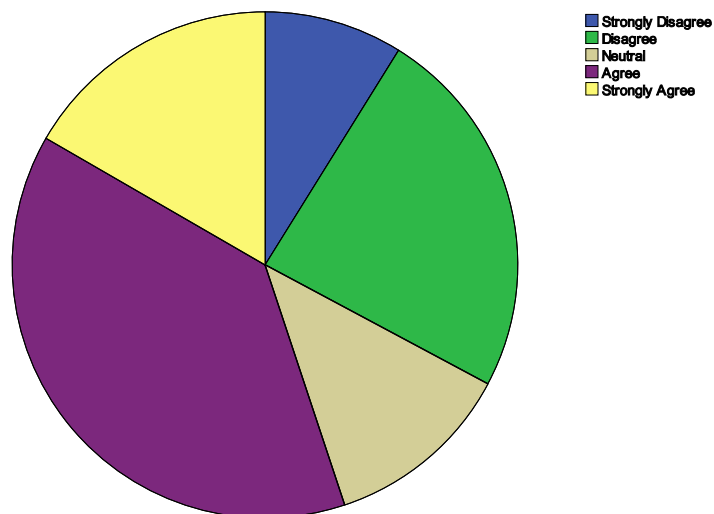
Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 33.9% respondents equally agree & disagree, in SCC highest 35.5% disagree, in FCC highest 53.2% agree, in BCC highest 29% agree, in MGCC highest 30.6% agree and in JGCC highest 54.8% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 8.9% respondents strongly disagrees, 23.9 % respondents disagree, 12.1 % respondents are neutral, 38.4 % respondents agree and 16.7 % respondents strongly agree.

5.5.3.4 Measuring whether staff, teachers and employees respond promptly to the queries and problems of Cadets/parents:

Table 5.77
Staff, teachers and employees responds promptly to the queries and problems of Cadets/parents.

			Staff, teachers and employees respond promptly to the queries and problems of Cadets/parents.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	4	11	8	28	11	62
		% within ID of the Respondent	6.5%	17.7%	12.9%	45.2%	17.7%	100.0%
		% of Total	1.1%	3.0%	2.2%	7.5%	3.0%	16.7%
	SCC	Count	2	20	3	26	11	62
		% within ID of the Respondent	3.2%	32.3%	4.8%	41.9%	17.7%	100.0%
		% of Total	.5%	5.4%	.8%	7.0%	3.0%	16.7%
	FCC	Count	2	9	5	32	14	62
		% within ID of the Respondent	3.2%	14.5%	8.1%	51.6%	22.6%	100.0%
		% of Total	.5%	2.4%	1.3%	8.6%	3.8%	16.7%
	BCC	Count	7	20	5	16	14	62
		% within ID of the Respondent	11.3%	32.3%	8.1%	25.8%	22.6%	100.0%
		% of Total	1.9%	5.4%	1.3%	4.3%	3.8%	16.7%
	MGCC	Count	6	6	2	43	5	62
		% within ID of the Respondent	9.7%	9.7%	3.2%	69.4%	8.1%	100.0%
		% of Total	1.6%	1.6%	.5%	11.6%	1.3%	16.7%
	JGCC	Count	10	14	3	26	9	62
		% within ID of the Respondent	16.1%	22.6%	4.8%	41.9%	14.5%	100.0%
		% of Total	2.7%	3.8%	.8%	7.0%	2.4%	16.7%
Total		Count	31	80	26	171	64	372
		% within ID of the Respondent	8.3%	21.5%	7.0%	46.0%	17.2%	100.0%
		% of Total	8.3%	21.5%	7.0%	46.0%	17.2%	100.0%

Chart 5.46
Bar Chart of Staff, teachers and employees respond promptly to the queries and problems of Cadets/parents.
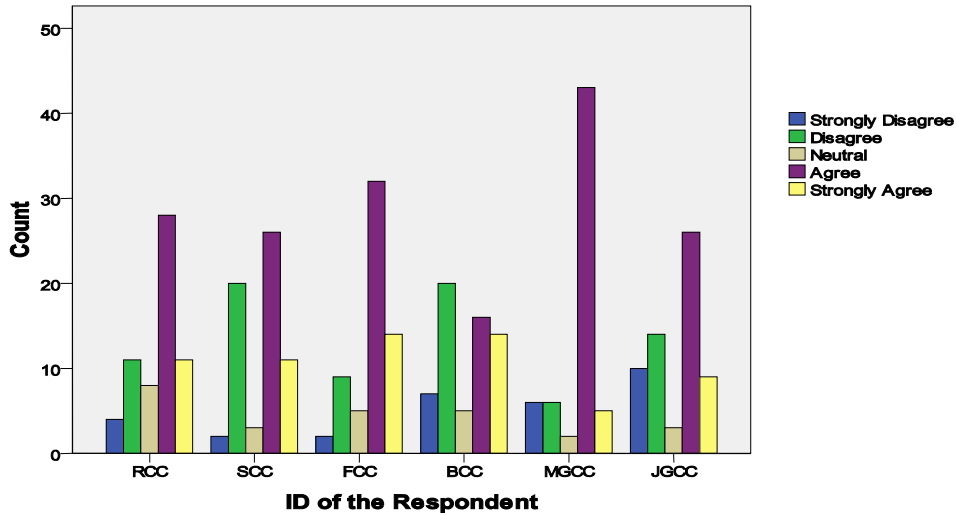
Table 5.78
Percentage of Staff, teachers and employees respond promptly to the queries and problems of Cadets/parents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	8.3	8.3	8.3
	Disagree	80	21.5	21.5	29.8
	Neutral	26	7.0	7.0	36.8
	Agree	171	46.0	46.0	82.8
	Strongly Agree	64	17.2	17.2	100.0
	Total	372	100.0	100.0	

Chart 5.47
Pie Chart of Staff, teachers and employees respond promptly to the queries and problems of Cadets/parents.

Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 45.2% respondents agree, in SCC highest 41.9% agree, in FCC highest 51.6% agree, in BCC highest 32.3% disagree, in MGCC highest 69.4% agree and in JGCC highest 41.9% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 8.3% respondents strongly disagrees, 21.5 % respondents disagree, 7 % respondents are neutral, 46 % respondents agree and 17.2 % respondents strongly agree.

5.5.4 Measure Assurance

Table 5.79
Measure Assurance

ID of the Respondent		Cadets and parents have trust in all staff, teachers and employees (Q.13).	Cadets and parents feel safe while receiving services from staff, teachers and employees (Q.14).	Staff, teachers and employees deal politely with cadets and parents (Q.15).	Teachers of Cadet College are knowledgeable to take good class & provide good information (Q.16).
RCC	Mean	3.45	3.50	3.52	3.52
	N	62	62	62	62
	Std. Deviation	1.237	1.225	1.141	1.184
SCC	Mean	3.21	3.45	3.55	3.77
	N	62	62	62	62
	Std. Deviation	1.203	1.263	1.197	1.108
FCC	Mean	3.44	3.76	3.69	3.94
	N	62	62	62	62
	Std. Deviation	1.223	1.155	1.275	1.114
BCC	Mean	3.50	3.79	3.66	4.23
	N	62	62	62	62
	Std. Deviation	1.113	1.161	1.241	.982
MGCC	Mean	3.52	3.79	3.87	4.03
	N	62	62	62	62
	Std. Deviation	1.251	1.295	1.048	1.086
JGCC	Mean	3.42	3.05	3.26	3.31
	N	62	62	62	62
	Std. Deviation	1.017	1.311	1.390	1.065
Total	Mean	3.42	3.56	3.59	3.80
	N	372	372	372	372
	Std. Deviation	1.173	1.257	1.226	1.128

Inference:

From the study of above table, by applying comparison of mean score achieved, the quality of each Cadet college is measured based on different questions on 'Tangibility' dimension. Basing on question-13 highest mean score achieved by MGCC as mean 3.52 and lowest mean score achieved by SCC as mean 3.21, in question no-14 highest mean score achieved by BCC & JGCC jointly as mean 3.79 and lowest mean score achieved by JGCC as mean 3.05, in question no-15 highest mean score achieved by MGCC as mean 3.89 and lowest mean score achieved by JGCC as mean 3.26, in question no-16 highest mean score achieved by BCC as mean 4.23 and lowest mean score achieved by JGCC as mean 3.31.

5.5.4.1 Measuring whether cadets and parents have trust in all staff, teachers and employees of your Cadet College:

Table 5.80
Cadets and parents have trust in all staff, teachers and employees.

			Cadets and parents have trust in all staff, teachers and employees.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	4	13	10	21	14	62
		% within ID of the Respondent	6.5%	21.0%	16.1%	33.9%	22.6%	100.0%
		% of Total	1.1%	3.5%	2.7%	5.6%	3.8%	16.7%
	SCC	Count	8	11	7	32	4	62
		% within ID of the Respondent	12.9%	17.7%	11.3%	51.6%	6.5%	100.0%
		% of Total	2.2%	3.0%	1.9%	8.6%	1.1%	16.7%
	FCC	Count	5	14	1	33	9	62
		% within ID of the Respondent	8.1%	22.6%	1.6%	53.2%	14.5%	100.0%
		% of Total	1.3%	3.8%	.3%	8.9%	2.4%	16.7%
	BCC	Count	2	13	10	26	11	62
		% within ID of the Respondent	3.2%	21.0%	16.1%	41.9%	17.7%	100.0%
		% of Total	.5%	3.5%	2.7%	7.0%	3.0%	16.7%
	MGCC	Count	6	8	10	24	14	62
		% within ID of the Respondent	9.7%	12.9%	16.1%	38.7%	22.6%	100.0%
		% of Total	1.6%	2.2%	2.7%	6.5%	3.8%	16.7%
	JGCC	Count	4	10	6	40	2	62
		% within ID of the Respondent	6.5%	16.1%	9.7%	64.5%	3.2%	100.0%
		% of Total	1.1%	2.7%	1.6%	10.8%	.5%	16.7%
Total		Count	29	69	44	176	54	372
		% within ID of the Respondent	7.8%	18.5%	11.8%	47.3%	14.5%	100.0%
		% of Total	7.8%	18.5%	11.8%	47.3%	14.5%	100.0%

Chart 5.48
Bar Chart of Cadets and parents have trust in all staff, teachers and employees.
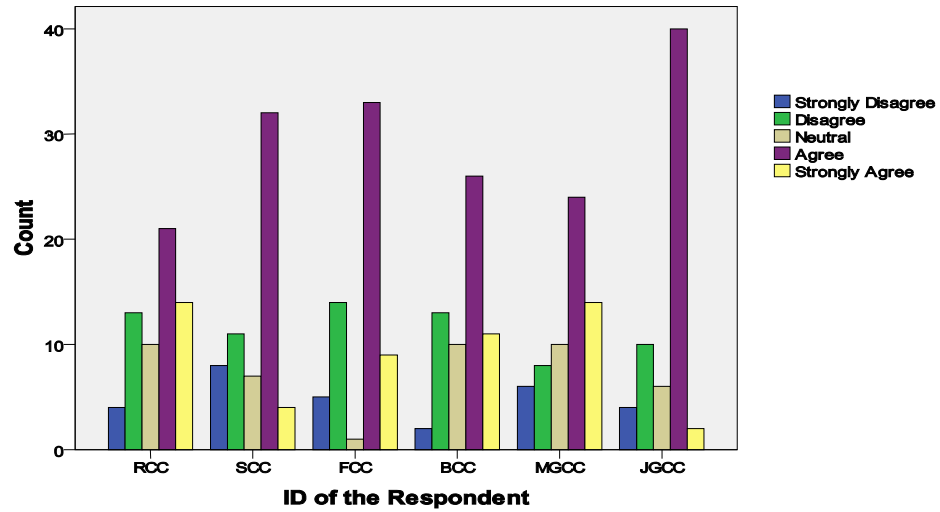
Table 5.81
Percentage of Cadets and parents have trust in all staff, teachers and employees.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	7.8	7.8	7.8
	Disagree	69	18.5	18.5	26.3
	Neutral	44	11.8	11.8	38.2
	Agree	176	47.3	47.3	85.5
	Strongly Agree	54	14.5	14.5	100.0
	Total	372	100.0	100.0	

Chart 5.49
Pie Chart of Cadets and parents have trust in all staff, teachers and employees.
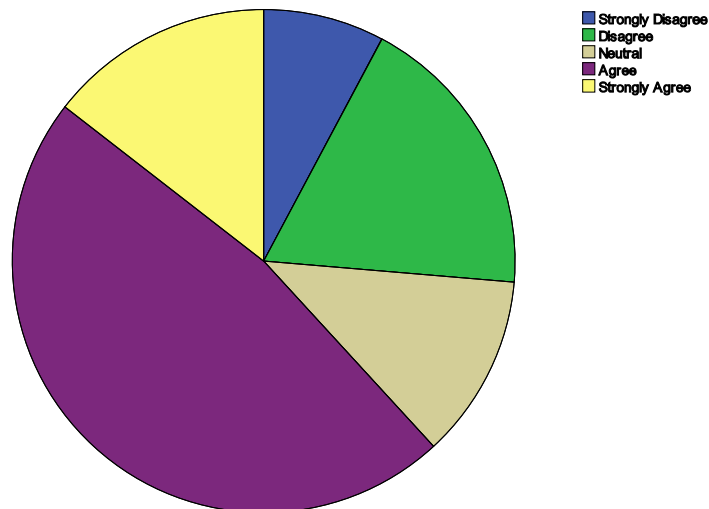
Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 33.9% respondents agree, in SCC highest 51.6% agree, in FCC highest 53.2% agree, in BCC highest 41.9% agree, in MGCC highest 38.7% agree and in JGCC highest 64.5% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 7.8% respondents strongly disagrees, 18.5 % respondents disagree, 11.8% respondents are neutral, 47.3% respondents agree and 14.5 % respondents strongly agree.

5.5.4.2 Measuring whether cadets and parents feel safe while receiving services from staff, teachers and employees:

Table 5.82
Cadets and parents feel safe while receiving services from staff, teachers and employees.

			Cadets and parents feel safe while receiving services from staff, teachers and employees.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	4	12	9	23	14	62
		% within ID of the Respondent	6.5%	19.4%	14.5%	37.1%	22.6%	100.0%
		% of Total	1.1%	3.2%	2.4%	6.2%	3.8%	16.7%
	SCC	Count	3	18	3	24	14	62
		% within ID of the Respondent	4.8%	29.0%	4.8%	38.7%	22.6%	100.0%
		% of Total	.8%	4.8%	.8%	6.5%	3.8%	16.7%
	FCC	Count	4	7	5	30	16	62
		% within ID of the Respondent	6.5%	11.3%	8.1%	48.4%	25.8%	100.0%
		% of Total	1.1%	1.9%	1.3%	8.1%	4.3%	16.7%
	BCC	Count	2	10	7	23	20	62
		% within ID of the Respondent	3.2%	16.1%	11.3%	37.1%	32.3%	100.0%
		% of Total	.5%	2.7%	1.9%	6.2%	5.4%	16.7%
	MGCC	Count	6	6	5	23	22	62
		% within ID of the Respondent	9.7%	9.7%	8.1%	37.1%	35.5%	100.0%
		% of Total	1.6%	1.6%	1.3%	6.2%	5.9%	16.7%
	JGCC	Count	10	15	5	26	6	62
		% within ID of the Respondent	16.1%	24.2%	8.1%	41.9%	9.7%	100.0%
		% of Total	2.7%	4.0%	1.3%	7.0%	1.6%	16.7%
Total		Count	29	68	34	149	92	372
		% within ID of the Respondent	7.8%	18.3%	9.1%	40.1%	24.7%	100.0%
		% of Total	7.8%	18.3%	9.1%	40.1%	24.7%	100.0%

Chart 5.50
Bar Chart of Cadets and parents feel safe while receiving services from staff, teachers and employees.
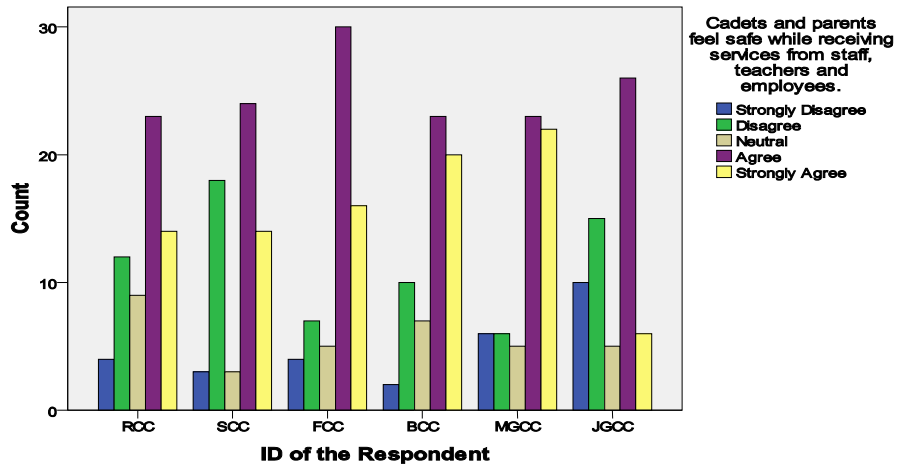
Table 5.83
Percentage of Cadets and parents feel safe while receiving services from staff, teachers and employees.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	7.8	7.8	7.8
	Disagree	68	18.3	18.3	26.1
	Neutral	34	9.1	9.1	35.2
	Agree	149	40.1	40.1	75.3
	Strongly Agree	92	24.7	24.7	100.0
	Total	372	100.0	100.0	

Chart 5.51
Pie Chart of Cadets and parents feel safe while receiving services from staff, teachers and employees.

Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 37.1% respondents agree, in SCC highest 38.7% agree, in FCC highest 48.8% agree, in BCC highest 37.1% agree, in MGCC highest 37.1% agree and in JGCC highest 41.9% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 7.8% respondents strongly disagrees, 18.3 % respondents disagree, 9.1 % respondents are neutral, 40.1 % respondents agree and 24.7 % respondents strongly agree.

5.5.4.3 Measuring whether staff, teachers and employees of Cadet College deal politely with cadets and parents:

Table 5.84
Staff, teachers and employees deal politely with cadets and parents.

			Staff, teachers and employees deal politely with cadets and parents.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	1	14	14	18	15	62
		% within ID of the Respondent	1.6%	22.6%	22.6%	29.0%	24.2%	100.0%
		% of Total	.3%	3.8%	3.8%	4.8%	4.0%	16.7%
	SCC	Count	0	20	4	22	16	62
		% within ID of the Respondent	.0%	32.3%	6.5%	35.5%	25.8%	100.0%
		% of Total	.0%	5.4%	1.1%	5.9%	4.3%	16.7%
	FCC	Count	5	10	2	27	18	62
		% within ID of the Respondent	8.1%	16.1%	3.2%	43.5%	29.0%	100.0%
		% of Total	1.3%	2.7%	.5%	7.3%	4.8%	16.7%
	BCC	Count	5	7	10	22	18	62
		% within ID of the Respondent	8.1%	11.3%	16.1%	35.5%	29.0%	100.0%
		% of Total	1.3%	1.9%	2.7%	5.9%	4.8%	16.7%
	MGCC	Count	0	11	5	27	19	62
		% within ID of the Respondent	.0%	17.7%	8.1%	43.5%	30.6%	100.0%
		% of Total	.0%	3.0%	1.3%	7.3%	5.1%	16.7%
	JGCC	Count	9	15	0	27	11	62
		% within ID of the Respondent	14.5%	24.2%	.0%	43.5%	17.7%	100.0%
		% of Total	2.4%	4.0%	.0%	7.3%	3.0%	16.7%
Total		Count	20	77	35	143	97	372
		% within ID of the Respondent	5.4%	20.7%	9.4%	38.4%	26.1%	100.0%
		% of Total	5.4%	20.7%	9.4%	38.4%	26.1%	100.0%

Chart 5.52
Bar Chart of Staff, teachers and employees deal politely with cadets and parents.
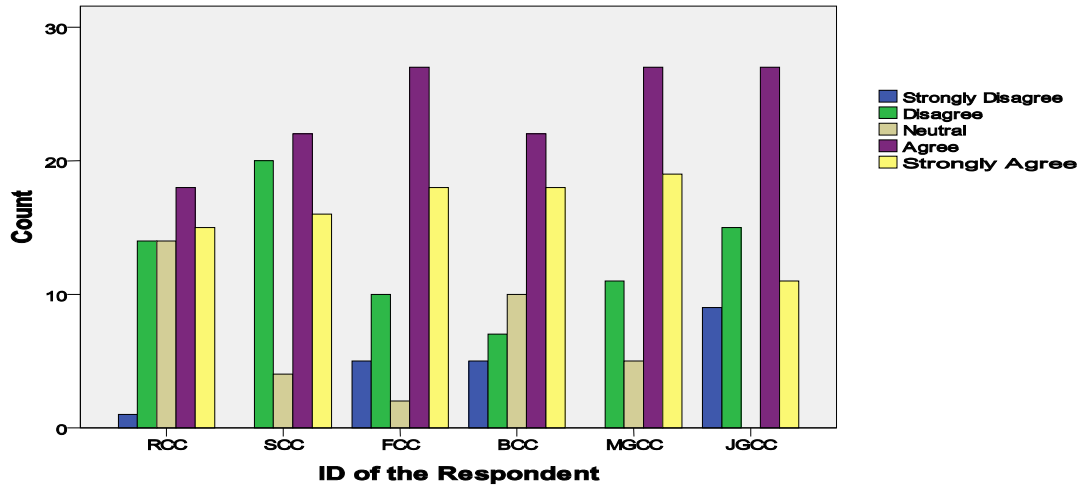
Table 5.85
Percentage of Staff, teachers and employees deal politely with cadets and parents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	5.4	5.4	5.4
	Disagree	77	20.7	20.7	26.1
	Neutral	35	9.4	9.4	35.5
	Agree	143	38.4	38.4	73.9
	Strongly Agree	97	26.1	26.1	100.0
	Total	372	100.0	100.0	

Chart 5.53
Pie Chart of Staff, teachers and employees deal politely with cadets and parents.
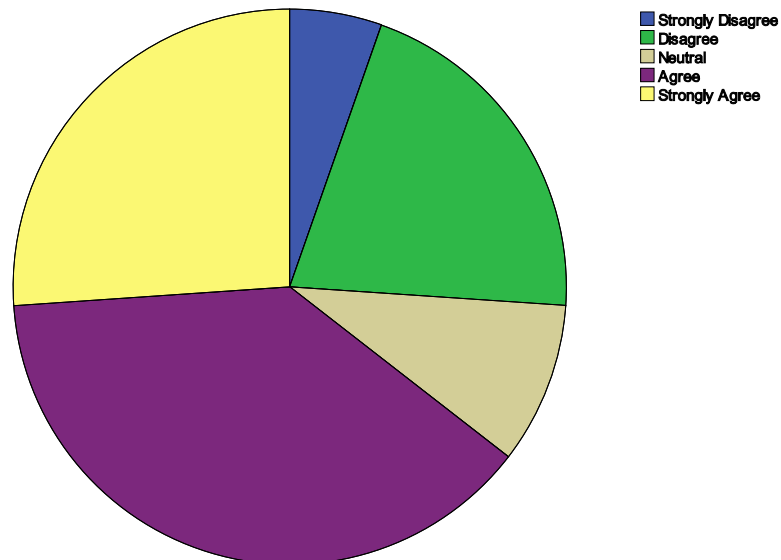
Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 29% respondents agree, in SCC highest 35.5% agree, in FCC highest 43.5% agree, in BCC highest 35.5% agree, in MGCC highest 43.5% agree and in JGCC highest 43.5% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 5.4% respondents strongly disagrees, 20.7 % respondents disagree, 9.4% respondents are neutral, 38.4% respondents agree and 26.1% respondents strongly agree.

5.5.4.4   Measuring whether Teachers of Cadet College are knowledgeable to take good class & provide good information:

Table 5.86
Teachers of Cadet College are knowledgeable to take good class & provide good information.

			Teachers of Cadet College are knowledgeable to take good class & provide good information.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	3	14	5	28	12	62
		% within ID of the Respondent	4.8%	22.6%	8.1%	45.2%	19.4%	100.0%
		% of Total	.8%	3.8%	1.3%	7.5%	3.2%	16.7%
	SCC	Count	4	2	16	22	18	62
		% within ID of the Respondent	6.5%	3.2%	25.8%	35.5%	29.0%	100.0%
		% of Total	1.1%	.5%	4.3%	5.9%	4.8%	16.7%
	FCC	Count	2	9	1	29	21	62
		% within ID of the Respondent	3.2%	14.5%	1.6%	46.8%	33.9%	100.0%
		% of Total	.5%	2.4%	.3%	7.8%	5.6%	16.7%
	BCC	Count	0	8	0	24	30	62
		% within ID of the Respondent	.0%	12.9%	.0%	38.7%	48.4%	100.0%
		% of Total	.0%	2.2%	.0%	6.5%	8.1%	16.7%
	MGCC	Count	2	7	2	27	24	62
		% within ID of the Respondent	3.2%	11.3%	3.2%	43.5%	38.7%	100.0%
		% of Total	.5%	1.9%	.5%	7.3%	6.5%	16.7%
	JGCC	Count	0	23	2	32	5	62
		% within ID of the Respondent	.0%	37.1%	3.2%	51.6%	8.1%	100.0%
		% of Total	.0%	6.2%	.5%	8.6%	1.3%	16.7%
Total		Count	11	63	26	162	110	372
		% within ID of the Respondent	3.0%	16.9%	7.0%	43.5%	29.6%	100.0%
		% of Total	3.0%	16.9%	7.0%	43.5%	29.6%	100.0%

Chart 5.54
Bar Chart of Teachers of Cadet College are knowledgeable to take good class & provide good information.
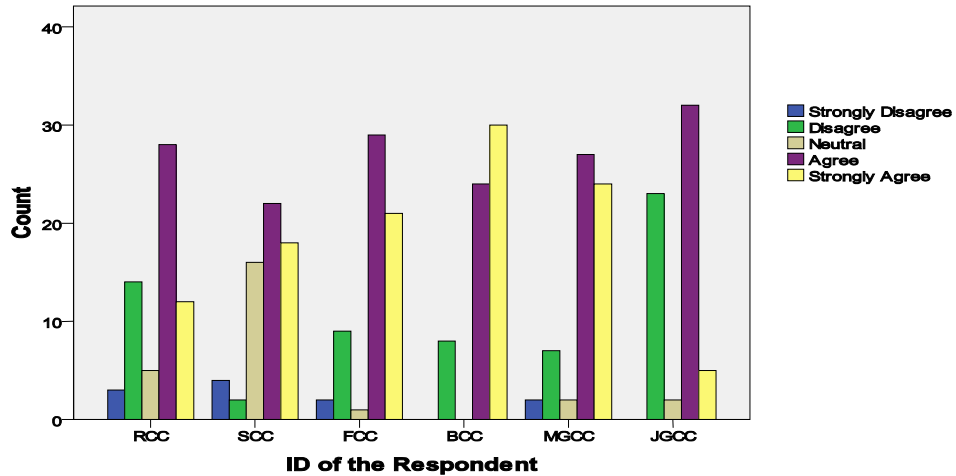
Table 5.87
Percentage of Teachers of Cadet College are knowledgeable to take good classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	3.0	3.0	3.0
	Disagree	63	16.9	16.9	19.9
	Neutral	26	7.0	7.0	26.9
	Agree	162	43.5	43.5	70.4
	Strongly Agree	110	29.6	29.6	100.0
	Total	372	100.0	100.0	

Chart 5.55
Pie Chart of Teachers of Cadet College are knowledgeable to take good classes.
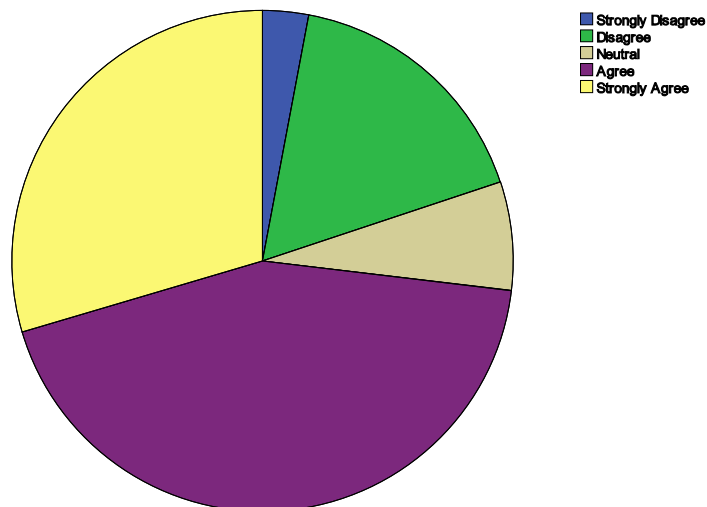
<u>**Inference**</u>:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 45.2% respondents agree, in SCC highest 35.5% agree, in FCC highest 46.8% agree, in BCC highest 48.4% agree, in MGCC highest 43.5% agree and in JGCC highest 51.6 agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 3% respondents strongly disagrees, 16.9 % respondents disagree, 7 % respondents are neutral, 43.5 % respondents agree and 29.6 % respondents strongly agree.

5.5.5 Measure Empathy

Table 5.88
Measure Empathy

ID of the Respondent		Cadet College provides individual and personal attention to cadets and parents (Q.17)	Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents (Q.18).	All staff, teachers and employees understand the specific needs of cadets and parents (Q.19).	All staff, teachers and employees keep the best interest of cadets and parents at heart (Q.20).
RCC	Mean	3.45	3.82	3.19	3.56
	N	62	62	62	62
	Std. Deviation	1.066	.984	1.084	1.111
SCC	Mean	3.29	3.05	2.74	3.42
	N	62	62	62	62
	Std. Deviation	1.179	1.247	1.130	1.110
FCC	Mean	3.35	3.63	3.40	3.15
	N	62	62	62	62
	Std. Deviation	1.229	1.012	1.166	1.239
BCC	Mean	3.42	3.53	3.29	2.97
	N	62	62	62	62
	Std. Deviation	.984	1.004	1.246	1.390
MGCC	Mean	3.94	4.24	3.40	3.13
	N	62	62	62	62
	Std. Deviation	1.172	.783	.839	1.152
JGCC	Mean	3.16	3.82	3.26	2.69
	N	62	62	62	62
	Std. Deviation	1.119	.878	1.070	1.168
Total	Mean	3.44	3.68	3.22	3.15
	N	372	372	372	372
	Std. Deviation	1.146	1.052	1.112	1.224

Inference:

From the study of above table, by applying comparison of mean score achieved, the quality of each Cadet college is measured based on different questions on 'Tangibility' dimension. Basing on question-17 highest mean score achieved by MGCC as mean 3.94 and lowest mean score achieved by JGCC as mean 3.16, in question no-18 highest mean score achieved by MGCC as mean 4.24 and lowest mean score achieved by SCC as mean 3.05, in question no-19 highest mean score achieved by FCC and MGCC jointly as mean 3.40 and lowest mean score achieved by SCC as mean 2.74, in question no-20 highest mean score achieved by RCC as mean 3.56 and lowest mean score achieved by JGCC as mean 2.69.

5.5.5.1 Measuring whether Cadet College provides individual and personal attention to cadets and parents:

Table 5.89
Cadet College provides individual and personal attention to cadets and parents.

			Cadet College provides individual and personal attention to cadets and parents					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	2	12	13	26	9	62
		% within ID of the Respondent	3.2%	19.4%	21.0%	41.9%	14.5%	100.0%
		% of Total	.5%	3.2%	3.5%	7.0%	2.4%	16.7%
	SCC	Count	1	23	5	23	10	62
		% within ID of the Respondent	1.6%	37.1%	8.1%	37.1%	16.1%	100.0%
		% of Total	.3%	6.2%	1.3%	6.2%	2.7%	16.7%
	FCC	Count	4	14	13	18	13	62
		% within ID of the Respondent	6.5%	22.6%	21.0%	29.0%	21.0%	100.0%
		% of Total	1.1%	3.8%	3.5%	4.8%	3.5%	16.7%
	BCC	Count	1	10	22	20	9	62
		% within ID of the Respondent	1.6%	16.1%	35.5%	32.3%	14.5%	100.0%
		% of Total	.3%	2.7%	5.9%	5.4%	2.4%	16.7%
	MGCC	Count	3	7	5	23	24	62
		% within ID of the Respondent	4.8%	11.3%	8.1%	37.1%	38.7%	100.0%
		% of Total	.8%	1.9%	1.3%	6.2%	6.5%	16.7%
	JGCC	Count	5	11	23	15	8	62
		% within ID of the Respondent	8.1%	17.7%	37.1%	24.2%	12.9%	100.0%
		% of Total	1.3%	3.0%	6.2%	4.0%	2.2%	16.7%
Total		Count	16	77	81	125	73	372
		% within ID of the Respondent	4.3%	20.7%	21.8%	33.6%	19.6%	100.0%
		% of Total	4.3%	20.7%	21.8%	33.6%	19.6%	100.0%

Chart 5.56
Bar Chart of Cadet College provides individual and personal attention to cadets and parents.
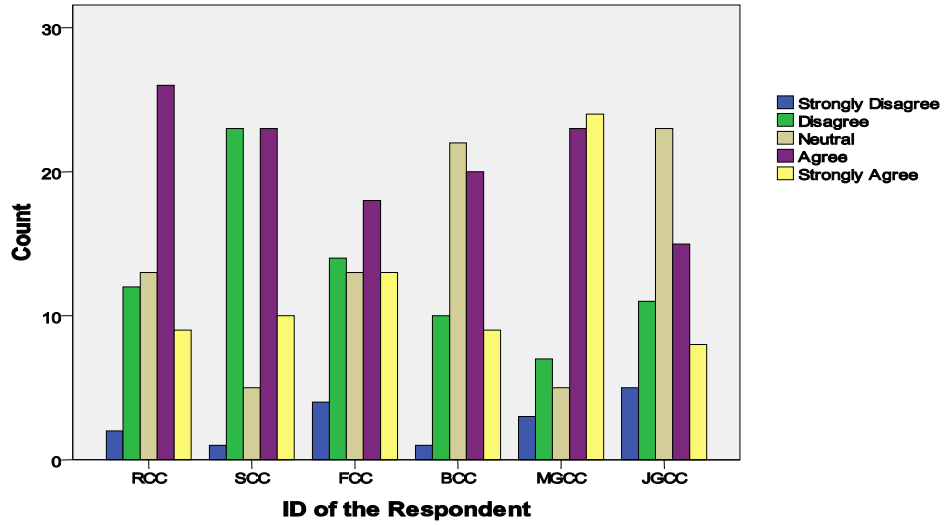
Table 5.90
Cadet College provides individual and personal attention to cadets and parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	4.3	4.3	4.3
	Disagree	77	20.7	20.7	25.0
	Neutral	81	21.8	21.8	46.8
	Agree	125	33.6	33.6	80.4
	Strongly Agree	73	19.6	19.6	100.0
	Total	372	100.0	100.0	

Chart 5.57
Pie Chart of Cadet College provides individual and personal attention to cadets and parents.

Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 41.9% respondents agree, in SCC highest 37.1% agree & disagree, in FCC highest 29% agree, in BCC highest 35.5% neutral, in MGCC highest 38.7% strongly agree and in JGCC highest 37.1% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 4.3% respondents strongly disagrees, 20.7 % respondents disagree, 21.8 % respondents are neutral, 33.6 % respondents agree and 19.6 % respondents strongly agree.

5.5.5.2 Measuring whether staff, Teachers and employees of Cadet College have sufficient operating hour to conveniently satisfy all cadets/parents:

Table 5.91
Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents

			Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	1	5	15	24	17	62
		% within ID of the Respondent	1.6%	8.1%	24.2%	38.7%	27.4%	100.0%
		% of Total	.3%	1.3%	4.0%	6.5%	4.6%	16.7%
	SCC	Count	5	23	6	20	8	62
		% within ID of the Respondent	8.1%	37.1%	9.7%	32.3%	12.9%	100.0%
		% of Total	1.3%	6.2%	1.6%	5.4%	2.2%	16.7%
	FCC	Count	0	11	14	24	13	62
		% within ID of the Respondent	.0%	17.7%	22.6%	38.7%	21.0%	100.0%
		% of Total	.0%	3.0%	3.8%	6.5%	3.5%	16.7%
	BCC	Count	0	11	19	20	12	62
		% within ID of the Respondent	.0%	17.7%	30.6%	32.3%	19.4%	100.0%
		% of Total	.0%	3.0%	5.1%	5.4%	3.2%	16.7%
	MGCC	Count	0	3	4	30	25	62
		% within ID of the Respondent	.0%	4.8%	6.5%	48.4%	40.3%	100.0%
		% of Total	.0%	.8%	1.1%	8.1%	6.7%	16.7%
	JGCC	Count	3	2	6	43	8	62
		% within ID of the Respondent	4.8%	3.2%	9.7%	69.4%	12.9%	100.0%
		% of Total	.8%	.5%	1.6%	11.6%	2.2%	16.7%
Total		Count	9	55	64	161	83	372
		% within ID of the Respondent	2.4%	14.8%	17.2%	43.3%	22.3%	100.0%
		% of Total	2.4%	14.8%	17.2%	43.3%	22.3%	100.0%

Chart 5.58
Bar Chart of Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents.
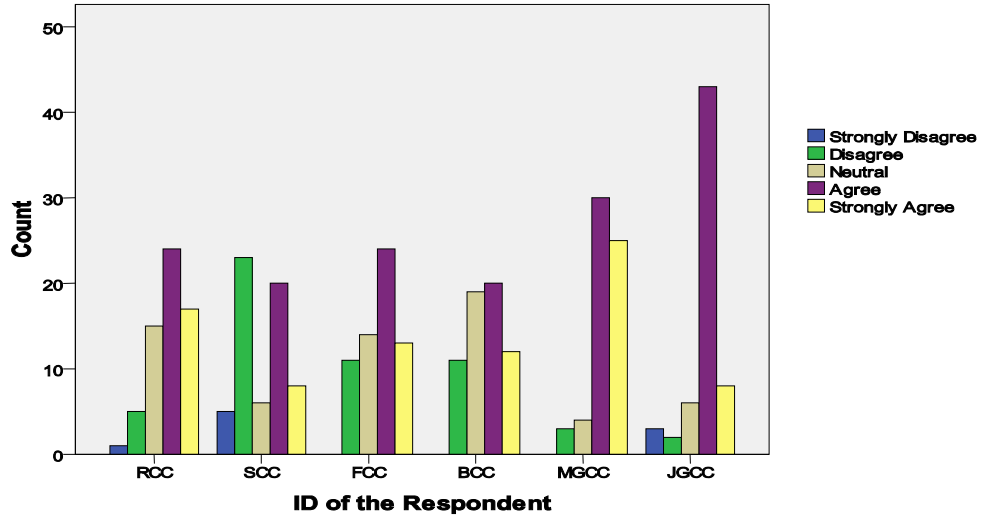
Table 5.92
Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	2.4	2.4	2.4
	Disagree	55	14.8	14.8	17.2
	Neutral	64	17.2	17.2	34.4
	Agree	161	43.3	43.3	77.7
	Strongly Agree	83	22.3	22.3	100.0
	Total	372	100.0	100.0	

Chart 5.59
Pie Chart of Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents

Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 38.7% respondents agree, in SCC highest 37.1% disagree, in FCC highest 38.7% agree, in BCC highest 32.3% agree, in MGCC highest 48.4% agree and in JGCC highest 69.4% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 2.4% respondents strongly disagrees, 14.8 % respondents disagree, 17.2 % respondents are neutral, 43.3 % respondents agree and 22.3 % respondents strongly agree.

5.5.5.3 Measuring whether all staff, teachers and employees understand the specific needs of cadets and parents:

Table 5.93
All staff, teachers and employees understand the specific needs of cadets and parents.

			All staff, teachers and employees understand the specific needs of cadets and parents.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	0	25	6	25	6	62
		% within ID of the Respondent	.0%	40.3%	9.7%	40.3%	9.7%	100.0%
		% of Total	.0%	6.7%	1.6%	6.7%	1.6%	16.7%
	SCC	Count	7	25	10	17	3	62
		% within ID of the Respondent	11.3%	40.3%	16.1%	27.4%	4.8%	100.0%
		% of Total	1.9%	6.7%	2.7%	4.6%	.8%	16.7%
	FCC	Count	2	19	2	30	9	62
		% within ID of the Respondent	3.2%	30.6%	3.2%	48.4%	14.5%	100.0%
		% of Total	.5%	5.1%	.5%	8.1%	2.4%	16.7%
	BCC	Count	5	16	7	24	10	62
		% within ID of the Respondent	8.1%	25.8%	11.3%	38.7%	16.1%	100.0%
		% of Total	1.3%	4.3%	1.9%	6.5%	2.7%	16.7%
	MGCC	Count	1	9	18	32	2	62
		% within ID of the Respondent	1.6%	14.5%	29.0%	51.6%	3.2%	100.0%
		% of Total	.3%	2.4%	4.8%	8.6%	.5%	16.7%
	JGCC	Count	7	5	18	29	3	62
		% within ID of the Respondent	11.3%	8.1%	29.0%	46.8%	4.8%	100.0%
		% of Total	1.9%	1.3%	4.8%	7.8%	.8%	16.7%
Total		Count	22	99	61	157	33	372
		% within ID of the Respondent	5.9%	26.6%	16.4%	42.2%	8.9%	100.0%
		% of Total	5.9%	26.6%	16.4%	42.2%	8.9%	100.0%

Chart 5.60
Bar Chart of all staff, teachers and employees understand the specific needs of cadets and parents.
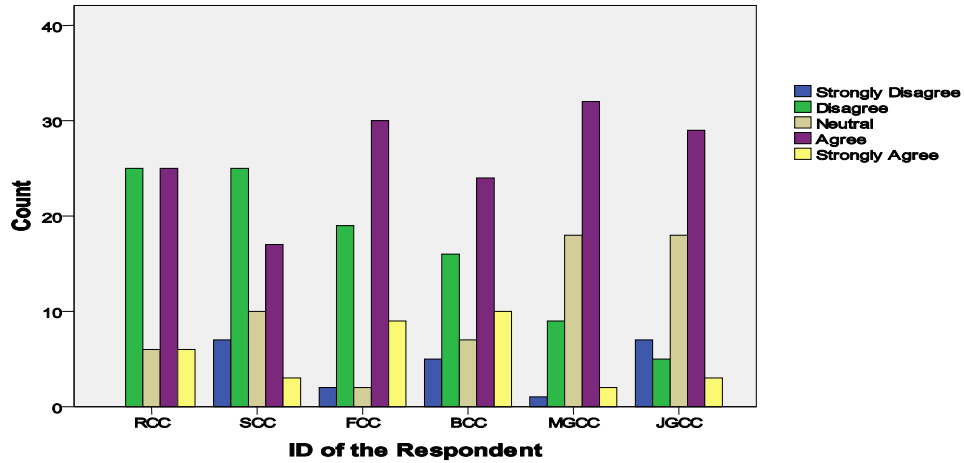
Table 5.94
Percentage of all staff, teachers and employees understand the specific needs of cadets and parents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	5.9	5.9	5.9
	Disagree	99	26.6	26.6	32.5
	Neutral	61	16.4	16.4	48.9
	Agree	157	42.2	42.2	91.1
	Strongly Agree	33	8.9	8.9	100.0
	Total	372	100.0	100.0	

Chart 5.61
Pie Chart of all staff, teachers and employees understand the specific needs of cadets and parents.

Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 40.3 % respondents equally agree & disagree, in SCC highest 40.3% disagree, in FCC highest 48.4% agree, in BCC highest 38.7% agree, in MGCC highest 51.6% agree and in JGCC highest 46.8% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 5.9% respondents strongly disagrees, 26.6 % respondents disagree, 16.4 % respondents are neutral, 42.2 % respondents agree and 8.9 % respondents strongly agree.

5.5.5.4 Measuring whether all staff, teachers and employees of Cadet College keep the best interest of cadets and parents at heart:

Table 5.95
All staff, teachers and employees keep the best interest of cadets and parents at heart.

			All staff, teachers and employees keep the best interest of cadets and parents at heart.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	2	9	18	18	15	62
		% within ID of the Respondent	3.2%	14.5%	29.0%	29.0%	24.2%	100.0%
		% of Total	.5%	2.4%	4.8%	4.8%	4.0%	16.7%
	SCC	Count	0	18	12	20	12	62
		% within ID of the Respondent	.0%	29.0%	19.4%	32.3%	19.4%	100.0%
		% of Total	.0%	4.8%	3.2%	5.4%	3.2%	16.7%
	FCC	Count	7	14	12	21	8	62
		% within ID of the Respondent	11.3%	22.6%	19.4%	33.9%	12.9%	100.0%
		% of Total	1.9%	3.8%	3.2%	5.6%	2.2%	16.7%
	BCC	Count	14	10	10	20	8	62
		% within ID of the Respondent	22.6%	16.1%	16.1%	32.3%	12.9%	100.0%
		% of Total	3.8%	2.7%	2.7%	5.4%	2.2%	16.7%
	MGCC	Count	3	20	13	18	8	62
		% within ID of the Respondent	4.8%	32.3%	21.0%	29.0%	12.9%	100.0%
		% of Total	.8%	5.4%	3.5%	4.8%	2.2%	16.7%
	JGCC	Count	12	16	15	17	2	62
		% within ID of the Respondent	19.4%	25.8%	24.2%	27.4%	3.2%	100.0%
		% of Total	3.2%	4.3%	4.0%	4.6%	.5%	16.7%
Total		Count	38	87	80	114	53	372
		% within ID of the Respondent	10.2%	23.4%	21.5%	30.6%	14.2%	100.0%
		% of Total	10.2%	23.4%	21.5%	30.6%	14.2%	100.0%

Chart 5.62
Bar Chart of all staff, teachers and employees keep the best interest of cadets and parents at heart.
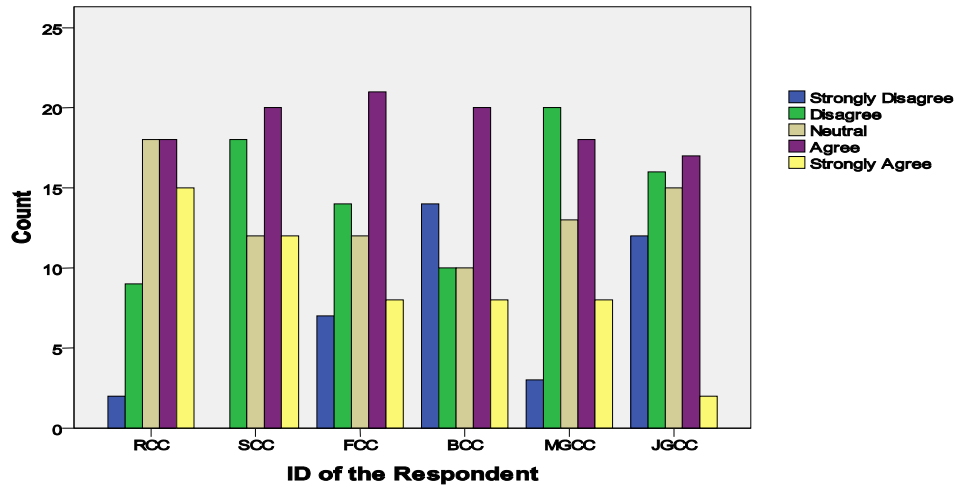
Table 5.96
Percentage of all staff, teachers and employees keep the best interest of cadets and parents at heart.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	10.2	10.2	10.2
	Disagree	87	23.4	23.4	33.6
	Neutral	80	21.5	21.5	55.1
	Agree	114	30.6	30.6	85.8
	Strongly Agree	53	14.2	14.2	100.0
	Total	372	100.0	100.0	

Chart 5.63
Pie Chart of all staff, teachers and employees keep the best interest of cadets and parents at heart.

Inference:

From the first table and graph opinion of the respondents are measured as per cadet Colleges. In RCC highest 29% respondents agree, in SCC highest 32.3% agree, in FCC highest 33.9% agree, in BCC highest 38.7% agree, in MGCC highest 32.3% disagree and in JGCC highest 27.4% agree with the above mentioned proposition. From second table and graph it is found in the study that basing on the said question in totality 10.2% respondents strongly disagrees, 23.4 % respondents disagree, 21.5% respondents are neutral, 30.6 % respondents agree and 14.2 % respondents strongly agree.

5.6 Analysis of the opinion of respondents about the service gaps of cadet colleges in Bangladesh.

5.6.1 Analyzing Gap-1 i.e. Knowledge Gap between Consumer Expectation and Management Perception about consumer expectation.

Table 5.97
Summary Report of 1ˢᵗ Part of Knowledge Gap

ID of the Respondent		Needs to increase amount of consumer research to influence the size of knowledge gap (Q.1)	Improvement Research should focus on service quality issues of Cadets (Q.2)	Improvement Research should focus on demands of the parents (Q.3)	Good interaction exists between parents and College Management (Q.4)	Good interaction between Cadets and Coll. Management prevails (Q.5)
RCC	Mean	4.05	4.27	3.76	4.11	4.03
	N	62	62	62	62	62
	Std. Deviation	.798	.705	.987	.870	1.071
	Median	4.00	4.00	4.00	4.00	4.00
SCC	Mean	4.13	4.52	3.40	3.81	3.79
	N	62	62	62	62	62
	Std. Deviation	.640	.504	.983	1.143	1.042
	Median	4.00	5.00	4.00	4.00	4.00
FCC	Mean	3.73	3.55	3.37	3.74	4.35
	N	62	62	62	62	62
	Std. Deviation	.793	.918	1.120	.974	.655
	Median	4.00	4.00	3.00	4.00	4.00
BCC	Mean	4.00	4.29	3.76	3.85	3.90
	N	62	62	62	62	62
	Std. Deviation	.601	.687	.824	.786	1.020
	Median	4.00	4.00	4.00	4.00	4.00
MGCC	Mean	4.35	4.37	4.08	3.85	4.39
	N	62	62	62	62	62
	Std. Deviation	.655	.707	1.045	.765	.636
	Median	4.00	4.00	4.00	4.00	4.00
JGCC	Mean	3.77	4.18	3.58	3.58	3.63
	N	62	62	62	62	62
	Std. Deviation	1.286	.800	1.049	1.033	.814
	Median	4.00	4.00	4.00	3.00	4.00

Table 5.98
Summary Report of 2nd Part of Knowledge Gap

ID of the Respondent		Good upward communication exists from cadets to College Management regarding any problem	Quality upward communication exists from any Teacher/Employee to College Authority	No layer exists to communicate between Parents/Teachers /Cadet with College Management.	Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets.	In your Cadet College knowledge gap or listening gap exists between consumer expectation and management perception about consumer expectation.
RCC	Mean	3.98	3.87	3.00	3.35	4.42
	N	62	62	62	62	62
	Std. Deviation	.878	.735	1.241	1.243	.737
	Median	4.00	4.00	3.00	4.00	5.00
SCC	Mean	3.44	3.68	3.23	3.27	3.60
	N	62	62	62	62	62
	Std. Deviation	.880	.742	1.360	1.058	.757
	Median	4.00	4.00	4.00	4.00	4.00
FCC	Mean	4.02	3.95	3.08	3.84	3.90
	N	62	62	62	62	62
	Std. Deviation	.896	.895	1.245	.872	.824
	Median	4.00	4.00	3.00	4.00	4.00
BCC	Mean	3.50	3.73	3.02	3.47	3.61
	N	62	62	62	62	62
	Std. Deviation	1.364	1.043	1.016	.918	.964
	Median	4.00	4.00	3.00	3.50	4.00
MGCC	Mean	4.06	4.19	3.97	3.82	4.23
	N	62	62	62	62	62
	Std. Deviation	.990	.786	1.055	.984	.612
	Median	4.00	4.00	4.00	4.00	4.00
JGCC	Mean	3.90	3.16	2.77	3.13	3.81
	N	62	62	62	62	62
	Std. Deviation	.718	.578	1.108	.966	.721
	Median	4.00	3.00	2.00	3.00	4.00
Total	Mean	3.82	3.76	3.18	3.48	3.93
	N	372	372	372	372	372
	Std. Deviation	1.001	.864	1.229	1.042	.829
	Median	4.00	4.00	3.00	4.00	4.00

Inference:

From the study of above tables, by applying comparison of mean score achieved (considering highest score 5 and lowest score 1 for each question answered by the respondent), the opinion of each Cadet college is analyzed on different questions to measure 'Knowledge Gap'. Basing on question-1 highest mean score achieved by MGCC as mean score 4.35 and lowest mean score achieved by FCC as mean 3.73, in question no-2 highest mean score achieved by SCC as mean 4.52 and lowest mean score achieved by FCC as mean 3.55, in question no-3 highest mean score achieved by MGCC as mean 4.08 and lowest mean score achieved by FCC as mean 3.37, in question no-4 highest mean score achieved by RCC as mean 4.11 and lowest mean score achieved by JGCC as mean 3.58, in question no-5 highest mean score achieved by MGCC as mean 4.39 and lowest mean score achieved by JGCC

as mean 3.63, in question no-6 highest mean score achieved by MGCC as mean 4.06 and lowest mean score achieved by SCC as mean 3.44, in question no-7 highest mean score achieved by MGCC as mean 4.19 and lowest mean score achieved by JGCC as mean 3.16, in question no-8 highest mean score achieved by MGCC as mean 3.97 and lowest mean score achieved by JGCC as mean 2.77, in question no-9 highest mean score achieved by FCC as mean 3.84 and lowest mean score achieved by JGCC as mean 3.13, in question no-10 highest mean score achieved by RCC as mean 4.42 and lowest mean score achieved by SCC as mean 3.60.

5.6.1.1 Analyzing the opinion of participants whether Cadet College system needs to increase amount of consumer research to influence the size of knowledge gap between consumers' (Cadets and Parents) expectation and college management's (Staff, Teachers and Employees) perception.

Table 5.99
Needs to increase amount of consumer research as per respondent ID.

			Needs to increase amount of consumer research to influence the size of knowledge gap					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	0	5	3	38	16	62
		% within ID of the Respondent	.0%	8.1%	4.8%	61.3%	25.8%	100.0%
		% of Total	.0%	1.3%	.8%	10.2%	4.3%	16.7%
	SCC	Count	0	2	3	42	15	62
		% within ID of the Respondent	.0%	3.2%	4.8%	67.7%	24.2%	100.0%
		% of Total	.0%	.5%	.8%	11.3%	4.0%	16.7%
	FCC	Count	2	4	6	47	3	62
		% within ID of the Respondent	3.2%	6.5%	9.7%	75.8%	4.8%	100.0%
		% of Total	.5%	1.1%	1.6%	12.6%	.8%	16.7%
	BCC	Count	0	0	11	40	11	62
		% within ID of the Respondent	.0%	.0%	17.7%	64.5%	17.7%	100.0%
		% of Total	.0%	.0%	3.0%	10.8%	3.0%	16.7%
	MGCC	Count	0	0	6	28	28	62
		% within ID of the Respondent	.0%	.0%	9.7%	45.2%	45.2%	100.0%
		% of Total	.0%	.0%	1.6%	7.5%	7.5%	16.7%
	JGCC	Count	9	0	5	30	18	62
		% within ID of the Respondent	14.5%	.0%	8.1%	48.4%	29.0%	100.0%
		% of Total	2.4%	.0%	1.3%	8.1%	4.8%	16.7%
Total		Count	11	11	34	225	91	372
		% within ID of the Respondent	3.0%	3.0%	9.1%	60.5%	24.5%	100.0%
		% of Total	3.0%	3.0%	9.1%	60.5%	24.5%	100.0%

Chart 5.64
Needs to increase amount of consumer research as per respondent ID.
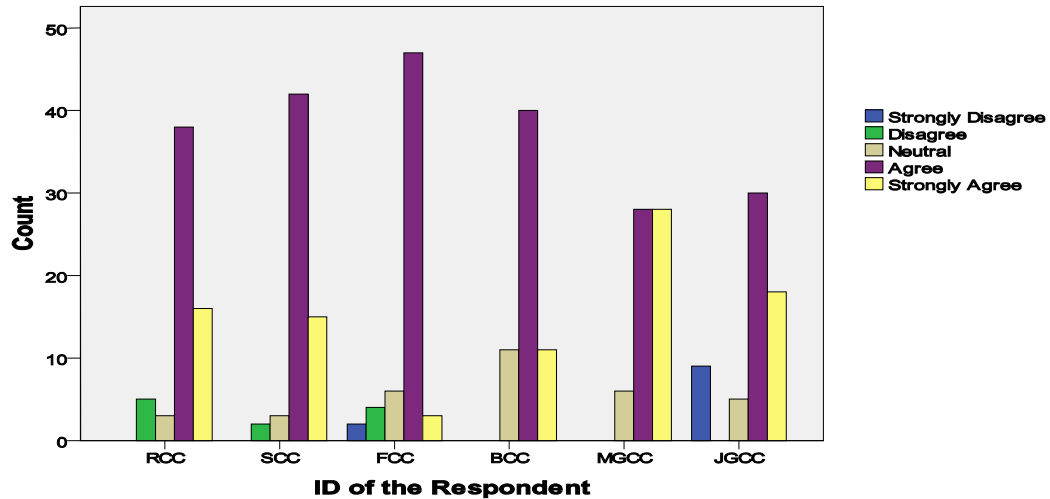
Table 5.100
Needs to increase amount of consumer research to influence the size of knowledge gap as per respondent occupation.

			Needs to increase amount of consumer research to influence the size of knowledge gap					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	9	6	23	99	43	180
		% within Occupation of the Respondent	5.0%	3.3%	12.8%	55.0%	23.9%	100.0%
		% of Total	2.4%	1.6%	6.2%	26.6%	11.6%	48.4%
	Parents	Count	0	3	5	42	10	60
		% within Occupation of the Respondent	.0%	5.0%	8.3%	70.0%	16.7%	100.0%
		% of Total	.0%	.8%	1.3%	11.3%	2.7%	16.1%
	Staff	Count	1	0	3	16	4	24
		% within Occupation of the Respondent	4.2%	.0%	12.5%	66.7%	16.7%	100.0%
		% of Total	.3%	.0%	.8%	4.3%	1.1%	6.5%
	Teacher	Count	1	0	3	22	10	36
		% within Occupation of the Respondent	2.8%	.0%	8.3%	61.1%	27.8%	100.0%
		% of Total	.3%	.0%	.8%	5.9%	2.7%	9.7%
	Employee	Count	0	2	0	46	24	72
		% within Occupation of the Respondent	.0%	2.8%	.0%	63.9%	33.3%	100.0%
		% of Total	.0%	.5%	.0%	12.4%	6.5%	19.4%
Total		Count	11	11	34	225	91	372
		% within Occupation of the Respondent	3.0%	3.0%	9.1%	60.5%	24.5%	100.0%
		% of Total	3.0%	3.0%	9.1%	60.5%	24.5%	100.0%

Chart 5.65
Needs to increase amount of consumer research to influence the size of knowledge gap as per respondent occupation.
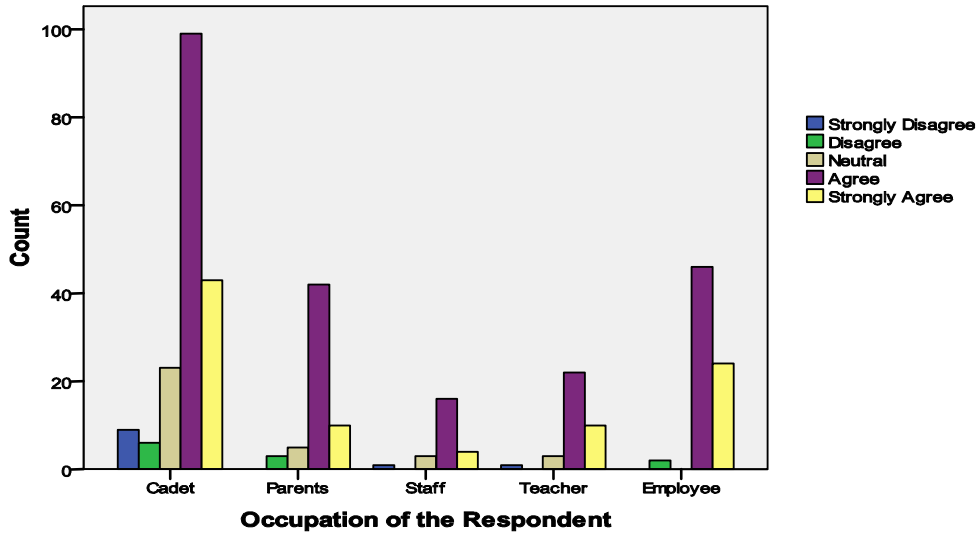
Table 5.101
Needs to increase amount of consumer research to influence the size of knowledge gap as per respondent gender.

			Needs to increase amount of consumer research to influence the size of knowledge gap					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	2	11	29	184	58	284
		% within Gender of the Respondent	.7%	3.9%	10.2%	64.8%	20.4%	100.0%
		% of Total	.5%	3.0%	7.8%	49.5%	15.6%	76.3%
	Female	Count	9	0	5	41	33	88
		% within Gender of the Respondent	10.2%	.0%	5.7%	46.6%	37.5%	100.0%
		% of Total	2.4%	.0%	1.3%	11.0%	8.9%	23.7%
Total		Count	11	11	34	225	91	372
		% within Gender of the Respondent	3.0%	3.0%	9.1%	60.5%	24.5%	100.0%
		% of Total	3.0%	3.0%	9.1%	60.5%	24.5%	100.0%

Chart 5.66
Needs to increase amount of consumer research to influence the size of knowledge gap as per respondent gender

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 61.8% respondents agree, in SCC highest 67.7% agree, in FCC highest 75.8% agree, in BCC highest 64.5% agree, in MGCC highest 45.2% both equally agree & strongly agree and in JGCC highest 48.4 agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 55.0% respondents agree, among parents highest 70.0% agree, among staff highest 66.7% agree, among teachers highest 61.1% agree and among employee highest 63.9% agree with above mentioned proposition.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 64.8% respondents agree and among female respondents highest 46.6% agree with the proposition.

5.6.1.2 Analyzing the opinion of participants whether improvement research of cadet college system should focus on service quality issues of the cadets.

Table 5.102
Improvement Research should focus on service quality issues of Cadets as per respondent ID.

			Improvement Research should focus on service quality issues of Cadets					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	0	1	6	30	25	62
		% within ID of the Respondent	.0%	1.6%	9.7%	48.4%	40.3%	100.0%
		% of Total	.0%	.3%	1.6%	8.1%	6.7%	16.7%
	SCC	Count	0	0	0	30	32	62
		% within ID of the Respondent	.0%	.0%	.0%	48.4%	51.6%	100.0%
		% of Total	.0%	.0%	.0%	8.1%	8.6%	16.7%
	FCC	Count	2	5	19	29	7	62
		% within ID of the Respondent	3.2%	8.1%	30.6%	46.8%	11.3%	100.0%
		% of Total	.5%	1.3%	5.1%	7.8%	1.9%	16.7%
	BCC	Count	0	0	8	28	26	62
		% within ID of the Respondent	.0%	.0%	12.9%	45.2%	41.9%	100.0%
		% of Total	.0%	.0%	2.2%	7.5%	7.0%	16.7%
	MGCC	Count	0	2	2	29	29	62
		% within ID of the Respondent	.0%	3.2%	3.2%	46.8%	46.8%	100.0%
		% of Total	.0%	.5%	.5%	7.8%	7.8%	16.7%
	JGCC	Count	0	5	0	36	21	62
		% within ID of the Respondent	.0%	8.1%	.0%	58.1%	33.9%	100.0%
		% of Total	.0%	1.3%	.0%	9.7%	5.6%	16.7%
Total		Count	2	13	35	182	140	372
		% within ID of the Respondent	.5%	3.5%	9.4%	48.9%	37.6%	100.0%
		% of Total	.5%	3.5%	9.4%	48.9%	37.6%	100.0%

Chart 5.67
Improvement Research should focus on service quality issues of Cadets as per respondent ID.
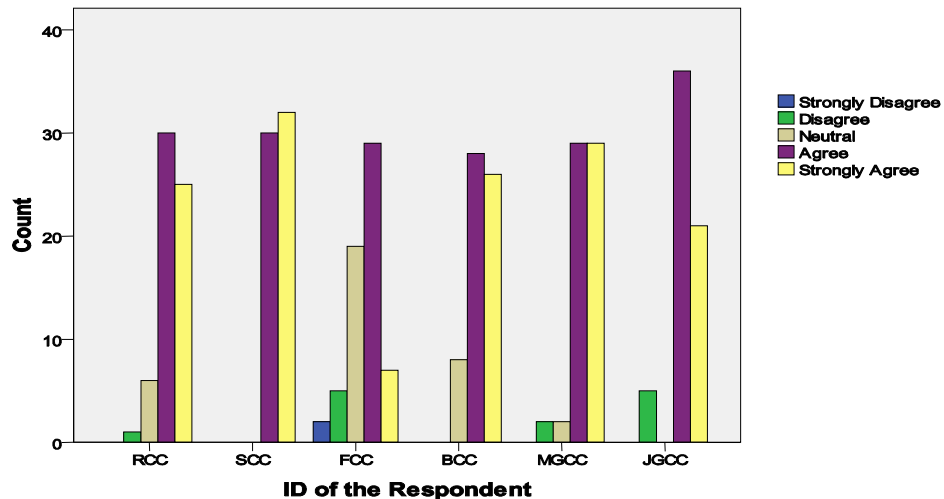
Table 5.103
Improvement Research should focus on service quality issues of Cadets as per respondent occupation.

			Improvement Research should focus on service quality issues of Cadets					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	0	3	28	60	89	180
		% within Occupation of the Respondent	.0%	1.7%	15.6%	33.3%	49.4%	100.0%
		% of Total	.0%	.8%	7.5%	16.1%	23.9%	48.4%
	Parents	Count	0	5	5	40	10	60
		% within Occupation of the Respondent	.0%	8.3%	8.3%	66.7%	16.7%	100.0%
		% of Total	.0%	1.3%	1.3%	10.8%	2.7%	16.1%
	Staff	Count	1	2	1	13	7	24
		% within Occupation of the Respondent	4.2%	8.3%	4.2%	54.2%	29.2%	100.0%
		% of Total	.3%	.5%	.3%	3.5%	1.9%	6.5%
	Teacher	Count	1	3	1	19	12	36
		% within Occupation of the Respondent	2.8%	8.3%	2.8%	52.8%	33.3%	100.0%
		% of Total	.3%	.8%	.3%	5.1%	3.2%	9.7%
	Employee	Count	0	0	0	50	22	72
		% within Occupation of the Respondent	.0%	.0%	.0%	69.4%	30.6%	100.0%
		% of Total	.0%	.0%	.0%	13.4%	5.9%	19.4%
Total		Count	2	13	35	182	140	372
		% within Occupation of the Respondent	.5%	3.5%	9.4%	48.9%	37.6%	100.0%
		% of Total	.5%	3.5%	9.4%	48.9%	37.6%	100.0%

Chart 5.68
Improvement Research should focus on service quality issues of Cadets as per respondent occupation.
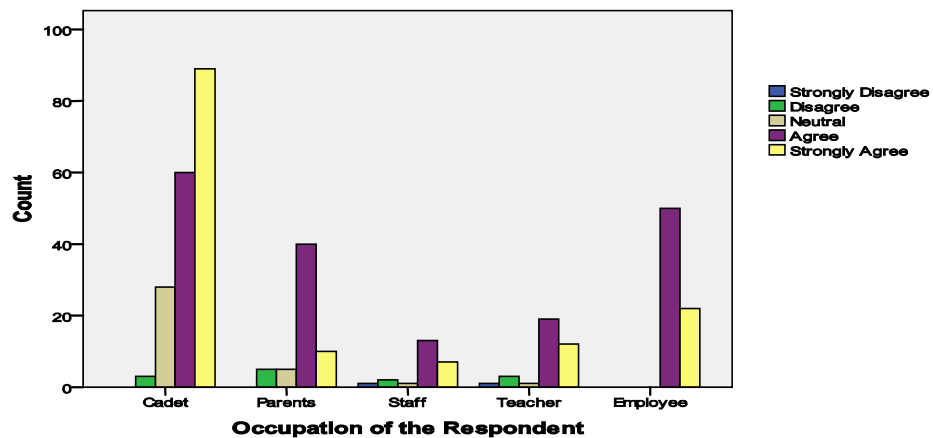
Table 5.104
Improvement Research should focus on service quality issues of Cadets as per respondent gender.

			Improvement Research should focus on service quality issues of Cadets					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	2	10	33	148	91	284
		% within Gender of the Respondent	.7%	3.5%	11.6%	52.1%	32.0%	100.0%
		% of Total	.5%	2.7%	8.9%	39.8%	24.5%	76.3%
	Female	Count	0	3	2	34	49	88
		% within Gender of the Respondent	.0%	3.4%	2.3%	38.6%	55.7%	100.0%
		% of Total	.0%	.8%	.5%	9.1%	13.2%	23.7%
Total		Count	2	13	35	182	140	372
		% within Gender of the Respondent	.5%	3.5%	9.4%	48.9%	37.6%	100.0%
		% of Total	.5%	3.5%	9.4%	48.9%	37.6%	100.0%

Chart 5.69
Improvement Research should focus on service quality issues of Cadets as per respondent gender.

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 48.4% respondents agree, in SCC highest 51.6% strongly agree, in FCC highest 46.8% agree, in BCC highest 45.2% agree, in MGCC highest 46.8% equally agree & disagree and in JGCC highest 58.1% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 49.4% respondents strongly agree, among parents highest 66.7% agree, among staff highest 54.2% agree, among teachers highest 52.8% agree and among employee highest 69.4% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 52.1% respondents agree and among female respondents highest 55.7% strongly agree with the proposition.

5.6.1.3 Analyzing the opinion of participants whether improvement research of Cadet College should focus on demand/ requirement of parents

Table 5.105
Improvement Research should focus on demands of the parents as per respondent ID

			Improvement Research should focus on demands of the parents					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	1	9	6	34	12	62
		% within ID of the Respondent	1.6%	14.5%	9.7%	54.8%	19.4%	100.0%
		% of Total	.3%	2.4%	1.6%	9.1%	3.2%	16.7%
	SCC	Count	3	7	20	26	6	62
		% within ID of the Respondent	4.8%	11.3%	32.3%	41.9%	9.7%	100.0%
		% of Total	.8%	1.9%	5.4%	7.0%	1.6%	16.7%
	FCC	Count	2	13	19	16	12	62
		% within ID of the Respondent	3.2%	21.0%	30.6%	25.8%	19.4%	100.0%
		% of Total	.5%	3.5%	5.1%	4.3%	3.2%	16.7%
	BCC	Count	0	10	0	47	5	62
		% within ID of the Respondent	.0%	16.1%	.0%	75.8%	8.1%	100.0%
		% of Total	.0%	2.7%	.0%	12.6%	1.3%	16.7%
	MGCC	Count	2	3	10	20	27	62
		% within ID of the Respondent	3.2%	4.8%	16.1%	32.3%	43.5%	100.0%
		% of Total	.5%	.8%	2.7%	5.4%	7.3%	16.7%
	JGCC	Count	3	8	10	32	9	62
		% within ID of the Respondent	4.8%	12.9%	16.1%	51.6%	14.5%	100.0%
		% of Total	.8%	2.2%	2.7%	8.6%	2.4%	16.7%
Total		Count	11	50	65	175	71	372
		% within ID of the Respondent	3.0%	13.4%	17.5%	47.0%	19.1%	100.0%
		% of Total	3.0%	13.4%	17.5%	47.0%	19.1%	100.0%

Chart 5.70
Improvement Research should focus on demands of the parents as per respondent ID
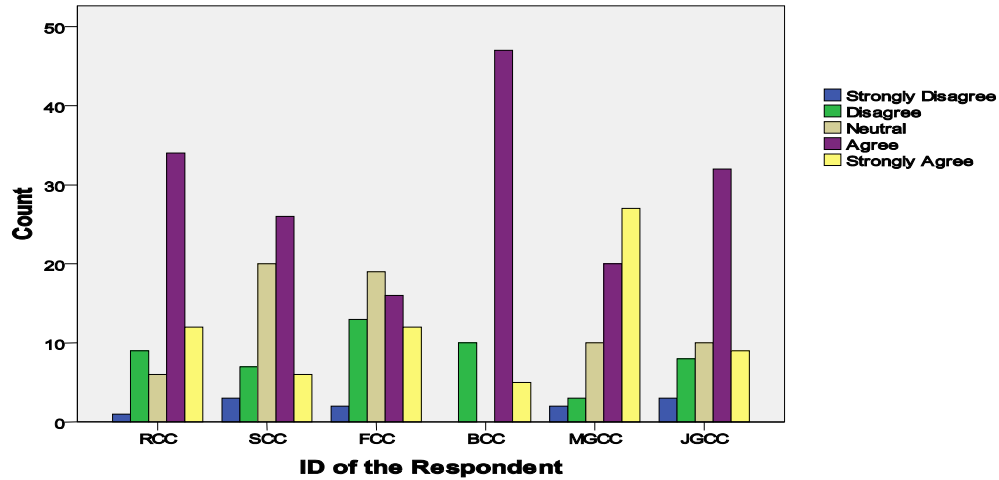
Table 5.106
Improvement Research should focus on demands of the parents as per respondent occupation

			Improvement Research should focus on demands of the parents					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	4	23	36	69	48	180
		% within Occupation of the Respondent	2.2%	12.8%	20.0%	38.3%	26.7%	100.0%
		% of Total	1.1%	6.2%	9.7%	18.5%	12.9%	48.4%
	Parents	Count	0	13	5	37	5	60
		% within Occupation of the Respondent	.0%	21.7%	8.3%	61.7%	8.3%	100.0%
		% of Total	.0%	3.5%	1.3%	9.9%	1.3%	16.1%
	Staff	Count	3	5	4	9	3	24
		% within Occupation of the Respondent	12.5%	20.8%	16.7%	37.5%	12.5%	100.0%
		% of Total	.8%	1.3%	1.1%	2.4%	.8%	6.5%
	Teacher	Count	4	9	2	14	7	36
		% within Occupation of the Respondent	11.1%	25.0%	5.6%	38.9%	19.4%	100.0%
		% of Total	1.1%	2.4%	.5%	3.8%	1.9%	9.7%
	Employee	Count	0	0	18	46	8	72
		% within Occupation of the Respondent	.0%	.0%	25.0%	63.9%	11.1%	100.0%
		% of Total	.0%	.0%	4.8%	12.4%	2.2%	19.4%
Total		Count	11	50	65	175	71	372
		% within Occupation of the Respondent	3.0%	13.4%	17.5%	47.0%	19.1%	100.0%
		% of Total	3.0%	13.4%	17.5%	47.0%	19.1%	100.0%

Chart 5.71
Improvement Research should focus on demands of the parent as per respondent occupation
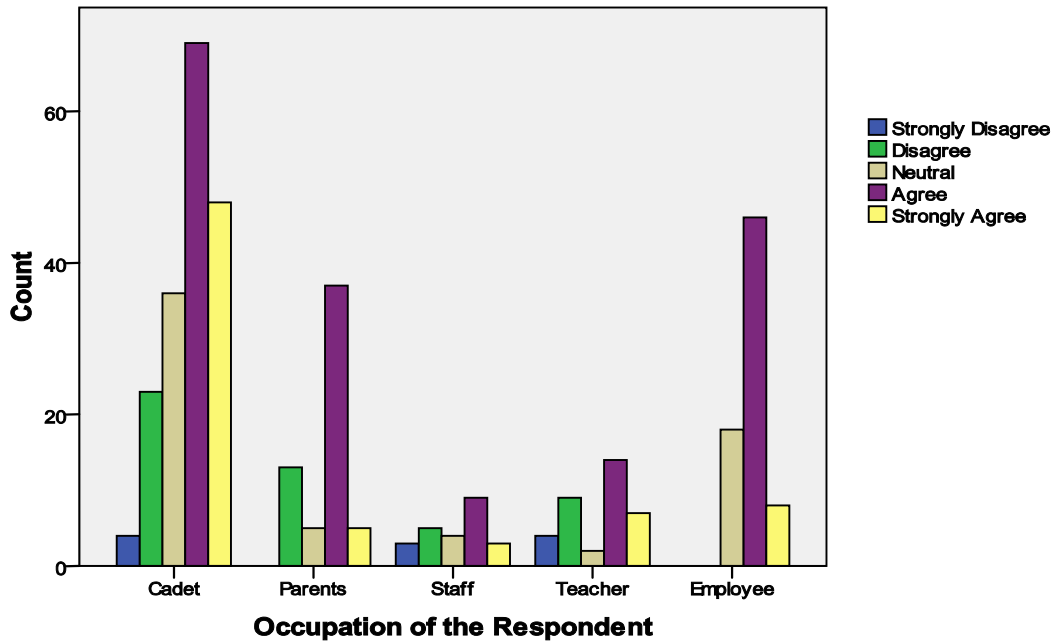
Table 5.107
Improvement Research should focus on demands of the parents as per respondent gender

			Improvement Research should focus on demands of the parents					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	6	43	54	139	42	284
		% within Gender of the Respondent	2.1%	15.1%	19.0%	48.9%	14.8%	100.0%
		% of Total	1.6%	11.6%	14.5%	37.4%	11.3%	76.3%
	Female	Count	5	7	11	36	29	88
		% within Gender of the Respondent	5.7%	8.0%	12.5%	40.9%	33.0%	100.0%
		% of Total	1.3%	1.9%	3.0%	9.7%	7.8%	23.7%
Total		Count	11	50	65	175	71	372
		% within Gender of the Respondent	3.0%	13.4%	17.5%	47.0%	19.1%	100.0%
		% of Total	3.0%	13.4%	17.5%	47.0%	19.1%	100.0%

Chart 5.72
Improvement Research should focus on demands of the parents as per
respondent gender

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 54.8% respondents agree, in SCC highest 41.9% agree, in FCC highest 30.6% neutral, in BCC highest 75.8% agree, in MGCC highest 43.5% strongly agree and in JGCC highest 51.6% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 38.3% respondents strongly agree, among parents highest 61.7% agree, among staff highest 37.5% agree, among teachers highest 38.9% agree and among employee highest 63.9% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 48.9% respondents agree and among female respondents highest 40.9% strongly agree with the proposition.

5.6.1.4 Analyzing the opinion of participants whether good interaction between parents and college management prevails in the Cadet College

Table 5.108
Good interaction exists between parents and College Management as per Respondent ID

			Good interaction exists between parents and College Management					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	0	4	8	27	23	62
		% within ID of the Respondent	.0%	6.5%	12.9%	43.5%	37.1%	100.0%
		% of Total	.0%	1.1%	2.2%	7.3%	6.2%	16.7%
	SCC	Count	3	6	11	22	20	62
		% within ID of the Respondent	4.8%	9.7%	17.7%	35.5%	32.3%	100.0%
		% of Total	.8%	1.6%	3.0%	5.9%	5.4%	16.7%
	FCC	Count	0	8	15	24	15	62
		% within ID of the Respondent	.0%	12.9%	24.2%	38.7%	24.2%	100.0%
		% of Total	.0%	2.2%	4.0%	6.5%	4.0%	16.7%
	BCC	Count	0	7	3	44	8	62
		% within ID of the Respondent	.0%	11.3%	4.8%	71.0%	12.9%	100.0%
		% of Total	.0%	1.9%	.8%	11.8%	2.2%	16.7%
	MGCC	Count	0	6	5	43	8	62
		% within ID of the Respondent	.0%	9.7%	8.1%	69.4%	12.9%	100.0%
		% of Total	.0%	1.6%	1.3%	11.6%	2.2%	16.7%
	JGCC	Count	0	8	27	10	17	62
		% within ID of the Respondent	.0%	12.9%	43.5%	16.1%	27.4%	100.0%
		% of Total	.0%	2.2%	7.3%	2.7%	4.6%	16.7%
Total		Count	3	39	69	170	91	372
		% within ID of the Respondent	.8%	10.5%	18.5%	45.7%	24.5%	100.0%
		% of Total	.8%	10.5%	18.5%	45.7%	24.5%	100.0%

Chart 5.73
Good interaction exists between parents and College Management as per respondent ID
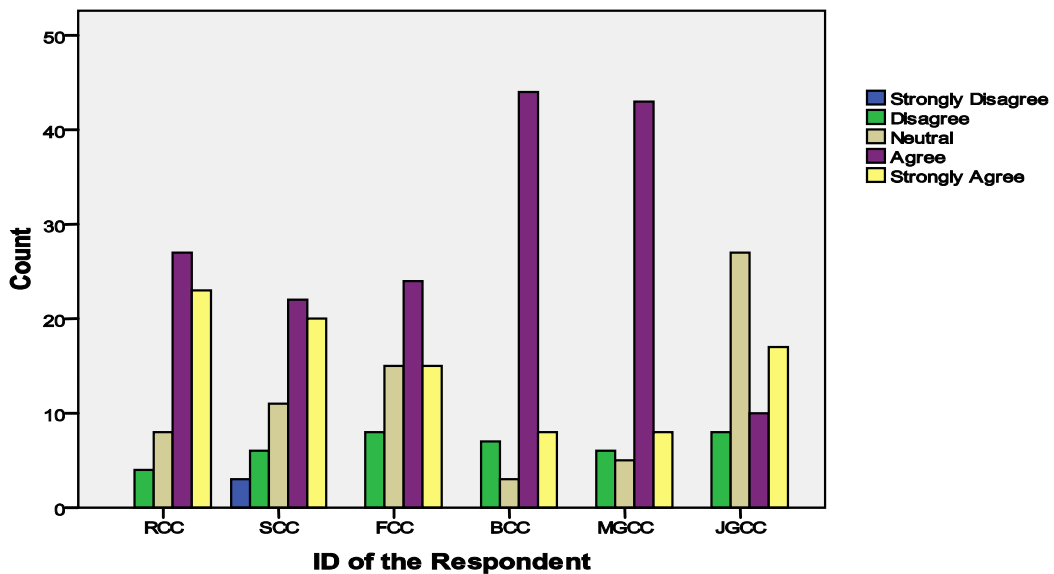
Table 5.109
Good interaction exists between parents and College Management as per respondent occupation

			Good interaction exists between parents and College Management					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	3	20	48	72	37	180
		% within Occupation of the Respondent	1.7%	11.1%	26.7%	40.0%	20.6%	100.0%
		% of Total	.8%	5.4%	12.9%	19.4%	9.9%	48.4%
	Parents	Count	0	10	10	36	4	60
		% within Occupation of the Respondent	.0%	16.7%	16.7%	60.0%	6.7%	100.0%
		% of Total	.0%	2.7%	2.7%	9.7%	1.1%	16.1%
	Staff	Count	0	3	2	10	9	24
		% within Occupation of the Respondent	.0%	12.5%	8.3%	41.7%	37.5%	100.0%
		% of Total	.0%	.8%	.5%	2.7%	2.4%	6.5%
	Teacher	Count	0	6	3	12	15	36
		% within Occupation of the Respondent	.0%	16.7%	8.3%	33.3%	41.7%	100.0%
		% of Total	.0%	1.6%	.8%	3.2%	4.0%	9.7%
	Employee	Count	0	0	6	40	26	72
		% within Occupation of the Respondent	.0%	.0%	8.3%	55.6%	36.1%	100.0%
		% of Total	.0%	.0%	1.6%	10.8%	7.0%	19.4%
Total		Count	3	39	69	170	91	372
		% within Occupation of the Respondent	.8%	10.5%	18.5%	45.7%	24.5%	100.0%
		% of Total	.8%	10.5%	18.5%	45.7%	24.5%	100.0%

Chart 5.74
Good interaction exists between parents and College Management as per respondent occupation
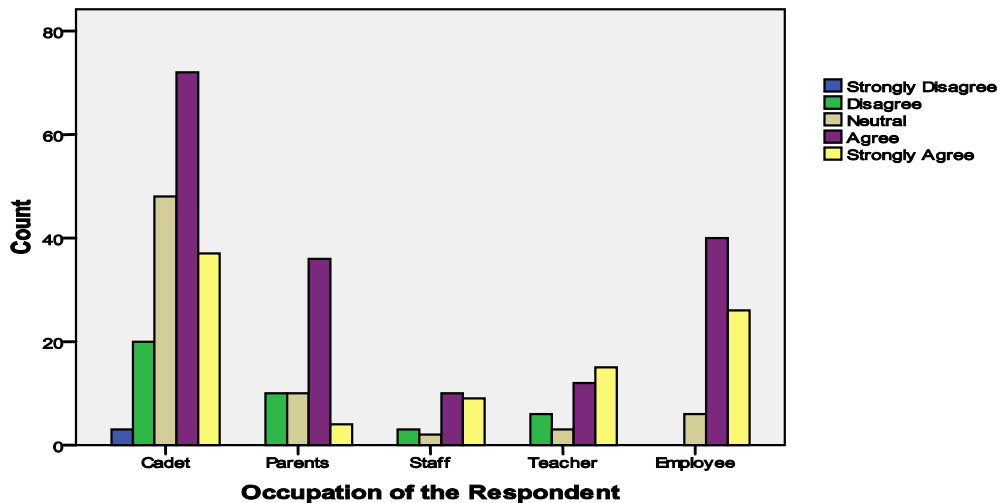
Table 5.110
Good interaction exists between parents and College Management as per respondent gender

			Good interaction exists between parents and College Management					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	3	29	45	139	68	284
		% within Gender of the Respondent	1.1%	10.2%	15.8%	48.9%	23.9%	100.0%
		% of Total	.8%	7.8%	12.1%	37.4%	18.3%	76.3%
	Female	Count	0	10	24	31	23	88
		% within Gender of the Respondent	.0%	11.4%	27.3%	35.2%	26.1%	100.0%
		% of Total	.0%	2.7%	6.5%	8.3%	6.2%	23.7%
Total		Count	3	39	69	170	91	372
		% within Gender of the Respondent	.8%	10.5%	18.5%	45.7%	24.5%	100.0%
		% of Total	.8%	10.5%	18.5%	45.7%	24.5%	100.0%

Chart 5.75
Good interaction exists between parents and College Management as per respondent gender

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 43.5% respondents agree, in SCC highest 35.5% agree, in FCC highest 38.7% agree, in BCC highest 71.0% agree, in MGCC highest 69.4% agree and in JGCC highest 43.5% neutral with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 40.0% respondents agree, among parents highest 60.0% agree, among staff highest 41.7% agree, among teachers highest 41.7% strongly agree and among employee highest 55.6% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 48.9% respondents agree and among female respondents highest 35.2% agree.

5.6.1.5 Analyzing the opinion of participants whether good interaction between Cadets and College Management prevails in your Cadet College

Table 5.111
Opinion of participants whether good interaction between Cadets and College Management prevails as per respondent ID

			Good interaction between Cadets and Coll. Management prevails					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	3	5	1	31	22	62
		% within ID of the Respondent	4.8%	8.1%	1.6%	50.0%	35.5%	100.0%
		% of Total	.8%	1.3%	.3%	8.3%	5.9%	16.7%
	SCC	Count	0	12	5	29	16	62
		% within ID of the Respondent	.0%	19.4%	8.1%	46.8%	25.8%	100.0%
		% of Total	.0%	3.2%	1.3%	7.8%	4.3%	16.7%
	FCC	Count	0	2	0	34	26	62
		% within ID of the Respondent	.0%	3.2%	.0%	54.8%	41.9%	100.0%
		% of Total	.0%	.5%	.0%	9.1%	7.0%	16.7%
	BCC	Count	0	10	5	28	19	62
		% within ID of the Respondent	.0%	16.1%	8.1%	45.2%	30.6%	100.0%
		% of Total	.0%	2.7%	1.3%	7.5%	5.1%	16.7%
	MGCC	Count	0	0	5	28	29	62
		% within ID of the Respondent	.0%	.0%	8.1%	45.2%	46.8%	100.0%
		% of Total	.0%	.0%	1.3%	7.5%	7.8%	16.7%
	JGCC	Count	0	8	12	37	5	62
		% within ID of the Respondent	.0%	12.9%	19.4%	59.7%	8.1%	100.0%
		% of Total	.0%	2.2%	3.2%	9.9%	1.3%	16.7%
Total		Count	3	37	28	187	117	372
		% within ID of the Respondent	.8%	9.9%	7.5%	50.3%	31.5%	100.0%
		% of Total	.8%	9.9%	7.5%	50.3%	31.5%	100.0%

Chart 5.76
Good interaction between Cadets and College Management prevails as per respondent ID
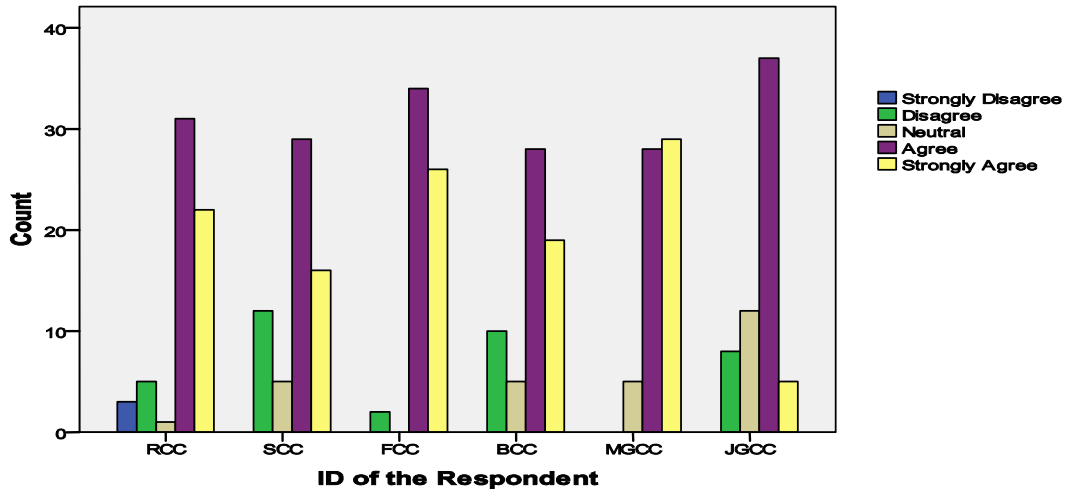
Table 5.112
Good interaction between Cadets and Coll. Management prevails as per respondent occupation

			Good interaction between Cadets and Coll. Management prevails					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	2	24	28	86	40	180
		% within Occupation of the Respondent	1.1%	13.3%	15.6%	47.8%	22.2%	100.0%
		% of Total	.5%	6.5%	7.5%	23.1%	10.8%	48.4%
	Parents	Count	0	5	0	32	23	60
		% within Occupation of the Respondent	.0%	8.3%	.0%	53.3%	38.3%	100.0%
		% of Total	.0%	1.3%	.0%	8.6%	6.2%	16.1%
	Staff	Count	1	0	0	13	10	24
		% within Occupation of the Respondent	4.2%	.0%	.0%	54.2%	41.7%	100.0%
		% of Total	.3%	.0%	.0%	3.5%	2.7%	6.5%
	Teacher	Count	0	0	0	20	16	36
		% within Occupation of the Respondent	.0%	.0%	.0%	55.6%	44.4%	100.0%
		% of Total	.0%	.0%	.0%	5.4%	4.3%	9.7%
	Employee	Count	0	8	0	36	28	72
		% within Occupation of the Respondent	.0%	11.1%	.0%	50.0%	38.9%	100.0%
		% of Total	.0%	2.2%	.0%	9.7%	7.5%	19.4%
Total		Count	3	37	28	187	117	372
		% within Occupation of the Respondent	.8%	9.9%	7.5%	50.3%	31.5%	100.0%
		% of Total	.8%	9.9%	7.5%	50.3%	31.5%	100.0%

Chart 5.77
Good interaction between Cadets and Coll. Management prevails as per respondent occupation
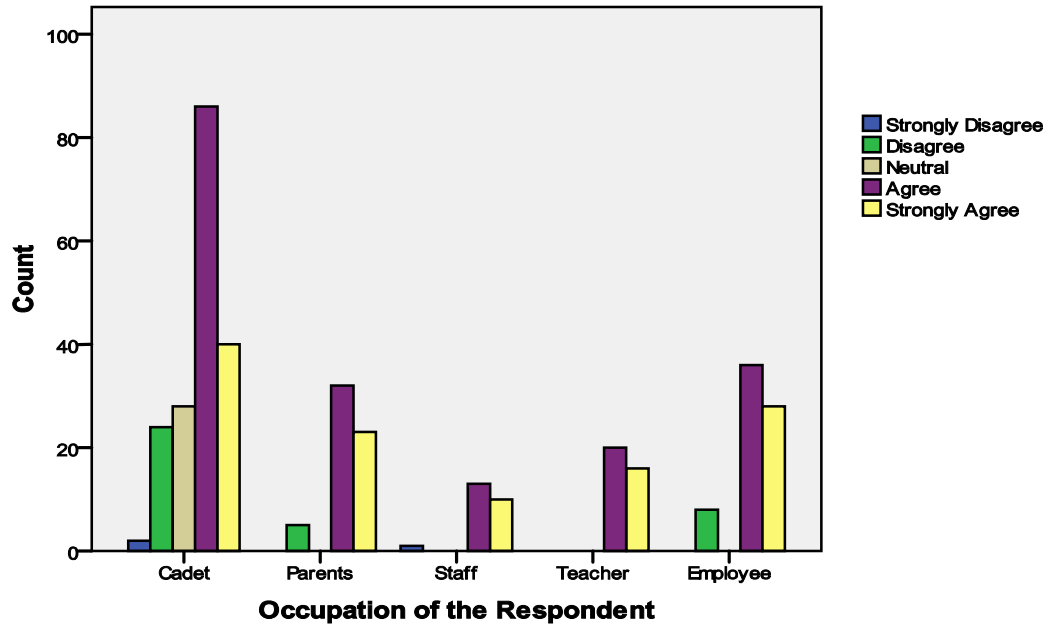
Table 5.113
Good interaction between Cadets and College Management prevails as per respondent gender

			Good interaction between Cadets and Coll. Management prevails					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	3	32	11	144	94	284
		% within Gender of the Respondent	1.1%	11.3%	3.9%	50.7%	33.1%	100.0%
		% of Total	.8%	8.6%	3.0%	38.7%	25.3%	76.3%
	Female	Count	0	5	17	43	23	88
		% within Gender of the Respondent	.0%	5.7%	19.3%	48.9%	26.1%	100.0%
		% of Total	.0%	1.3%	4.6%	11.6%	6.2%	23.7%
Total		Count	3	37	28	187	117	372
		% within Gender of the Respondent	.8%	9.9%	7.5%	50.3%	31.5%	100.0%
		% of Total	.8%	9.9%	7.5%	50.3%	31.5%	100.0%

Chart 5.78
Good interaction between Cadets and Coll. Management prevails as per respondent gender
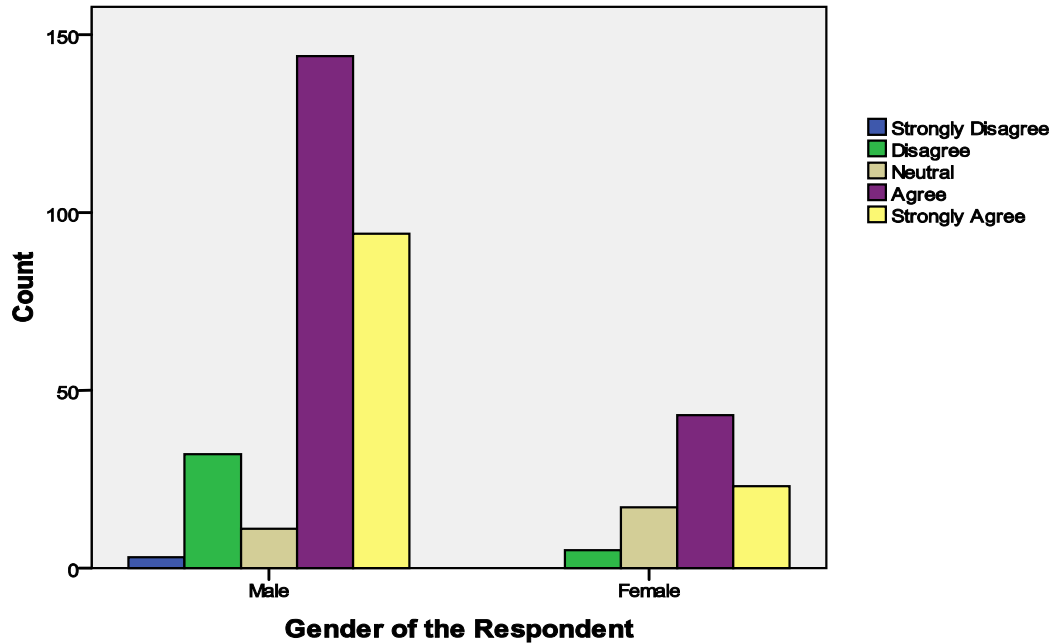
Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 50.0% respondents agree, in SCC highest 46.8% agree, in FCC highest 54.8% agree, in BCC highest 45.2% agree, in MGCC highest 46.8% strongly agree and in JGCC highest 59.7% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 47.8% respondents agree, among parents highest 53.3% agree, among staff highest 54.2% agree, among teachers highest 55.6% agree and among employee highest 50.0% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 50.7% respondents agree and among female respondents highest 48.9% agree.

5.6.1.6 Analyzing the opinion of participants whether good upward communication exists from cadets to College Management regarding any problem

Table 5.114
Opinion of participants whether good upward communication exists from cadets to College Management as per respondent ID

			Good upward communication exists from cadets to College Management regarding any problem					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	0	6	6	33	17	62
		% within ID of the Respondent	.0%	9.7%	9.7%	53.2%	27.4%	100.0%
		% of Total	.0%	1.6%	1.6%	8.9%	4.6%	16.7%
	SCC	Count	0	14	9	37	2	62
		% within ID of the Respondent	.0%	22.6%	14.5%	59.7%	3.2%	100.0%
		% of Total	.0%	3.8%	2.4%	9.9%	.5%	16.7%
	FCC	Count	3	2	0	43	14	62
		% within ID of the Respondent	4.8%	3.2%	.0%	69.4%	22.6%	100.0%
		% of Total	.8%	.5%	.0%	11.6%	3.8%	16.7%
	BCC	Count	10	6	2	31	13	62
		% within ID of the Respondent	16.1%	9.7%	3.2%	50.0%	21.0%	100.0%
		% of Total	2.7%	1.6%	.5%	8.3%	3.5%	16.7%
	MGCC	Count	0	5	13	17	27	62
		% within ID of the Respondent	.0%	8.1%	21.0%	27.4%	43.5%	100.0%
		% of Total	.0%	1.3%	3.5%	4.6%	7.3%	16.7%
	JGCC	Count	0	4	7	42	9	62
		% within ID of the Respondent	.0%	6.5%	11.3%	67.7%	14.5%	100.0%
		% of Total	.0%	1.1%	1.9%	11.3%	2.4%	16.7%
Total		Count	13	37	37	203	82	372
		% within ID of the Respondent	3.5%	9.9%	9.9%	54.6%	22.0%	100.0%
		% of Total	3.5%	9.9%	9.9%	54.6%	22.0%	100.0%

Chart 5.79
Opinion about Good upward communication exists from cadets to College Management as per respondent ID
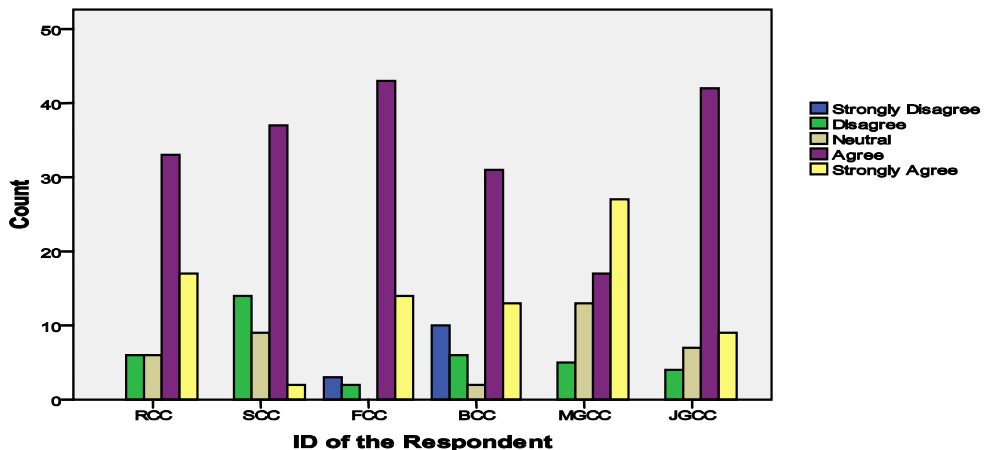
Table 5.115
Opinion whether good upward communication exists from cadets to College Management as per respondent occupation

			Good upward communication exists from cadets to College Management regarding any problem					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	6	18	28	97	31	180
		% within Occupation of the Respondent	3.3%	10.0%	15.6%	53.9%	17.2%	100.0%
		% of Total	1.6%	4.8%	7.5%	26.1%	8.3%	48.4%
	Parents	Count	5	5	5	32	13	60
		% within Occupation of the Respondent	8.3%	8.3%	8.3%	53.3%	21.7%	100.0%
		% of Total	1.3%	1.3%	1.3%	8.6%	3.5%	16.1%
	Staff	Count	0	3	2	15	4	24
		% within Occupation of the Respondent	.0%	12.5%	8.3%	62.5%	16.7%	100.0%
		% of Total	.0%	.8%	.5%	4.0%	1.1%	6.5%
	Teacher	Count	0	2	2	22	10	36
		% within Occupation of the Respondent	.0%	5.6%	5.6%	61.1%	27.8%	100.0%
		% of Total	.0%	.5%	.5%	5.9%	2.7%	9.7%
	Employee	Count	2	9	0	37	24	72
		% within Occupation of the Respondent	2.8%	12.5%	.0%	51.4%	33.3%	100.0%
		% of Total	.5%	2.4%	.0%	9.9%	6.5%	19.4%
Total		Count	13	37	37	203	82	372
		% within Occupation of the Respondent	3.5%	9.9%	9.9%	54.6%	22.0%	100.0%
		% of Total	3.5%	9.9%	9.9%	54.6%	22.0%	100.0%

Chart 5.80
Opinion whether good upward communication exists from cadets to College Management as per respondent occupation
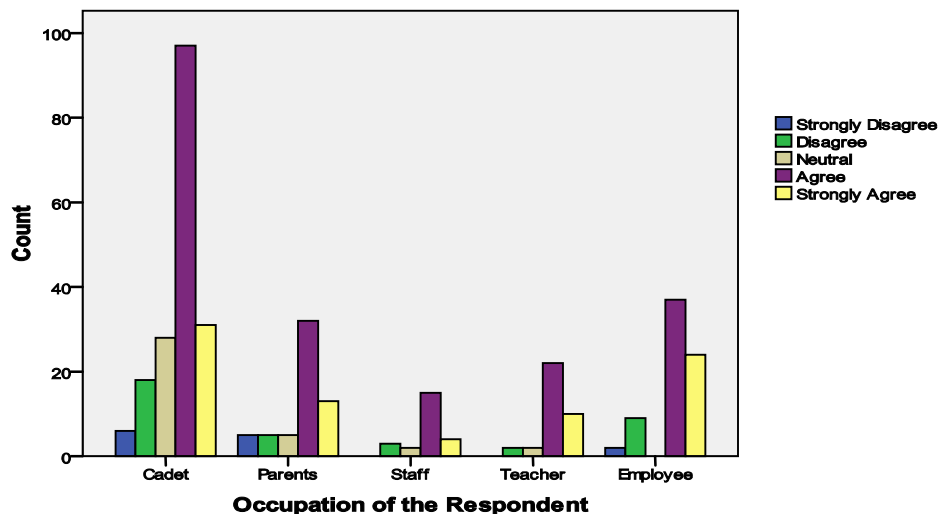
Table 5.116
Opinion whether good upward communication exists from cadets to College Management as per respondent gender

| | | | Good upward communication exists from cadets to College Management regarding any problem | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	13	28	23	156	64	284
		% within Gender of the Respondent	4.6%	9.9%	8.1%	54.9%	22.5%	100.0%
		% of Total	3.5%	7.5%	6.2%	41.9%	17.2%	76.3%
	Female	Count	0	9	14	47	18	88
		% within Gender of the Respondent	.0%	10.2%	15.9%	53.4%	20.5%	100.0%
		% of Total	.0%	2.4%	3.8%	12.6%	4.8%	23.7%
Total		Count	13	37	37	203	82	372
		% within Gender of the Respondent	3.5%	9.9%	9.9%	54.6%	22.0%	100.0%
		% of Total	3.5%	9.9%	9.9%	54.6%	22.0%	100.0%

Chart 5.81
Opinion whether good upward communication exists from cadets to College Management as per respondent gender

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 53.2% respondents agree, in SCC highest 59.7% agree, in FCC highest 69.4% agree, in BCC highest 50.0% agree, in MGCC highest 43.5% strongly agree and in JGCC highest 67.7% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 53.9% respondents agree, among parents highest 53.3% agree, among staff highest 62.5% agree, among teachers highest 61.1% agree and among employee highest 51.4% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 54.9% respondents agree and among female respondents highest 53.4% agree.

5.6.1.7 Analyzing the opinion of participants whether quality upward communication exists from any Teacher/Employee to College Authority

Table 5.117
Opinion of participants whether quality upward communication exists from any Teacher/Employee to College Authority as per respondent ID

			Quality upward communication exists from any Teacher/Employee to College Authority				
			Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	3	12	37	10	62
		% within ID of the Respondent	4.8%	19.4%	59.7%	16.1%	100.0%
		% of Total	.8%	3.2%	9.9%	2.7%	16.7%
	SCC	Count	6	12	40	4	62
		% within ID of the Respondent	9.7%	19.4%	64.5%	6.5%	100.0%
		% of Total	1.6%	3.2%	10.8%	1.1%	16.7%
	FCC	Count	6	8	31	17	62
		% within ID of the Respondent	9.7%	12.9%	50.0%	27.4%	100.0%
		% of Total	1.6%	2.2%	8.3%	4.6%	16.7%
	BCC	Count	11	11	24	16	62
		% within ID of the Respondent	17.7%	17.7%	38.7%	25.8%	100.0%
		% of Total	3.0%	3.0%	6.5%	4.3%	16.7%
	MGCC	Count	3	5	31	23	62
		% within ID of the Respondent	4.8%	8.1%	50.0%	37.1%	100.0%
		% of Total	.8%	1.3%	8.3%	6.2%	16.7%
	JGCC	Count	6	40	16	0	62
		% within ID of the Respondent	9.7%	64.5%	25.8%	.0%	100.0%
		% of Total	1.6%	10.8%	4.3%	.0%	16.7%
Total		Count	35	88	179	70	372
		% within ID of the Respondent	9.4%	23.7%	48.1%	18.8%	100.0%
		% of Total	9.4%	23.7%	48.1%	18.8%	100.0%

Chart 5.82
Opinion whether quality upward communication exists from any
Teacher/Employee to College Authority as per respondent ID
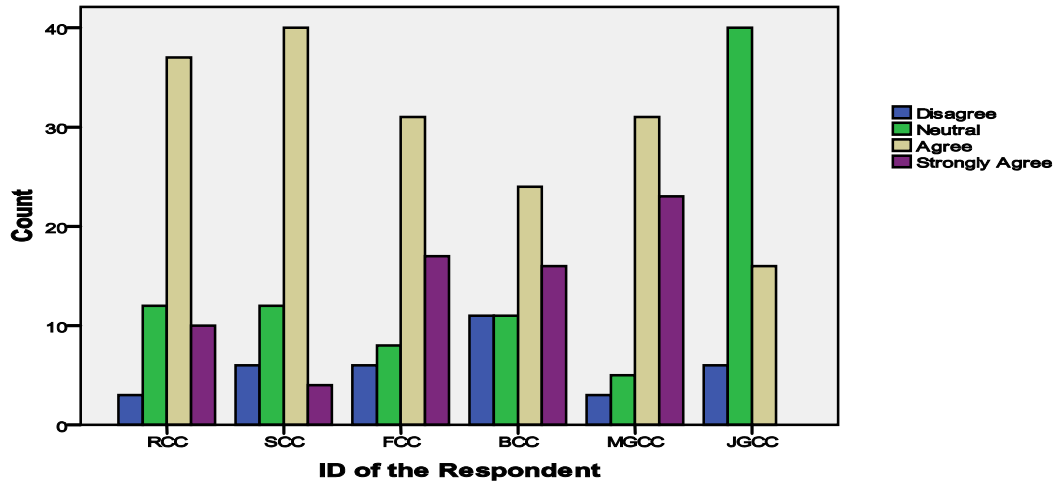
Table 5.118
Quality upward communication exists from any Teacher/Employee to College
Authority as per respondent occupation

| | | | Quality upward communication exists from any Teacher/Employee to College Authority | | | | |
			Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	14	55	79	32	180
		% within Occupation of the Respondent	7.8%	30.6%	43.9%	17.8%	100.0%
		% of Total	3.8%	14.8%	21.2%	8.6%	48.4%
	Parents	Count	5	12	33	10	60
		% within Occupation of the Respondent	8.3%	20.0%	55.0%	16.7%	100.0%
		% of Total	1.3%	3.2%	8.9%	2.7%	16.1%
	Staff	Count	4	6	11	3	24
		% within Occupation of the Respondent	16.7%	25.0%	45.8%	12.5%	100.0%
		% of Total	1.1%	1.6%	3.0%	.8%	6.5%
	Teacher	Count	6	7	18	5	36
		% within Occupation of the Respondent	16.7%	19.4%	50.0%	13.9%	100.0%
		% of Total	1.6%	1.9%	4.8%	1.3%	9.7%
	Employee	Count	6	8	38	20	72
		% within Occupation of the Respondent	8.3%	11.1%	52.8%	27.8%	100.0%
		% of Total	1.6%	2.2%	10.2%	5.4%	19.4%
Total		Count	35	88	179	70	372
		% within Occupation of the Respondent	9.4%	23.7%	48.1%	18.8%	100.0%
		% of Total	9.4%	23.7%	48.1%	18.8%	100.0%

Chart 5.83
Quality upward communication exists from any Teacher/Employee to College
Authority as per respondent occupation
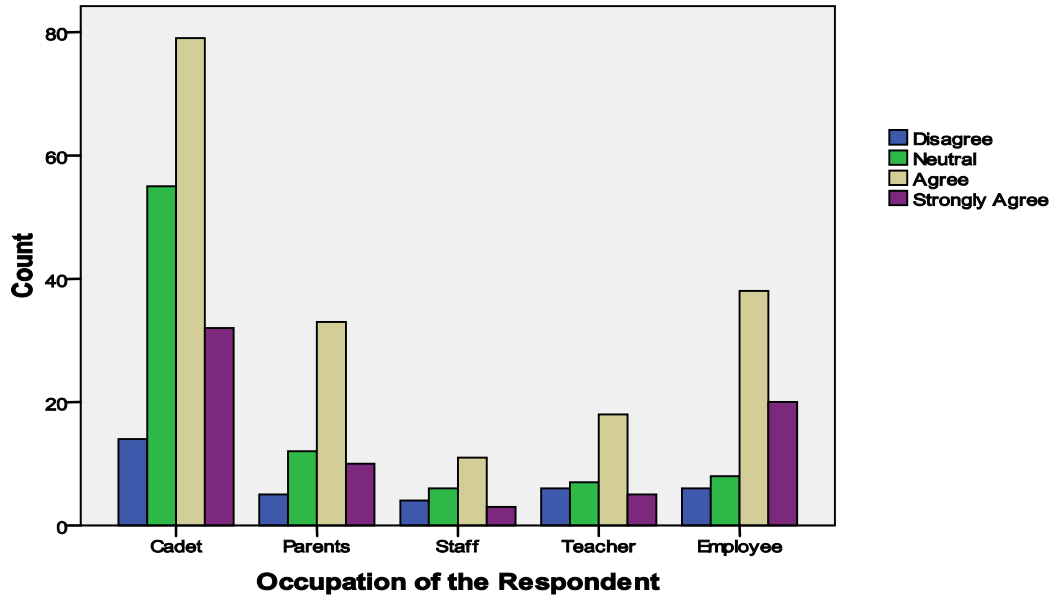
Table 5.119
Quality upward communication exists from any Teacher/Employee to College
Authority as per respondent gender

			Quality upward communication exists from any Teacher/Employee to College Authority				
			Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	30	51	147	56	284
		% within Gender of the Respondent	10.6%	18.0%	51.8%	19.7%	100.0%
		% of Total	8.1%	13.7%	39.5%	15.1%	76.3%
	Female	Count	5	37	32	14	88
		% within Gender of the Respondent	5.7%	42.0%	36.4%	15.9%	100.0%
		% of Total	1.3%	9.9%	8.6%	3.8%	23.7%
Total		Count	35	88	179	70	372
		% within Gender of the Respondent	9.4%	23.7%	48.1%	18.8%	100.0%
		% of Total	9.4%	23.7%	48.1%	18.8%	100.0%

Chart 5.84
Quality upward communication exists from any Teacher/Employee to College Authority as per respondent gender

Gender of the Respondent

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 59.7% respondents agree, in SCC highest 64.5% agree, in FCC highest 50.0% agree, in BCC highest 38.7% agree, in MGCC highest 50.0% agree and in JGCC highest 64.5% neutral with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 43.9% respondents agree, among parents highest 55.0% agree, among staff highest 45.8% agree, among teachers highest 50.0% agree and among employee highest 52.8% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 51.8% respondents agree and among female respondents highest 42.0% neutral.

5.6.1.8 Analyzing the opinion of participants whether no layer exists to communicate between Parents/Cadets with College Management

Table 5.120
Opinion of participants whether no layer exists to communicate between Parents/Cadets with College Management as per respondent ID

			No layer exists to communicate between Parents/Teachers/Cadet with College Management.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	7	19	10	19	7	62
		% within ID of the Respondent	11.3%	30.6%	16.1%	30.6%	11.3%	100.0%
		% of Total	1.9%	5.1%	2.7%	5.1%	1.9%	16.7%
	SCC	Count	9	13	6	23	11	62
		% within ID of the Respondent	14.5%	21.0%	9.7%	37.1%	17.7%	100.0%
		% of Total	2.4%	3.5%	1.6%	6.2%	3.0%	16.7%
	FCC	Count	10	10	12	25	5	62
		% within ID of the Respondent	16.1%	16.1%	19.4%	40.3%	8.1%	100.0%
		% of Total	2.7%	2.7%	3.2%	6.7%	1.3%	16.7%
	BCC	Count	4	17	17	22	2	62
		% within ID of the Respondent	6.5%	27.4%	27.4%	35.5%	3.2%	100.0%
		% of Total	1.1%	4.6%	4.6%	5.9%	.5%	16.7%
	MGCC	Count	0	11	2	27	22	62
		% within ID of the Respondent	.0%	17.7%	3.2%	43.5%	35.5%	100.0%
		% of Total	.0%	3.0%	.5%	7.3%	5.9%	16.7%
	JGCC	Count	3	31	11	11	6	62
		% within ID of the Respondent	4.8%	50.0%	17.7%	17.7%	9.7%	100.0%
		% of Total	.8%	8.3%	3.0%	3.0%	1.6%	16.7%
Total		Count	33	101	58	127	53	372
		% within ID of the Respondent	8.9%	27.2%	15.6%	34.1%	14.2%	100.0%
		% of Total	8.9%	27.2%	15.6%	34.1%	14.2%	100.0%

Chart 5.85
No layer exists to communicate between Parents/Teachers/Cadet with College Management as per respondent ID
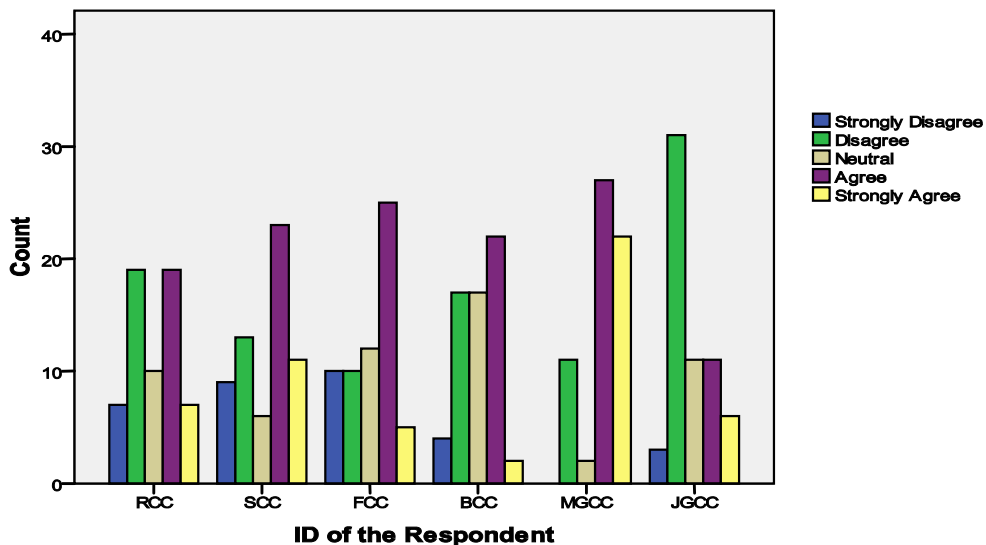
Table 5.121
Opinion about no layer exists to communicate between Parents/ Teachers/Cadet with College Management as per respondent occupation

			No layer exists to communicate between Parents/Teachers/Cadet with College Management.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	29	53	26	58	14	180
		% within Occupation of the Respondent	16.1%	29.4%	14.4%	32.2%	7.8%	100.0%
		% of Total	7.8%	14.2%	7.0%	15.6%	3.8%	48.4%
	Parents	Count	0	21	12	20	7	60
		% within Occupation of the Respondent	.0%	35.0%	20.0%	33.3%	11.7%	100.0%
		% of Total	.0%	5.6%	3.2%	5.4%	1.9%	16.1%
	Staff	Count	0	11	4	6	3	24
		% within Occupation of the Respondent	.0%	45.8%	16.7%	25.0%	12.5%	100.0%
		% of Total	.0%	3.0%	1.1%	1.6%	.8%	6.5%
	Teacher	Count	0	16	4	11	5	36
		% within Occupation of the Respondent	.0%	44.4%	11.1%	30.6%	13.9%	100.0%
		% of Total	.0%	4.3%	1.1%	3.0%	1.3%	9.7%
	Employee	Count	4	0	12	32	24	72
		% within Occupation of the Respondent	5.6%	.0%	16.7%	44.4%	33.3%	100.0%
		% of Total	1.1%	.0%	3.2%	8.6%	6.5%	19.4%
Total		Count	33	101	58	127	53	372
		% within Occupation of the Respondent	8.9%	27.2%	15.6%	34.1%	14.2%	100.0%
		% of Total	8.9%	27.2%	15.6%	34.1%	14.2%	100.0%

Chart 5.86
No layer exists to communicate between Parents/Teachers/Cadet with College Management as per respondent occupation
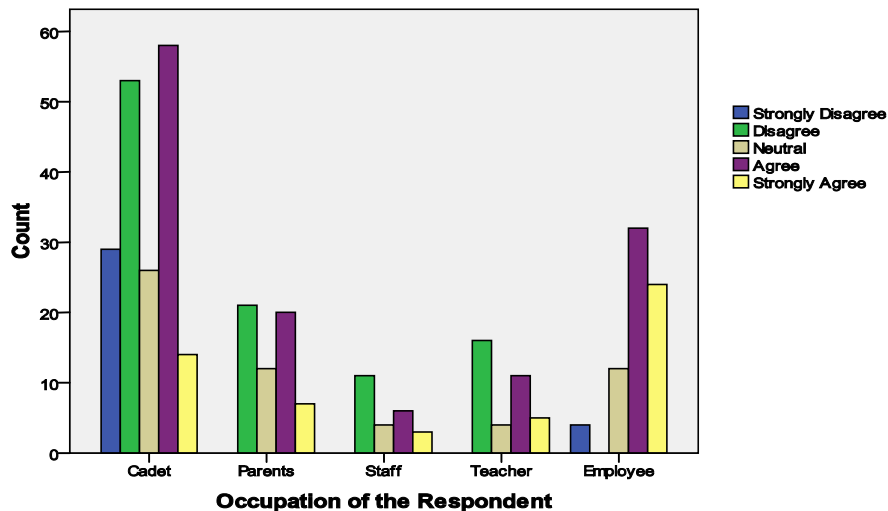
Table 5.122
No layer exists to communicate between Parents/Teachers/Cadet with College Management as per respondent gender

			No layer exists to communicate between Parents/Teachers/Cadet with College Management.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	30	66	47	103	38	284
		% within Gender of the Respondent	10.6%	23.2%	16.5%	36.3%	13.4%	100.0%
		% of Total	8.1%	17.7%	12.6%	27.7%	10.2%	76.3%
	Female	Count	3	35	11	24	15	88
		% within Gender of the Respondent	3.4%	39.8%	12.5%	27.3%	17.0%	100.0%
		% of Total	.8%	9.4%	3.0%	6.5%	4.0%	23.7%
Total		Count	33	101	58	127	53	372
		% within Gender of the Respondent	8.9%	27.2%	15.6%	34.1%	14.2%	100.0%
		% of Total	8.9%	27.2%	15.6%	34.1%	14.2%	100.0%

Chart 5.87
No layer exists to communicate between Parents/Teachers/Cadet with College Management as per respondent gender

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 30.6% respondents equally agree & disagree, in SCC highest 37.1% agree, in FCC highest 40.3% agree, in BCC highest 35.5% agree, in MGCC highest 43.5% agree and in JGCC highest 50.0% disagree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 32.2% respondents agree, among parents highest 35% disagree, among staff highest 45.8% disagree, among teachers highest 44.4% disagree and among employee highest 44.4% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 36.3% respondents agree and among female respondents highest 39.8% disagree.

5.6.1.9 Analyzing the opinion of participants whether complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets

Table 5.123
Opinion of participants whether complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets as per respondent ID

			Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	6	12	8	26	10	62
		% within ID of the Respondent	9.7%	19.4%	12.9%	41.9%	16.1%	100.0%
		% of Total	1.6%	3.2%	2.2%	7.0%	2.7%	16.7%
	SCC	Count	5	13	4	40	0	62
		% within ID of the Respondent	8.1%	21.0%	6.5%	64.5%	.0%	100.0%
		% of Total	1.3%	3.5%	1.1%	10.8%	.0%	16.7%
	FCC	Count	3	3	2	47	7	62
		% within ID of the Respondent	4.8%	4.8%	3.2%	75.8%	11.3%	100.0%
		% of Total	.8%	.8%	.5%	12.6%	1.9%	16.7%
	BCC	Count	2	5	24	24	7	62
		% within ID of the Respondent	3.2%	8.1%	38.7%	38.7%	11.3%	100.0%
		% of Total	.5%	1.3%	6.5%	6.5%	1.9%	16.7%
	MGCC	Count	0	8	12	25	17	62
		% within ID of the Respondent	.0%	12.9%	19.4%	40.3%	27.4%	100.0%
		% of Total	.0%	2.2%	3.2%	6.7%	4.6%	16.7%
	JGCC	Count	5	10	19	28	0	62
		% within ID of the Respondent	8.1%	16.1%	30.6%	45.2%	.0%	100.0%
		% of Total	1.3%	2.7%	5.1%	7.5%	.0%	16.7%
Total		Count	21	51	69	190	41	372
		% within ID of the Respondent	5.6%	13.7%	18.5%	51.1%	11.0%	100.0%
		% of Total	5.6%	13.7%	18.5%	51.1%	11.0%	100.0%

Chart 5.88
Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets as per respondent ID
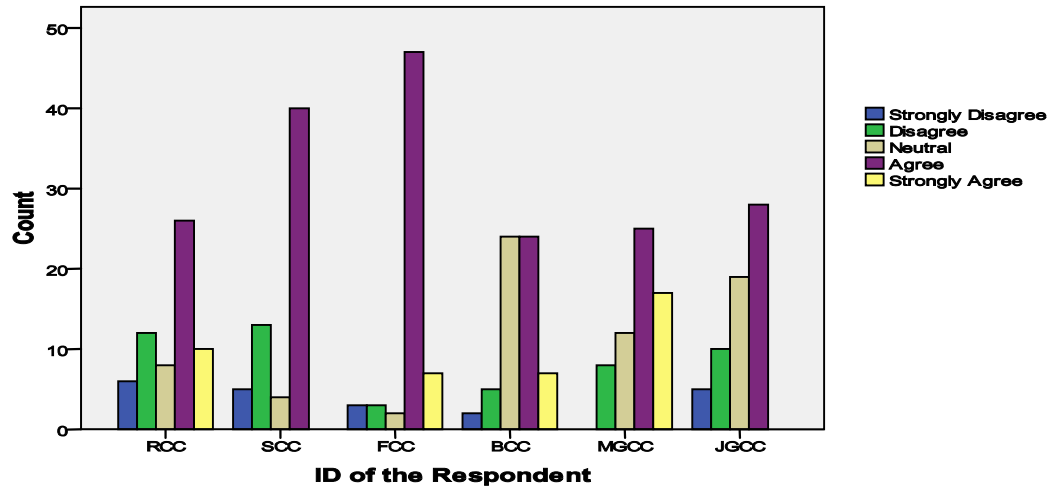
Table 5.124
Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets as per respondent occupation

| | | | Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets. | | | | | Total |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	10	32	43	81	14	180
		% within Occupation of the Respondent	5.6%	17.8%	23.9%	45.0%	7.8%	100.0%
		% of Total	2.7%	8.6%	11.6%	21.8%	3.8%	48.4%
	Parents	Count	5	2	2	41	10	60
		% within Occupation of the Respondent	8.3%	3.3%	3.3%	68.3%	16.7%	100.0%
		% of Total	1.3%	.5%	.5%	11.0%	2.7%	16.1%
	Staff	Count	3	4	5	11	1	24
		% within Occupation of the Respondent	12.5%	16.7%	20.8%	45.8%	4.2%	100.0%
		% of Total	.8%	1.1%	1.3%	3.0%	.3%	6.5%
	Teacher	Count	3	7	7	17	2	36
		% within Occupation of the Respondent	8.3%	19.4%	19.4%	47.2%	5.6%	100.0%
		% of Total	.8%	1.9%	1.9%	4.6%	.5%	9.7%
	Employee	Count	0	6	12	40	14	72
		% within Occupation of the Respondent	.0%	8.3%	16.7%	55.6%	19.4%	100.0%
		% of Total	.0%	1.6%	3.2%	10.8%	3.8%	19.4%
Total		Count	21	51	69	190	41	372
		% within Occupation of the Respondent	5.6%	13.7%	18.5%	51.1%	11.0%	100.0%
		% of Total	5.6%	13.7%	18.5%	51.1%	11.0%	100.0%

Chart 5.89
Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets as per respondent occupation
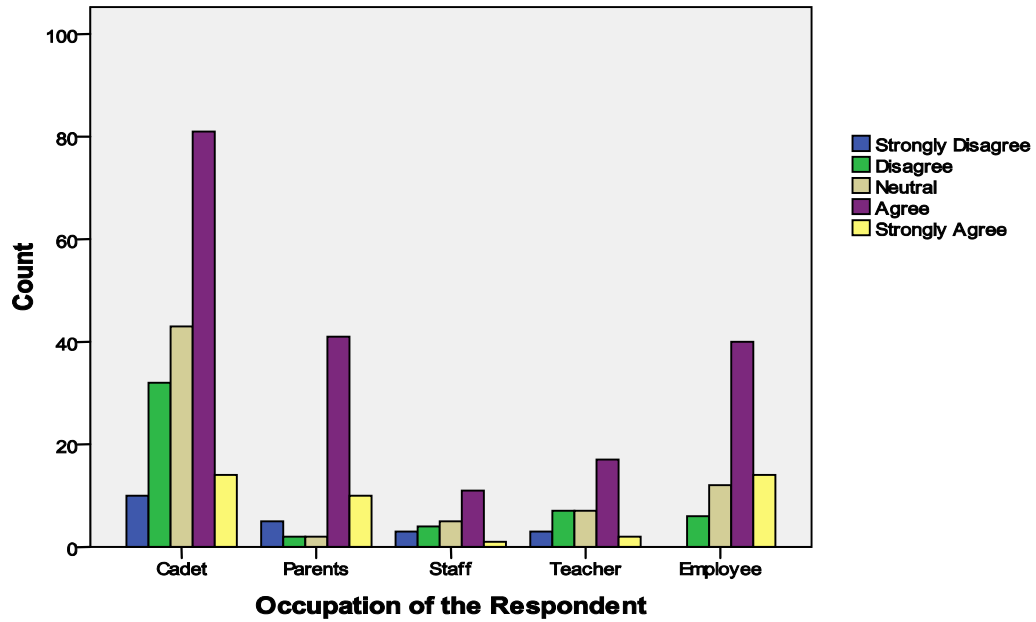
Table 5.125
Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets as per respondent gender

			Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	19	39	45	151	30	284
		% within Gender of the Respondent	6.7%	13.7%	15.8%	53.2%	10.6%	100.0%
		% of Total	5.1%	10.5%	12.1%	40.6%	8.1%	76.3%
	Female	Count	2	12	24	39	11	88
		% within Gender of the Respondent	2.3%	13.6%	27.3%	44.3%	12.5%	100.0%
		% of Total	.5%	3.2%	6.5%	10.5%	3.0%	23.7%
Total		Count	21	51	69	190	41	372
		% within Gender of the Respondent	5.6%	13.7%	18.5%	51.1%	11.0%	100.0%
		% of Total	5.6%	13.7%	18.5%	51.1%	11.0%	100.0%

Chart 5.90
Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets as per respondent gender

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 41.9% respondents agree, in SCC highest 64.5% agree, in FCC highest 75.8% agree, in BCC highest 38.7% equally agree & neutral, in MGCC highest 40.3% agree and in JGCC highest 45.2% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 45% respondents agree, among parents highest 68.3% agree, among staff highest 45.8% agree, among teachers highest 47.2% agree and among employee highest 55.6% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 53.2% respondents agree and among female respondents highest 44.3% agree.

5.6.1.10 Analyzing the opinion of participants whether in Cadet College knowledge gap or listening gap doesn't exist between consumer expectation and management perception about consumer expectation

Table 5.126
Opinion of participants whether knowledge gap or listening gap doesn't exist as per respondent ID

			In your Cadet College knowledge gap or listening gap exists between consumer expectation and management perception about consumer expectation.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	0	2	3	24	33	62
		% within ID of the Respondent	.0%	3.2%	4.8%	38.7%	53.2%	100.0%
		% of Total	.0%	.5%	.8%	6.5%	8.9%	16.7%
	SCC	Count	0	6	17	35	4	62
		% within ID of the Respondent	.0%	9.7%	27.4%	56.5%	6.5%	100.0%
		% of Total	.0%	1.6%	4.6%	9.4%	1.1%	16.7%
	FCC	Count	0	8	0	44	10	62
		% within ID of the Respondent	.0%	12.9%	.0%	71.0%	16.1%	100.0%
		% of Total	.0%	2.2%	.0%	11.8%	2.7%	16.7%
	BCC	Count	4	2	15	34	7	62
		% within ID of the Respondent	6.5%	3.2%	24.2%	54.8%	11.3%	100.0%
		% of Total	1.1%	.5%	4.0%	9.1%	1.9%	16.7%
	MGCC	Count	0	0	6	36	20	62
		% within ID of the Respondent	.0%	.0%	9.7%	58.1%	32.3%	100.0%
		% of Total	.0%	.0%	1.6%	9.7%	5.4%	16.7%
	JGCC	Count	0	3	14	37	8	62
		% within ID of the Respondent	.0%	4.8%	22.6%	59.7%	12.9%	100.0%
		% of Total	.0%	.8%	3.8%	9.9%	2.2%	16.7%
Total		Count	4	21	55	210	82	372
		% within ID of the Respondent	1.1%	5.6%	14.8%	56.5%	22.0%	100.0%
		% of Total	1.1%	5.6%	14.8%	56.5%	22.0%	100.0%

Chart 5.91
Opinion of participants whether knowledge gap or listening gap doesn't exist as per respondent ID
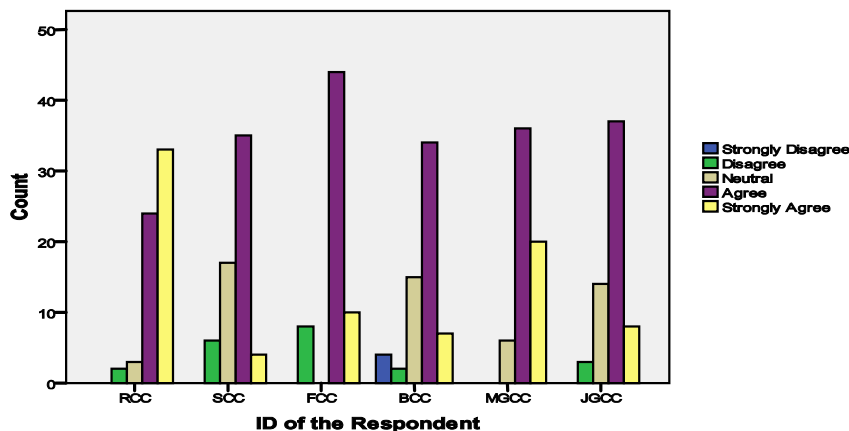
Table 5.127
Opinion of participants whether knowledge gap or listening gap doesn't exist as per respondent occupation

			In your Cadet College knowledge gap or listening gap exists between consumer expectation and management perception about consumer expectation.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	0	11	27	93	49	180
		% within Occupation of the Respondent	.0%	6.1%	15.0%	51.7%	27.2%	100.0%
		% of Total	.0%	3.0%	7.3%	25.0%	13.2%	48.4%
	Parents	Count	0	5	12	37	6	60
		% within Occupation of the Respondent	.0%	8.3%	20.0%	61.7%	10.0%	100.0%
		% of Total	.0%	1.3%	3.2%	9.9%	1.6%	16.1%
	Staff	Count	0	1	4	14	5	24
		% within Occupation of the Respondent	.0%	4.2%	16.7%	58.3%	20.8%	100.0%
		% of Total	.0%	.3%	1.1%	3.8%	1.3%	6.5%
	Teacher	Count	0	2	6	20	8	36
		% within Occupation of the Respondent	.0%	5.6%	16.7%	55.6%	22.2%	100.0%
		% of Total	.0%	.5%	1.6%	5.4%	2.2%	9.7%
	Employee	Count	4	2	6	46	14	72
		% within Occupation of the Respondent	5.6%	2.8%	8.3%	63.9%	19.4%	100.0%
		% of Total	1.1%	.5%	1.6%	12.4%	3.8%	19.4%
Total		Count	4	21	55	210	82	372
		% within Occupation of the Respondent	1.1%	5.6%	14.8%	56.5%	22.0%	100.0%
		% of Total	1.1%	5.6%	14.8%	56.5%	22.0%	100.0%

Chart 5.92
Opinion of participants whether knowledge gap or listening gap doesn't exist as per respondent occupation
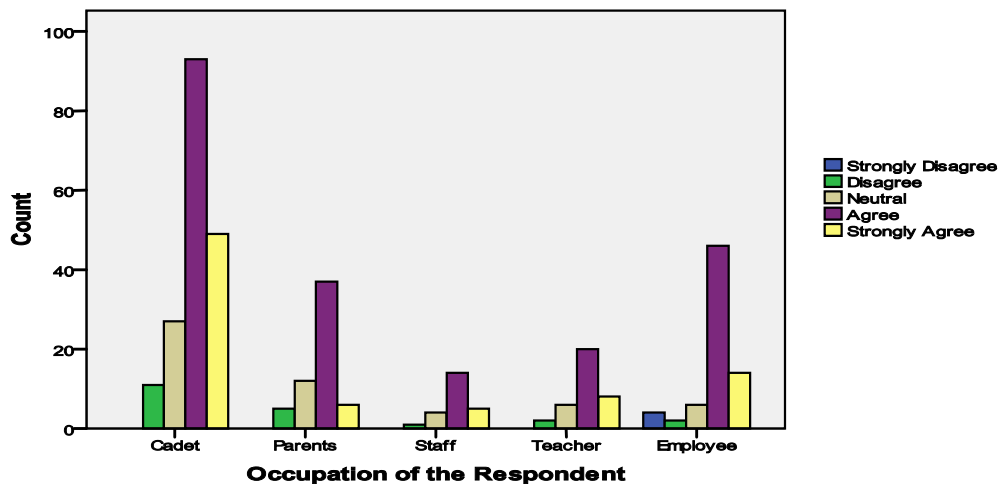
Table 5.128
Opinion of participants whether knowledge gap or listening gap doesn't exist as per respondent gender

			In your Cadet College knowledge gap or listening gap exists between consumer expectation and management perception about consumer expectation.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	4	21	37	164	58	284
		% within Gender of the Respondent	1.4%	7.4%	13.0%	57.7%	20.4%	100.0%
		% of Total	1.1%	5.6%	9.9%	44.1%	15.6%	76.3%
	Female	Count	0	0	18	46	24	88
		% within Gender of the Respondent	.0%	.0%	20.5%	52.3%	27.3%	100.0%
		% of Total	.0%	.0%	4.8%	12.4%	6.5%	23.7%
Total		Count	4	21	55	210	82	372
		% within Gender of the Respondent	1.1%	5.6%	14.8%	56.5%	22.0%	100.0%
		% of Total	1.1%	5.6%	14.8%	56.5%	22.0%	100.0%

Chart 5.93
Opinion of participants whether knowledge gap or listening gap exists as per respondent gender

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 53.2% respondents strongly agree, in SCC highest 56.5% agree, in FCC highest 71% agree, in BCC highest 54.8% agree, in MGCC highest 58.1% agree and in JGCC highest 59.7% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 51.7% respondents agree, among parents highest 61.7% agree, among staff highest 58.3% agree, among teachers highest 55.6% agree and among employee highest 63.9% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 57.7% respondents agree and among female respondents highest 52.3% agree.

5.6.2 Analyzing Gap-2 (Standard Gap between Management perception about customers' expectation and quality specification for service delivery)

Table 5.129
Summary Report of Part-1 of Standard Gap

ID of the Respondent		Gap-2 Cadet College possesses good standard in order to satisfy parents with pleasant experience(Q.11).	Cadet College Authority maintains a flowchart of its operation to identify all points of contact between college authority and parents(Q.12).	Cadet College operates in specific pattern as per quality specification to identify and solve all related problems of Cadets(Q.13).	Good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets(Q.14).	College Management believes that they should meet requirements of parents and cadets for good service(Q.15)
RCC	Mean	4.19	3.97	4.27	4.69	4.52
	N	62	62	62	62	62
	Std. Deviation	.865	.868	.908	4.015	.671
	Median	4.00	4.00	4.00	4.00	5.00
SCC	Mean	4.08	3.53	3.82	3.77	4.21
	N	62	62	62	62	62
	Std. Deviation	.946	.844	.859	1.062	.750
	Median	4.00	4.00	4.00	4.00	4.00
FCC	Mean	3.89	3.47	4.44	4.05	4.29
	N	62	62	62	62	62
	Std. Deviation	.943	1.051	.562	.798	.857
	Median	4.00	4.00	4.00	4.00	4.00
BCC	Mean	3.52	3.55	3.94	4.11	3.97
	N	62	62	62	62	62
	Std. Deviation	1.112	.862	.939	.925	.958
	Median	4.00	4.00	4.00	4.00	4.00
MGCC	Mean	3.69	3.60	4.60	4.26	4.47
	N	62	62	62	62	62
	Std. Deviation	.616	.799	.495	1.070	.564
	Median	4.00	3.50	5.00	5.00	4.50
JGCC	Mean	3.27	3.69	4.15	4.05	4.16
	N	62	62	62	62	62
	Std. Deviation	1.133	.715	.568	.838	.518
	Median	4.00	4.00	4.00	4.00	4.00
Total	Mean	3.77	3.63	4.20	4.16	4.27
	N	372	372	372	372	372
	Std. Deviation	.997	.872	.787	1.861	.754
	Median	4.00	4.00	4.00	4.00	4.00

Table 5.130
Summary report of Part-2 of Standard Gap

ID of the Respondent		Cadet College management believes that they should meet requirement of teachers and employees for good service (Q.16).	College leadership has set good priorities over customer contact based strategy and technology based strategy (Q.17).	Management cordially feels that quality measurement is worth for long term positive impact (Q.18).	Cadet College uses all its resources to ensure quality service to the customers (Q.19).	In your cadet college standard gap exists between management perception about consumer expectation and quality specifications set for service delivery (Q.20).
RCC	Mean	4.23	3.94	4.26	4.05	4.13
	N	62	62	62	62	62
	Std. Deviation	.756	.866	.767	.818	.932
	Median	4.00	4.00	4.00	4.00	4.00
SCC	Mean	4.18	3.79	3.92	3.81	4.08
	N	62	62	62	62	62
	Std. Deviation	.641	.604	.522	.698	.816
	Median	4.00	4.00	4.00	4.00	4.00
FCC	Mean	4.03	3.53	3.94	3.74	4.27
	N	62	62	62	62	62
	Std. Deviation	.724	.882	.698	1.055	.705
	Median	4.00	4.00	4.00	4.00	4.00
BCC	Mean	3.79	3.10	3.71	3.47	4.02
	N	62	62	62	62	62
	Std. Deviation	1.042	1.097	.857	1.036	.932
	Median	4.00	3.00	4.00	3.00	4.00
MGCC	Mean	4.50	3.82	4.21	4.31	4.58
	N	62	62	62	62	62
	Std. Deviation	.954	.615	.631	.737	.497
	Median	5.00	4.00	4.00	4.00	5.00
JGCC	Mean	4.15	3.53	3.92	4.16	3.94
	N	62	62	62	62	62
	Std. Deviation	.743	1.127	.454	.706	.624
	Median	4.00	4.00	4.00	4.00	4.00
Total	Mean	4.15	3.62	3.99	3.92	4.17
	N	372	372	372	372	372
	Std. Deviation	.844	.926	.691	.894	.791
	Median	4.00	4.00	4.00	4.00	4.00

Inference:

From the study of above tables, by applying comparison of mean score achieved (considering highest score 5 and lowest score 1 for each question answered by the respondent), the opinion of each Cadet college is analyzed on different questions to measure 'Standard Gap'. Basing on question-11 highest mean score achieved by RCC as mean score 4.19 and lowest mean score achieved by JGCC as mean 3.27, in question no-12 highest mean score achieved by RCC as mean 3.97 and lowest mean score achieved by FCC as mean 3.47, in question no-13 highest mean score achieved by MGCC as mean 4.60 and lowest mean score achieved by SCC as mean 3.82, in question no-14 highest mean score achieved by RCC as mean 4.69 and

lowest mean score achieved by SCC as mean 3.77, in question no-15 highest mean score achieved by RCC as mean 4.52 and lowest mean score achieved by BCC as mean 3.97, in question no-16 highest mean score achieved by MGCC as mean 4.50 and lowest mean score achieved by BCC as mean 3.79, in question no-17 highest mean score achieved by RCC as mean 3.94 and lowest mean score achieved by BCC as mean 3.10, in question no-18 highest mean score achieved by RCC as mean 4.26 and lowest mean score achieved by BCC as mean 3.71, in question no-19 highest mean score achieved by MGCC as mean 4.31 and lowest mean score achieved by BCC as mean 3.47, in question no-20 highest mean score achieved by MGCC as mean 4.58 and lowest mean score achieved by JGCC as mean 3.94.

5.6.2.1 Analyzing the opinion of participants whether Cadet College possesses good standard in order to satisfy customers (Cadets and Parents) with pleasant experience as per quality specification

Table 5.131
Opinion whether Cadet College possesses good standard in order to satisfy customers as per respondent ID

			Gap-2 Cadet College possesses good standard in order to satisfy parents with pleasant experience.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	0	3	9	23	27	62
		% within ID of the Respondent	.0%	4.8%	14.5%	37.1%	43.5%	100.0%
		% of Total	.0%	.8%	2.4%	6.2%	7.3%	16.7%
	SCC	Count	0	6	7	25	24	62
		% within ID of the Respondent	.0%	9.7%	11.3%	40.3%	38.7%	100.0%
		% of Total	.0%	1.6%	1.9%	6.7%	6.5%	16.7%
	FCC	Count	0	8	7	31	16	62
		% within ID of the Respondent	.0%	12.9%	11.3%	50.0%	25.8%	100.0%
		% of Total	.0%	2.2%	1.9%	8.3%	4.3%	16.7%
	BCC	Count	5	5	15	27	10	62
		% within ID of the Respondent	8.1%	8.1%	24.2%	43.5%	16.1%	100.0%
		% of Total	1.3%	1.3%	4.0%	7.3%	2.7%	16.7%
	MGCC	Count	0	3	15	42	2	62
		% within ID of the Respondent	.0%	4.8%	24.2%	67.7%	3.2%	100.0%
		% of Total	.0%	.8%	4.0%	11.3%	.5%	16.7%
	JGCC	Count	6	10	12	29	5	62
		% within ID of the Respondent	9.7%	16.1%	19.4%	46.8%	8.1%	100.0%
		% of Total	1.6%	2.7%	3.2%	7.8%	1.3%	16.7%
Total		Count	11	35	65	177	84	372
		% within ID of the Respondent	3.0%	9.4%	17.5%	47.6%	22.6%	100.0%
		% of Total	3.0%	9.4%	17.5%	47.6%	22.6%	100.0%

Chart 5.94
Opinion whether Cadet College possesses good standard in order to satisfy customers as per respondent ID
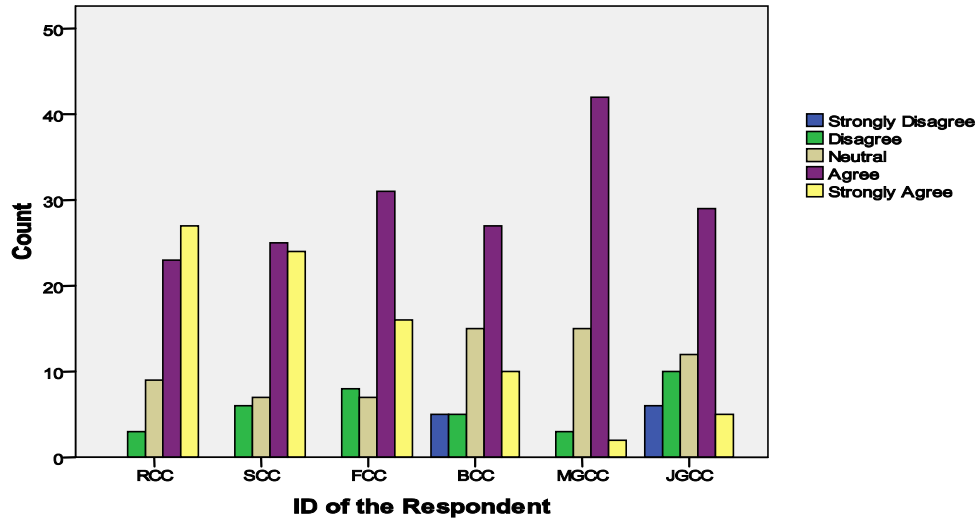
Table 5.132
Opinion whether Cadet College possesses good standard in order to satisfy customers as per respondent occupation

			Gap-2 Cadet College possesses good standard in order to satisfy parents with pleasant experience.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	0	21	34	85	40	180
		% within Occupation of the Respondent	.0%	11.7%	18.9%	47.2%	22.2%	100.0%
		% of Total	.0%	5.6%	9.1%	22.8%	10.8%	48.4%
	Parents	Count	5	5	18	25	7	60
		% within Occupation of the Respondent	8.3%	8.3%	30.0%	41.7%	11.7%	100.0%
		% of Total	1.3%	1.3%	4.8%	6.7%	1.9%	16.1%
	Staff	Count	0	1	3	14	6	24
		% within Occupation of the Respondent	.0%	4.2%	12.5%	58.3%	25.0%	100.0%
		% of Total	.0%	.3%	.8%	3.8%	1.6%	6.5%
	Teacher	Count	0	2	4	19	11	36
		% within Occupation of the Respondent	.0%	5.6%	11.1%	52.8%	30.6%	100.0%
		% of Total	.0%	.5%	1.1%	5.1%	3.0%	9.7%
	Employee	Count	6	6	6	34	20	72
		% within Occupation of the Respondent	8.3%	8.3%	8.3%	47.2%	27.8%	100.0%
		% of Total	1.6%	1.6%	1.6%	9.1%	5.4%	19.4%
Total		Count	11	35	65	177	84	372
		% within Occupation of the Respondent	3.0%	9.4%	17.5%	47.6%	22.6%	100.0%
		% of Total	3.0%	9.4%	17.5%	47.6%	22.6%	100.0%

Chart 5.95
Opinion whether Cadet College possesses good standard in order to satisfy customers as per respondent occupation

Table 5.133
Opinion whether Cadet College possesses good standard in order to satisfy customers as per respondent gender

| | | | Gap-2 Cadet College possesses good standard in order to satisfy parents with pleasant experience. | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	8	25	49	127	75	284
		% within Gender of the Respondent	2.8%	8.8%	17.3%	44.7%	26.4%	100.0%
		% of Total	2.2%	6.7%	13.2%	34.1%	20.2%	76.3%
	Female	Count	3	10	16	50	9	88
		% within Gender of the Respondent	3.4%	11.4%	18.2%	56.8%	10.2%	100.0%
		% of Total	.8%	2.7%	4.3%	13.4%	2.4%	23.7%
Total		Count	11	35	65	177	84	372
		% within Gender of the Respondent	3.0%	9.4%	17.5%	47.6%	22.6%	100.0%
		% of Total	3.0%	9.4%	17.5%	47.6%	22.6%	100.0%

Chart 5.96
Opinion whether Cadet College possesses good standard in order to satisfy customers as per respondent gender

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 43.5% respondents strongly agree, in SCC highest 40.3% agree, in FCC highest 50% agree, in BCC highest 43.5% agree, in MGCC highest 67.7% agree and in JGCC highest 46.8% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 47.2% respondents agree, among parents highest 41.7% agree, among staff highest 58.3% agree, among teachers highest 52.8% agree and among employee highest 47.2% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 44.7% respondents agree and among female respondents highest 56.8% agree.

5.6.2.2 Analyzing the opinion of participants whether Cadet College Authority maintains a flowchart of its operation to identify all points of contact between college authority and parents

Table 5.134
Opinion whether Cadet College Authority maintains a flowchart of its operation as per respondent ID

			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	0	5	9	31	17	62
		% within ID of the Respondent	.0%	8.1%	14.5%	50.0%	27.4%	100.0%
		% of Total	.0%	1.3%	2.4%	8.3%	4.6%	16.7%
	SCC	Count	0	9	16	32	5	62
		% within ID of the Respondent	.0%	14.5%	25.8%	51.6%	8.1%	100.0%
		% of Total	.0%	2.4%	4.3%	8.6%	1.3%	16.7%
	FCC	Count	2	13	8	32	7	62
		% within ID of the Respondent	3.2%	21.0%	12.9%	51.6%	11.3%	100.0%
		% of Total	.5%	3.5%	2.2%	8.6%	1.9%	16.7%
	BCC	Count	0	8	19	28	7	62
		% within ID of the Respondent	.0%	12.9%	30.6%	45.2%	11.3%	100.0%
		% of Total	.0%	2.2%	5.1%	7.5%	1.9%	16.7%
	MGCC	Count	0	3	28	22	9	62
		% within ID of the Respondent	.0%	4.8%	45.2%	35.5%	14.5%	100.0%
		% of Total	.0%	.8%	7.5%	5.9%	2.4%	16.7%
	JGCC	Count	3	0	10	49	0	62
		% within ID of the Respondent	4.8%	.0%	16.1%	79.0%	.0%	100.0%
		% of Total	.8%	.0%	2.7%	13.2%	.0%	16.7%
Total		Count	5	38	90	194	45	372
		% within ID of the Respondent	1.3%	10.2%	24.2%	52.2%	12.1%	100.0%
		% of Total	1.3%	10.2%	24.2%	52.2%	12.1%	100.0%

Chart 5.97
Opinion whether Cadet College Authority maintains a flowchart of its operation as per respondent ID
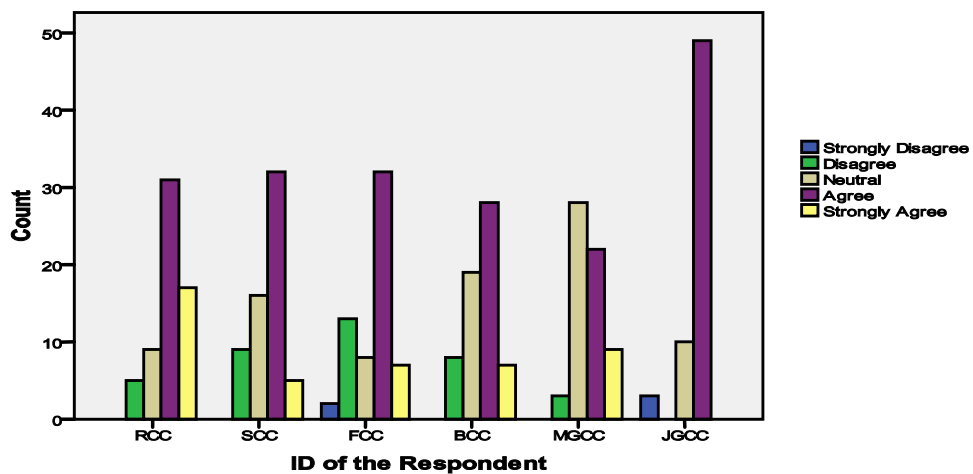
Table 5.135
Opinion whether Cadet College Authority maintains a flowchart of its operation as per respondent occupation

			Cadet College Authority maintains a flowchart of its operation to identify all points of contact between college authority and parents.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	2	19	42	101	16	180
		% within Occupation of the Respondent	1.1%	10.6%	23.3%	56.1%	8.9%	100.0%
		% of Total	.5%	5.1%	11.3%	27.2%	4.3%	48.4%
	Parents	Count	0	15	20	20	5	60
		% within Occupation of the Respondent	.0%	25.0%	33.3%	33.3%	8.3%	100.0%
		% of Total	.0%	4.0%	5.4%	5.4%	1.3%	16.1%
	Staff	Count	1	2	2	12	7	24
		% within Occupation of the Respondent	4.2%	8.3%	8.3%	50.0%	29.2%	100.0%
		% of Total	.3%	.5%	.5%	3.2%	1.9%	6.5%
	Teacher	Count	2	2	2	17	13	36
		% within Occupation of the Respondent	5.6%	5.6%	5.6%	47.2%	36.1%	100.0%
		% of Total	.5%	.5%	.5%	4.6%	3.5%	9.7%
	Employee	Count	0	0	24	44	4	72
		% within Occupation of the Respondent	.0%	.0%	33.3%	61.1%	5.6%	100.0%
		% of Total	.0%	.0%	6.5%	11.8%	1.1%	19.4%
Total		Count	5	38	90	194	45	372
		% within Occupation of the Respondent	1.3%	10.2%	24.2%	52.2%	12.1%	100.0%
		% of Total	1.3%	10.2%	24.2%	52.2%	12.1%	100.0%

Chart 5.98
Opinion whether Cadet College Authority maintains a flowchart of its operation as per respondent occupation
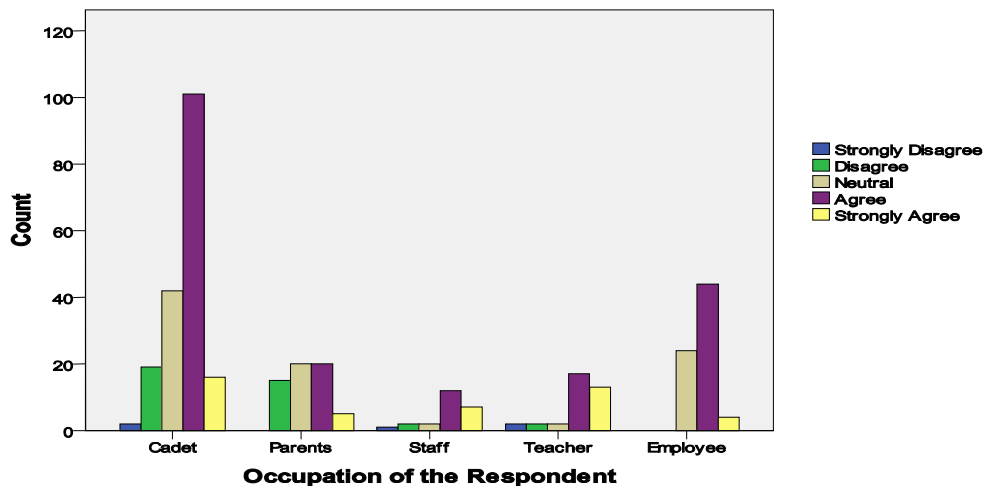
Table 5.136
Opinion whether Cadet College Authority maintains a flowchart of its operation as per respondent gender

| | | | Cadet College Authority maintains a flowchart of its operation to identify all points of contact between college authority and parents. | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	5	34	70	141	34	284
		% within Gender of the Respondent	1.8%	12.0%	24.6%	49.6%	12.0%	100.0%
		% of Total	1.3%	9.1%	18.8%	37.9%	9.1%	76.3%
	Female	Count	0	4	20	53	11	88
		% within Gender of the Respondent	.0%	4.5%	22.7%	60.2%	12.5%	100.0%
		% of Total	.0%	1.1%	5.4%	14.2%	3.0%	23.7%
Total		Count	5	38	90	194	45	372
		% within Gender of the Respondent	1.3%	10.2%	24.2%	52.2%	12.1%	100.0%
		% of Total	1.3%	10.2%	24.2%	52.2%	12.1%	100.0%

Chart 5.99
Opinion whether Cadet College Authority maintains a flowchart of its operation as per respondent gender

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 50% respondents agree, in SCC highest 51.6% agree, in FCC highest 51.6% agree, in BCC highest 45.2% agree, in MGCC highest 45.2% agree and in JGCC highest 79% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 56.1% respondents agree, among parents highest 33.3% agree, among staff highest 50% agree, among teachers highest 47.2% agree and among employee highest 61.1% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 49.6% respondents agree and among female respondents highest 60.2% agree.

5.6.2.3 Analyzing the opinion of participants whether Cadet College operates in specific pattern as per quality specification to identify and solve all related problems of Cadets

Table 5.137
Opinion as per respondent ID whether Cadet College operates in specific pattern as per quality specification

			Cadet College operates in specific pattern as per quality specification to identify and solve all related problems of Cadets.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	1	3	4	24	30	62
		% within ID of the Respondent	1.6%	4.8%	6.5%	38.7%	48.4%	100.0%
		% of Total	.3%	.8%	1.1%	6.5%	8.1%	16.7%
	SCC	Count	0	5	14	30	13	62
		% within ID of the Respondent	.0%	8.1%	22.6%	48.4%	21.0%	100.0%
		% of Total	.0%	1.3%	3.8%	8.1%	3.5%	16.7%
	FCC	Count	0	0	2	31	29	62
		% within ID of the Respondent	.0%	.0%	3.2%	50.0%	46.8%	100.0%
		% of Total	.0%	.0%	.5%	8.3%	7.8%	16.7%
	BCC	Count	0	8	5	32	17	62
		% within ID of the Respondent	.0%	12.9%	8.1%	51.6%	27.4%	100.0%
		% of Total	.0%	2.2%	1.3%	8.6%	4.6%	16.7%
	MGCC	Count	0	0	0	25	37	62
		% within ID of the Respondent	.0%	.0%	.0%	40.3%	59.7%	100.0%
		% of Total	.0%	.0%	.0%	6.7%	9.9%	16.7%
	JGCC	Count	0	0	6	41	15	62
		% within ID of the Respondent	.0%	.0%	9.7%	66.1%	24.2%	100.0%
		% of Total	.0%	.0%	1.6%	11.0%	4.0%	16.7%
Total		Count	1	16	31	183	141	372
		% within ID of the Respondent	.3%	4.3%	8.3%	49.2%	37.9%	100.0%
		% of Total	.3%	4.3%	8.3%	49.2%	37.9%	100.0%

Chart 5.100
Opinion as per respondent ID whether Cadet College operates in specific pattern as per quality specification

Table 5.138
Opinion as per respondent occupation whether Cadet College operates in specific pattern as per quality specification

			Cadet College operates in specific pattern as per quality specification to identify and solve all related problems of Cadets.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	1	5	26	94	54	180
		% within Occupation of the Respondent	.6%	2.8%	14.4%	52.2%	30.0%	100.0%
		% of Total	.3%	1.3%	7.0%	25.3%	14.5%	48.4%
	Parents	Count	0	10	5	27	18	60
		% within Occupation of the Respondent	.0%	16.7%	8.3%	45.0%	30.0%	100.0%
		% of Total	.0%	2.7%	1.3%	7.3%	4.8%	16.1%
	Staff	Count	0	1	0	15	8	24
		% within Occupation of the Respondent	.0%	4.2%	.0%	62.5%	33.3%	100.0%
		% of Total	.0%	.3%	.0%	4.0%	2.2%	6.5%
	Teacher	Count	0	0	0	21	15	36
		% within Occupation of the Respondent	.0%	.0%	.0%	58.3%	41.7%	100.0%
		% of Total	.0%	.0%	.0%	5.6%	4.0%	9.7%
	Employee	Count	0	0	0	26	46	72
		% within Occupation of the Respondent	.0%	.0%	.0%	36.1%	63.9%	100.0%
		% of Total	.0%	.0%	.0%	7.0%	12.4%	19.4%
Total		Count	1	16	31	183	141	372
		% within Occupation of the Respondent	.3%	4.3%	8.3%	49.2%	37.9%	100.0%
		% of Total	.3%	4.3%	8.3%	49.2%	37.9%	100.0%

Chart 5.101
Opinion as per respondent occupation whether Cadet College operates in specific pattern as per quality specification

Table 5.139
Opinion as per respondent gender whether Cadet College operates in specific pattern as per quality specification

			Cadet College operates in specific pattern as per quality specification to identify and solve all related problems of Cadets.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	1	16	25	139	103	284
		% within Gender of the Respondent	.4%	5.6%	8.8%	48.9%	36.3%	100.0%
		% of Total	.3%	4.3%	6.7%	37.4%	27.7%	76.3%
	Female	Count	0	0	6	44	38	88
		% within Gender of the Respondent	.0%	.0%	6.8%	50.0%	43.2%	100.0%
		% of Total	.0%	.0%	1.6%	11.8%	10.2%	23.7%
Total		Count	1	16	31	183	141	372
		% within Gender of the Respondent	.3%	4.3%	8.3%	49.2%	37.9%	100.0%
		% of Total	.3%	4.3%	8.3%	49.2%	37.9%	100.0%

Chart 5.102
Opinion as per respondent gender whether Cadet College operates in specific pattern as per quality specification

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 48.4% respondents strongly agree, in SCC highest 48.4% agree, in FCC highest 50% agree, in BCC highest 51.6% agree, in MGCC highest 59.7% strongly agree and in JGCC highest 66.1% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 52.2% respondents agree, among parents highest 45% agree, among staff highest 62.5% agree, among teachers highest 58.3% agree and among employee highest 63.9% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 48.9% respondents agree and among female respondents highest 50% agree.

5.6.2.4 Analyzing the opinion of participants whether good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets

Table 5.140
Opinion as per respondent ID whether good standard written orders are available and followed as to how House Masters and Teachers will behave with Parents and Cadets

			Good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	2	3	5	26	26	62
		% within ID of the Respondent	3.2%	4.8%	8.1%	41.9%	41.9%	100.0%
		% of Total	.5%	.8%	1.3%	7.0%	7.0%	16.7%
	SCC	Count	0	9	16	17	20	62
		% within ID of the Respondent	.0%	14.5%	25.8%	27.4%	32.3%	100.0%
		% of Total	.0%	2.4%	4.3%	4.6%	5.4%	16.7%
	FCC	Count	0	6	0	41	15	62
		% within ID of the Respondent	.0%	9.7%	.0%	66.1%	24.2%	100.0%
		% of Total	.0%	1.6%	.0%	11.0%	4.0%	16.7%
	BCC	Count	0	5	8	24	25	62
		% within ID of the Respondent	.0%	8.1%	12.9%	38.7%	40.3%	100.0%
		% of Total	.0%	1.3%	2.2%	6.5%	6.7%	16.7%
	MGCC	Count	0	8	5	12	37	62
		% within ID of the Respondent	.0%	12.9%	8.1%	19.4%	59.7%	100.0%
		% of Total	.0%	2.2%	1.3%	3.2%	9.9%	16.7%
	JGCC	Count	0	5	5	34	18	62
		% within ID of the Respondent	.0%	8.1%	8.1%	54.8%	29.0%	100.0%
		% of Total	.0%	1.3%	1.3%	9.1%	4.8%	16.7%
Total		Count	2	36	39	154	141	372
		% within ID of the Respondent	.5%	9.7%	10.5%	41.4%	37.9%	100.0%
		% of Total	.5%	9.7%	10.5%	41.4%	37.9%	100.0%

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Chart 5.103
Opinion as per respondent ID whether good standard written orders are available and followed as to how House Masters and Teachers will behave with Parents and Cadets

Table 5.141
Opinion as per respondent occupation whether good standard written orders are available and followed as to how House Masters and Teachers will behave with Parents and Cadets

			Good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	2	13	22	84	59	180
		% within Occupation of the Respondent	1.1%	7.2%	12.2%	46.7%	32.8%	100.0%
		% of Total	.5%	3.5%	5.9%	22.6%	15.9%	48.4%
	Parents	Count	0	10	17	17	16	60
		% within Occupation of the Respondent	.0%	16.7%	28.3%	28.3%	26.7%	100.0%
		% of Total	.0%	2.7%	4.6%	4.6%	4.3%	16.1%
	Staff	Count	0	5	0	10	9	24
		% within Occupation of the Respondent	.0%	20.8%	.0%	41.7%	37.5%	100.0%
		% of Total	.0%	1.3%	.0%	2.7%	2.4%	6.5%
	Teacher	Count	0	8	0	11	17	36
		% within Occupation of the Respondent	.0%	22.2%	.0%	30.6%	47.2%	100.0%
		% of Total	.0%	2.2%	.0%	3.0%	4.6%	9.7%
	Employee	Count	0	0	0	32	40	72
		% within Occupation of the Respondent	.0%	.0%	.0%	44.4%	55.6%	100.0%
		% of Total	.0%	.0%	.0%	8.6%	10.8%	19.4%
Total		Count	2	36	39	154	141	372
		% within Occupation of the Respondent	.5%	9.7%	10.5%	41.4%	37.9%	100.0%
		% of Total	.5%	9.7%	10.5%	41.4%	37.9%	100.0%

Chart 5.104
Opinion as per respondent occupation whether good standard written orders are available and followed as to how House Masters and Teachers will behave with Parents and Cadets

Table 5.142
Opinion as per respondent gender whether good standard written orders are available and followed as to how House Masters and Teachers will behave with Parents and Cadets

			Good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	2	31	33	121	97	284
		% within Gender of the Respondent	.7%	10.9%	11.6%	42.6%	34.2%	100.0%
		% of Total	.5%	8.3%	8.9%	32.5%	26.1%	76.3%
	Female	Count	0	5	6	33	44	88
		% within Gender of the Respondent	.0%	5.7%	6.8%	37.5%	50.0%	100.0%
		% of Total	.0%	1.3%	1.6%	8.9%	11.8%	23.7%
Total		Count	2	36	39	154	141	372
		% within Gender of the Respondent	.5%	9.7%	10.5%	41.4%	37.9%	100.0%
		% of Total	.5%	9.7%	10.5%	41.4%	37.9%	100.0%

Chart 5.105
Opinion as per respondent gender whether good standard written orders are available and followed as to how House Masters and Teachers will behave with Parents and Cadets

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 41.9% respondents equally agree & strongly agree, in SCC highest 32.3% strongly agree, in FCC highest 66.1% agree, in BCC highest 40.3% strongly agree, in MGCC highest 59.7% strongly agree and in JGCC highest 54.8% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 46.7% respondents agree, among parents highest 28.3% neutral & agree, among staff highest 41.7% agree, among teachers highest 47.2% strongly agree and among employee highest 55.6% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 42.6% respondents agree and among female respondents highest 50% strongly agree.

5.6.2.5 Analyzing the opinion of participants whether College Management believes that they should meet requirements of parents and cadets for good service

Table 5.143
Opinion as per resident ID whether College Management believes that they should meet requirements of parents and cadets

			College Management believes that they should meet requirements of parents and cadets for good service					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	0	1	3	21	37	62
		% within ID of the Respondent	.0%	1.6%	4.8%	33.9%	59.7%	100.0%
		% of Total	.0%	.3%	.8%	5.6%	9.9%	16.7%
	SCC	Count	0	3	3	34	22	62
		% within ID of the Respondent	.0%	4.8%	4.8%	54.8%	35.5%	100.0%
		% of Total	.0%	.8%	.8%	9.1%	5.9%	16.7%
	FCC	Count	2	0	4	28	28	62
		% within ID of the Respondent	3.2%	.0%	6.5%	45.2%	45.2%	100.0%
		% of Total	.5%	.0%	1.1%	7.5%	7.5%	16.7%
	BCC	Count	0	5	14	21	22	62
		% within ID of the Respondent	.0%	8.1%	22.6%	33.9%	35.5%	100.0%
		% of Total	.0%	1.3%	3.8%	5.6%	5.9%	16.7%
	MGCC	Count	0	0	2	29	31	62
		% within ID of the Respondent	.0%	.0%	3.2%	46.8%	50.0%	100.0%
		% of Total	.0%	.0%	.5%	7.8%	8.3%	16.7%
	JGCC	Count	0	0	4	44	14	62
		% within ID of the Respondent	.0%	.0%	6.5%	71.0%	22.6%	100.0%
		% of Total	.0%	.0%	1.1%	11.8%	3.8%	16.7%
Total		Count	2	9	30	177	154	372
		% within ID of the Respondent	.5%	2.4%	8.1%	47.6%	41.4%	100.0%
		% of Total	.5%	2.4%	8.1%	47.6%	41.4%	100.0%

Chart 5.106
Opinion as per resident ID whether College Management believes that they should meet requirements of parents and cadets

Table 5.144
Opinion as per resident occupation whether College Management believes that they should meet requirements of parents and cadets

			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	2	7	20	76	75	180
		% within Occupation of the Respondent	1.1%	3.9%	11.1%	42.2%	41.7%	100.0%
		% of Total	.5%	1.9%	5.4%	20.4%	20.2%	48.4%
	Parents	Count	0	0	0	42	18	60
		% within Occupation of the Respondent	.0%	.0%	.0%	70.0%	30.0%	100.0%
		% of Total	.0%	.0%	.0%	11.3%	4.8%	16.1%
	Staff	Count	0	1	4	14	5	24
		% within Occupation of the Respondent	.0%	4.2%	16.7%	58.3%	20.8%	100.0%
		% of Total	.0%	.3%	1.1%	3.8%	1.3%	6.5%
	Teacher	Count	0	1	6	19	10	36
		% within Occupation of the Respondent	.0%	2.8%	16.7%	52.8%	27.8%	100.0%
		% of Total	.0%	.3%	1.6%	5.1%	2.7%	9.7%
	Employee	Count	0	0	0	26	46	72
		% within Occupation of the Respondent	.0%	.0%	.0%	36.1%	63.9%	100.0%
		% of Total	.0%	.0%	.0%	7.0%	12.4%	19.4%
Total		Count	2	9	30	177	154	372
		% within Occupation of the Respondent	.5%	2.4%	8.1%	47.6%	41.4%	100.0%
		% of Total	.5%	2.4%	8.1%	47.6%	41.4%	100.0%

Chart 5.107
Opinion as per resident occupation whether College Management believes that they should meet requirements of parents and cadets

Table 5.145
Opinion as per resident gender whether College Management believes that they should meet requirements of parents and cadets

			College Management believes that they should meet requirements of parents and cadets for good service					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	2	8	24	137	113	284
		% within Gender of the Respondent	.7%	2.8%	8.5%	48.2%	39.8%	100.0%
		% of Total	.5%	2.2%	6.5%	36.8%	30.4%	76.3%
	Female	Count	0	1	6	40	41	88
		% within Gender of the Respondent	.0%	1.1%	6.8%	45.5%	46.6%	100.0%
		% of Total	.0%	.3%	1.6%	10.8%	11.0%	23.7%
Total		Count	2	9	30	177	154	372
		% within Gender of the Respondent	.5%	2.4%	8.1%	47.6%	41.4%	100.0%
		% of Total	.5%	2.4%	8.1%	47.6%	41.4%	100.0%

Chart 5.108
Opinion as per resident gender whether College Management believes that they should meet requirements of parents and cadets

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 59.7% respondents strongly agree, in SCC highest 54.8% agree, in FCC highest 45.2% equally agree & strongly agree, in BCC highest 35.2% strongly agree, in MGCC highest 50% strongly agree and in JGCC highest 71% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 42.2% respondents agree, among parents highest 70% agree, among staff highest 58.3% agree, among teachers highest 52.8% agree and among employee highest 63.9% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 48.2% respondents agree and among female respondents highest 46.6% strongly agree.

5.6.2.6   Analyzing the opinion of participants whether Cadet College management believes that they should meet requirement of teachers and employees for good service

Table 5.146
Opinion as per respondent ID whether Cadet College management believes that they should meet requirement of teachers and employees

			Cadet College management believes that they should meet requirement of teachers and employees for good service.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	0	3	3	33	23	62
		% within ID of the Respondent	.0%	4.8%	4.8%	53.2%	37.1%	100.0%
		% of Total	.0%	.8%	.8%	8.9%	6.2%	16.7%
	SCC	Count	0	0	8	35	19	62
		% within ID of the Respondent	.0%	.0%	12.9%	56.5%	30.6%	100.0%
		% of Total	.0%	.0%	2.2%	9.4%	5.1%	16.7%
	FCC	Count	0	2	9	36	15	62
		% within ID of the Respondent	.0%	3.2%	14.5%	58.1%	24.2%	100.0%
		% of Total	.0%	.5%	2.4%	9.7%	4.0%	16.7%
	BCC	Count	2	9	2	36	13	62
		% within ID of the Respondent	3.2%	14.5%	3.2%	58.1%	21.0%	100.0%
		% of Total	.5%	2.4%	.5%	9.7%	3.5%	16.7%
	MGCC	Count	3	0	2	15	42	62
		% within ID of the Respondent	4.8%	.0%	3.2%	24.2%	67.7%	100.0%
		% of Total	.8%	.0%	.5%	4.0%	11.3%	16.7%
	JGCC	Count	0	3	4	36	19	62
		% within ID of the Respondent	.0%	4.8%	6.5%	58.1%	30.6%	100.0%
		% of Total	.0%	.8%	1.1%	9.7%	5.1%	16.7%
Total		Count	5	17	28	191	131	372
		% within ID of the Respondent	1.3%	4.6%	7.5%	51.3%	35.2%	100.0%
		% of Total	1.3%	4.6%	7.5%	51.3%	35.2%	100.0%

Chart 5.109
Opinion as per respondent ID whether Cadet College management believes that they should meet requirement of teachers and employees

Table 5.147
Opinion as per respondent occupation whether Cadet College management believes that they should meet requirement of teachers and employees

			Cadet College management believes that they should meet requirement of teachers and employees for good service.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	0	5	19	91	65	180
		% within Occupation of the Respondent	.0%	2.8%	10.6%	50.6%	36.1%	100.0%
		% of Total	.0%	1.3%	5.1%	24.5%	17.5%	48.4%
	Parents	Count	0	0	2	48	10	60
		% within Occupation of the Respondent	.0%	.0%	3.3%	80.0%	16.7%	100.0%
		% of Total	.0%	.0%	.5%	12.9%	2.7%	16.1%
	Staff	Count	2	4	3	12	3	24
		% within Occupation of the Respondent	8.3%	16.7%	12.5%	50.0%	12.5%	100.0%
		% of Total	.5%	1.1%	.8%	3.2%	.8%	6.5%
	Teacher	Count	3	6	4	18	5	36
		% within Occupation of the Respondent	8.3%	16.7%	11.1%	50.0%	13.9%	100.0%
		% of Total	.8%	1.6%	1.1%	4.8%	1.3%	9.7%
	Employee	Count	0	2	0	22	48	72
		% within Occupation of the Respondent	.0%	2.8%	.0%	30.6%	66.7%	100.0%
		% of Total	.0%	.5%	.0%	5.9%	12.9%	19.4%
Total		Count	5	17	28	191	131	372
		% within Occupation of the Respondent	1.3%	4.6%	7.5%	51.3%	35.2%	100.0%
		% of Total	1.3%	4.6%	7.5%	51.3%	35.2%	100.0%

Chart 5.110
Opinion as per respondent occupation whether Cadet College management believes that they should meet requirement of teachers and employees

Table 5.148
Opinion as per respondent gender whether Cadet College management believes that they should meet requirement of teachers and employees

			Cadet College management believes that they should meet requirement of teachers and employees for good service.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	4	15	21	158	86	284
		% within Gender of the Respondent	1.4%	5.3%	7.4%	55.6%	30.3%	100.0%
		% of Total	1.1%	4.0%	5.6%	42.5%	23.1%	76.3%
	Female	Count	1	2	7	33	45	88
		% within Gender of the Respondent	1.1%	2.3%	8.0%	37.5%	51.1%	100.0%
		% of Total	.3%	.5%	1.9%	8.9%	12.1%	23.7%
Total		Count	5	17	28	191	131	372
		% within Gender of the Respondent	1.3%	4.6%	7.5%	51.3%	35.2%	100.0%
		% of Total	1.3%	4.6%	7.5%	51.3%	35.2%	100.0%

Chart 5.111
Opinion as per respondent gender whether Cadet College management believes that they should meet requirement of teachers and employees

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 53.2% respondents agree, in SCC highest 56.5% agree, in FCC highest 58.1% agree, in BCC highest 58.1% agree, in

MGCC highest 67.7% strongly agree and in JGCC highest 58.1% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 50.6% respondents agree, among parents highest 80% agree, among staff highest 50% agree, among teachers highest 50% agree and among employee highest 66.7% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 55.6% respondents agree and among female respondents highest 51.1% strongly agree.

5.6.2.7 Analyzing the opinion of participants whether College leadership has set good priorities over customer contact based strategy and technology based strategy

Table 5.149
Opinion as per respondent ID whether College leadership has set good priorities over customer contact based strategy and technology based strategy

| | | | College leadership has set good priorities over customer contact based strategy and technology based strategy. | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	0	3	16	25	18	62
		% within ID of the Respondent	.0%	4.8%	25.8%	40.3%	29.0%	100.0%
		% of Total	.0%	.8%	4.3%	6.7%	4.8%	16.7%
	SCC	Count	0	3	10	46	3	62
		% within ID of the Respondent	.0%	4.8%	16.1%	74.2%	4.8%	100.0%
		% of Total	.0%	.8%	2.7%	12.4%	.8%	16.7%
	FCC	Count	0	8	21	25	8	62
		% within ID of the Respondent	.0%	12.9%	33.9%	40.3%	12.9%	100.0%
		% of Total	.0%	2.2%	5.6%	6.7%	2.2%	16.7%
	BCC	Count	7	8	24	18	5	62
		% within ID of the Respondent	11.3%	12.9%	38.7%	29.0%	8.1%	100.0%
		% of Total	1.9%	2.2%	6.5%	4.8%	1.3%	16.7%
	MGCC	Count	0	0	18	37	7	62
		% within ID of the Respondent	.0%	.0%	29.0%	59.7%	11.3%	100.0%
		% of Total	.0%	.0%	4.8%	9.9%	1.9%	16.7%
	JGCC	Count	2	14	6	29	11	62
		% within ID of the Respondent	3.2%	22.6%	9.7%	46.8%	17.7%	100.0%
		% of Total	.5%	3.8%	1.6%	7.8%	3.0%	16.7%
Total		Count	9	36	95	180	52	372
		% within ID of the Respondent	2.4%	9.7%	25.5%	48.4%	14.0%	100.0%
		% of Total	2.4%	9.7%	25.5%	48.4%	14.0%	100.0%

Chart 5.112
Opinion as per respondent ID whether College leadership has set good priorities over customer contact based strategy and technology based strategy

Table 5.150
Opinion as per respondent occupation whether College leadership has set good priorities over customer contact based strategy and technology based strategy

			College leadership has set good priorities over customer contact based strategy and technology based strategy.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	2	7	51	87	33	180
		% within Occupation of the Respondent	1.1%	3.9%	28.3%	48.3%	18.3%	100.0%
		% of Total	.5%	1.9%	13.7%	23.4%	8.9%	48.4%
	Parents	Count	5	5	5	42	3	60
		% within Occupation of the Respondent	8.3%	8.3%	8.3%	70.0%	5.0%	100.0%
		% of Total	1.3%	1.3%	1.3%	11.3%	.8%	16.1%
	Staff	Count	1	7	5	10	1	24
		% within Occupation of the Respondent	4.2%	29.2%	20.8%	41.7%	4.2%	100.0%
		% of Total	.3%	1.9%	1.3%	2.7%	.3%	6.5%
	Teacher	Count	1	11	4	17	3	36
		% within Occupation of the Respondent	2.8%	30.6%	11.1%	47.2%	8.3%	100.0%
		% of Total	.3%	3.0%	1.1%	4.6%	.8%	9.7%
	Employee	Count	0	6	30	24	12	72
		% within Occupation of the Respondent	.0%	8.3%	41.7%	33.3%	16.7%	100.0%
		% of Total	.0%	1.6%	8.1%	6.5%	3.2%	19.4%
Total		Count	9	36	95	180	52	372
		% within Occupation of the Respondent	2.4%	9.7%	25.5%	48.4%	14.0%	100.0%
		% of Total	2.4%	9.7%	25.5%	48.4%	14.0%	100.0%

Chart 5.113
Opinion as per respondent occupation whether College leadership has set good priorities over customer contact based strategy and technology based strategy
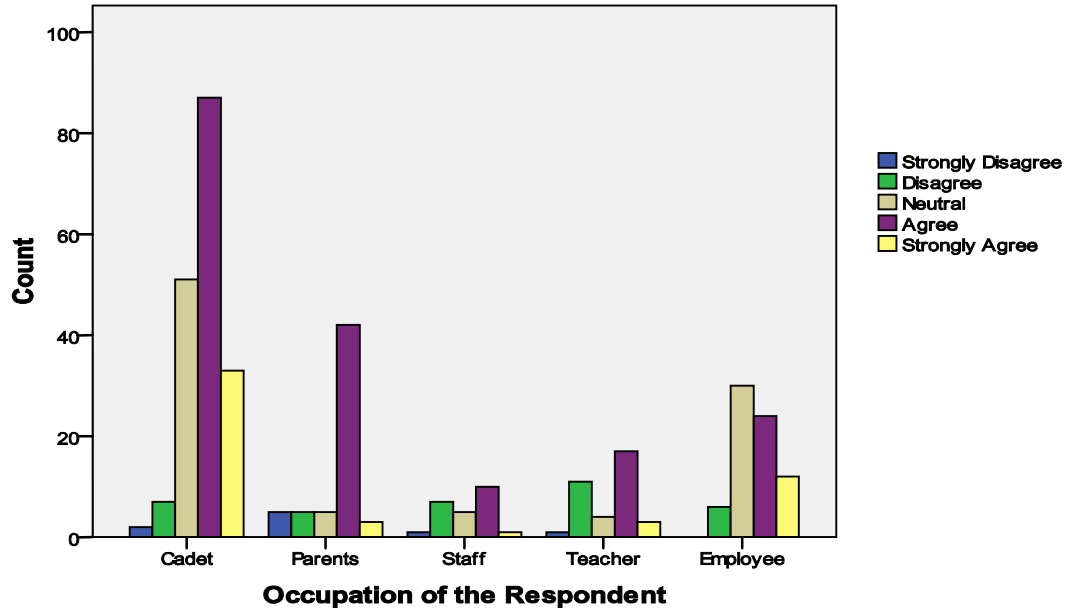
Table 5.151
Opinion as per respondent gender whether College leadership has set good priorities over customer contact based strategy and technology based strategy

			College leadership has set good priorities over customer contact based strategy and technology based strategy.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	8	27	75	137	37	284
		% within Gender of the Respondent	2.8%	9.5%	26.4%	48.2%	13.0%	100.0%
		% of Total	2.2%	7.3%	20.2%	36.8%	9.9%	76.3%
	Female	Count	1	9	20	43	15	88
		% within Gender of the Respondent	1.1%	10.2%	22.7%	48.9%	17.0%	100.0%
		% of Total	.3%	2.4%	5.4%	11.6%	4.0%	23.7%
Total		Count	9	36	95	180	52	372
		% within Gender of the Respondent	2.4%	9.7%	25.5%	48.4%	14.0%	100.0%
		% of Total	2.4%	9.7%	25.5%	48.4%	14.0%	100.0%

Chart 5.114
Opinion as per respondent gender whether College leadership has set good priorities over customer contact based strategy and technology based strategy

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 40.3% respondents agree, in SCC highest 74.2% agree, in FCC highest 40.3% agree, in BCC highest 38.7% neutral, in MGCC highest 59.7% agree and in JGCC highest 46.8% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 48.3% respondents agree, among parents highest 70% agree, among staff highest 41.7% agree, among teachers highest 47.2% agree and among employee highest 41.7% neutral.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 48.2% respondents agree and among female respondents highest 48.9% agree.

5.6.2.8 Analyzing the opinion of participants whether Management cordially feels that quality measurement is worth for long term positive impact

Table 5.152
Opinion as per respondent ID whether management cordially feels that quality measurement is worth for long term positive impact

			Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	1	9	25	27	62
		% within ID of the Respondent	1.6%	14.5%	40.3%	43.5%	100.0%
		% of Total	.3%	2.4%	6.7%	7.3%	16.7%
	SCC	Count	0	11	45	6	62
		% within ID of the Respondent	.0%	17.7%	72.6%	9.7%	100.0%
		% of Total	.0%	3.0%	12.1%	1.6%	16.7%
	FCC	Count	0	17	32	13	62
		% within ID of the Respondent	.0%	27.4%	51.6%	21.0%	100.0%
		% of Total	.0%	4.6%	8.6%	3.5%	16.7%
	BCC	Count	7	13	33	9	62
		% within ID of the Respondent	11.3%	21.0%	53.2%	14.5%	100.0%
		% of Total	1.9%	3.5%	8.9%	2.4%	16.7%
	MGCC	Count	0	7	35	20	62
		% within ID of the Respondent	.0%	11.3%	56.5%	32.3%	100.0%
		% of Total	.0%	1.9%	9.4%	5.4%	16.7%
	JGCC	Count	0	9	49	4	62
		% within ID of the Respondent	.0%	14.5%	79.0%	6.5%	100.0%
		% of Total	.0%	2.4%	13.2%	1.1%	16.7%
Total		Count	8	66	219	79	372
		% within ID of the Respondent	2.2%	17.7%	58.9%	21.2%	100.0%
		% of Total	2.2%	17.7%	58.9%	21.2%	100.0%

Chart 5.115
Opinion as per respondent ID whether management cordially feels that quality measurement is worth for long term positive impact

Table 5.153
Opinion as per respondent occupation whether management cordially feels that quality measurement is worth for long term positive impact

			Management cordially feels that quality measurement is worth for long term positive impact.				
			Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	3	42	89	46	180
		% within Occupation of the Respondent	1.7%	23.3%	49.4%	25.6%	100.0%
		% of Total	.8%	11.3%	23.9%	12.4%	48.4%
	Parents	Count	5	10	37	8	60
		% within Occupation of the Respondent	8.3%	16.7%	61.7%	13.3%	100.0%
		% of Total	1.3%	2.7%	9.9%	2.2%	16.1%
	Staff	Count	0	1	17	6	24
		% within Occupation of the Respondent	.0%	4.2%	70.8%	25.0%	100.0%
		% of Total	.0%	.3%	4.6%	1.6%	6.5%
	Teacher	Count	0	1	24	11	36
		% within Occupation of the Respondent	.0%	2.8%	66.7%	30.6%	100.0%
		% of Total	.0%	.3%	6.5%	3.0%	9.7%
	Employee	Count	0	12	52	8	72
		% within Occupation of the Respondent	.0%	16.7%	72.2%	11.1%	100.0%
		% of Total	.0%	3.2%	14.0%	2.2%	19.4%
Total		Count	8	66	219	79	372
		% within Occupation of the Respondent	2.2%	17.7%	58.9%	21.2%	100.0%
		% of Total	2.2%	17.7%	58.9%	21.2%	100.0%

Chart 5.116
Opinion as per respondent occupation whether management cordially feels that quality measurement is worth for long term positive impact

Table 5.154
Opinion as per respondent gender whether management cordially feels that
quality measurement is worth for long term positive impact

			Management cordially feels that quality measurement is worth for long term positive impact.				
			Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	8	56	164	56	284
		% within Gender of the Respondent	2.8%	19.7%	57.7%	19.7%	100.0%
		% of Total	2.2%	15.1%	44.1%	15.1%	76.3%
	Female	Count	0	10	55	23	88
		% within Gender of the Respondent	.0%	11.4%	62.5%	26.1%	100.0%
		% of Total	.0%	2.7%	14.8%	6.2%	23.7%
Total		Count	8	66	219	79	372
		% within Gender of the Respondent	2.2%	17.7%	58.9%	21.2%	100.0%
		% of Total	2.2%	17.7%	58.9%	21.2%	100.0%

Chart 5.117
Opinion as per respondent gender whether management cordially feels that
quality measurement is worth for long term positive impact

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 43.5% respondents strongly agree, in SCC highest 72.6% agree, in FCC highest 51.6% agree, in BCC highest 53.2% agree, in MGCC highest 56.5% agree and in JGCC highest 79% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 49.4% respondents agree, among parents highest 61.7% agree, among staff highest 70.8% agree, among teachers highest 60.7% agree and among employee highest 72.2% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 57.7% respondents agree and among female respondents highest 62.5% agree.

5.6.2.9 Analyzing the opinion of participants whether Cadet College uses all its resources to ensure quality service to the customers

Table 5.155
Opinion as per respondent ID whether Cadet College uses all its resources to ensure quality service to the customers

			Cadet College uses all its resources to ensure quality service to the customers.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	1	1	10	32	18	62
		% within ID of the Respondent	1.6%	1.6%	16.1%	51.6%	29.0%	100.0%
		% of Total	.3%	.3%	2.7%	8.6%	4.8%	16.7%
	SCC	Count	0	6	4	48	4	62
		% within ID of the Respondent	.0%	9.7%	6.5%	77.4%	6.5%	100.0%
		% of Total	.0%	1.6%	1.1%	12.9%	1.1%	16.7%
	FCC	Count	0	14	2	32	14	62
		% within ID of the Respondent	.0%	22.6%	3.2%	51.6%	22.6%	100.0%
		% of Total	.0%	3.8%	.5%	8.6%	3.8%	16.7%
	BCC	Count	0	12	22	15	13	62
		% within ID of the Respondent	.0%	19.4%	35.5%	24.2%	21.0%	100.0%
		% of Total	.0%	3.2%	5.9%	4.0%	3.5%	16.7%
	MGCC	Count	0	0	10	23	29	62
		% within ID of the Respondent	.0%	.0%	16.1%	37.1%	46.8%	100.0%
		% of Total	.0%	.0%	2.7%	6.2%	7.8%	16.7%
	JGCC	Count	0	0	11	30	21	62
		% within ID of the Respondent	.0%	.0%	17.7%	48.4%	33.9%	100.0%
		% of Total	.0%	.0%	3.0%	8.1%	5.6%	16.7%
Total		Count	1	33	59	180	99	372
		% within ID of the Respondent	.3%	8.9%	15.9%	48.4%	26.6%	100.0%
		% of Total	.3%	8.9%	15.9%	48.4%	26.6%	100.0%

Chart 5.118
Opinion as per respondent ID whether Cadet College uses all its resources to ensure quality service to the customers

Table 5.156
Opinion as per respondent occupation whether Cadet College uses all its resources to ensure quality service to the customers

			Cadet College uses all its resources to ensure quality service to the customers.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	1	22	26	87	44	180
		% within Occupation of the Respondent	.6%	12.2%	14.4%	48.3%	24.4%	100.0%
		% of Total	.3%	5.9%	7.0%	23.4%	11.8%	48.4%
	Parents	Count	0	5	20	30	5	60
		% within Occupation of the Respondent	.0%	8.3%	33.3%	50.0%	8.3%	100.0%
		% of Total	.0%	1.3%	5.4%	8.1%	1.3%	16.1%
	Staff	Count	0	2	3	12	7	24
		% within Occupation of the Respondent	.0%	8.3%	12.5%	50.0%	29.2%	100.0%
		% of Total	.0%	.5%	.8%	3.2%	1.9%	6.5%
	Teacher	Count	0	4	4	17	11	36
		% within Occupation of the Respondent	.0%	11.1%	11.1%	47.2%	30.6%	100.0%
		% of Total	.0%	1.1%	1.1%	4.6%	3.0%	9.7%
	Employee	Count	0	0	6	34	32	72
		% within Occupation of the Respondent	.0%	.0%	8.3%	47.2%	44.4%	100.0%
		% of Total	.0%	.0%	1.6%	9.1%	8.6%	19.4%
Total		Count	1	33	59	180	99	372
		% within Occupation of the Respondent	.3%	8.9%	15.9%	48.4%	26.6%	100.0%
		% of Total	.3%	8.9%	15.9%	48.4%	26.6%	100.0%

Chart 5.119
Opinion as per respondent occupation whether Cadet College uses all its resources to ensure quality service to the customers

Table 5.157
Opinion as per respondent gender whether Cadet College uses all its resources to ensure quality service to the customers

			Cadet College uses all its resources to ensure quality service to the customers.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	1	31	46	141	65	284
		% within Gender of the Respondent	.4%	10.9%	16.2%	49.6%	22.9%	100.0%
		% of Total	.3%	8.3%	12.4%	37.9%	17.5%	76.3%
	Female	Count	0	2	13	39	34	88
		% within Gender of the Respondent	.0%	2.3%	14.8%	44.3%	38.6%	100.0%
		% of Total	.0%	.5%	3.5%	10.5%	9.1%	23.7%
Total		Count	1	33	59	180	99	372
		% within Gender of the Respondent	.3%	8.9%	15.9%	48.4%	26.6%	100.0%
		% of Total	.3%	8.9%	15.9%	48.4%	26.6%	100.0%

Chart 5.120
Opinion as per respondent gender whether Cadet College uses all its resources to ensure quality service to the customers

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 51.6% respondents agree, in SCC highest 77.4% agree, in FCC highest 51.6% agree, in BCC highest 35.5% neutral, in MGCC highest 46.8% strongly agree and in JGCC highest 48.4% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 48.3% respondents agree, among parents highest 50% agree, among staff highest 50% agree, among teachers highest 47.2% agree and among employee highest 47.2% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 49.6% respondents agree and among female respondents highest 44.3% agree.

5.6.2.10 Analyzing the opinion of participants whether in Cadet College standard gap doesn't exist between management perception about customers' expectation and quality specification for service delivery

Table 5.158
Opinion as per respondent ID whether standard gap exists between management perception about consumer expectation and quality specifications set for service delivery

			In your cadet college standard gap exists between management perception about consumer expectation and quality specifications set for service delivery.				
			Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	6	5	26	25	62
		% within ID of the Respondent	9.7%	8.1%	41.9%	40.3%	100.0%
		% of Total	1.6%	1.3%	7.0%	6.7%	16.7%
	SCC	Count	5	3	36	18	62
		% within ID of the Respondent	8.1%	4.8%	58.1%	29.0%	100.0%
		% of Total	1.3%	.8%	9.7%	4.8%	16.7%
	FCC	Count	3	0	36	23	62
		% within ID of the Respondent	4.8%	.0%	58.1%	37.1%	100.0%
		% of Total	.8%	.0%	9.7%	6.2%	16.7%
	BCC	Count	8	2	33	19	62
		% within ID of the Respondent	12.9%	3.2%	53.2%	30.6%	100.0%
		% of Total	2.2%	.5%	8.9%	5.1%	16.7%
	MGCC	Count	0	0	26	36	62
		% within ID of the Respondent	.0%	.0%	41.9%	58.1%	100.0%
		% of Total	.0%	.0%	7.0%	9.7%	16.7%
	JGCC	Count	3	5	47	7	62
		% within ID of the Respondent	4.8%	8.1%	75.8%	11.3%	100.0%
		% of Total	.8%	1.3%	12.6%	1.9%	16.7%
Total		Count	25	15	204	128	372
		% within ID of the Respondent	6.7%	4.0%	54.8%	34.4%	100.0%
		% of Total	6.7%	4.0%	54.8%	34.4%	100.0%

Chart 5.121
Opinion as per respondent ID whether standard gap exists between management perception about consumer expectation and quality specifications set for service delivery

Table 5.159
Opinion as per respondent occupation whether standard gap exists between management perception about consumer expectation and quality specifications set for service delivery

			In your cadet college standard gap exists between management perception about consumer expectation and quality specifications set for service delivery.				Total
			Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	8	10	86	76	180
		% within Occupation of the Respondent	4.4%	5.6%	47.8%	42.2%	100.0%
		% of Total	2.2%	2.7%	23.1%	20.4%	48.4%
	Parents	Count	10	2	40	8	60
		% within Occupation of the Respondent	16.7%	3.3%	66.7%	13.3%	100.0%
		% of Total	2.7%	.5%	10.8%	2.2%	16.1%
	Staff	Count	3	1	12	8	24
		% within Occupation of the Respondent	12.5%	4.2%	50.0%	33.3%	100.0%
		% of Total	.8%	.3%	3.2%	2.2%	6.5%
	Teacher	Count	4	2	16	14	36
		% within Occupation of the Respondent	11.1%	5.6%	44.4%	38.9%	100.0%
		% of Total	1.1%	.5%	4.3%	3.8%	9.7%
	Employee	Count	0	0	50	22	72
		% within Occupation of the Respondent	.0%	.0%	69.4%	30.6%	100.0%
		% of Total	.0%	.0%	13.4%	5.9%	19.4%
Total		Count	25	15	204	128	372
		% within Occupation of the Respondent	6.7%	4.0%	54.8%	34.4%	100.0%
		% of Total	6.7%	4.0%	54.8%	34.4%	100.0%

Chart 5.122
Opinion as per respondent occupation whether standard gap exists between management perception about consumer expectation and quality specifications set for service delivery

Table 5.160
Opinion as per respondent gender whether standard gap exists between
management perception about consumer expectation and quality specifications
set for service delivery

			In your cadet college standard gap exists between management perception about consumer expectation and quality specifications set for service delivery.				Total
			Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	24	12	153	95	284
		% within Gender of the Respondent	8.5%	4.2%	53.9%	33.5%	100.0%
		% of Total	6.5%	3.2%	41.1%	25.5%	76.3%
	Female	Count	1	3	51	33	88
		% within Gender of the Respondent	1.1%	3.4%	58.0%	37.5%	100.0%
		% of Total	.3%	.8%	13.7%	8.9%	23.7%
Total		Count	25	15	204	128	372
		% within Gender of the Respondent	6.7%	4.0%	54.8%	34.4%	100.0%
		% of Total	6.7%	4.0%	54.8%	34.4%	100.0%

Chart 5.123
Opinion as per respondent gender whether standard gap exists between
management perception about consumer expectation and quality specifications
set for service delivery

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 41.9% respondents agree, in SCC highest 58.1% agree, in FCC highest 58.1% agree, in BCC highest 53.2% agree, in MGCC highest 58.1% strongly agree and in JGCC highest 75.8% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 47.8% respondents agree, among parents highest 66.7% agree, among staff highest 50% agree, among teachers highest 44.4% agree and among employee highest 69.4% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 53.9% respondents agree and among female respondents highest 58% agree.

5.6.3 Analyzing Gap-3 (Delivery Gap between the quality specification and actual delivery of service)

Table 5.161
Summary Report of part-1 of Delivery Gap

ID of the Respondent		In Cadet College teachers and employees have willingness to deliver quality service to customers (Q.21).	Cadet College management provide recognition to teachers and employees for quality commitment (Q.22).	Formal process for setting quality of service goals exist and implementation is monitored in Cadet College (Q.23).	In Cadet College teachers and employees are capable of achieving aim and objectives of cadet college (Q.24).	Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution that affect delivery of service (Q.25).
RCC	Mean	4.05	3.97	3.97	4.00	3.63
	N	62	62	62	62	62
	Std. Deviation	.858	.940	.600	.975	5.540
	Median	4.00	4.00	4.00	4.00	3.00
SCC	Mean	4.05	3.56	3.89	3.87	3.23
	N	62	62	62	62	62
	Std. Deviation	.913	.952	.409	.914	1.151
	Median	4.00	4.00	4.00	4.00	3.00
FCC	Mean	4.26	3.82	3.76	4.18	2.56
	N	62	62	62	62	62
	Std. Deviation	.599	.758	.881	.897	1.374
	Median	4.00	4.00	4.00	4.00	2.00
BCC	Mean	3.68	3.60	3.77	4.11	2.35
	N	62	62	62	62	62
	Std. Deviation	.763	.914	.493	1.132	1.175
	Median	4.00	4.00	4.00	5.00	2.00
MGCC	Mean	4.15	4.42	4.44	4.26	2.53
	N	62	62	62	62	62
	Std. Deviation	.438	.588	.617	.599	1.315
	Median	4.00	4.00	4.50	4.00	3.00
JGCC	Mean	4.02	3.89	3.79	4.19	2.79
	N	62	62	62	62	62
	Std. Deviation	.820	.791	.704	.649	1.357
	Median	4.00	4.00	4.00	4.00	3.00
Total	Mean	4.03	3.88	3.94	4.10	2.85
	N	372	372	372	372	372
	Std. Deviation	.766	.875	.674	.884	2.566
	Median	4.00	4.00	4.00	4.00	3.00

Table 5.162
Summary Report of part-2 of Delivery Gap

ID of the Respondent		Cadet College management finds quite difficult to keep teachers and employees at their full potential all the time (Q.26).	Teachers of your Cadet College are sufficiently qualified and trained to perform the service to specification (Q.27).	Teachers are consistent in understanding their role as per the expectation of Cadet College authority, the parents and Cadets (Q.28).	Teachers and employees possess sufficient authority to make independent decisions (Q.29).	In your cadet college delivery gap exists between the quality specification set for service delivery and actual delivery of service (Q.30).
RCC	Mean	2.63	3.87	3.68	2.85	3.81
	N	62	62	62	62	62
	Std. Deviation	1.163	.949	1.037	1.401	1.099
	Median	2.00	4.00	4.00	3.00	4.00
SCC	Mean	3.60	3.89	3.60	2.29	3.66
	N	62	62	62	62	62
	Std. Deviation	1.093	.907	.858	.965	1.055
	Median	4.00	4.00	4.00	2.00	4.00
FCC	Mean	2.40	4.24	3.95	2.76	3.73
	N	62	62	62	62	62
	Std. Deviation	1.247	.881	.711	.970	1.043
	Median	2.00	4.00	4.00	3.00	4.00
BCC	Mean	2.26	4.15	3.95	2.39	2.94
	N	62	62	62	62	62
	Std. Deviation	1.200	.827	1.015	1.150	1.377
	Median	2.00	4.00	4.00	2.00	3.00
MGCC	Mean	2.32	4.26	4.16	2.87	4.00
	N	62	62	62	62	62
	Std. Deviation	1.128	.767	.891	.966	.747
	Median	2.00	4.00	4.00	3.00	4.00
JGCC	Mean	2.68	3.89	3.87	2.40	2.77
	N	62	62	62	62	62
	Std. Deviation	1.156	.870	.527	.896	1.260
	Median	2.00	4.00	4.00	3.00	3.00
Total	Mean	2.65	4.05	3.87	2.59	3.48
	N	372	372	372	372	372
	Std. Deviation	1.243	.880	.873	1.091	1.198
	Median	2.00	4.00	4.00	3.00	4.00

Inference:

From the study of above tables, by applying comparison of mean score achieved (considering highest score 5 and lowest score 1 for each question answered by the respondent), the opinion of each Cadet college is analyzed on different questions to measure 'Delivery Gap'. Basing on question-21 highest mean score achieved by FCC as mean score 4.26 and lowest mean score achieved by BCC as mean 3.68, in question no-22 highest mean score achieved by MGCC as mean 4.42 and lowest mean score achieved by SCC as mean 3.56, in question no-23 highest mean score achieved by MGCC as mean 4.44 and lowest mean score achieved by FCC as mean 3.76, in question no-24 highest mean score achieved by MGCC as mean 4.26 and

lowest mean score achieved by SCC as mean 3.87, in question no-25 highest mean score achieved by RCC as mean 3.63 and lowest mean score achieved by BCC as mean 2.35, in question no-26 highest mean score achieved by SCC as mean 3.60 and lowest mean score achieved by BCC as mean 2.26, in question no-27 highest mean score achieved by MGCC as mean 4.26 and lowest mean score achieved by RCC as mean 3.87, in question no-28 highest mean score achieved by MGCC as mean 4.16 and lowest mean score achieved by SCC as mean 3.60, in question no-29 highest mean score achieved by MGCC as mean 2.87 and lowest mean score achieved by SCC as mean 2.29, in question no-30 highest mean score achieved by MGCC as mean 4.00 and lowest mean score achieved by JGCC as mean 2.77.

5.6.3.1 Analyzing the opinion of participants whether In Cadet College teachers and employees have willingness to deliver quality service to customers as per quality specifications

Table 5.163
Opinion as per respondent ID whether teachers and employees have willingness to deliver quality service to customers

			In Cadet College teachers and employees have willingness to deliver quality service to customers.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	1	3	6	34	18	62
		% within ID of the Respondent	1.6%	4.8%	9.7%	54.8%	29.0%	100.0%
		% of Total	.3%	.8%	1.6%	9.1%	4.8%	16.7%
	SCC	Count	0	5	9	26	22	62
		% within ID of the Respondent	.0%	8.1%	14.5%	41.9%	35.5%	100.0%
		% of Total	.0%	1.3%	2.4%	7.0%	5.9%	16.7%
	FCC	Count	0	0	5	36	21	62
		% within ID of the Respondent	.0%	.0%	8.1%	58.1%	33.9%	100.0%
		% of Total	.0%	.0%	1.3%	9.7%	5.6%	16.7%
	BCC	Count	0	5	16	35	6	62
		% within ID of the Respondent	.0%	8.1%	25.8%	56.5%	9.7%	100.0%
		% of Total	.0%	1.3%	4.3%	9.4%	1.6%	16.7%
	MGCC	Count	0	0	2	49	11	62
		% within ID of the Respondent	.0%	.0%	3.2%	79.0%	17.7%	100.0%
		% of Total	.0%	.0%	.5%	13.2%	3.0%	16.7%
	JGCC	Count	0	6	2	39	15	62
		% within ID of the Respondent	.0%	9.7%	3.2%	62.9%	24.2%	100.0%
		% of Total	.0%	1.6%	.5%	10.5%	4.0%	16.7%
Total		Count	1	19	40	219	93	372
		% within ID of the Respondent	.3%	5.1%	10.8%	58.9%	25.0%	100.0%
		% of Total	.3%	5.1%	10.8%	58.9%	25.0%	100.0%

Chart 5.124
Opinion as per respondent ID whether teachers and employees have willingness to deliver quality service to customers

Table 5.164
Opinion as per respondent occupation whether teachers and employees have willingness to deliver quality service to customers

			Gap-3 In Cadet College teachers and employees have willingness to deliver quality service to customers.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	1	3	33	92	51	180
		% within Occupation of the Respondent	.6%	1.7%	18.3%	51.1%	28.3%	100.0%
		% of Total	.3%	.8%	8.9%	24.7%	13.7%	48.4%
	Parents	Count	0	10	7	38	5	60
		% within Occupation of the Respondent	.0%	16.7%	11.7%	63.3%	8.3%	100.0%
		% of Total	.0%	2.7%	1.9%	10.2%	1.3%	16.1%
	Staff	Count	0	0	0	18	6	24
		% within Occupation of the Respondent	.0%	.0%	.0%	75.0%	25.0%	100.0%
		% of Total	.0%	.0%	.0%	4.8%	1.6%	6.5%
	Teacher	Count	0	0	0	27	9	36
		% within Occupation of the Respondent	.0%	.0%	.0%	75.0%	25.0%	100.0%
		% of Total	.0%	.0%	.0%	7.3%	2.4%	9.7%
	Employee	Count	0	6	0	44	22	72
		% within Occupation of the Respondent	.0%	8.3%	.0%	61.1%	30.6%	100.0%
		% of Total	.0%	1.6%	.0%	11.8%	5.9%	19.4%
Total		Count	1	19	40	219	93	372
		% within Occupation of the Respondent	.3%	5.1%	10.8%	58.9%	25.0%	100.0%
		% of Total	.3%	5.1%	10.8%	58.9%	25.0%	100.0%

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Chart 5.125
Opinion as per respondent occupation whether teachers and employees have willingness to deliver quality service to customers

Table 5.165
Opinion as per respondent gender whether teachers and employees have willingness to deliver quality service to customers

			Gap-3 In Cadet College teachers and employees have willingness to deliver quality service to customers.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	1	17	36	163	67	284
		% within Gender of the Respondent	.4%	6.0%	12.7%	57.4%	23.6%	100.0%
		% of Total	.3%	4.6%	9.7%	43.8%	18.0%	76.3%
	Female	Count	0	2	4	56	26	88
		% within Gender of the Respondent	.0%	2.3%	4.5%	63.6%	29.5%	100.0%
		% of Total	.0%	.5%	1.1%	15.1%	7.0%	23.7%
Total		Count	1	19	40	219	93	372
		% within Gender of the Respondent	.3%	5.1%	10.8%	58.9%	25.0%	100.0%
		% of Total	.3%	5.1%	10.8%	58.9%	25.0%	100.0%

Chart 5.126
Opinion as per respondent gender whether teachers and employees have
willingness to deliver quality service to customers

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 54.8% respondents agree, in SCC highest 41.9% agree, in FCC highest 58.1% agree, in BCC highest 56.5% agree, in MGCC highest 79% agree and in JGCC highest 62.9% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 51.1% respondents agree, among parents highest 63.3% agree, among staff highest 75% agree, among teachers highest 75% agree and among employee highest 61.1% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 57.4% respondents agree and among female respondents highest 63.6% agree.

5.6.3.2 Analyzing the opinion of participants whether Cadet College management provide recognition to teachers and employees for quality commitment

Table 5.166
Opinion as per respondent ID whether Cadet College management provides recognition to teachers and employees for quality commitment

			Cadet College management provide recognition to teachers and employees for quality commitment.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	0	5	13	23	21	62
		% within ID of the Respondent	.0%	8.1%	21.0%	37.1%	33.9%	100.0%
		% of Total	.0%	1.3%	3.5%	6.2%	5.6%	16.7%
	SCC	Count	3	5	14	34	6	62
		% within ID of the Respondent	4.8%	8.1%	22.6%	54.8%	9.7%	100.0%
		% of Total	.8%	1.3%	3.8%	9.1%	1.6%	16.7%
	FCC	Count	0	0	24	25	13	62
		% within ID of the Respondent	.0%	.0%	38.7%	40.3%	21.0%	100.0%
		% of Total	.0%	.0%	6.5%	6.7%	3.5%	16.7%
	BCC	Count	0	10	13	31	8	62
		% within ID of the Respondent	.0%	16.1%	21.0%	50.0%	12.9%	100.0%
		% of Total	.0%	2.7%	3.5%	8.3%	2.2%	16.7%
	MGCC	Count	0	0	3	30	29	62
		% within ID of the Respondent	.0%	.0%	4.8%	48.4%	46.8%	100.0%
		% of Total	.0%	.0%	.8%	8.1%	7.8%	16.7%
	JGCC	Count	0	7	2	44	9	62
		% within ID of the Respondent	.0%	11.3%	3.2%	71.0%	14.5%	100.0%
		% of Total	.0%	1.9%	.5%	11.8%	2.4%	16.7%
Total		Count	3	27	69	187	86	372
		% within ID of the Respondent	.8%	7.3%	18.5%	50.3%	23.1%	100.0%
		% of Total	.8%	7.3%	18.5%	50.3%	23.1%	100.0%

Chart 5.127
Opinion as per respondent ID whether Cadet College management provides recognition to teachers and employees for quality commitment

Table 5.167
Opinion as per respondent occupation whether Cadet College management provides recognition to teachers and employees for quality commitment

			Cadet College management provide recognition to teachers and employees for quality commitment.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	3	8	32	97	40	180
		% within Occupation of the Respondent	1.7%	4.4%	17.8%	53.9%	22.2%	100.0%
		% of Total	.8%	2.2%	8.6%	26.1%	10.8%	48.4%
	Parents	Count	0	5	20	30	5	60
		% within Occupation of the Respondent	.0%	8.3%	33.3%	50.0%	8.3%	100.0%
		% of Total	.0%	1.3%	5.4%	8.1%	1.3%	16.1%
	Staff	Count	0	5	4	11	4	24
		% within Occupation of the Respondent	.0%	20.8%	16.7%	45.8%	16.7%	100.0%
		% of Total	.0%	1.3%	1.1%	3.0%	1.1%	6.5%
	Teacher	Count	0	7	5	19	5	36
		% within Occupation of the Respondent	.0%	19.4%	13.9%	52.8%	13.9%	100.0%
		% of Total	.0%	1.9%	1.3%	5.1%	1.3%	9.7%
	Employee	Count	0	2	8	30	32	72
		% within Occupation of the Respondent	.0%	2.8%	11.1%	41.7%	44.4%	100.0%
		% of Total	.0%	.5%	2.2%	8.1%	8.6%	19.4%
Total		Count	3	27	69	187	86	372
		% within Occupation of the Respondent	.8%	7.3%	18.5%	50.3%	23.1%	100.0%
		% of Total	.8%	7.3%	18.5%	50.3%	23.1%	100.0%

Chart 5.128
Opinion as per respondent occupation whether Cadet College management provides recognition to teachers and employees for quality commitment

Table 5.168
Opinion as per respondent gender whether Cadet College management provides recognition to teachers and employees for quality commitment

			Cadet College management provide recognition to teachers and employees for quality commitment.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	3	22	63	137	59	284
		% within Gender of the Respondent	1.1%	7.7%	22.2%	48.2%	20.8%	100.0%
		% of Total	.8%	5.9%	16.9%	36.8%	15.9%	76.3%
	Female	Count	0	5	6	50	27	88
		% within Gender of the Respondent	.0%	5.7%	6.8%	56.8%	30.7%	100.0%
		% of Total	.0%	1.3%	1.6%	13.4%	7.3%	23.7%
Total		Count	3	27	69	187	86	372
		% within Gender of the Respondent	.8%	7.3%	18.5%	50.3%	23.1%	100.0%
		% of Total	.8%	7.3%	18.5%	50.3%	23.1%	100.0%

Chart 5.129
Opinion as per respondent gender whether Cadet College management provides recognition to teachers and employees for quality commitment

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 37.1% respondents agree, in SCC highest 54.8% agree, in FCC highest 40.3% agree, in BCC highest 50% agree, in MGCC highest 48.4% agree and in JGCC highest 71% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 53.9% respondents agree, among parents highest 50% agree, among staff highest 45.8% agree, among teachers highest 52.8% agree and among employee highest 41.7% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 48.2% respondents agree and among female respondents highest 56.8% agree.

5.6.3.3 Analyzing the opinion of participants whether Formal process for setting quality of service goals exist and implementation is monitored in Cadet College

Table 5.169
Opinion as per respondent ID whether formal process for setting quality of service goals exist and implementation is monitored

			Formal process for setting quality of service goals exist and implementation is monitored in Cadet College.				Total
			Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	1	9	43	9	62
		% within ID of the Respondent	1.6%	14.5%	69.4%	14.5%	100.0%
		% of Total	.3%	2.4%	11.6%	2.4%	16.7%
	SCC	Count	0	9	51	2	62
		% within ID of the Respondent	.0%	14.5%	82.3%	3.2%	100.0%
		% of Total	.0%	2.4%	13.7%	.5%	16.7%
	FCC	Count	8	9	35	10	62
		% within ID of the Respondent	12.9%	14.5%	56.5%	16.1%	100.0%
		% of Total	2.2%	2.4%	9.4%	2.7%	16.7%
	BCC	Count	0	16	44	2	62
		% within ID of the Respondent	.0%	25.8%	71.0%	3.2%	100.0%
		% of Total	.0%	4.3%	11.8%	.5%	16.7%
	MGCC	Count	0	4	27	31	62
		% within ID of the Respondent	.0%	6.5%	43.5%	50.0%	100.0%
		% of Total	.0%	1.1%	7.3%	8.3%	16.7%
	JGCC	Count	5	8	44	5	62
		% within ID of the Respondent	8.1%	12.9%	71.0%	8.1%	100.0%
		% of Total	1.3%	2.2%	11.8%	1.3%	16.7%
Total		Count	14	55	244	59	372
		% within ID of the Respondent	3.8%	14.8%	65.6%	15.9%	100.0%
		% of Total	3.8%	14.8%	65.6%	15.9%	100.0%

Chart 5.130
Opinion as per respondent ID whether formal process for setting quality of service goals exist and implementation is monitored

Table 5.170
Opinion as per respondent occupation whether formal process for setting quality of service goals exist and implementation is monitored

			Formal process for setting quality of service goals exist and implementation is monitored in Cadet College.				
			Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	1	21	123	35	180
		% within Occupation of the Respondent	.6%	11.7%	68.3%	19.4%	100.0%
		% of Total	.3%	5.6%	33.1%	9.4%	48.4%
	Parents	Count	5	13	37	5	60
		% within Occupation of the Respondent	8.3%	21.7%	61.7%	8.3%	100.0%
		% of Total	1.3%	3.5%	9.9%	1.3%	16.1%
	Staff	Count	3	5	13	3	24
		% within Occupation of the Respondent	12.5%	20.8%	54.2%	12.5%	100.0%
		% of Total	.8%	1.3%	3.5%	.8%	6.5%
	Teacher	Count	5	4	21	6	36
		% within Occupation of the Respondent	13.9%	11.1%	58.3%	16.7%	100.0%
		% of Total	1.3%	1.1%	5.6%	1.6%	9.7%
	Employee	Count	0	12	50	10	72
		% within Occupation of the Respondent	.0%	16.7%	69.4%	13.9%	100.0%
		% of Total	.0%	3.2%	13.4%	2.7%	19.4%
Total		Count	14	55	244	59	372
		% within Occupation of the Respondent	3.8%	14.8%	65.6%	15.9%	100.0%
		% of Total	3.8%	14.8%	65.6%	15.9%	100.0%

Chart 5.131
Opinion as per respondent occupation whether formal process for setting quality of service goals exist and implementation is monitored

Table 5.171
Opinion as per respondent gender whether formal process for setting quality of service goals exist and implementation is monitored

			Formal process for setting quality of service goals exist and implementation is monitored in Cadet College.				Total
			Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	12	45	195	32	284
		% within Gender of the Respondent	4.2%	15.8%	68.7%	11.3%	100.0%
		% of Total	3.2%	12.1%	52.4%	8.6%	76.3%
	Female	Count	2	10	49	27	88
		% within Gender of the Respondent	2.3%	11.4%	55.7%	30.7%	100.0%
		% of Total	.5%	2.7%	13.2%	7.3%	23.7%
Total		Count	14	55	244	59	372
		% within Gender of the Respondent	3.8%	14.8%	65.6%	15.9%	100.0%
		% of Total	3.8%	14.8%	65.6%	15.9%	100.0%

Chart 5.132
Opinion as per respondent gender whether formal process for setting quality of service goals exist and implementation is monitored

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 69.4% respondents agree, in SCC highest 82.3% agree, in FCC highest 56.5% agree, in BCC highest 71% agree, in MGCC highest 50% strongly agree and in JGCC highest 71% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 68.3% respondents agree, among parents highest 61.7% agree, among staff highest 54.2% agree, among teachers highest 58.3 % agree and among employee highest 69.4% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 68.7% respondents agree and among female respondents highest 55.7% agree.

5.6.3.4 Analyzing the opinion of participants whether in Cadet College teachers and employees are capable of achieving aim and objectives of Cadet College

Table 5.172
Opinion as per respondent ID whether teachers and employees are capable of achieving aim and objectives of cadet college

| | | | In Cadet College teachers and employees are capable of achieving aim and objectives of cadet college. | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	2	3	8	29	20	62
		% within ID of the Respondent	3.2%	4.8%	12.9%	46.8%	32.3%	100.0%
		% of Total	.5%	.8%	2.2%	7.8%	5.4%	16.7%
	SCC	Count	0	5	15	25	17	62
		% within ID of the Respondent	.0%	8.1%	24.2%	40.3%	27.4%	100.0%
		% of Total	.0%	1.3%	4.0%	6.7%	4.6%	16.7%
	FCC	Count	3	0	2	35	22	62
		% within ID of the Respondent	4.8%	.0%	3.2%	56.5%	35.5%	100.0%
		% of Total	.8%	.0%	.5%	9.4%	5.9%	16.7%
	BCC	Count	0	10	6	13	33	62
		% within ID of the Respondent	.0%	16.1%	9.7%	21.0%	53.2%	100.0%
		% of Total	.0%	2.7%	1.6%	3.5%	8.9%	16.7%
	MGCC	Count	0	0	5	36	21	62
		% within ID of the Respondent	.0%	.0%	8.1%	58.1%	33.9%	100.0%
		% of Total	.0%	.0%	1.3%	9.7%	5.6%	16.7%
	JGCC	Count	0	0	8	34	20	62
		% within ID of the Respondent	.0%	.0%	12.9%	54.8%	32.3%	100.0%
		% of Total	.0%	.0%	2.2%	9.1%	5.4%	16.7%
Total		Count	5	18	44	172	133	372
		% within ID of the Respondent	1.3%	4.8%	11.8%	46.2%	35.8%	100.0%
		% of Total	1.3%	4.8%	11.8%	46.2%	35.8%	100.0%

Chart 5.133
Opinion as per respondent ID whether teachers and employees are capable of achieving aim and objectives of cadet college
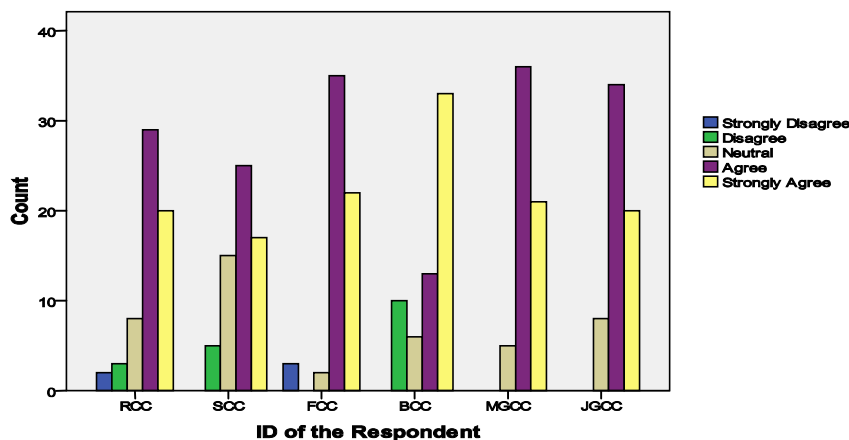
Table 5.173
Opinion as per respondent occupation whether teachers and employees are capable of achieving aim and objectives of cadet college

			In Cadet College teachers and employees are capable of achieving aim and objectives of cadet college.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	5	11	38	89	37	180
		% within Occupation of the Respondent	2.8%	6.1%	21.1%	49.4%	20.6%	100.0%
		% of Total	1.3%	3.0%	10.2%	23.9%	9.9%	48.4%
	Parents	Count	0	7	2	28	23	60
		% within Occupation of the Respondent	.0%	11.7%	3.3%	46.7%	38.3%	100.0%
		% of Total	.0%	1.9%	.5%	7.5%	6.2%	16.1%
	Staff	Count	0	0	2	14	8	24
		% within Occupation of the Respondent	.0%	.0%	8.3%	58.3%	33.3%	100.0%
		% of Total	.0%	.0%	.5%	3.8%	2.2%	6.5%
	Teacher	Count	0	0	2	21	13	36
		% within Occupation of the Respondent	.0%	.0%	5.6%	58.3%	36.1%	100.0%
		% of Total	.0%	.0%	.5%	5.6%	3.5%	9.7%
	Employee	Count	0	0	0	20	52	72
		% within Occupation of the Respondent	.0%	.0%	.0%	27.8%	72.2%	100.0%
		% of Total	.0%	.0%	.0%	5.4%	14.0%	19.4%
Total		Count	5	18	44	172	133	372
		% within Occupation of the Respondent	1.3%	4.8%	11.8%	46.2%	35.8%	100.0%
		% of Total	1.3%	4.8%	11.8%	46.2%	35.8%	100.0%

Chart 5.134
Opinion as per respondent occupation whether teachers and employees are capable of achieving aim and objectives of cadet college

Table 5.174
Opinion as per respondent gender whether teachers and employees are capable of achieving aim and objectives of cadet college

			In Cadet College teachers and employees are capable of achieving aim and objectives of cadet college.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	5	18	33	122	106	284
		% within Gender of the Respondent	1.8%	6.3%	11.6%	43.0%	37.3%	100.0%
		% of Total	1.3%	4.8%	8.9%	32.8%	28.5%	76.3%
	Female	Count	0	0	11	50	27	88
		% within Gender of the Respondent	.0%	.0%	12.5%	56.8%	30.7%	100.0%
		% of Total	.0%	.0%	3.0%	13.4%	7.3%	23.7%
Total		Count	5	18	44	172	133	372
		% within Gender of the Respondent	1.3%	4.8%	11.8%	46.2%	35.8%	100.0%
		% of Total	1.3%	4.8%	11.8%	46.2%	35.8%	100.0%

Chart 5.135
Opinion as per respondent gender whether teachers and employees are capable of achieving aim and objectives of cadet college

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 46.8% respondents agree, in SCC highest 40.3% agree, in FCC highest 56.5% agree, in BCC highest 53.2% strongly agree, in MGCC highest 58.1% agree and in JGCC highest 54.8% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 49.4% respondents agree, among parents highest 46.7% agree, among staff highest 58.3% agree, among teachers highest 58.3% agree and among employee highest 72.2% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 43% respondents agree and among female respondents highest 56.8% agree.

5.6.3.5 Analyzing the opinion of participants whether Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution that affect service delivery

Table 5.175
Opinion as per respondent ID whether teachers of Cadet Colleges possess dissatisfaction and frustration with the institution

| | | | Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution that affect delivery of service. | | | | | | |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	33	Total
ID of the Respondent	RCC	Count	14	14	14	15	3	2	62
		% within ID of the Respondent	22.6%	22.6%	22.6%	24.2%	4.8%	3.2%	100.0%
		% of Total	3.8%	3.8%	3.8%	4.0%	.8%	.5%	16.7%
	SCC	Count	6	6	29	10	11	0	62
		% within ID of the Respondent	9.7%	9.7%	46.8%	16.1%	17.7%	.0%	100.0%
		% of Total	1.6%	1.6%	7.8%	2.7%	3.0%	.0%	16.7%
	FCC	Count	19	13	13	10	7	0	62
		% within ID of the Respondent	30.6%	21.0%	21.0%	16.1%	11.3%	.0%	100.0%
		% of Total	5.1%	3.5%	3.5%	2.7%	1.9%	.0%	16.7%
	BCC	Count	18	19	12	11	2	0	62
		% within ID of the Respondent	29.0%	30.6%	19.4%	17.7%	3.2%	.0%	100.0%
		% of Total	4.8%	5.1%	3.2%	3.0%	.5%	.0%	16.7%
	MGCC	Count	22	2	27	5	6	0	62
		% within ID of the Respondent	35.5%	3.2%	43.5%	8.1%	9.7%	.0%	100.0%
		% of Total	5.9%	.5%	7.3%	1.3%	1.6%	.0%	16.7%
	JGCC	Count	17	6	19	13	7	0	62
		% within ID of the Respondent	27.4%	9.7%	30.6%	21.0%	11.3%	.0%	100.0%
		% of Total	4.6%	1.6%	5.1%	3.5%	1.9%	.0%	16.7%
Total		Count	96	60	114	64	36	2	372
		% within ID of the Respondent	25.8%	16.1%	30.6%	17.2%	9.7%	.5%	100.0%
		% of Total	25.8%	16.1%	30.6%	17.2%	9.7%	.5%	100.0%

Chart 5.136
Opinion as per respondent ID whether teachers of Cadet Colleges possess dissatisfaction and frustration with the institution

Table 5.176
Opinion as per respondent occupation whether teachers of Cadet Colleges possess dissatisfaction and frustration with the institution

			Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution that affect delivery of service.						Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	33	
Occupation of the Respondent	Cadet	Count	52	37	65	20	6	0	180
		% within Occupation of the Respondent	28.9%	20.6%	36.1%	11.1%	3.3%	.0%	100.0%
		% of Total	14.0%	9.9%	17.5%	5.4%	1.6%	.0%	48.4%
	Parents	Count	10	11	17	10	10	2	60
		% within Occupation of the Respondent	16.7%	18.3%	28.3%	16.7%	16.7%	3.3%	100.0%
		% of Total	2.7%	3.0%	4.6%	2.7%	2.7%	.5%	16.1%
	Staff	Count	0	2	4	10	8	0	24
		% within Occupation of the Respondent	.0%	8.3%	16.7%	41.7%	33.3%	.0%	100.0%
		% of Total	.0%	.5%	1.1%	2.7%	2.2%	.0%	6.5%
	Teacher	Count	0	2	8	14	12	0	36
		% within Occupation of the Respondent	.0%	5.6%	22.2%	38.9%	33.3%	.0%	100.0%
		% of Total	.0%	.5%	2.2%	3.8%	3.2%	.0%	9.7%
	Employee	Count	34	8	20	10	0	0	72
		% within Occupation of the Respondent	47.2%	11.1%	27.8%	13.9%	.0%	.0%	100.0%
		% of Total	9.1%	2.2%	5.4%	2.7%	.0%	.0%	19.4%
Total		Count	96	60	114	64	36	2	372
		% within Occupation of the Respondent	25.8%	16.1%	30.6%	17.2%	9.7%	.5%	100.0%
		% of Total	25.8%	16.1%	30.6%	17.2%	9.7%	.5%	100.0%

Chart 5.137
Opinion as per respondent occupation whether teachers of Cadet Colleges possess dissatisfaction and frustration with the institution

Table 5.177
Opinion as per respondent gender whether teachers of Cadet Colleges possess dissatisfaction and frustration with the institution

| | | | Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution that affect delivery of service. | | | | | | Total |
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	33	
Gender of the Respondent	Male	Count	71	53	78	51	29	2	284
		% within Gender of the Respondent	25.0%	18.7%	27.5%	18.0%	10.2%	.7%	100.0%
		% of Total	19.1%	14.2%	21.0%	13.7%	7.8%	.5%	76.3%
	Female	Count	25	7	36	13	7	0	88
		% within Gender of the Respondent	28.4%	8.0%	40.9%	14.8%	8.0%	.0%	100.0%
		% of Total	6.7%	1.9%	9.7%	3.5%	1.9%	.0%	23.7%
Total		Count	96	60	114	64	36	2	372
		% within Gender of the Respondent	25.8%	16.1%	30.6%	17.2%	9.7%	.5%	100.0%
		% of Total	25.8%	16.1%	30.6%	17.2%	9.7%	.5%	100.0%

Chart 5.138
Opinion as per respondent gender whether teachers of Cadet Colleges possess dissatisfaction and frustration with the institution
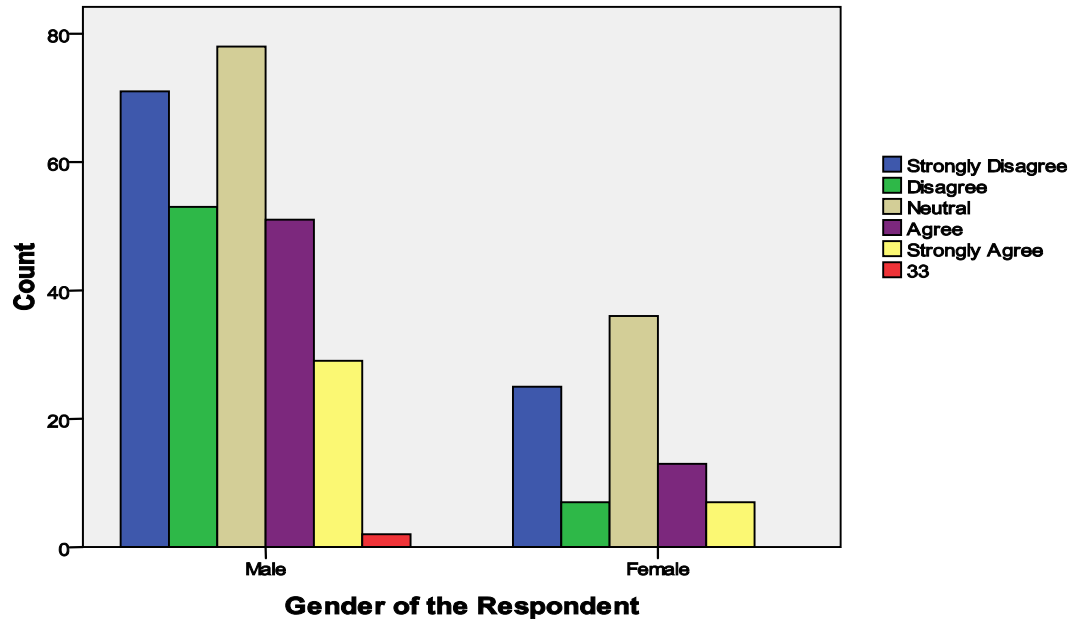
Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 24.2% respondents agree, in SCC highest 46.8% neutral, in FCC highest 30.6% strongly disagree, in BCC highest 30.6% disagree, in MGCC highest 43.5% neutral and in JGCC highest 30.6% neutral with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 36.1% respondents neutral, among parents highest 28.3% neutral, among staff highest 41.7% agree, among teachers highest 38.9% agree and among employee highest 47.2% strongly disagree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 27.5% respondents neutral and among female respondents highest 40.9% neutral.

5.6.3.6 Analyzing the opinion of participants whether Cadet College management finds quite difficult to keep teachers and employees at their full potential all the time

Table 5.178
Opinion as per respondent ID whether Cadet College management finds quite difficult to keep teachers and employees at their full potential

			Cadet College management finds quite difficult to keep teachers and employees at their full potential all the time.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	10	24	10	15	3	62
		% within ID of the Respondent	16.1%	38.7%	16.1%	24.2%	4.8%	100.0%
		% of Total	2.7%	6.5%	2.7%	4.0%	.8%	16.7%
	SCC	Count	2	11	9	28	12	62
		% within ID of the Respondent	3.2%	17.7%	14.5%	45.2%	19.4%	100.0%
		% of Total	.5%	3.0%	2.4%	7.5%	3.2%	16.7%
	FCC	Count	19	20	2	21	0	62
		% within ID of the Respondent	30.6%	32.3%	3.2%	33.9%	.0%	100.0%
		% of Total	5.1%	5.4%	.5%	5.6%	.0%	16.7%
	BCC	Count	18	25	9	5	5	62
		% within ID of the Respondent	29.0%	40.3%	14.5%	8.1%	8.1%	100.0%
		% of Total	4.8%	6.7%	2.4%	1.3%	1.3%	16.7%
	MGCC	Count	20	12	22	6	2	62
		% within ID of the Respondent	32.3%	19.4%	35.5%	9.7%	3.2%	100.0%
		% of Total	5.4%	3.2%	5.9%	1.6%	.5%	16.7%
	JGCC	Count	9	25	7	19	2	62
		% within ID of the Respondent	14.5%	40.3%	11.3%	30.6%	3.2%	100.0%
		% of Total	2.4%	6.7%	1.9%	5.1%	.5%	16.7%
Total		Count	78	117	59	94	24	372
		% within ID of the Respondent	21.0%	31.5%	15.9%	25.3%	6.5%	100.0%
		% of Total	21.0%	31.5%	15.9%	25.3%	6.5%	100.0%

Chart 5.139
Opinion as per respondent ID whether Cadet College management finds quite difficult to keep teachers and employees at their full potential

Table 5.179
Opinion as per respondent occupation whether Cadet College management finds quite difficult to keep teachers and employees at their full potential

			Cadet College management finds quite difficult to keep teachers and employees at their full potential all the time.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	26	49	45	43	17	180
		% within Occupation of the Respondent	14.4%	27.2%	25.0%	23.9%	9.4%	100.0%
		% of Total	7.0%	13.2%	12.1%	11.6%	4.6%	48.4%
	Parents	Count	18	10	5	22	5	60
		% within Occupation of the Respondent	30.0%	16.7%	8.3%	36.7%	8.3%	100.0%
		% of Total	4.8%	2.7%	1.3%	5.9%	1.3%	16.1%
	Staff	Count	2	11	4	6	1	24
		% within Occupation of the Respondent	8.3%	45.8%	16.7%	25.0%	4.2%	100.0%
		% of Total	.5%	3.0%	1.1%	1.6%	.3%	6.5%
	Teacher	Count	4	15	5	11	1	36
		% within Occupation of the Respondent	11.1%	41.7%	13.9%	30.6%	2.8%	100.0%
		% of Total	1.1%	4.0%	1.3%	3.0%	.3%	9.7%
	Employee	Count	28	32	0	12	0	72
		% within Occupation of the Respondent	38.9%	44.4%	.0%	16.7%	.0%	100.0%
		% of Total	7.5%	8.6%	.0%	3.2%	.0%	19.4%
Total		Count	78	117	59	94	24	372
		% within Occupation of the Respondent	21.0%	31.5%	15.9%	25.3%	6.5%	100.0%
		% of Total	21.0%	31.5%	15.9%	25.3%	6.5%	100.0%

Chart 5.140
Opinion as per respondent occupation whether Cadet College management finds quite difficult to keep teachers and employees at their full potential

Table 5.180
Opinion as per respondent gender whether Cadet College management finds quite difficult to keep teachers and employees at their full potential

			Cadet College management finds quite difficult to keep teachers and employees at their full potential all the time.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	63	89	35	76	21	284
		% within Gender of the Respondent	22.2%	31.3%	12.3%	26.8%	7.4%	100.0%
		% of Total	16.9%	23.9%	9.4%	20.4%	5.6%	76.3%
	Female	Count	15	28	24	18	3	88
		% within Gender of the Respondent	17.0%	31.8%	27.3%	20.5%	3.4%	100.0%
		% of Total	4.0%	7.5%	6.5%	4.8%	.8%	23.7%
Total		Count	78	117	59	94	24	372
		% within Gender of the Respondent	21.0%	31.5%	15.9%	25.3%	6.5%	100.0%
		% of Total	21.0%	31.5%	15.9%	25.3%	6.5%	100.0%

Chart 5.141
Opinion as per respondent gender whether Cadet College management finds quite difficult to keep teachers and employees at their full potential

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 38.7% respondents disagree, in SCC highest 45.2% agree, in FCC highest 33.9% agree, in BCC highest 40.3% disagree, in MGCC highest 35.5% neutral and in JGCC highest 40.3% disagree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 27.2% respondents disagree, among parents highest 36.7% agree, among staff highest 45.8% disagree, among teachers highest 41.7% disagree and among employee highest 44.4% disagree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 31.1% respondents disagree and among female respondents highest 31.8% disagree.

5.6.3.7 Analyzing the opinion of participants whether Teachers of Cadet College are sufficiently qualified and trained to perform the service to specification

Table 5.181
Opinion as per respondent ID whether teachers are sufficiently qualified and trained to perform the service to specification

			Teachers of your Cadet College are sufficiently qualified and trained to perform the service to specification.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	2	4	8	34	14	62
		% within ID of the Respondent	3.2%	6.5%	12.9%	54.8%	22.6%	100.0%
		% of Total	.5%	1.1%	2.2%	9.1%	3.8%	16.7%
	SCC	Count	0	8	5	35	14	62
		% within ID of the Respondent	.0%	12.9%	8.1%	56.5%	22.6%	100.0%
		% of Total	.0%	2.2%	1.3%	9.4%	3.8%	16.7%
	FCC	Count	0	6	0	29	27	62
		% within ID of the Respondent	.0%	9.7%	.0%	46.8%	43.5%	100.0%
		% of Total	.0%	1.6%	.0%	7.8%	7.3%	16.7%
	BCC	Count	0	3	8	28	23	62
		% within ID of the Respondent	.0%	4.8%	12.9%	45.2%	37.1%	100.0%
		% of Total	.0%	.8%	2.2%	7.5%	6.2%	16.7%
	MGCC	Count	0	3	3	31	25	62
		% within ID of the Respondent	.0%	4.8%	4.8%	50.0%	40.3%	100.0%
		% of Total	.0%	.8%	.8%	8.3%	6.7%	16.7%
	JGCC	Count	0	6	9	33	14	62
		% within ID of the Respondent	.0%	9.7%	14.5%	53.2%	22.6%	100.0%
		% of Total	.0%	1.6%	2.4%	8.9%	3.8%	16.7%
Total		Count	2	30	33	190	117	372
		% within ID of the Respondent	.5%	8.1%	8.9%	51.1%	31.5%	100.0%
		% of Total	.5%	8.1%	8.9%	51.1%	31.5%	100.0%

Chart 5.142
Opinion as per respondent ID whether teachers are sufficiently qualified and trained to perform the service to specification

Table 5.182
Opinion as per respondent occupation whether teachers are sufficiently qualified and trained to perform the service to specification

			Teachers of your Cadet College are sufficiently qualified and trained to perform the service to specification.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	1	13	16	90	60	180
		% within Occupation of the Respondent	.6%	7.2%	8.9%	50.0%	33.3%	100.0%
		% of Total	.3%	3.5%	4.3%	24.2%	16.1%	48.4%
	Parents	Count	0	5	4	41	10	60
		% within Occupation of the Respondent	.0%	8.3%	6.7%	68.3%	16.7%	100.0%
		% of Total	.0%	1.3%	1.1%	11.0%	2.7%	16.1%
	Staff	Count	1	4	5	11	3	24
		% within Occupation of the Respondent	4.2%	16.7%	20.8%	45.8%	12.5%	100.0%
		% of Total	.3%	1.1%	1.3%	3.0%	.8%	6.5%
	Teacher	Count	0	6	8	18	4	36
		% within Occupation of the Respondent	.0%	16.7%	22.2%	50.0%	11.1%	100.0%
		% of Total	.0%	1.6%	2.2%	4.8%	1.1%	9.7%
	Employee	Count	0	2	0	30	40	72
		% within Occupation of the Respondent	.0%	2.8%	.0%	41.7%	55.6%	100.0%
		% of Total	.0%	.5%	.0%	8.1%	10.8%	19.4%
Total		Count	2	30	33	190	117	372
		% within Occupation of the Respondent	.5%	8.1%	8.9%	51.1%	31.5%	100.0%
		% of Total	.5%	8.1%	8.9%	51.1%	31.5%	100.0%

Chart 5.143
Opinion as per respondent occupation whether teachers are sufficiently qualified and trained to perform the service to specification

Table 5.183
Opinion as per respondent gender whether teachers are sufficiently qualified and trained to perform the service to specification

			Teachers of your Cadet College are sufficiently qualified and trained to perform the service to specification.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	1	21	23	144	95	284
		% within Gender of the Respondent	.4%	7.4%	8.1%	50.7%	33.5%	100.0%
		% of Total	.3%	5.6%	6.2%	38.7%	25.5%	76.3%
	Female	Count	1	9	10	46	22	88
		% within Gender of the Respondent	1.1%	10.2%	11.4%	52.3%	25.0%	100.0%
		% of Total	.3%	2.4%	2.7%	12.4%	5.9%	23.7%
Total		Count	2	30	33	190	117	372
		% within Gender of the Respondent	.5%	8.1%	8.9%	51.1%	31.5%	100.0%
		% of Total	.5%	8.1%	8.9%	51.1%	31.5%	100.0%

Chart 5.144
Opinion as per respondent gender whether teachers are sufficiently qualified and trained to perform the service to specification

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 54.8% respondents agree, in SCC highest 56.5% agree, in FCC highest 46.8% agree, in BCC highest 45.2% agree, in MGCC highest 50% agree and in JGCC highest 53.2% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 50% respondents agree, among parents highest 68.3% agree, among staff highest 45.8% agree, among teachers highest 50% agree and among employee highest 55.6% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 50.7% respondents agree and among female respondents highest 52.3% agree.

5.6.3.8   Analyzing the opinion of participants whether Teachers are consistent in understanding their role as per the expectation of Cadet College authority, the parents and Cadets

Table 5.184
Opinion as per respondent ID whether teachers are consistent in understanding their role as per everybody's expectation

			Teachers are consistent in understanding their role as per the expectation of Cadet College authority, the parents and Cadets.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	2	5	19	21	15	62
		% within ID of the Respondent	3.2%	8.1%	30.6%	33.9%	24.2%	100.0%
		% of Total	.5%	1.3%	5.1%	5.6%	4.0%	16.7%
	SCC	Count	0	9	13	34	6	62
		% within ID of the Respondent	.0%	14.5%	21.0%	54.8%	9.7%	100.0%
		% of Total	.0%	2.4%	3.5%	9.1%	1.6%	16.7%
	FCC	Count	0	5	2	46	9	62
		% within ID of the Respondent	.0%	8.1%	3.2%	74.2%	14.5%	100.0%
		% of Total	.0%	1.3%	.5%	12.4%	2.4%	16.7%
	BCC	Count	2	5	6	30	19	62
		% within ID of the Respondent	3.2%	8.1%	9.7%	48.4%	30.6%	100.0%
		% of Total	.5%	1.3%	1.6%	8.1%	5.1%	16.7%
	MGCC	Count	0	3	11	21	27	62
		% within ID of the Respondent	.0%	4.8%	17.7%	33.9%	43.5%	100.0%
		% of Total	.0%	.8%	3.0%	5.6%	7.3%	16.7%
	JGCC	Count	0	3	4	53	2	62
		% within ID of the Respondent	.0%	4.8%	6.5%	85.5%	3.2%	100.0%
		% of Total	.0%	.8%	1.1%	14.2%	.5%	16.7%
Total		Count	4	30	55	205	78	372
		% within ID of the Respondent	1.1%	8.1%	14.8%	55.1%	21.0%	100.0%
		% of Total	1.1%	8.1%	14.8%	55.1%	21.0%	100.0%

Chart 5.145
Opinion as per respondent ID whether teachers are consistent in understanding their role as per everybody's expectation
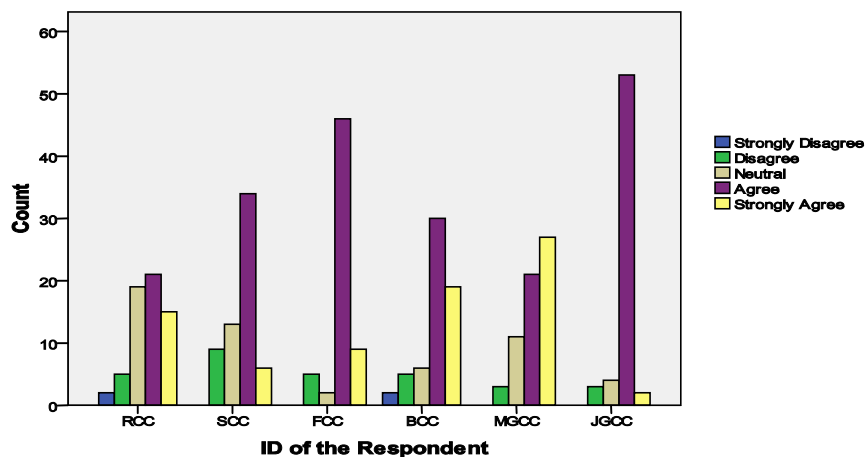
Table 5.185
Opinion as per respondent occupation whether teachers are consistent in understanding their role as per everybody's expectation

			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	2	15	42	94	27	180
		% within Occupation of the Respondent	1.1%	8.3%	23.3%	52.2%	15.0%	100.0%
		% of Total	.5%	4.0%	11.3%	25.3%	7.3%	48.4%
	Parents	Count	0	5	10	33	12	60
		% within Occupation of the Respondent	.0%	8.3%	16.7%	55.0%	20.0%	100.0%
		% of Total	.0%	1.3%	2.7%	8.9%	3.2%	16.1%
	Staff	Count	0	4	1	12	7	24
		% within Occupation of the Respondent	.0%	16.7%	4.2%	50.0%	29.2%	100.0%
		% of Total	.0%	1.1%	.3%	3.2%	1.9%	6.5%
	Teacher	Count	0	6	0	20	10	36
		% within Occupation of the Respondent	.0%	16.7%	.0%	55.6%	27.8%	100.0%
		% of Total	.0%	1.6%	.0%	5.4%	2.7%	9.7%
	Employee	Count	2	0	2	46	22	72
		% within Occupation of the Respondent	2.8%	.0%	2.8%	63.9%	30.6%	100.0%
		% of Total	.5%	.0%	.5%	12.4%	5.9%	19.4%
Total		Count	4	30	55	205	78	372
		% within Occupation of the Respondent	1.1%	8.1%	14.8%	55.1%	21.0%	100.0%
		% of Total	1.1%	8.1%	14.8%	55.1%	21.0%	100.0%

Chart 5.146
Opinion as per respondent occupation whether teachers are consistent in understanding their role as per everybody's expectation
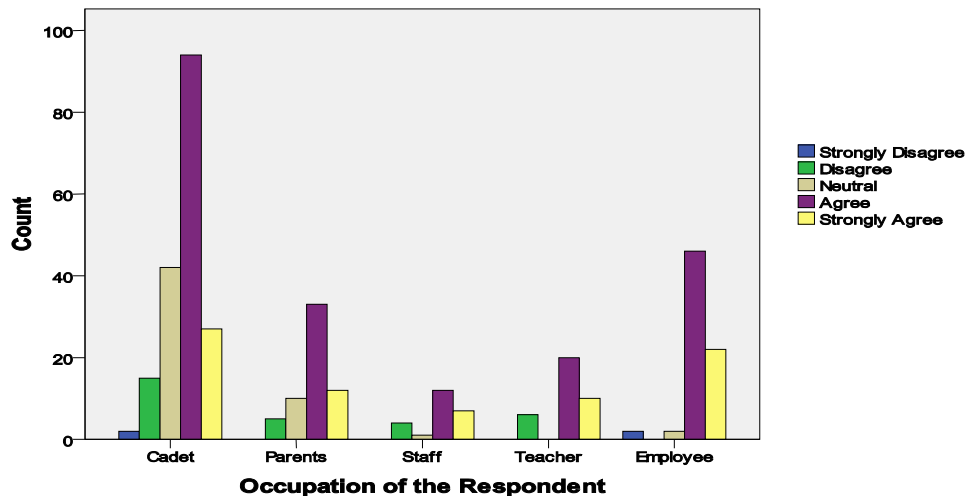
Table 5.186
Opinion as per respondent gender whether teachers are consistent in understanding their role as per everybody's expectation

			Teachers are consistent in understanding their role as per the expectation of Cadet College authority, the parents and Cadets.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	4	27	43	148	62	284
		% within Gender of the Respondent	1.4%	9.5%	15.1%	52.1%	21.8%	100.0%
		% of Total	1.1%	7.3%	11.6%	39.8%	16.7%	76.3%
	Female	Count	0	3	12	57	16	88
		% within Gender of the Respondent	.0%	3.4%	13.6%	64.8%	18.2%	100.0%
		% of Total	.0%	.8%	3.2%	15.3%	4.3%	23.7%
Total		Count	4	30	55	205	78	372
		% within Gender of the Respondent	1.1%	8.1%	14.8%	55.1%	21.0%	100.0%
		% of Total	1.1%	8.1%	14.8%	55.1%	21.0%	100.0%

Chart 5.147
Opinion as per respondent gender whether teachers are consistent in understanding their role as per everybody's expectation

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 33.9% respondents agree, in SCC highest 54.8% agree, in FCC highest 74.2% agree, in BCC highest 48.4% agree, in MGCC highest 43.5% strongly agree and in JGCC highest 85.5% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 52.2% respondents agree, among parents highest 55% agree, among staff highest 50% agree, among teachers highest 55.6% agree and among employee highest 63.9% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 52.1% respondents agree and among female respondents highest 64.8% agree.

5.6.3.9 Analyzing the opinion of participants whether Teachers and employees possess sufficient authority to make independent decisions

Table 5.187
Opinion as per respondent ID whether teachers and employees possess sufficient authority to make independent decisions

			Teachers and employees possess sufficient authority to make independent decisions.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
ID of the Respondent	RCC	Count	13	17	7	16	9	62
		% within ID of the Respondent	21.0%	27.4%	11.3%	25.8%	14.5%	100.0%
		% of Total	3.5%	4.6%	1.9%	4.3%	2.4%	16.7%
	SCC	Count	13	27	13	9	0	62
		% within ID of the Respondent	21.0%	43.5%	21.0%	14.5%	.0%	100.0%
		% of Total	3.5%	7.3%	3.5%	2.4%	.0%	16.7%
	FCC	Count	5	21	22	12	2	62
		% within ID of the Respondent	8.1%	33.9%	35.5%	19.4%	3.2%	100.0%
		% of Total	1.3%	5.6%	5.9%	3.2%	.5%	16.7%
	BCC	Count	13	27	12	5	5	62
		% within ID of the Respondent	21.0%	43.5%	19.4%	8.1%	8.1%	100.0%
		% of Total	3.5%	7.3%	3.2%	1.3%	1.3%	16.7%
	MGCC	Count	8	6	37	8	3	62
		% within ID of the Respondent	12.9%	9.7%	59.7%	12.9%	4.8%	100.0%
		% of Total	2.2%	1.6%	9.9%	2.2%	.8%	16.7%
	JGCC	Count	13	15	30	4	0	62
		% within ID of the Respondent	21.0%	24.2%	48.4%	6.5%	.0%	100.0%
		% of Total	3.5%	4.0%	8.1%	1.1%	.0%	16.7%
Total		Count	65	113	121	54	19	372
		% within ID of the Respondent	17.5%	30.4%	32.5%	14.5%	5.1%	100.0%
		% of Total	17.5%	30.4%	32.5%	14.5%	5.1%	100.0%

Chart 5.148
Opinion as per respondent ID whether teachers and employees possess sufficient authority to make independent decisions
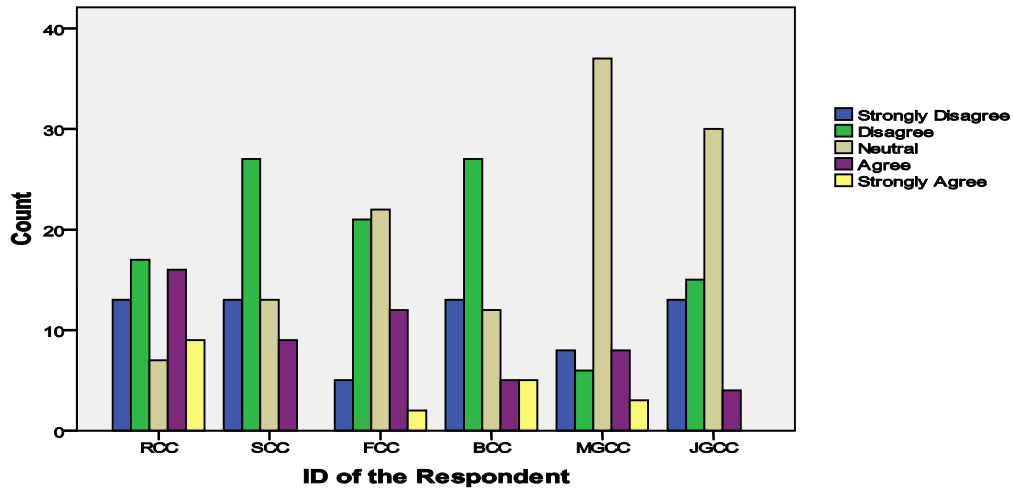
Table 5.188
Opinion as per respondent occupation whether teachers and employees possess sufficient authority to make independent decisions

			Teachers and employees possess sufficient authority to make independent decisions.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	25	42	67	35	11	180
		% within Occupation of the Respondent	13.9%	23.3%	37.2%	19.4%	6.1%	100.0%
		% of Total	6.7%	11.3%	18.0%	9.4%	3.0%	48.4%
	Parents	Count	15	21	15	5	4	60
		% within Occupation of the Respondent	25.0%	35.0%	25.0%	8.3%	6.7%	100.0%
		% of Total	4.0%	5.6%	4.0%	1.3%	1.1%	16.1%
	Staff	Count	8	8	4	3	1	24
		% within Occupation of the Respondent	33.3%	33.3%	16.7%	12.5%	4.2%	100.0%
		% of Total	2.2%	2.2%	1.1%	.8%	.3%	6.5%
	Teacher	Count	13	12	5	5	1	36
		% within Occupation of the Respondent	36.1%	33.3%	13.9%	13.9%	2.8%	100.0%
		% of Total	3.5%	3.2%	1.3%	1.3%	.3%	9.7%
	Employee	Count	4	30	30	6	2	72
		% within Occupation of the Respondent	5.6%	41.7%	41.7%	8.3%	2.8%	100.0%
		% of Total	1.1%	8.1%	8.1%	1.6%	.5%	19.4%
Total		Count	65	113	121	54	19	372
		% within Occupation of the Respondent	17.5%	30.4%	32.5%	14.5%	5.1%	100.0%
		% of Total	17.5%	30.4%	32.5%	14.5%	5.1%	100.0%

Chart 5.149
Opinion as per respondent occupation whether teachers and employees possess sufficient authority to make independent decisions
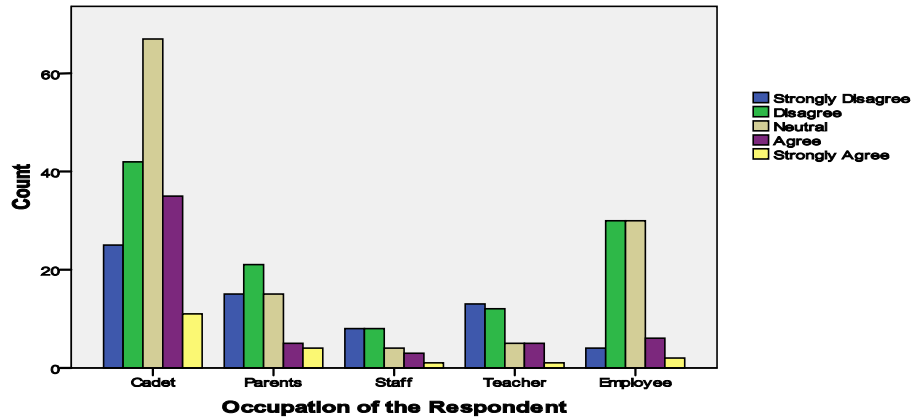
Table 5.189
Opinion as per respondent gender whether teachers and employees possess sufficient authority to make independent decisions

			Teachers and employees possess sufficient authority to make independent decisions.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	54	98	73	43	16	284
		% within Gender of the Respondent	19.0%	34.5%	25.7%	15.1%	5.6%	100.0%
		% of Total	14.5%	26.3%	19.6%	11.6%	4.3%	76.3%
	Female	Count	11	15	48	11	3	88
		% within Gender of the Respondent	12.5%	17.0%	54.5%	12.5%	3.4%	100.0%
		% of Total	3.0%	4.0%	12.9%	3.0%	.8%	23.7%
Total		Count	65	113	121	54	19	372
		% within Gender of the Respondent	17.5%	30.4%	32.5%	14.5%	5.1%	100.0%
		% of Total	17.5%	30.4%	32.5%	14.5%	5.1%	100.0%

Chart 5.150
Opinion as per respondent gender whether teachers and employees possess sufficient authority to make independent decisions

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 27.4% respondents disagree, in SCC highest 43.5% disagree, in FCC highest 35.5% neutral, in BCC highest 43.5% disagree, in MGCC highest 59.7% neutral and in JGCC highest 48.4% neutral with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 37.2% respondents neutral, among parents highest 35% disagree, among staff highest 33.3% equally disagree & strongly disagree, among teachers highest 36.1% strongly disagree and among employee highest 41.7% equally neutral & disagree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 34.5% respondents disagree and among female respondents highest 54.5% neutral.

5.6.3.10 Analyzing the opinion of participants whether in cadet college delivery gap doesn't exist between the quality specification set for service delivery and actual delivery of service

Table 5.190
Opinion as per respondent ID whether delivery gap exists between the quality specification set for service delivery and actual delivery of service

			In your cadet college delivery gap exists between the quality specification set for service delivery and actual delivery of service.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	2	7	11	23	19	62
		% within ID of the Respondent	3.2%	11.3%	17.7%	37.1%	30.6%	100.0%
		% of Total	.5%	1.9%	3.0%	6.2%	5.1%	16.7%
	SCC	Count	0	12	12	23	15	62
		% within ID of the Respondent	.0%	19.4%	19.4%	37.1%	24.2%	100.0%
		% of Total	.0%	3.2%	3.2%	6.2%	4.0%	16.7%
	FCC	Count	0	11	11	24	16	62
		% within ID of the Respondent	.0%	17.7%	17.7%	38.7%	25.8%	100.0%
		% of Total	.0%	3.0%	3.0%	6.5%	4.3%	16.7%
	BCC	Count	11	18	6	18	9	62
		% within ID of the Respondent	17.7%	29.0%	9.7%	29.0%	14.5%	100.0%
		% of Total	3.0%	4.8%	1.6%	4.8%	2.4%	16.7%
	MGCC	Count	0	2	11	34	15	62
		% within ID of the Respondent	.0%	3.2%	17.7%	54.8%	24.2%	100.0%
		% of Total	.0%	.5%	3.0%	9.1%	4.0%	16.7%
	JGCC	Count	13	16	7	24	2	62
		% within ID of the Respondent	21.0%	25.8%	11.3%	38.7%	3.2%	100.0%
		% of Total	3.5%	4.3%	1.9%	6.5%	.5%	16.7%
Total		Count	26	66	58	146	76	372
		% within ID of the Respondent	7.0%	17.7%	15.6%	39.2%	20.4%	100.0%
		% of Total	7.0%	17.7%	15.6%	39.2%	20.4%	100.0%

Chart 5.151
Opinion as per respondent ID whether delivery gap exists between the quality specification set for service delivery and actual delivery of service
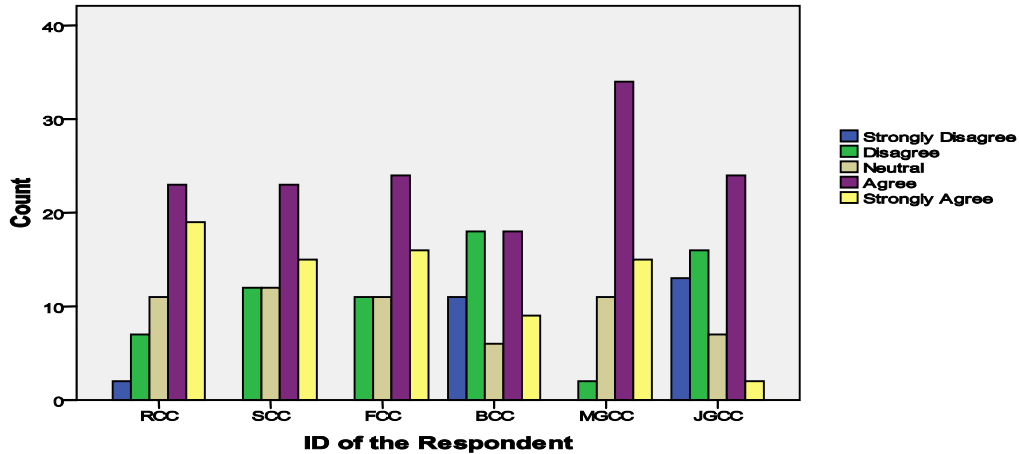
Table 5.191
Opinion as per respondent occupation whether delivery gap exists between the quality specification set for service delivery and actual delivery of service

			In your cadet college delivery gap exists between the quality specification set for service delivery and actual delivery of service.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	7	16	37	78	42	180
		% within Occupation of the Respondent	3.9%	8.9%	20.6%	43.3%	23.3%	100.0%
		% of Total	1.9%	4.3%	9.9%	21.0%	11.3%	48.4%
	Parents	Count	10	10	10	23	7	60
		% within Occupation of the Respondent	16.7%	16.7%	16.7%	38.3%	11.7%	100.0%
		% of Total	2.7%	2.7%	2.7%	6.2%	1.9%	16.1%
	Staff	Count	3	9	4	7	1	24
		% within Occupation of the Respondent	12.5%	37.5%	16.7%	29.2%	4.2%	100.0%
		% of Total	.8%	2.4%	1.1%	1.9%	.3%	6.5%
	Teacher	Count	6	11	7	10	2	36
		% within Occupation of the Respondent	16.7%	30.6%	19.4%	27.8%	5.6%	100.0%
		% of Total	1.6%	3.0%	1.9%	2.7%	.5%	9.7%
	Employee	Count	0	20	0	28	24	72
		% within Occupation of the Respondent	.0%	27.8%	.0%	38.9%	33.3%	100.0%
		% of Total	.0%	5.4%	.0%	7.5%	6.5%	19.4%
Total		Count	26	66	58	146	76	372
		% within Occupation of the Respondent	7.0%	17.7%	15.6%	39.2%	20.4%	100.0%
		% of Total	7.0%	17.7%	15.6%	39.2%	20.4%	100.0%

Chart 5.152
Opinion as per respondent occupation whether delivery gap exists between the quality specification set for service delivery and actual delivery of service
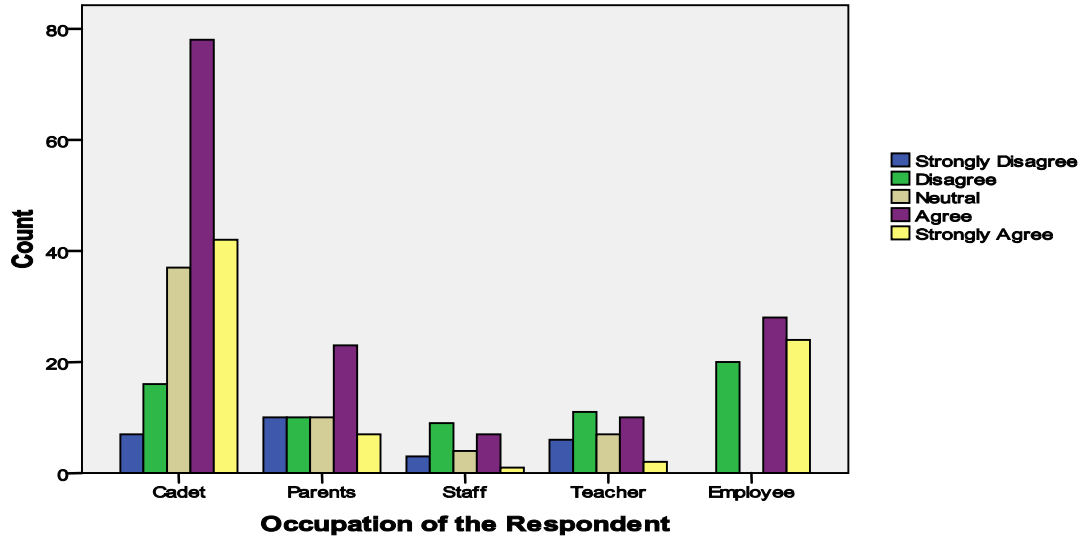
Table 5.192
Opinion as per respondent gender whether delivery gap exists between the quality specification set for service delivery and actual delivery of service

			In your cadet college delivery gap exists between the quality specification set for service delivery and actual delivery of service.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	22	50	43	103	66	284
		% within Gender of the Respondent	7.7%	17.6%	15.1%	36.3%	23.2%	100.0%
		% of Total	5.9%	13.4%	11.6%	27.7%	17.7%	76.3%
	Female	Count	4	16	15	43	10	88
		% within Gender of the Respondent	4.5%	18.2%	17.0%	48.9%	11.4%	100.0%
		% of Total	1.1%	4.3%	4.0%	11.6%	2.7%	23.7%
Total		Count	26	66	58	146	76	372
		% within Gender of the Respondent	7.0%	17.7%	15.6%	39.2%	20.4%	100.0%
		% of Total	7.0%	17.7%	15.6%	39.2%	20.4%	100.0%

Chart 5.153
Opinion as per respondent gender whether delivery gap exists between the quality specification set for service delivery and actual delivery of service

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 37.1% respondents agree, in SCC highest 37.1% agree, in FCC highest 38.7% agree, in BCC highest 29% equally agree & disagree, in MGCC highest 54.8% agree and in JGCC highest 38.7% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 43.3% respondents agree, among parents highest 38.3% agree, among staff highest 37.5% disagree, among teachers highest 30.6% disagree and among employee highest 38.9% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 36.3% respondents agree and among female respondents highest 48.9% agree.

5.6.4 Analyzing Gap-4 (Communication gap between actual quality of service delivered and the quality of service described in external communications.)

Table 5.193
Summary Report of part-1 of Communication Gap

ID of the Respondent		Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation (Q.31).	Cadet College does not over promise about service delivery in Intake circulation to out do other educational institutions of the country (Q.32).	Cadet College maintains good horizontal communication to breech gap between the institution and higher Head quarters (Q.33).	Due to fulfillment of delivery of services as per intake circulation more number of parents are now interested to get their children admitted in this Cadet College (Q.34).	In Cadet College frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc (Q.35).
RCC	Mean	4.05	3.68	4.06	4.13	3.68
	N	62	62	62	62	62
	Std. Deviation	.838	1.252	.847	.820	1.052
	Median	4.00	4.00	4.00	4.00	4.00
SCC	Mean	3.55	3.48	3.90	3.31	3.31
	N	62	62	62	62	62
	Std. Deviation	1.210	.882	.762	1.543	1.001
	Median	4.00	4.00	4.00	4.00	4.00
FCC	Mean	3.92	3.92	4.08	4.16	3.29
	N	62	62	62	62	62
	Std. Deviation	.660	.963	.489	.793	.982
	Median	4.00	4.00	4.00	4.00	3.00
BCC	Mean	3.60	3.90	4.05	3.55	2.89
	N	62	62	62	62	62
	Std. Deviation	.966	.804	.913	1.126	1.243
	Median	4.00	4.00	4.00	3.50	3.00
MGCC	Mean	4.21	3.27	4.32	4.53	3.15
	N	62	62	62	62	62
	Std. Deviation	.656	1.538	.647	.503	1.458
	Median	4.00	4.00	4.00	5.00	4.00
JGCC	Mean	3.55	3.44	3.53	3.55	2.95
	N	62	62	62	62	62
	Std. Deviation	.761	1.236	.882	1.051	1.078
	Median	4.00	4.00	4.00	4.00	3.00
Total	Mean	3.81	3.62	3.99	3.87	3.21
	N	372	372	372	372	372
	Std. Deviation	.903	1.159	.803	1.106	1.170
	Median	4.00	4.00	4.00	4.00	3.00

Table 5.194
Summary Report of part-2 of Communication Gap

ID of the Respondent		Constructive feed back is given from Higher Headquarters to your cadet college management for quality service delivery (Q.36).	Teachers and employees have good practice of giving feed back report to Cadet College authority on any issues (Q.37).	Teachers and employees undergo training in communication skills that help in actual quality service delivery (Q.38).	Teachers and employees are quite vigilant about any happenings inside college and capable of communicating to college authority before it actually happens (Q.39).	In your cadet college communication gap exists between actual quality of service delivered and quality of service described in external communication (Q.40).
RCC	Mean	3.97	4.10	3.82	3.81	4.37
	N	62	62	62	62	62
	Std. Deviation	.768	1.051	1.064	1.171	.707
	Median	4.00	4.00	4.00	4.00	4.00
SCC	Mean	3.77	3.76	3.73	3.85	4.32
	N	62	62	62	62	62
	Std. Deviation	1.062	.740	.908	.956	.719
	Median	4.00	4.00	4.00	4.00	4.00
FCC	Mean	4.03	4.11	3.69	3.90	4.24
	N	62	62	62	62	62
	Std. Deviation	.652	.770	.715	.882	.694
	Median	4.00	4.00	4.00	4.00	4.00
BCC	Mean	3.89	3.60	3.42	3.69	4.19
	N	62	62	62	62	62
	Std. Deviation	.749	.877	.897	1.326	.865
	Median	4.00	4.00	3.50	4.00	4.00
MGCC	Mean	4.00	3.97	4.11	4.48	4.45
	N	62	62	62	62	62
	Std. Deviation	.627	.789	.515	.741	.645
	Median	4.00	4.00	4.00	5.00	5.00
JGCC	Mean	3.87	3.95	3.69	3.95	4.06
	N	62	62	62	62	62
	Std. Deviation	.586	.913	.801	.638	.508
	Median	4.00	4.00	4.00	4.00	4.00
Total	Mean	3.92	3.91	3.74	3.95	4.27
	N	372	372	372	372	372
	Std. Deviation	.757	.877	.854	1.007	.704
	Median	4.00	4.00	4.00	4.00	4.00

Inference:

From the study of above tables, by applying comparison of mean score achieved (considering highest score 5 and lowest score 1 for each question answered by the respondent), the opinion of each Cadet college is analyzed on different questions to measure 'Communication Gap'. Basing on question-31 highest mean score achieved by MGCC as mean score 4.21 and lowest mean score achieved by both SCC & JGCC as mean 3.55, in question no-32 highest mean score achieved by FCC as mean 3.92 and lowest mean score achieved by MGCC as mean 3.27, in question no-33 highest mean score achieved by MGCC as mean 4.32 and lowest mean score

achieved by JGCC as mean 3.53, in question no-34 highest mean score achieved by MGCC as mean 4.53 and lowest mean score achieved by SCC as mean 3.31, in question no-35 highest mean score achieved by RCC as mean 3.68 and lowest mean score achieved by BCC as mean 2.89, in question no-36 highest mean score achieved by FCC as mean 4.03 and lowest mean score achieved by SCC as mean 3.77, in question no-37 highest mean score achieved by FCC as mean 4.11 and lowest mean score achieved by BCC as mean 3.60, in question no-38 highest mean score achieved by MGCC as mean 4.11 and lowest mean score achieved by BCC as mean 3.42, in question no-39 highest mean score achieved by MGCC as mean 4.48 and lowest mean score achieved by BCC as mean 3.69, in question no-40 highest mean score achieved by MGCC as mean 4.45 and lowest mean score achieved by JGCC as mean 4.06.

5.6.4.1 Analyzing the opinion of participants whether Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation

Table 5.195
Opinion as per respondent ID whether Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation

			Gap-4 Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation.				Total
			Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	3	11	28	20	62
		% within ID of the Respondent	4.8%	17.7%	45.2%	32.3%	100.0%
		% of Total	.8%	3.0%	7.5%	5.4%	16.7%
	SCC	Count	21	2	23	16	62
		% within ID of the Respondent	33.9%	3.2%	37.1%	25.8%	100.0%
		% of Total	5.6%	.5%	6.2%	4.3%	16.7%
	FCC	Count	0	16	35	11	62
		% within ID of the Respondent	.0%	25.8%	56.5%	17.7%	100.0%
		% of Total	.0%	4.3%	9.4%	3.0%	16.7%
	BCC	Count	8	22	19	13	62
		% within ID of the Respondent	12.9%	35.5%	30.6%	21.0%	100.0%
		% of Total	2.2%	5.9%	5.1%	3.5%	16.7%
	MGCC	Count	0	8	33	21	62
		% within ID of the Respondent	.0%	12.9%	53.2%	33.9%	100.0%
		% of Total	.0%	2.2%	8.9%	5.6%	16.7%
	JGCC	Count	8	14	38	2	62
		% within ID of the Respondent	12.9%	22.6%	61.3%	3.2%	100.0%
		% of Total	2.2%	3.8%	10.2%	.5%	16.7%
Total		Count	40	73	176	83	372
		% within ID of the Respondent	10.8%	19.6%	47.3%	22.3%	100.0%
		% of Total	10.8%	19.6%	47.3%	22.3%	100.0%

Chart 5.154
Opinion as per respondent ID whether Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation
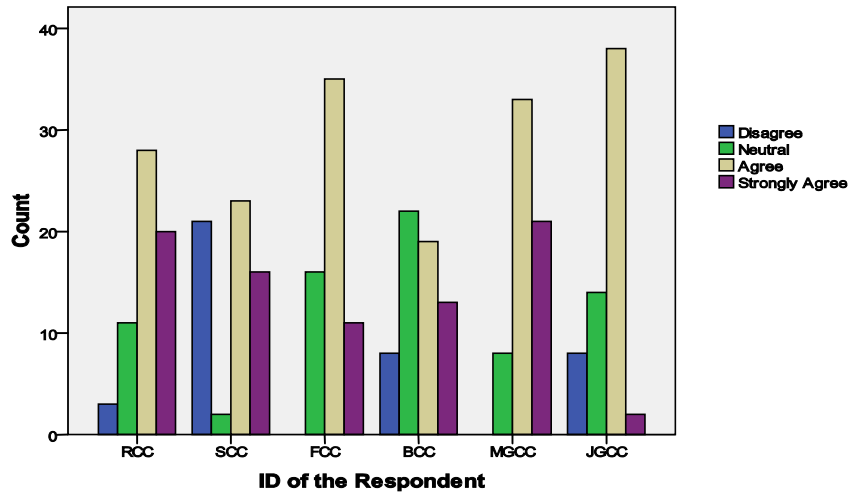
Table 5.196
Opinion as per respondent occupation whether Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation

			Gap-4 Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation.				
			Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	23	46	87	24	180
		% within Occupation of the Respondent	12.8%	25.6%	48.3%	13.3%	100.0%
		% of Total	6.2%	12.4%	23.4%	6.5%	48.4%
	Parents	Count	10	17	23	10	60
		% within Occupation of the Respondent	16.7%	28.3%	38.3%	16.7%	100.0%
		% of Total	2.7%	4.6%	6.2%	2.7%	16.1%
	Staff	Count	1	1	17	5	24
		% within Occupation of the Respondent	4.2%	4.2%	70.8%	20.8%	100.0%
		% of Total	.3%	.3%	4.6%	1.3%	6.5%
	Teacher	Count	0	3	25	8	36
		% within Occupation of the Respondent	.0%	8.3%	69.4%	22.2%	100.0%
		% of Total	.0%	.8%	6.7%	2.2%	9.7%
	Employee	Count	6	6	24	36	72
		% within Occupation of the Respondent	8.3%	8.3%	33.3%	50.0%	100.0%
		% of Total	1.6%	1.6%	6.5%	9.7%	19.4%
Total		Count	40	73	176	83	372
		% within Occupation of the Respondent	10.8%	19.6%	47.3%	22.3%	100.0%
		% of Total	10.8%	19.6%	47.3%	22.3%	100.0%

Chart 5.155
Opinion as per respondent occupation whether Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation
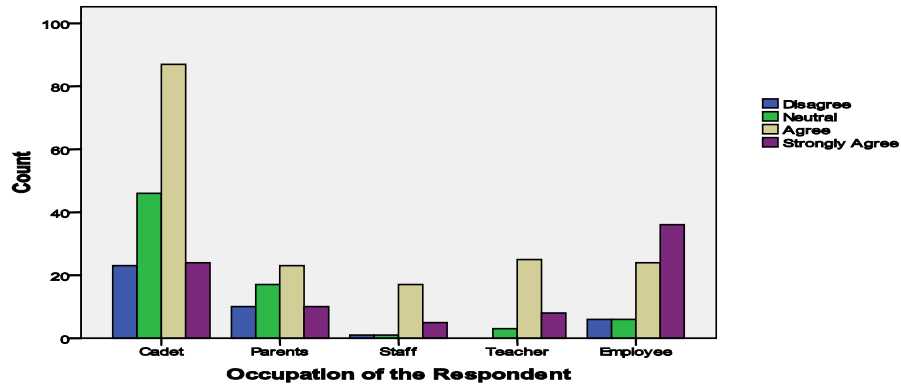
Table 5.197
Opinion as per respondent gender whether Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation

			Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	35	57	120	72	284
		% within Gender of the Respondent	12.3%	20.1%	42.3%	25.4%	100.0%
		% of Total	9.4%	15.3%	32.3%	19.4%	76.3%
	Female	Count	5	16	56	11	88
		% within Gender of the Respondent	5.7%	18.2%	63.6%	12.5%	100.0%
		% of Total	1.3%	4.3%	15.1%	3.0%	23.7%
Total		Count	40	73	176	83	372
		% within Gender of the Respondent	10.8%	19.6%	47.3%	22.3%	100.0%
		% of Total	10.8%	19.6%	47.3%	22.3%	100.0%

Chart 5.156
Opinion as per respondent gender whether Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation.

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 45.2% respondents agree, in SCC highest 37.1% agree, in FCC highest 56.5% agree, in BCC highest 30.6% agree, in MGCC highest 53.2% agree and in JGCC highest 61.3% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 48.3% respondents agree, among parents highest 38.3% agree, among staff highest 70.8% agree, among teachers highest 69.4% agree and among employee highest 50% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 42.3% respondents agree and among female respondents highest 63.6% agree.

5.6.4.2 Analyzing the opinion of participants whether Cadet College does not over promise about service delivery in Intake circulation to outdo other educational institutions of the country

Table 5.198
Opinion as per respondent ID whether Cadet College over promises about service delivery in intake circulation to outdo other educational institutions of the country

			Cadet College does not over promise about service delivery in Intake circulation to outdo other educational institutions of the country.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	5	7	10	21	19	62
		% within ID of the Respondent	8.1%	11.3%	16.1%	33.9%	30.6%	100.0%
		% of Total	1.3%	1.9%	2.7%	5.6%	5.1%	16.7%
	SCC	Count	0	14	6	40	2	62
		% within ID of the Respondent	.0%	22.6%	9.7%	64.5%	3.2%	100.0%
		% of Total	.0%	3.8%	1.6%	10.8%	.5%	16.7%
	FCC	Count	0	8	7	29	18	62
		% within ID of the Respondent	.0%	12.9%	11.3%	46.8%	29.0%	100.0%
		% of Total	.0%	2.2%	1.9%	7.8%	4.8%	16.7%
	BCC	Count	0	3	14	31	14	62
		% within ID of the Respondent	.0%	4.8%	22.6%	50.0%	22.6%	100.0%
		% of Total	.0%	.8%	3.8%	8.3%	3.8%	16.7%
	MGCC	Count	17	2	3	27	13	62
		% within ID of the Respondent	27.4%	3.2%	4.8%	43.5%	21.0%	100.0%
		% of Total	4.6%	.5%	.8%	7.3%	3.5%	16.7%
	JGCC	Count	6	12	2	33	9	62
		% within ID of the Respondent	9.7%	19.4%	3.2%	53.2%	14.5%	100.0%
		% of Total	1.6%	3.2%	.5%	8.9%	2.4%	16.7%
Total		Count	28	46	42	181	75	372
		% within ID of the Respondent	7.5%	12.4%	11.3%	48.7%	20.2%	100.0%
		% of Total	7.5%	12.4%	11.3%	48.7%	20.2%	100.0%

Chart 5.157
Opinion as per respondent ID whether Cadet College over promises about service delivery in intake circulation to outdo other educational institutions of the country
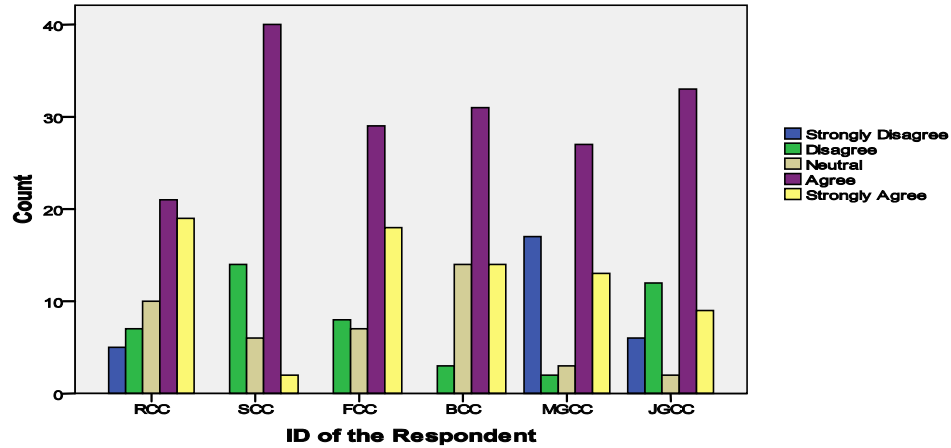
Table 5.199
Opinion as per respondent occupation whether Cadet College over promises about service delivery in intake circulation to outdo other educational institutions of the country

			Cadet College does not over promise about service delivery in Intake circulation to out do other educational institutions of the country.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	0	24	35	79	42	180
		% within Occupation of the Respondent	.0%	13.3%	19.4%	43.9%	23.3%	100.0%
		% of Total	.0%	6.5%	9.4%	21.2%	11.3%	48.4%
	Parents	Count	8	13	7	32	0	60
		% within Occupation of the Respondent	13.3%	21.7%	11.7%	53.3%	.0%	100.0%
		% of Total	2.2%	3.5%	1.9%	8.6%	.0%	16.1%
	Staff	Count	0	1	0	19	4	24
		% within Occupation of the Respondent	.0%	4.2%	.0%	79.2%	16.7%	100.0%
		% of Total	.0%	.3%	.0%	5.1%	1.1%	6.5%
	Teacher	Count	0	2	0	29	5	36
		% within Occupation of the Respondent	.0%	5.6%	.0%	80.6%	13.9%	100.0%
		% of Total	.0%	.5%	.0%	7.8%	1.3%	9.7%
	Employee	Count	20	6	0	22	24	72
		% within Occupation of the Respondent	27.8%	8.3%	.0%	30.6%	33.3%	100.0%
		% of Total	5.4%	1.6%	.0%	5.9%	6.5%	19.4%
Total		Count	28	46	42	181	75	372
		% within Occupation of the Respondent	7.5%	12.4%	11.3%	48.7%	20.2%	100.0%
		% of Total	7.5%	12.4%	11.3%	48.7%	20.2%	100.0%

Chart 5.158
Opinion as per respondent occupation whether Cadet College over promises about service delivery in intake circulation to outdo other educational institutions of the country
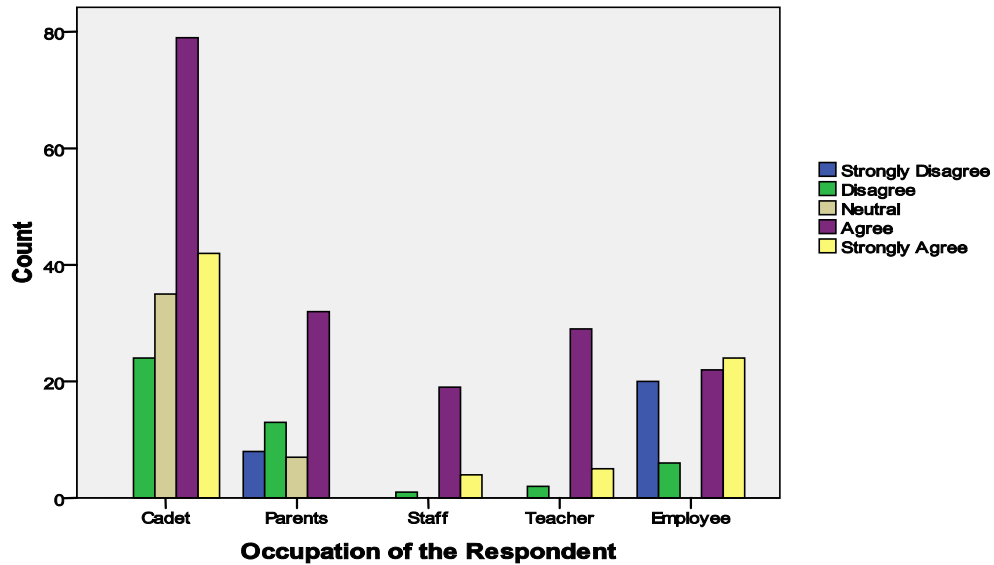
Table 5.200
Opinion as per respondent gender whether Cadet College over promises about service delivery in intake circulation to outdo other educational institutions of the country

			Cadet College does not over promise about service delivery in Intake circulation to out do other educational institutions of the country.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	19	35	37	142	51	284
		% within Gender of the Respondent	6.7%	12.3%	13.0%	50.0%	18.0%	100.0%
		% of Total	5.1%	9.4%	9.9%	38.2%	13.7%	76.3%
	Female	Count	9	11	5	39	24	88
		% within Gender of the Respondent	10.2%	12.5%	5.7%	44.3%	27.3%	100.0%
		% of Total	2.4%	3.0%	1.3%	10.5%	6.5%	23.7%
Total		Count	28	46	42	181	75	372
		% within Gender of the Respondent	7.5%	12.4%	11.3%	48.7%	20.2%	100.0%
		% of Total	7.5%	12.4%	11.3%	48.7%	20.2%	100.0%

Chart 5.159
Opinion as per respondent gender whether Cadet College over promises about service delivery in intake circulation to outdo other educational institutions of the country

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 33.9% respondents agree, in SCC highest 64.5% agree, in FCC highest 46.8% agree, in BCC highest 50% agree, in MGCC highest 43.5% agree and in JGCC highest 53.2% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 43.9% respondents agree, among parents highest 53.3% agree, among staff highest 79.2% agree, among teachers highest 80% agree and among employee highest 33.3% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 50% respondents agree and among female respondents highest 44.3% agree.

5.6.4.3 Analyzing the opinion of participants whether Cadet College maintains good horizontal communication to breech gap between the institution and higher Head quarters

Table 5.201
Opinion as per respondent ID whether Cadet College maintains good horizontal communication to breech gap between the institution and higher Headquarters

			Cadet College maintains good horizontal communication to breech gap between the institution and higher Headquarters.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	1	4	2	38	17	62
		% within ID of the Respondent	1.6%	6.5%	3.2%	61.3%	27.4%	100.0%
		% of Total	.3%	1.1%	.5%	10.2%	4.6%	16.7%
	SCC	Count	0	5	6	41	10	62
		% within ID of the Respondent	.0%	8.1%	9.7%	66.1%	16.1%	100.0%
		% of Total	.0%	1.3%	1.6%	11.0%	2.7%	16.7%
	FCC	Count	0	0	5	47	10	62
		% within ID of the Respondent	.0%	.0%	8.1%	75.8%	16.1%	100.0%
		% of Total	.0%	.0%	1.3%	12.6%	2.7%	16.7%
	BCC	Count	0	3	15	20	24	62
		% within ID of the Respondent	.0%	4.8%	24.2%	32.3%	38.7%	100.0%
		% of Total	.0%	.8%	4.0%	5.4%	6.5%	16.7%
	MGCC	Count	0	0	6	30	26	62
		% within ID of the Respondent	.0%	.0%	9.7%	48.4%	41.9%	100.0%
		% of Total	.0%	.0%	1.6%	8.1%	7.0%	16.7%
	JGCC	Count	0	9	18	28	7	62
		% within ID of the Respondent	.0%	14.5%	29.0%	45.2%	11.3%	100.0%
		% of Total	.0%	2.4%	4.8%	7.5%	1.9%	16.7%
Total		Count	1	21	52	204	94	372
		% within ID of the Respondent	.3%	5.6%	14.0%	54.8%	25.3%	100.0%
		% of Total	.3%	5.6%	14.0%	54.8%	25.3%	100.0%

Chart 5.160
Opinion as per respondent ID whether Cadet College maintains good horizontal communication to breech gap between the institution and higher Headquarters
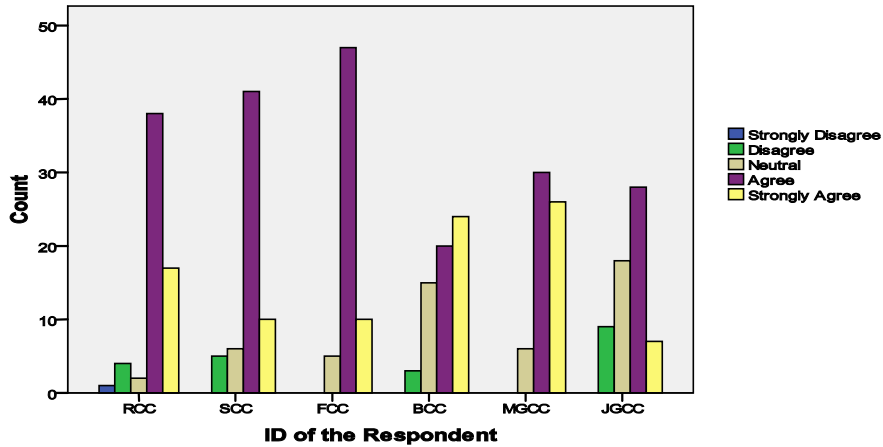
Table 5.202
Opinion as per respondent occupation whether Cadet College maintains good horizontal communication to breech gap between the institution and higher Headquarters

			Cadet College maintains good horizontal communication to breech gap between the institution and higher Head quarters.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	1	8	29	99	43	180
		% within Occupation of the Respondent	.6%	4.4%	16.1%	55.0%	23.9%	100.0%
		% of Total	.3%	2.2%	7.8%	26.6%	11.6%	48.4%
	Parents	Count	0	0	0	50	10	60
		% within Occupation of the Respondent	.0%	.0%	.0%	83.3%	16.7%	100.0%
		% of Total	.0%	.0%	.0%	13.4%	2.7%	16.1%
	Staff	Count	0	3	7	11	3	24
		% within Occupation of the Respondent	.0%	12.5%	29.2%	45.8%	12.5%	100.0%
		% of Total	.0%	.8%	1.9%	3.0%	.8%	6.5%
	Teacher	Count	0	4	10	16	6	36
		% within Occupation of the Respondent	.0%	11.1%	27.8%	44.4%	16.7%	100.0%
		% of Total	.0%	1.1%	2.7%	4.3%	1.6%	9.7%
	Employee	Count	0	6	6	28	32	72
		% within Occupation of the Respondent	.0%	8.3%	8.3%	38.9%	44.4%	100.0%
		% of Total	.0%	1.6%	1.6%	7.5%	8.6%	19.4%
Total		Count	1	21	52	204	94	372
		% within Occupation of the Respondent	.3%	5.6%	14.0%	54.8%	25.3%	100.0%
		% of Total	.3%	5.6%	14.0%	54.8%	25.3%	100.0%

Chart 5.161
Opinion as per respondent occupation whether Cadet College maintains good horizontal communication to breech gap between the institution and higher Headquarters

Table 5.203
Opinion as per respondent gender whether Cadet College maintains good horizontal communication to breech gap between the institution and higher Headquarters

			Cadet College maintains good horizontal communication to breech gap between the institution and higher Head quarters.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	1	17	32	164	70	284
		% within Gender of the Respondent	.4%	6.0%	11.3%	57.7%	24.6%	100.0%
		% of Total	.3%	4.6%	8.6%	44.1%	18.8%	76.3%
	Female	Count	0	4	20	40	24	88
		% within Gender of the Respondent	.0%	4.5%	22.7%	45.5%	27.3%	100.0%
		% of Total	.0%	1.1%	5.4%	10.8%	6.5%	23.7%
Total		Count	1	21	52	204	94	372
		% within Gender of the Respondent	.3%	5.6%	14.0%	54.8%	25.3%	100.0%
		% of Total	.3%	5.6%	14.0%	54.8%	25.3%	100.0%

Chart 5.162
Opinion as per respondent gender whether Cadet College maintains good horizontal communication to breech gap between the institution and higher Headquarters

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 61.3% respondents agree, in SCC highest 66.1% agree, in FCC highest 75.8% agree, in BCC highest 38.7% strongly agree, in MGCC highest 48.4% agree and in JGCC highest 45.2% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 55% respondents agree, among parents highest 83.3% agree, among staff highest 45.8% agree, among teachers highest 44.4% agree and among employee highest 44.4% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 57.7% respondents agree and among female respondents highest 54.8% agree.

5.6.4.4 **Analyzing the opinion of participants whether due to fulfillment of promise as per intake circulation more number of parents are now interested to get their children admitted in this Cadet College**

Table 5.204
Opinion as per respondent ID whether due to fulfillment of delivery of services as per intake circulation more number of parents are interested to get their children admitted in Cadet College

			Due to fulfillment of delivery of services as per intake circulation more number of parents are now interested to get their children admitted in this Cadet College.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	0	3	8	29	22	62
		% within ID of the Respondent	.0%	4.8%	12.9%	46.8%	35.5%	100.0%
		% of Total	.0%	.8%	2.2%	7.8%	5.9%	16.7%
	SCC	Count	11	12	7	11	21	62
		% within ID of the Respondent	17.7%	19.4%	11.3%	17.7%	33.9%	100.0%
		% of Total	3.0%	3.2%	1.9%	3.0%	5.6%	16.7%
	FCC	Count	0	2	9	28	23	62
		% within ID of the Respondent	.0%	3.2%	14.5%	45.2%	37.1%	100.0%
		% of Total	.0%	.5%	2.4%	7.5%	6.2%	16.7%
	BCC	Count	0	14	17	14	17	62
		% within ID of the Respondent	.0%	22.6%	27.4%	22.6%	27.4%	100.0%
		% of Total	.0%	3.8%	4.6%	3.8%	4.6%	16.7%
	MGCC	Count	0	0	0	29	33	62
		% within ID of the Respondent	.0%	.0%	.0%	46.8%	53.2%	100.0%
		% of Total	.0%	.0%	.0%	7.8%	8.9%	16.7%
	JGCC	Count	0	13	15	21	13	62
		% within ID of the Respondent	.0%	21.0%	24.2%	33.9%	21.0%	100.0%
		% of Total	.0%	3.5%	4.0%	5.6%	3.5%	16.7%
Total		Count	11	44	56	132	129	372
		% within ID of the Respondent	3.0%	11.8%	15.1%	35.5%	34.7%	100.0%
		% of Total	3.0%	11.8%	15.1%	35.5%	34.7%	100.0%

Chart 5.163
Opinion as per respondent ID whether due to fulfillment of delivery of services as per intake circulation more number of parents are interested to get their children admitted in Cadet College
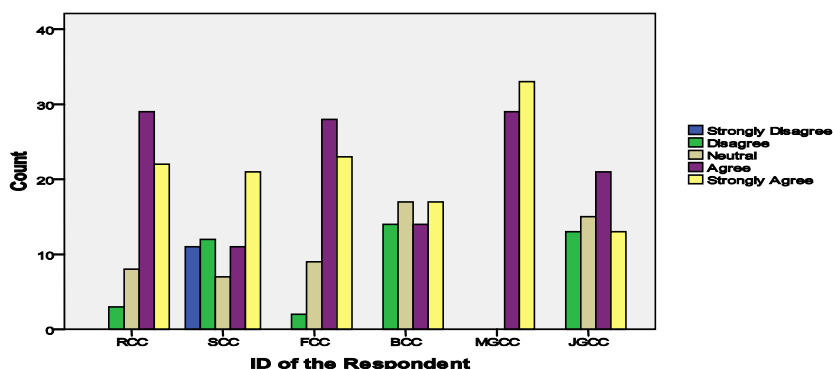
Table 5.205
Opinion as per respondent occupation whether due to fulfillment of delivery of services as per intake circulation more number of parents are interested to get their children admitted in Cadet College

			Due to fulfillment of delivery of services as per intake circulation more number of parents are now interested to get their children admitted in this Cadet College.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	11	20	34	39	76	180
		% within Occupation of the Respondent	6.1%	11.1%	18.9%	21.7%	42.2%	100.0%
		% of Total	3.0%	5.4%	9.1%	10.5%	20.4%	48.4%
	Parents	Count	0	10	10	32	8	60
		% within Occupation of the Respondent	.0%	16.7%	16.7%	53.3%	13.3%	100.0%
		% of Total	.0%	2.7%	2.7%	8.6%	2.2%	16.1%
	Staff	Count	0	0	5	14	5	24
		% within Occupation of the Respondent	.0%	.0%	20.8%	58.3%	20.8%	100.0%
		% of Total	.0%	.0%	1.3%	3.8%	1.3%	6.5%
	Teacher	Count	0	0	7	23	6	36
		% within Occupation of the Respondent	.0%	.0%	19.4%	63.9%	16.7%	100.0%
		% of Total	.0%	.0%	1.9%	6.2%	1.6%	9.7%
	Employee	Count	0	14	0	24	34	72
		% within Occupation of the Respondent	.0%	19.4%	.0%	33.3%	47.2%	100.0%
		% of Total	.0%	3.8%	.0%	6.5%	9.1%	19.4%
Total		Count	11	44	56	132	129	372
		% within Occupation of the Respondent	3.0%	11.8%	15.1%	35.5%	34.7%	100.0%
		% of Total	3.0%	11.8%	15.1%	35.5%	34.7%	100.0%

Chart 5.164
Opinion as per respondent occupation whether due to fulfillment of delivery of services as per intake circulation more number of parents are interested to get their children admitted in Cadet College
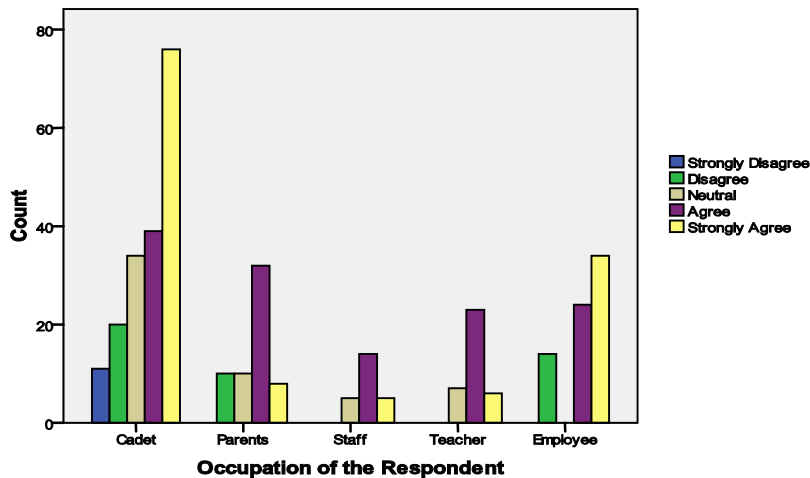
Table 5.206
Opinion as per respondent gender whether due to fulfillment of delivery of services as per intake circulation more number of parents are interested to get their children admitted in Cadet College

			Due to fulfillment of delivery of services as per intake circulation more number of parents are now interested to get their children admitted in this Cadet College.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	11	34	44	101	94	284
		% within Gender of the Respondent	3.9%	12.0%	15.5%	35.6%	33.1%	100.0%
		% of Total	3.0%	9.1%	11.8%	27.2%	25.3%	76.3%
	Female	Count	0	10	12	31	35	88
		% within Gender of the Respondent	.0%	11.4%	13.6%	35.2%	39.8%	100.0%
		% of Total	.0%	2.7%	3.2%	8.3%	9.4%	23.7%
Total		Count	11	44	56	132	129	372
		% within Gender of the Respondent	3.0%	11.8%	15.1%	35.5%	34.7%	100.0%
		% of Total	3.0%	11.8%	15.1%	35.5%	34.7%	100.0%

Chart 5.165
Opinion as per respondent gender whether due to fulfillment of delivery of services as per intake circulation more number of parents are interested to get their children admitted in Cadet College

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 46.8% respondents agree, in SCC highest 33.9% strongly agree, in FCC highest 45.2% agree, in BCC highest 27.4% equally neutral & strongly agree, in MGCC highest 53.2% strongly agree and in JGCC highest 33.9% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 42.2% respondents strongly agree, among parents highest 53.3% agree, among staff highest 58.3% agree, among teachers highest 63.9% agree and among employee highest 47.2% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 35.6% respondents agree and among female respondents highest 39.8% strongly agree.

5.6.4.5 **Analyzing the opinion of participants whether in Cadet College frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.**

Table 5.207
Opinion as per respondent ID whether frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.

			In Cadet College frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	2	6	17	22	15	62
		% within ID of the Respondent	3.2%	9.7%	27.4%	35.5%	24.2%	100.0%
		% of Total	.5%	1.6%	4.6%	5.9%	4.0%	16.7%
	SCC	Count	6	6	13	37	0	62
		% within ID of the Respondent	9.7%	9.7%	21.0%	59.7%	.0%	100.0%
		% of Total	1.6%	1.6%	3.5%	9.9%	.0%	16.7%
	FCC	Count	2	12	19	24	5	62
		% within ID of the Respondent	3.2%	19.4%	30.6%	38.7%	8.1%	100.0%
		% of Total	.5%	3.2%	5.1%	6.5%	1.3%	16.7%
	BCC	Count	13	8	18	19	4	62
		% within ID of the Respondent	21.0%	12.9%	29.0%	30.6%	6.5%	100.0%
		% of Total	3.5%	2.2%	4.8%	5.1%	1.1%	16.7%
	MGCC	Count	17	3	3	32	7	62
		% within ID of the Respondent	27.4%	4.8%	4.8%	51.6%	11.3%	100.0%
		% of Total	4.6%	.8%	.8%	8.6%	1.9%	16.7%
	JGCC	Count	2	22	24	5	9	62
		% within ID of the Respondent	3.2%	35.5%	38.7%	8.1%	14.5%	100.0%
		% of Total	.5%	5.9%	6.5%	1.3%	2.4%	16.7%
Total		Count	42	57	94	139	40	372
		% within ID of the Respondent	11.3%	15.3%	25.3%	37.4%	10.8%	100.0%
		% of Total	11.3%	15.3%	25.3%	37.4%	10.8%	100.0%

Chart 5.166
Opinion as per respondent ID whether frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.
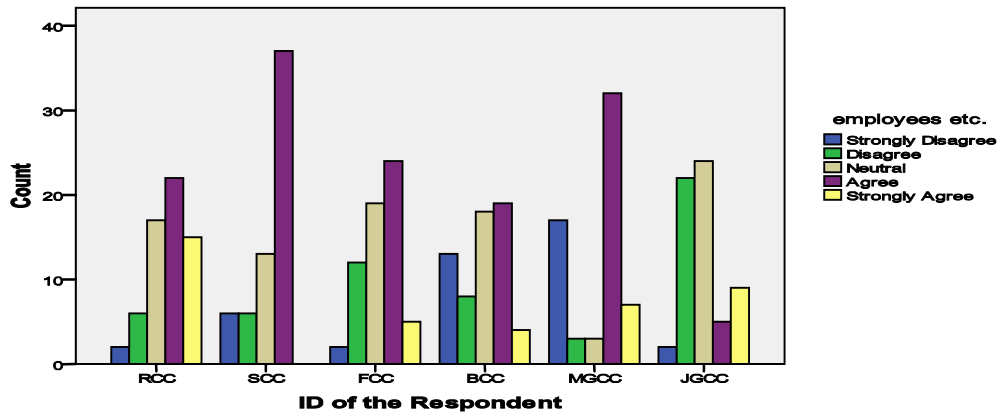
Table 5.208
Opinion as per respondent occupation whether frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.

			In Cadet College frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	4	17	48	82	29	180
		% within Occupation of the Respondent	2.2%	9.4%	26.7%	45.6%	16.1%	100.0%
		% of Total	1.1%	4.6%	12.9%	22.0%	7.8%	48.4%
	Parents	Count	10	10	10	28	2	60
		% within Occupation of the Respondent	16.7%	16.7%	16.7%	46.7%	3.3%	100.0%
		% of Total	2.7%	2.7%	2.7%	7.5%	.5%	16.1%
	Staff	Count	1	3	10	9	1	24
		% within Occupation of the Respondent	4.2%	12.5%	41.7%	37.5%	4.2%	100.0%
		% of Total	.3%	.8%	2.7%	2.4%	.3%	6.5%
	Teacher	Count	1	7	14	12	2	36
		% within Occupation of the Respondent	2.8%	19.4%	38.9%	33.3%	5.6%	100.0%
		% of Total	.3%	1.9%	3.8%	3.2%	.5%	9.7%
	Employee	Count	26	20	12	8	6	72
		% within Occupation of the Respondent	36.1%	27.8%	16.7%	11.1%	8.3%	100.0%
		% of Total	7.0%	5.4%	3.2%	2.2%	1.6%	19.4%
Total		Count	42	57	94	139	40	372
		% within Occupation of the Respondent	11.3%	15.3%	25.3%	37.4%	10.8%	100.0%
		% of Total	11.3%	15.3%	25.3%	37.4%	10.8%	100.0%

Chart 5.167
Opinion as per respondent occupation whether frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.
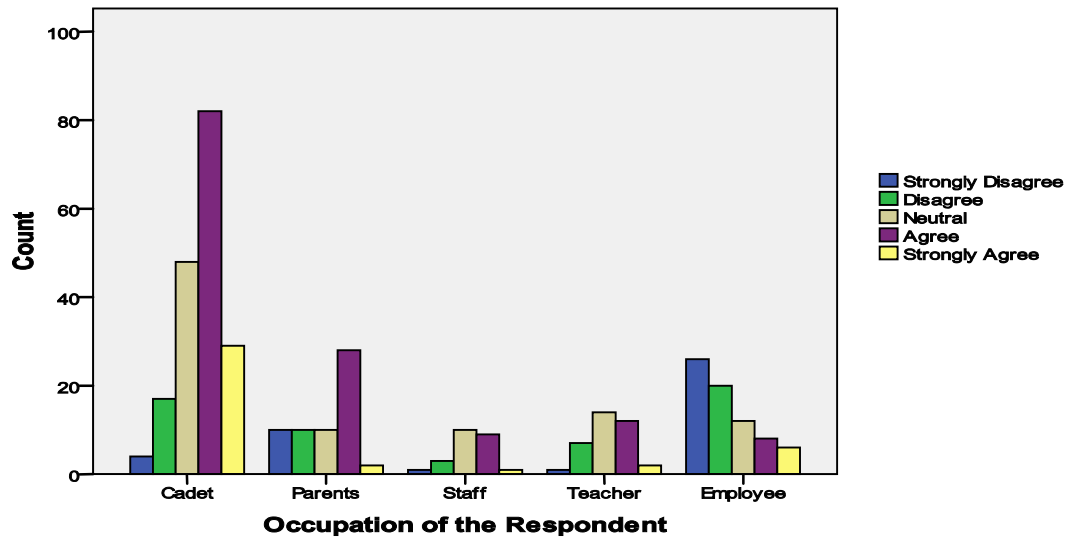
Table 5.209
Opinion as per respondent gender whether frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.

			In Cadet College frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Gender of the Respondent	Male	Count	34	46	75	107	22	284
		% within Gender of the Respondent	12.0%	16.2%	26.4%	37.7%	7.7%	100.0%
		% of Total	9.1%	12.4%	20.2%	28.8%	5.9%	76.3%
	Female	Count	8	11	19	32	18	88
		% within Gender of the Respondent	9.1%	12.5%	21.6%	36.4%	20.5%	100.0%
		% of Total	2.2%	3.0%	5.1%	8.6%	4.8%	23.7%
Total		Count	42	57	94	139	40	372
		% within Gender of the Respondent	11.3%	15.3%	25.3%	37.4%	10.8%	100.0%
		% of Total	11.3%	15.3%	25.3%	37.4%	10.8%	100.0%

Chart 5.168
Opinion as per respondent gender whether frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.
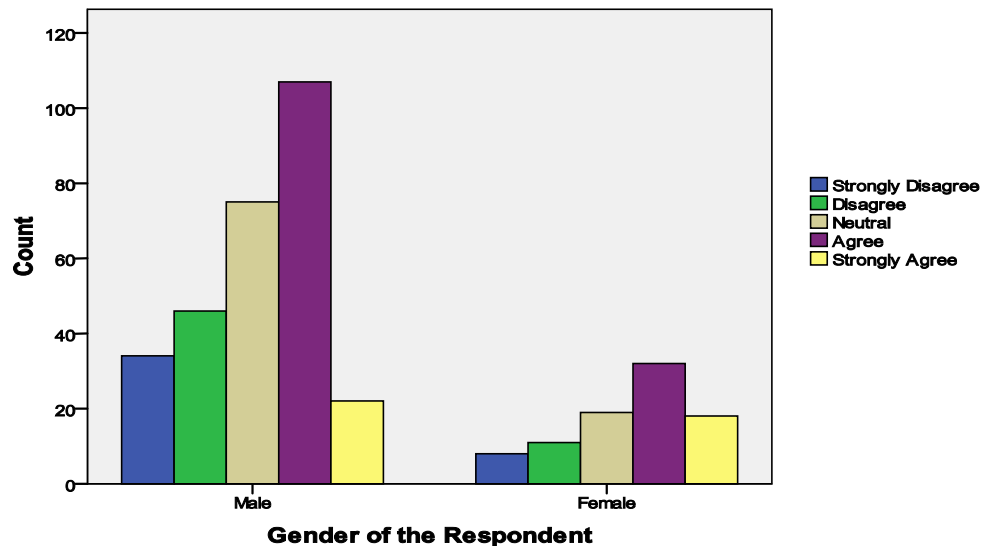
Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 35.5% respondents agree, in SCC highest 59.7% agree, in FCC highest 38.7% agree, in BCC highest 30.6% agree, in MGCC highest 51.6% agree and in JGCC highest 38.7% neutral with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 45.6% respondents agree, among parents highest 46.7% agree, among staff highest 41.7% neutral, among teachers highest 38.9% neutral and among employee highest 36.1% strongly disagree with the proposition.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 37.7% respondents agree and among female respondents highest 36.4% agree.

5.6.4.6   Analyzing the opinion of participants whether constructive feedback is given from higher Headquarters to your cadet college management for quality service delivery

Table 5.210
Opinion as per respondent ID whether constructive feedback is given from higher Headquarters to college management for quality service delivery

			Constructive feedback is given from Higher Headquarters to your cadet college management for quality service delivery.				Total
			Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	4	7	38	13	62
		% within ID of the Respondent	6.5%	11.3%	61.3%	21.0%	100.0%
		% of Total	1.1%	1.9%	10.2%	3.5%	16.7%
	SCC	Count	11	10	23	18	62
		% within ID of the Respondent	17.7%	16.1%	37.1%	29.0%	100.0%
		% of Total	3.0%	2.7%	6.2%	4.8%	16.7%
	FCC	Count	0	12	36	14	62
		% within ID of the Respondent	.0%	19.4%	58.1%	22.6%	100.0%
		% of Total	.0%	3.2%	9.7%	3.8%	16.7%
	BCC	Count	3	12	36	11	62
		% within ID of the Respondent	4.8%	19.4%	58.1%	17.7%	100.0%
		% of Total	.8%	3.2%	9.7%	3.0%	16.7%
	MGCC	Count	0	12	38	12	62
		% within ID of the Respondent	.0%	19.4%	61.3%	19.4%	100.0%
		% of Total	.0%	3.2%	10.2%	3.2%	16.7%
	JGCC	Count	3	6	49	4	62
		% within ID of the Respondent	4.8%	9.7%	79.0%	6.5%	100.0%
		% of Total	.8%	1.6%	13.2%	1.1%	16.7%
Total		Count	21	59	220	72	372
		% within ID of the Respondent	5.6%	15.9%	59.1%	19.4%	100.0%
		% of Total	5.6%	15.9%	59.1%	19.4%	100.0%

Chart 5.169
Opinion as per respondent ID whether constructive feedback is given from higher Headquarters to college management for quality service delivery
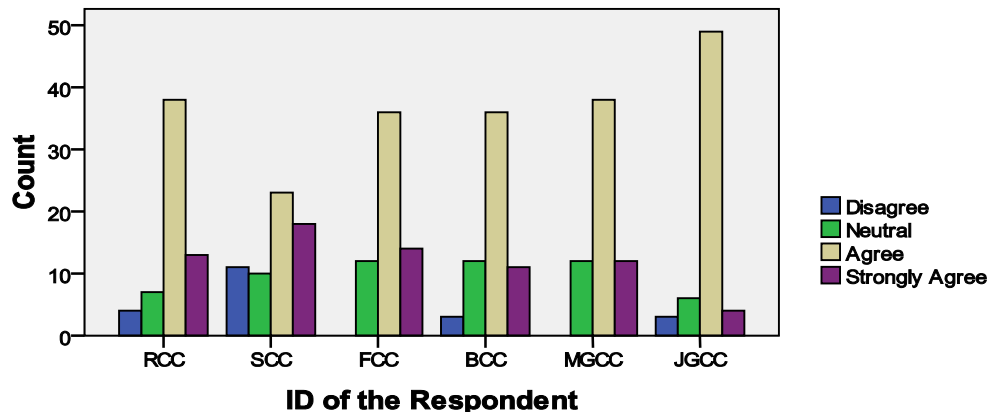
Table 5.211
Opinion as per respondent occupation whether constructive feedback is given from higher Headquarters to college management for quality service delivery

| | | | Constructive feedback is given from Higher Headquarters to your cadet college management for quality service delivery. | | | | |
			Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	17	30	96	37	180
		% within Occupation of the Respondent	9.4%	16.7%	53.3%	20.6%	100.0%
		% of Total	4.6%	8.1%	25.8%	9.9%	48.4%
	Parents	Count	0	7	43	10	60
		% within Occupation of the Respondent	.0%	11.7%	71.7%	16.7%	100.0%
		% of Total	.0%	1.9%	11.6%	2.7%	16.1%
	Staff	Count	2	4	18	0	24
		% within Occupation of the Respondent	8.3%	16.7%	75.0%	.0%	100.0%
		% of Total	.5%	1.1%	4.8%	.0%	6.5%
	Teacher	Count	2	6	25	3	36
		% within Occupation of the Respondent	5.6%	16.7%	69.4%	8.3%	100.0%
		% of Total	.5%	1.6%	6.7%	.8%	9.7%
	Employee	Count	0	12	38	22	72
		% within Occupation of the Respondent	.0%	16.7%	52.8%	30.6%	100.0%
		% of Total	.0%	3.2%	10.2%	5.9%	19.4%
Total		Count	21	59	220	72	372
		% within Occupation of the Respondent	5.6%	15.9%	59.1%	19.4%	100.0%
		% of Total	5.6%	15.9%	59.1%	19.4%	100.0%

Chart 5.170
Opinion as per respondent occupation whether constructive feedback is given from higher Headquarters to college management for quality service delivery
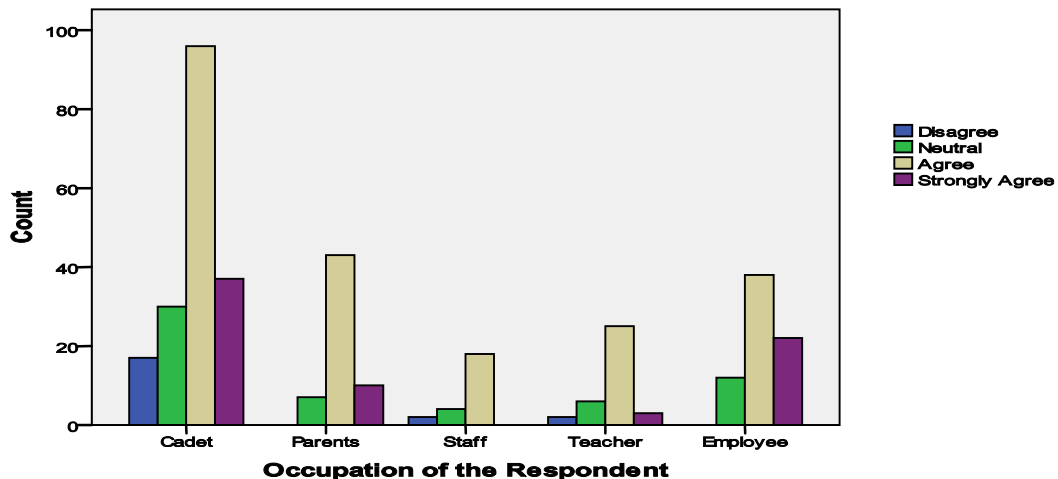
Table 5.212
Opinion as per respondent gender whether constructive feedback is given from higher Headquarters to college management for quality service delivery

			Constructive feedback is given from Higher Headquarters to your cadet college management for quality service delivery.				Total
			Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	21	46	162	55	284
		% within Gender of the Respondent	7.4%	16.2%	57.0%	19.4%	100.0%
		% of Total	5.6%	12.4%	43.5%	14.8%	76.3%
	Female	Count	0	13	58	17	88
		% within Gender of the Respondent	.0%	14.8%	65.9%	19.3%	100.0%
		% of Total	.0%	3.5%	15.6%	4.6%	23.7%
Total		Count	21	59	220	72	372
		% within Gender of the Respondent	5.6%	15.9%	59.1%	19.4%	100.0%
		% of Total	5.6%	15.9%	59.1%	19.4%	100.0%

Chart 5.171
Opinion as per respondent gender whether constructive feedback is given from higher Headquarters to college management for quality service delivery

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 61.3% respondents agree, in SCC highest 37.1% agree, in FCC highest 58.1% agree, in BCC highest 58.1% agree, in MGCC highest 61.3% agree and in JGCC highest 79% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 53.3% respondents agree, among parents highest 71.7% agree, among staff highest 75% agree, among teachers highest 69.4% agree and among employee highest 52.8% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 57% respondents agree and among female respondents highest 65.9% agree.

5.6.4.7 Analyzing the opinion of participants whether Teachers and employees have good practice of giving feedback report to Cadet College authority on any issues

Table 5.213
Opinion as per respondent ID whether teachers and employees have good practice of giving feedback report to College authority

			Teachers and employees have good practice of giving feedback report to Cadet College authority on any issues.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	2	5	4	25	26	62
		% within ID of the Respondent	3.2%	8.1%	6.5%	40.3%	41.9%	100.0%
		% of Total	.5%	1.3%	1.1%	6.7%	7.0%	16.7%
	SCC	Count	3	0	8	49	2	62
		% within ID of the Respondent	4.8%	.0%	12.9%	79.0%	3.2%	100.0%
		% of Total	.8%	.0%	2.2%	13.2%	.5%	16.7%
	FCC	Count	0	5	0	40	17	62
		% within ID of the Respondent	.0%	8.1%	.0%	64.5%	27.4%	100.0%
		% of Total	.0%	1.3%	.0%	10.8%	4.6%	16.7%
	BCC	Count	2	5	14	36	5	62
		% within ID of the Respondent	3.2%	8.1%	22.6%	58.1%	8.1%	100.0%
		% of Total	.5%	1.3%	3.8%	9.7%	1.3%	16.7%
	MGCC	Count	0	0	20	24	18	62
		% within ID of the Respondent	.0%	.0%	32.3%	38.7%	29.0%	100.0%
		% of Total	.0%	.0%	5.4%	6.5%	4.8%	16.7%
	JGCC	Count	3	0	9	35	15	62
		% within ID of the Respondent	4.8%	.0%	14.5%	56.5%	24.2%	100.0%
		% of Total	.8%	.0%	2.4%	9.4%	4.0%	16.7%
Total		Count	10	15	55	209	83	372
		% within ID of the Respondent	2.7%	4.0%	14.8%	56.2%	22.3%	100.0%
		% of Total	2.7%	4.0%	14.8%	56.2%	22.3%	100.0%

Chart 5.172
Opinion as per respondent ID whether teachers and employees have good practice of giving feedback report to College authority
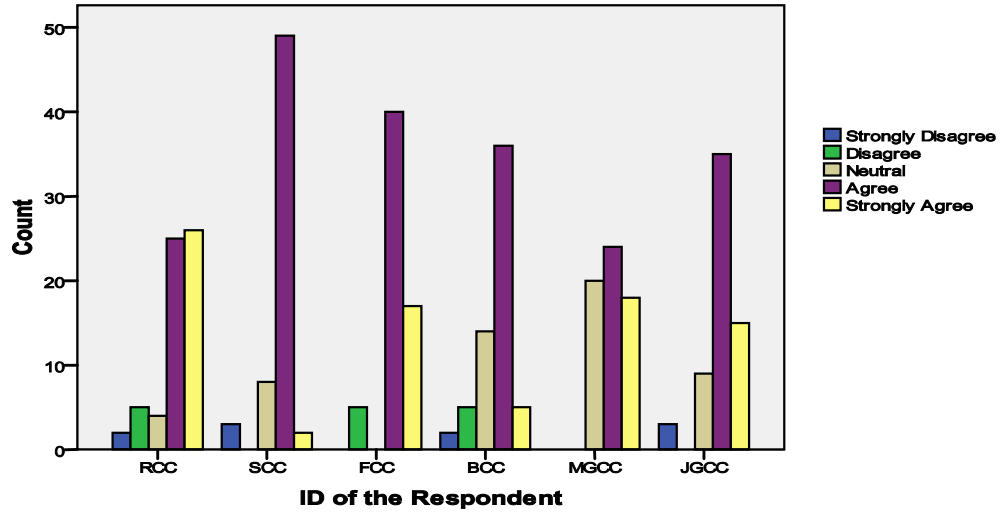
Table 5.214
Opinion as per respondent occupation whether teachers and employees have good practice of giving feedback report to College authority

			Teachers and employees have good practice of giving feedback report to Cadet College authority on any issues.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	7	1	22	93	57	180
		% within Occupation of the Respondent	3.9%	.6%	12.2%	51.7%	31.7%	100.0%
		% of Total	1.9%	.3%	5.9%	25.0%	15.3%	48.4%
	Parents	Count	0	13	12	33	2	60
		% within Occupation of the Respondent	.0%	21.7%	20.0%	55.0%	3.3%	100.0%
		% of Total	.0%	3.5%	3.2%	8.9%	.5%	16.1%
	Staff	Count	1	1	1	15	6	24
		% within Occupation of the Respondent	4.2%	4.2%	4.2%	62.5%	25.0%	100.0%
		% of Total	.3%	.3%	.3%	4.0%	1.6%	6.5%
	Teacher	Count	2	0	2	20	12	36
		% within Occupation of the Respondent	5.6%	.0%	5.6%	55.6%	33.3%	100.0%
		% of Total	.5%	.0%	.5%	5.4%	3.2%	9.7%
	Employee	Count	0	0	18	48	6	72
		% within Occupation of the Respondent	.0%	.0%	25.0%	66.7%	8.3%	100.0%
		% of Total	.0%	.0%	4.8%	12.9%	1.6%	19.4%
Total		Count	10	15	55	209	83	372
		% within Occupation of the Respondent	2.7%	4.0%	14.8%	56.2%	22.3%	100.0%
		% of Total	2.7%	4.0%	14.8%	56.2%	22.3%	100.0%

Chart 5.173
Teachers and employees have good practice of giving feed back report to Cadet College authority on any issues
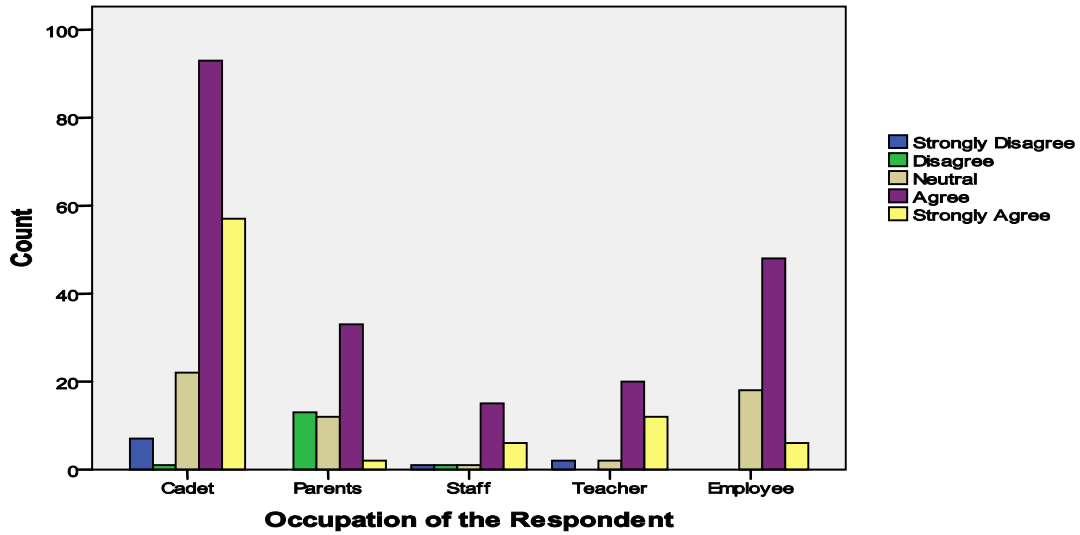
Table 5.215
Opinion as per respondent gender whether teachers and employees have good practice of giving feedback report to College authority

			Teachers and employees have good practice of giving feed back report to Cadet College authority on any issues.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	9	15	43	168	49	284
		% within Gender of the Respondent	3.2%	5.3%	15.1%	59.2%	17.3%	100.0%
		% of Total	2.4%	4.0%	11.6%	45.2%	13.2%	76.3%
	Female	Count	1	0	12	41	34	88
		% within Gender of the Respondent	1.1%	.0%	13.6%	46.6%	38.6%	100.0%
		% of Total	.3%	.0%	3.2%	11.0%	9.1%	23.7%
Total		Count	10	15	55	209	83	372
		% within Gender of the Respondent	2.7%	4.0%	14.8%	56.2%	22.3%	100.0%
		% of Total	2.7%	4.0%	14.8%	56.2%	22.3%	100.0%

Chart 5.174
Opinion as per respondent gender whether teachers and employees have good practice of giving feedback report to College authority

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 41.9% respondents strongly agree, in SCC highest 79% agree, in FCC highest 64.5% agree, in BCC highest 58.1% agree, in MGCC highest 38.7% agree and in JGCC highest 56.5% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 51.7% respondents agree, among parents highest 55% agree, among staff highest 62.5% agree, among teachers highest 55.6% agree and among employee highest 66.7% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 59.2% respondents agree and among female respondents highest 46.6% agree.

5.6.4.8 **Analyzing the opinion of participants whether teachers and employees undergo training in communication skills that help in actual quality service delivery**

Table 5.216
Opinion as per respondent ID whether teachers and employees undergo training in communication skills that help in quality service delivery

			Teachers and employees undergo training in communication skills that help in actual quality service delivery.				Total
			Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	9	14	18	21	62
		% within ID of the Respondent	14.5%	22.6%	29.0%	33.9%	100.0%
		% of Total	2.4%	3.8%	4.8%	5.6%	16.7%
	SCC	Count	11	3	40	8	62
		% within ID of the Respondent	17.7%	4.8%	64.5%	12.9%	100.0%
		% of Total	3.0%	.8%	10.8%	2.2%	16.7%
	FCC	Count	3	19	34	6	62
		% within ID of the Respondent	4.8%	30.6%	54.8%	9.7%	100.0%
		% of Total	.8%	5.1%	9.1%	1.6%	16.7%
	BCC	Count	11	20	25	6	62
		% within ID of the Respondent	17.7%	32.3%	40.3%	9.7%	100.0%
		% of Total	3.0%	5.4%	6.7%	1.6%	16.7%
	MGCC	Count	0	5	45	12	62
		% within ID of the Respondent	.0%	8.1%	72.6%	19.4%	100.0%
		% of Total	.0%	1.3%	12.1%	3.2%	16.7%
	JGCC	Count	6	14	35	7	62
		% within ID of the Respondent	9.7%	22.6%	56.5%	11.3%	100.0%
		% of Total	1.6%	3.8%	9.4%	1.9%	16.7%
Total		Count	40	75	197	60	372
		% within ID of the Respondent	10.8%	20.2%	53.0%	16.1%	100.0%
		% of Total	10.8%	20.2%	53.0%	16.1%	100.0%

Chart 5.175
Opinion as per respondent ID whether teachers and employees undergo training in communication skills that help in quality service delivery
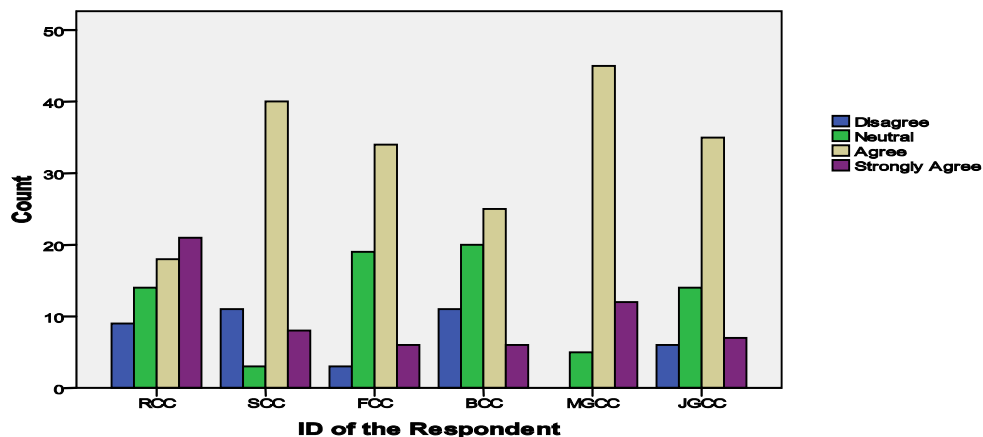
Table 5.217
Opinion as per respondent occupation whether teachers and employees undergo training in communication skills that help in quality service delivery

			Teachers and employees undergo training in communication skills that help in actual quality service delivery.				Total
			Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	21	45	80	34	180
		% within Occupation of the Respondent	11.7%	25.0%	44.4%	18.9%	100.0%
		% of Total	5.6%	12.1%	21.5%	9.1%	48.4%
	Parents	Count	0	15	33	12	60
		% within Occupation of the Respondent	.0%	25.0%	55.0%	20.0%	100.0%
		% of Total	.0%	4.0%	8.9%	3.2%	16.1%
	Staff	Count	7	7	10	0	24
		% within Occupation of the Respondent	29.2%	29.2%	41.7%	.0%	100.0%
		% of Total	1.9%	1.9%	2.7%	.0%	6.5%
	Teacher	Count	10	8	16	2	36
		% within Occupation of the Respondent	27.8%	22.2%	44.4%	5.6%	100.0%
		% of Total	2.7%	2.2%	4.3%	.5%	9.7%
	Employee	Count	2	0	58	12	72
		% within Occupation of the Respondent	2.8%	.0%	80.6%	16.7%	100.0%
		% of Total	.5%	.0%	15.6%	3.2%	19.4%
Total		Count	40	75	197	60	372
		% within Occupation of the Respondent	10.8%	20.2%	53.0%	16.1%	100.0%
		% of Total	10.8%	20.2%	53.0%	16.1%	100.0%

Chart 5.176
Opinion as per respondent occupation whether teachers and employees undergo training in communication skills that help in quality service delivery
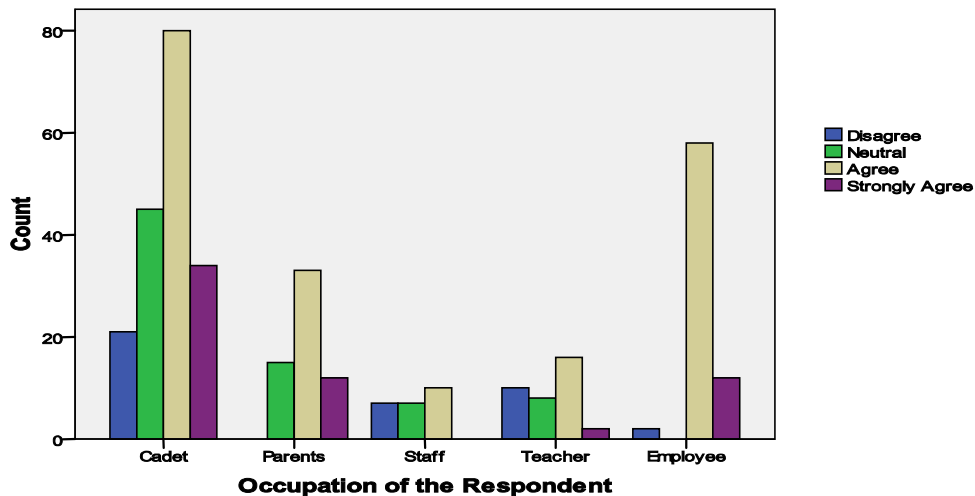
Table 5.218
Opinion as per respondent gender whether teachers and employees undergo training in communication skills that help in quality service delivery

			Teachers and employees undergo training in communication skills that help in actual quality service delivery.				Total
			Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	38	58	144	44	284
		% within Gender of the Respondent	13.4%	20.4%	50.7%	15.5%	100.0%
		% of Total	10.2%	15.6%	38.7%	11.8%	76.3%
	Female	Count	2	17	53	16	88
		% within Gender of the Respondent	2.3%	19.3%	60.2%	18.2%	100.0%
		% of Total	.5%	4.6%	14.2%	4.3%	23.7%
Total		Count	40	75	197	60	372
		% within Gender of the Respondent	10.8%	20.2%	53.0%	16.1%	100.0%
		% of Total	10.8%	20.2%	53.0%	16.1%	100.0%

Chart 5.177
Opinion as per respondent gender whether teachers and employees undergo training in communication skills that help in quality service delivery

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 33.9% respondents strongly agree, in SCC highest 64.5% agree, in FCC highest 54.8% agree, in BCC highest 40.3% agree, in MGCC highest 72.6% agree and in JGCC highest 56.5% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 44.4% respondents agree,

among parents highest 55% agree, among staff highest 41.7% agree, among teachers highest 44.4% agree and among employee highest 80.6% agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 50.7% respondents agree and among female respondents highest 60.2% agree.

5.6.4.9 Analyzing the opinion of participants whether Teachers and employees are quite vigilant about any happenings inside college and capable of communicating to college authority before it actually happens

Table 5.219
Opinion as per respondent ID whether teachers and employees are quite vigilant about any happenings inside college and communicates to college authority before it happens

			Teachers and employees are quite vigilant about any happenings inside college and capable of communicating to college authority before it actually happens.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	5	4	7	28	18	62
		% within ID of the Respondent	8.1%	6.5%	11.3%	45.2%	29.0%	100.0%
		% of Total	1.3%	1.1%	1.9%	7.5%	4.8%	16.7%
	SCC	Count	0	7	12	26	17	62
		% within ID of the Respondent	.0%	11.3%	19.4%	41.9%	27.4%	100.0%
		% of Total	.0%	1.9%	3.2%	7.0%	4.6%	16.7%
	FCC	Count	0	5	12	29	16	62
		% within ID of the Respondent	.0%	8.1%	19.4%	46.8%	25.8%	100.0%
		% of Total	.0%	1.3%	3.2%	7.8%	4.3%	16.7%
	BCC	Count	5	6	18	7	26	62
		% within ID of the Respondent	8.1%	9.7%	29.0%	11.3%	41.9%	100.0%
		% of Total	1.3%	1.6%	4.8%	1.9%	7.0%	16.7%
	MGCC	Count	0	0	9	14	39	62
		% within ID of the Respondent	.0%	.0%	14.5%	22.6%	62.9%	100.0%
		% of Total	.0%	.0%	2.4%	3.8%	10.5%	16.7%
	JGCC	Count	0	0	14	37	11	62
		% within ID of the Respondent	.0%	.0%	22.6%	59.7%	17.7%	100.0%
		% of Total	.0%	.0%	3.8%	9.9%	3.0%	16.7%
Total		Count	10	22	72	141	127	372
		% within ID of the Respondent	2.7%	5.9%	19.4%	37.9%	34.1%	100.0%
		% of Total	2.7%	5.9%	19.4%	37.9%	34.1%	100.0%

Chart 5.178
Opinion as per respondent ID whether teachers and employees are quite vigilant about any happenings inside college and communicates to college authority before it happens
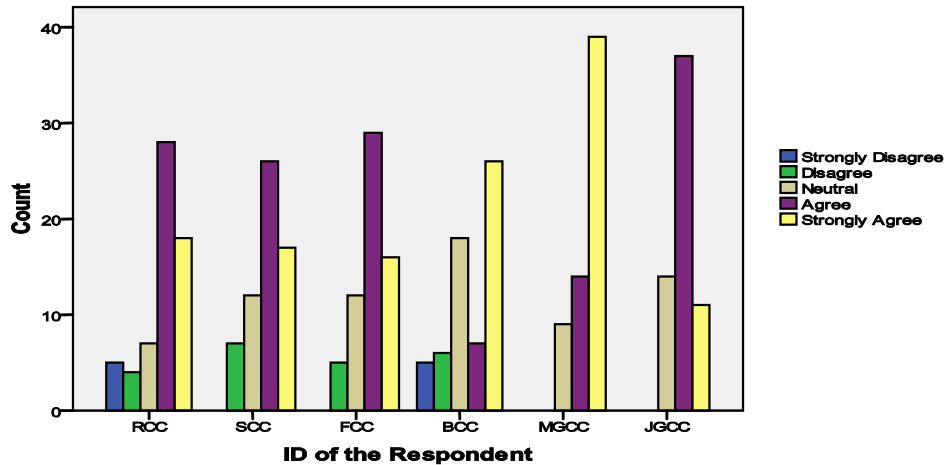
Table 5.220
Opinion as per respondent occupation whether teachers and employees are vigilant about any happenings inside college and communicates to college authority before it happens

			Teachers and employees are quite vigilant about any happenings inside college and capable of communicating to college authority before it actually happens.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	Count	5	17	45	59	54	180
		% within Occupation of the Respondent	2.8%	9.4%	25.0%	32.8%	30.0%	100.0%
		% of Total	1.3%	4.6%	12.1%	15.9%	14.5%	48.4%
	Parents	Count	5	5	10	22	18	60
		% within Occupation of the Respondent	8.3%	8.3%	16.7%	36.7%	30.0%	100.0%
		% of Total	1.3%	1.3%	2.7%	5.9%	4.8%	16.1%
	Staff	Count	0	0	5	17	2	24
		% within Occupation of the Respondent	.0%	.0%	20.8%	70.8%	8.3%	100.0%
		% of Total	.0%	.0%	1.3%	4.6%	.5%	6.5%
	Teacher	Count	0	0	6	25	5	36
		% within Occupation of the Respondent	.0%	.0%	16.7%	69.4%	13.9%	100.0%
		% of Total	.0%	.0%	1.6%	6.7%	1.3%	9.7%
	Employee	Count	0	0	6	18	48	72
		% within Occupation of the Respondent	.0%	.0%	8.3%	25.0%	66.7%	100.0%
		% of Total	.0%	.0%	1.6%	4.8%	12.9%	19.4%
Total		Count	10	22	72	141	127	372
		% within Occupation of the Respondent	2.7%	5.9%	19.4%	37.9%	34.1%	100.0%
		% of Total	2.7%	5.9%	19.4%	37.9%	34.1%	100.0%

Chart 5.179
Opinion as per respondent occupation whether teachers and employees are vigilant about any happenings inside college and communicates to college authority before it happens

Table 5.221
Opinion as per respondent gender whether teachers and employees are vigilant about any happenings inside college and communicates to college authority before it happens

			Teachers and employees are quite vigilant about any happenings inside college and capable of communicating to college authority before it actually happens.					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	10	22	54	105	93	284
		% within Gender of the Respondent	3.5%	7.7%	19.0%	37.0%	32.7%	100.0%
		% of Total	2.7%	5.9%	14.5%	28.2%	25.0%	76.3%
	Female	Count	0	0	18	36	34	88
		% within Gender of the Respondent	.0%	.0%	20.5%	40.9%	38.6%	100.0%
		% of Total	.0%	.0%	4.8%	9.7%	9.1%	23.7%
Total		Count	10	22	72	141	127	372
		% within Gender of the Respondent	2.7%	5.9%	19.4%	37.9%	34.1%	100.0%
		% of Total	2.7%	5.9%	19.4%	37.9%	34.1%	100.0%

Chart 5.180
Opinion as per respondent gender whether teachers and employees are vigilant about any happenings inside college and communicates to college authority before it happens

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 45.2% respondents agree, in SCC highest 41.9% agree, in FCC highest 46.8% agree, in BCC highest 41.9% strongly agree, in MGCC highest 62.9% strongly agree and in JGCC highest 59.7% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 32.8% respondents agree, among parents highest 36.7% agree, among staff highest 70.8% agree, among teachers highest 69.4% agree and among employee highest 66.7% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 37% respondents agree and among female respondents highest 40.9% agree.

5.6.4.10 Analyzing the opinion of participants whether in cadet college communication gap doesn't exist between actual quality of service delivered and quality of service described in external communication

Table 5.222
Opinion as per respondent ID whether communication gap exists between actual quality of service delivered and quality of service described in external communication

			In cadet college communication gap exists between actual quality of service delivered and quality of service described in external communication.				Total
			Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	Count	1	5	26	30	62
		% within ID of the Respondent	1.6%	8.1%	41.9%	48.4%	100.0%
		% of Total	.3%	1.3%	7.0%	8.1%	16.7%
	SCC	Count	0	9	24	29	62
		% within ID of the Respondent	.0%	14.5%	38.7%	46.8%	100.0%
		% of Total	.0%	2.4%	6.5%	7.8%	16.7%
	FCC	Count	3	0	38	21	62
		% within ID of the Respondent	4.8%	.0%	61.3%	33.9%	100.0%
		% of Total	.8%	.0%	10.2%	5.6%	16.7%
	BCC	Count	6	0	32	24	62
		% within ID of the Respondent	9.7%	.0%	51.6%	38.7%	100.0%
		% of Total	1.6%	.0%	8.6%	6.5%	16.7%
	MGCC	Count	0	5	24	33	62
		% within ID of the Respondent	.0%	8.1%	38.7%	53.2%	100.0%
		% of Total	.0%	1.3%	6.5%	8.9%	16.7%
	JGCC	Count	0	6	46	10	62
		% within ID of the Respondent	.0%	9.7%	74.2%	16.1%	100.0%
		% of Total	.0%	1.6%	12.4%	2.7%	16.7%
Total		Count	10	25	190	147	372
		% within ID of the Respondent	2.7%	6.7%	51.1%	39.5%	100.0%
		% of Total	2.7%	6.7%	51.1%	39.5%	100.0%

Chart 5.181
Opinion as per respondent ID whether communication gap exists between actual quality of service delivered and quality of service described in external communication
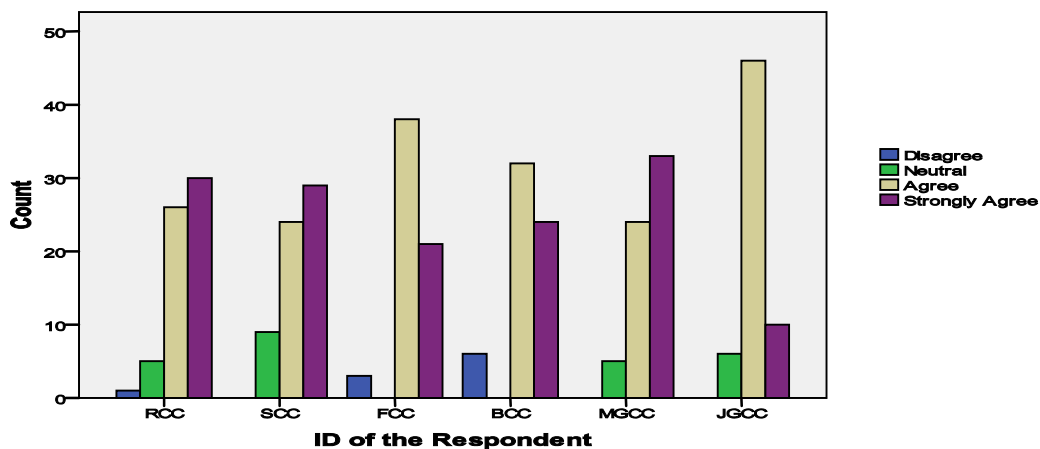
Table 5.223
Opinion as per respondent occupation whether communication gap exists between actual quality of service delivered and quality of service described in external communication

			In your cadet college communication gap exists between actual quality of service delivered and quality of service described in external communication.				
			Disagree	Neutral	Agree	Strongly Agree	Total
Occupation of the Respondent	Cadet	Count	7	21	75	77	180
		% within Occupation of the Respondent	3.9%	11.7%	41.7%	42.8%	100.0%
		% of Total	1.9%	5.6%	20.2%	20.7%	48.4%
	Parents	Count	0	2	40	18	60
		% within Occupation of the Respondent	.0%	3.3%	66.7%	30.0%	100.0%
		% of Total	.0%	.5%	10.8%	4.8%	16.1%
	Staff	Count	1	1	18	4	24
		% within Occupation of the Respondent	4.2%	4.2%	75.0%	16.7%	100.0%
		% of Total	.3%	.3%	4.8%	1.1%	6.5%
	Teacher	Count	2	1	25	8	36
		% within Occupation of the Respondent	5.6%	2.8%	69.4%	22.2%	100.0%
		% of Total	.5%	.3%	6.7%	2.2%	9.7%
	Employee	Count	0	0	32	40	72
		% within Occupation of the Respondent	.0%	.0%	44.4%	55.6%	100.0%
		% of Total	.0%	.0%	8.6%	10.8%	19.4%
Total		Count	10	25	190	147	372
		% within Occupation of the Respondent	2.7%	6.7%	51.1%	39.5%	100.0%
		% of Total	2.7%	6.7%	51.1%	39.5%	100.0%

Chart 5.182
Opinion as per respondent occupation whether communication gap exists between actual quality of service delivered and quality of service described in external communication
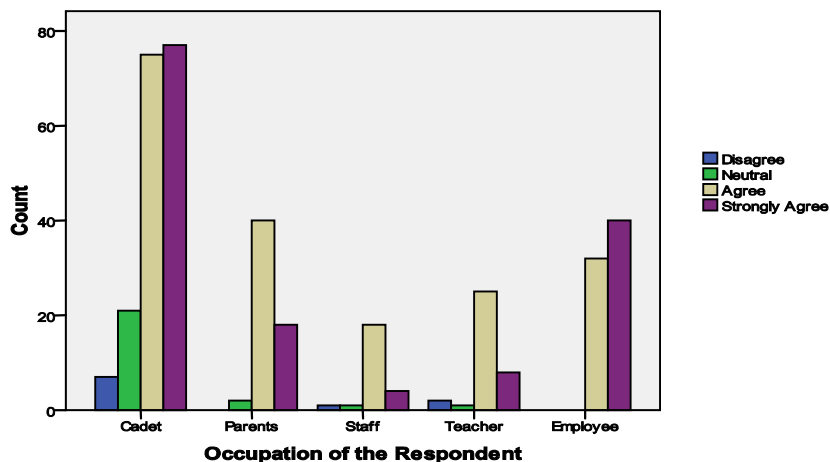
Table 5.224
Opinion as per respondent gender whether communication gap exists between actual quality of service delivered and quality of service described in external communication

| | | | In your cadet college communication gap exists between actual quality of service delivered and quality of service described in external communication. | | | | Total |
			Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	Count	9	15	146	114	284
		% within Gender of the Respondent	3.2%	5.3%	51.4%	40.1%	100.0%
		% of Total	2.4%	4.0%	39.2%	30.6%	76.3%
	Female	Count	1	10	44	33	88
		% within Gender of the Respondent	1.1%	11.4%	50.0%	37.5%	100.0%
		% of Total	.3%	2.7%	11.8%	8.9%	23.7%
Total		Count	10	25	190	147	372
		% within Gender of the Respondent	2.7%	6.7%	51.1%	39.5%	100.0%
		% of Total	2.7%	6.7%	51.1%	39.5%	100.0%

Chart 5.183
Opinion as per respondent gender whether communication gap exists between actual quality of service delivered and quality of service described in external communication

Inference:

From the first table and graph of the above, opinions of the respondents are measured as per cadet Colleges. In RCC highest 48.4% respondents strongly agree, in SCC highest 46.8% strongly agree, in FCC highest 61.3% agree, in BCC highest 51.6% agree, in MGCC highest 53.2% strongly agree and in JGCC highest 74.2% agree with the above mentioned proposition.

From the second table and graph of the above, opinions of the respondents are measured as per the occupation. Among Cadets highest 42.8% respondents strongly agree, among parents highest 66.7% agree, among staff highest 75% agree, among teachers highest 69.4% agree and among employee highest 55.6% strongly agree.

From the third table and graph of the above, opinions of the respondents are measured based on gender. Among male respondents highest 51.4% respondents agree and among female respondents highest 50% agree.

5.7   Measure the Gaps between Expectation and Perception towards the Service Quality

5.7.1   General

Their levels were assessed purely based on their mean values comparing with reference mean value of '5' which was considered the maximum and that any organization should like to achieve for excelling (Magesh, 2010). A service gap of close to 1.50 and more than 1.50 was considered to be 'highly critical' area for the improvement of the performance dimensions. A service gap of between less than 1.50 and more than 1.00 was considered as 'critical' and further needs for improvements and service gap below 1.00 is treated as 'less significant'.

5.7.2   Gaps of Existing Service Performance

Follwing table indicating visible gap in the perception of performance of existing services among all respondents of Cadet Colleges in Bangladesh:

Table 5.225
Gaps of Existing Service Performance in Cadet Colleges

Items	Item Description	Mean Expectation Score	Mean Perception Score	Gap
1.	In Cadet College different service operations are reactive to the need of organization.	5.00	3.86	1.14
2.	To avoid mistakes delivery of services to parents/cadets are specified through written policy/standing operating procedure.	5.00	4.19	0.81
3.	Training for front-line personal (teachers, employees etc) is done for proper service delivery.	5.00	3.79	1.21
4.	Cadet College management designs the work plan for the employees for better service delivery.	5.00	3.93	1.07
5.	Cadet College system pays minimum wage whenever possible.	5.00	3.01	1.99

6.	Cadet College management seeks feedback from its customers (Parents, Cadets, Employees etc) on the relative costs and perceived qualities of the service.	5.00	3.59	1.41
7.	Cadet College Authority acts as contributor to internal quality service delivery.	5.00	4.04	0.96
8.	In Cadet College, Employees are often given procedures to follow and management ensure that procedures are followed.	5.00	4.13	0.87
9.	Management has good communication with customers for good service delivery.	5.00	3.93	1.07
10.	Customers can inform any problem at any time to college authority and authority after knowing takes very quick steps.	5.00	3.94	1.06
11.	Cadet College continually excels reinforced by good personal management that supports the customer focus.	5.00	3.80	1.20
12.	Cadet College mastered core service and understands the complexity of changing requirements of service quality.	5.00	3.80	1.20
13.	Technology is used as a way of enhancing the service to cadets and their parents.	5.00	4.02	0.98
14.	Front line people (Teachers, employees etc.) are allowed with flexibility to select from alternative procedures to provide service to the cadets.	5.00	3.23	1.77
15.	Cadet College authority utilizes all the resources to win the heart and mind of the stakeholders (cadets, parents, teachers, employees, ex-cadets etc).	5.00	3.79	1.21
16.	To sustain very high level performance, the Cadet College management is fast learner and innovator of service delivery.	5.00	3.74	1.26
17.	Management is proactive, develop its own capabilities and generate opportunities to the customers.	5.00	3.90	1.10
18.	Technology is used in Cadet College to break the system to do the things that the competitors cannot do.	5.00	3.15	1.85
19.	The teachers and employees of Cadet College themselves are the source of innovations and have the skills to innovate for good service delivery.	5.00	3.69	1.31
20.	Teachers of Cadet College go beyond coaching to mentoring and remain accountable for the personal development of the cadets.	5.00	3.99	1.01

5.7.3 Gaps of SERVQUAL model of Cadet Colleges

Follwing table indicating visible gap in the perception using SERVQUAL model among all respondents of Cadet Colleges in Bangladesh:

Table 5.226
Gaps of SERVQUAL model of Cadet Colleges

Items	Item Description	Mean Expectation Score	Mean Perception Score	Gap
1.	Cadet College possess up-to-date and modern looking equipment to provide quality service.	5.00	3.82	1.18
2.	Physical facilities of Cadet College are visually appealing	5.00	3.95	1.05
3.	Personnel of Cadet College are well-dressed and neat in appearance.	5.00	4.43	0.57
4.	Possesses comfortable and better competitive accommodation and dining facilities.	5.00	4.07	0.93
5.	Authority meets and coordinates with Parents on parents' visiting day and keeps promises that are done with cadets/parents.	5.00	4.01	0.99
6.	Staff, Teachers and employees are sympathetic to the problem of cadets/parents.	5.00	4.14	0.86
7.	All staff, teachers and employees honour their promises at all time.	5.00	3.88	1.12
8.	Cadet College maintains different records accurately.	5.00	4.37	0.63
9.	College and house administration tell exact time about performance of services.	5.00	4.13	0.87
10.	College and house administration provide prompt service to Cadet requirments.	5.00	4.03	0.97
11.	College and house administration are always willing to help the cadets/parents.	5.00	4.16	0.84
12.	Staff, teachers and employees respond promptly to the queries and problems of Cadets/parents.	5.00	4.04	0.96
13.	Cadets and parents have trust in all staff, teachers and employees.	5.00	3.85	1.15
14.	Cadets and parents feel safe while receiving services from staff, teachers and employees.	5.00	4.16	0.84
15.	Staff, teachers and employees deal politely with cadets and parents.	5.00	4.12	0.88
16.	Teachers of Cadet College are knowledgeable to take good class & provide good information.	5.00	4.18	0.82
17.	Cadet College provides individual and personal attention to cadets and parents	5.00	3.77	1.23
18.	Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents.	5.00	3.82	1.18
19.	All staff, teachers and employees understand the specific needs of cadets and parents.	5.00	3.52	1.48
20.	All staff, teachers and employees keep the best interest of cadets and parents at heart.	5.00	3.79	1.21

5.7.4 Service Gaps 1-4 of Cadet Colleges

Follwing table indicating visible gaps 1-4 among all respondents of Cadet Colleges:

Table 5.227
Analysis of Service Gaps 1-4

Items	Item Description	Mean Expectation Score	Mean Perception Score	Gap
1.	Needs to increase amount of consumer research to influence the size of knowledge gap	5.00	4.01	.99
2.	Research should focus on service quality issues of Cadets	5.00	4.20	0.80
3.	Research should focus on demands of the parents	5.00	3.66	1.34
4.	Good interaction exists between parents and College Management	5.00	3.83	1.17
5.	Good interaction between Cadets and Coll. Management prevails	5.00	4.02	0.98
6.	Good upward communication exists from cadets to College Management regarding any problem	5.00	3.85	1.15
7.	Quality upward communication exists from any Teacher/Employee to College Authority	5.00	3.76	1.24
8.	No layer exists to communicate between Parents/Teachers/Cadet with College Management.	5.00	3.18	1.82
9.	Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets.	5.00	3.48	1.52
10.	College Management takes positives steps to improve interaction/good relation with customers.	5.00	3.96	1.04
11.	Cadet College possesses good standard in order to satisfy parents with pleasant experience.	5.00	3.77	1.23
12.	Cadet College Authority maintains a flowchart of its operation to identify all points of contact between college authority and parents.	5.00	3.63	1.37
13.	Cadet College Authority operates in specific pattern to identify and solve all related problems of Cadets.	5.00	4.20	.80
14.	Good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets.	5.00	4.16	0.84
15.	Cadet College Management believes that they should meet requirements of parents and cadets for good service	5.00	4.27	0.73
16.	Cadet College management believes that they should meet requirement of teachers and employees for good service.	5.00	4.15	0.85
17.	Cadet College leadership has set good priorities over customer contact based strategy and technology based strategy.	5.00	3.62	1.38
18.	Cadet College management cordially feels that quality measurement is worth for long term positive impact.	5.00	3.99	1.01
19.	Cadet College uses all its resources to ensure quality service to the customers.	5.00	3.92	1.08

20.	Internal quality improvement programmes exist in Cadet College.	5.00	4.17	0.83
21.	In Cadet College teachers and employees have willingness to provide quality service to customers.	5.00	4.03	0.97
22	Cadet College management provide recognition to teachers and employees for quality commitment.	5.00	3.88	1.12
23	Formal process for setting quality of service goals exist in Cadet College.	5.00	3.94	1.06
24	In Cadet College teachers and employees are capable of achieving aim and objectives of cadet college.	5.00	4.10	0.90
25	Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution.	5.00	2.85	2.15
26	Cadet College management finds quite difficult to keep teachers and employees at their full potential all the time.	5.00	2.65	2.35
27	Teachers of Cadet College are sufficiently qualified and trained to perform the service to specification.	5.00	4.05	0.95
28	Teachers are consistent in understanding their role as per the expectation of Cadet College authority, the parents and Cadets.	5.00	3.87	1.13
29	Teachers and employees possess sufficient authority to make independent decisions.	5.00	2.59	2.41
30	Teachers and employees have adequate training such as personal training and/or technological and other resources to perform jobs in best possible manner.	5.00	3.48	1.52
31	Cadet College provides quality service to parents and cadets as was promised during intake media circulation.	5.00	3.81	1.19
32	Cadet College does not over promise in Intake circulation to out do other educational institutions of the country.	5.00	3.62	1.38
33	Cadet College maintains good horizontal communication to breech gap between the institution and higher Head quarters.	5.00	3.99	1.01
34	Due to fulfillment of promise as per intake circulation more number of parents are now interested to get their children admitted in this Cadet College.	5.00	3.87	1.13
35	In Cadet College frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.	5.00	3.21	1.39
36	Constructive feed back is given from Higher Headquarters to cadet college management.	5.00	3.92	1.08
37	Teachers and employees have good practice of giving feed back report to Cadet College authority on any issues.	5.00	3.91	1.09
38	Teachers and employees undergo training in communication skills that help in discharging any responsibilities	5.00	3.74	1.26
39	Teachers and employees are quite aware vigilant about any happenings inside college and capable of communicating to college authority before it actually happens.	5.00	3.95	1.05
40	Cadet College management quickly get aware of any new programme or step or promise or order under taken by higher Headquarters.	5.00	4.27	0.73

5.8 Test the Hypothesis

5.8.1 Paired Sample t-test Result & Analysis

In order to test the **hypothesis A(1-20), B(1-20) and C(1-40)** paired samples t-test was used as shown in following Tables. As it can be seen from all the Tables, the differences between perceptions and expectations in all attributes were meaningfully significant (P < .05). As such, all the null hypotheses are rejected and alternative hypotheses are accepted.

Table 5.228
Paired Sample Test of Service Performance Evaluation

Expectations & Perceptions	Paired Differences				t	df	Sig(2-tailed)	Decision
	Mean	Standard Deviation	99% Confidence Interval of the difference					
			Lower	Upper				
A1 Service operations are reactive to need.	1.14	0.75	1.06	1.21	29.32	371	0.00	Reject the null hypothesis
A2 Delivery of services are specified through policy.	0.81	0.64	0.74	0.87	24.23	371	.000	Reject the null hypothesis
A3 Training for front-line personal is done.	1.20	0.84	1.12	1.2	27.64	371	.000	Reject the null hypothesis
A4 Management designs the work plan for the employees.	1.07	0.71	0.99	1.14	28.98	371	.000	Reject the null hypothesis
A5 Cadet College system pays minimum wage.	1.99	1.07	1.88	2.10	35.89	371	.000	Reject the null hypothesis
A6 Seeks feedback from its customers on relative costs.	1.41	0.78	1.33	1.49	34.71	371	.000	Reject the null hypothesis
A7 Authority acts as contributor to service delivery.	0.95	0.63	0.89	1.02	29.09	371	.000	Reject the null hypothesis
A8 Employees are given procedures and management ensures.	0.86	0.74	0.79	0.94	22.55	371	.000	Reject the null hypothesis
A9 Management has good communication with customers.	1.07	0.78	0.99	1.15	26.44	371	.000	Reject the null hypothesis
A10 Customers can inform any problem to authority.	1.05	0.96	0.95	1.15	21.16	371	.000	Reject the null hypothesis
A11 Continually excels by good personal management.	1.19	0.83	1.11	1.28	27.52	371	.000	Reject the null hypothesis
A12 Mastered core service and understands changing requirements.	1.19	0.80	1.11	1.27	28.52	371	.000	Reject the null hypothesis
A13 Technology is used to ensure service.	0.97	0.95	0.88	1.07	19.83	371	.000	Reject the null hypothesis
A14 Front line people have flexibility to provide service.	1.76	1.02	1.66	1.87	33.28	371	.000	Reject the null hypothesis

A15 Authority utilizes all the resources to win the heart of stakeholders.	1.20	1.01	1.10	1.31	22.94	371	.000	Reject the null hypothesis
A16 Management is fast learner and innovator of service delivery.	1.25	0.99965	1.15	1.35	24.22	371	.000	Reject the null hypothesis
A17 management is proactive and develop its own capabilities.	1.09	0.88	1.01	1.18	23.98	371	.000	Reject the null hypothesis
A18 Technology is used to break the system that competitors cannot do.	1.85	1.10	1.73	1.96	32.26	371	.000	Reject the null hypothesis
A19 Teachers and employees are source of innovations for good service.	1.30	0.94	1.21	1.40	26.75	371	.000	Reject the null hypothesis
A20 Teachers go beyond coaching to mentoring.	1.01	.86	.92	1.10	22.34	365	.000	Reject the null hypothesis

Table 5.229
Paired Sample Test of SERVQUAL model

Expectations & Perceptions	Paired Differences				t	df	Sig	Decision
	Mean	Standard Deviation	99% Confidence Interval of the difference					
			Lower	Upper				
B1 Up-to-date and modern looking equipment	1.17	1.03	1.07	1.28	21.86	371	0.00	Reject the null hypothesis
B2 Physical facilities are visually appealing.	1.04	0.93	0.94	1.13	21.54	371	.000	Reject the null hypothesis
B3 Well-dressed and neat in appearance	.56	.66	.49	.62	16.31	371	.000	Reject the null hypothesis
B4 Better accommodation and dining facilities.	.93	.96	.83	1.02	18.67	371	.000	Reject the null hypothesis
B5 Meets Parents and keeps promises.	.98	.84	.90	1.07	22.45	371	.000	Reject the null hypothesis
B6 Sympathetic to problem of cadets/parents.	.85	.83	.77	.94	19.70	371	.000	Reject the null hypothesis
B7 Honour their promises at all time.	1.11	.86	1.02	1.20	24.92	371	.000	Reject the null hypothesis
B8 Maintains different records.	.62	.82	.53	.70	14.43	371	.000	Reject the null hypothesis
B9 Tell exact time about performance.	.86	.63	.80	.93	26.46	371	.000	Reject the null hypothesis
B10 Provides prompt service to Cadet.	.96	.87	.87	1.05	21.23	371	.000	Reject the null hypothesis
B11 Administration is always willing to help.	.83	.80	.75	.92	20.18	371	.000	Reject the null hypothesis
B12 Responds promptly to the queries and problems.	.95	.77	.87	1.03	23.78	371	.000	Reject the null hypothesis
B13 Cadets and parents have trust.	1.14	.920	1.05	1.23	24.00	371	.000	Reject the null hypothesis
B14 Cadets and parents feel safe.	.83	.74	.76	.91	21.58	371	.000	Reject the null hypothesis
B15 Deals politely with cadets and parents.	.87	.80	.79	.95	20.99	371	.000	Reject the null hypothesis
B16 Teachers are knowledgeable	.81	.76	.73	.88	20.48	371	.000	Reject the null hypothesis

B17 Provides individual and personal attention.	1.22	.95	1.12	1.32	24.73	371	.000	Reject the null hypothesis
B18 Have sufficient operating hour to satisfy all.	1.17	.99	1.07	1.27	22.73	371	.000	Reject the null hypothesis
B19 Understand specific needs of cadets/ parents.	1.47	.98	1.37	1.57	28.94	371	.000	Reject the null hypothesis
B20 Keep best interest of cadets and parents.	1.20	.90	1.11	1.30	25.79	371	.000	Reject the null hypothesis

Table 5.230
Paired Samples Test of Service Gaps 1-4

Expectations & Perceptions	Paired Differences				t	df	Sig	Decision
	Mean	Standard Deviation	99% Confidence Interval of the difference					
			Lower	Upper				
C1 Needs to increase consumer research.	.99	.84	.90	1.08	22.57	371	.000	Reject the null hypothesis
C2 Research should focus on service quality issues.	.80	.78	.72	.88	19.66	371	.000	Reject the null hypothesis
C3 Research should focus on demands of parents.	1.34	1.02	1.23	1.44	25.18	371	.000	Reject the null hypothesis
C4 Good interaction exists between parents and Management	1.17	.94	1.07	1.27	23.96	371	.000	Reject the null hypothesis
C5 Good interaction between Cadets and Management.	.98	.92	.88	1.07	20.43	371	.000	Reject the null hypothesis
C6 Good communication exists from cadets to Management.	1.15	.97	1.05	1.25	22.72	366	.000	Reject the null hypothesis
C7 Good communication exists from Techr/ Empl to Authority.	1.23	.86	1.14	1.32	27.59	371	.000	Reject the null hypothesis
C8 No layer exists between Parents/ Teachers/Cadet with Management.	1.82	1.22	1.69	1.94	28.60	371	.000	Reject the null hypothesis
C9 College hierarchy does not affect to provide service.	1.51	1.04	1.41	1.62	28.11	371	.000	Reject the null hypothesis
C10 College takes steps to improve relation.	1.03	.76	.95	1.11	25.78	366	.000	Reject the null hypothesis
C11 College possesses good standard to satisfy.	1.22	.99	1.12	1.32	23.70	371	.000	Reject the null hypothesis
C12 Authority maintains flowchart of its operation.	1.36	.87	1.27	1.45	30.19	371	.000	Reject the null hypothesis
C13 Authority operates in specific pattern to solve all problems.	.79	.78	.71	.87	19.56	371	.000	Reject the null hypothesis
C14 Written orders for house Masters and Teachers are available.	.84	1.86	.65	1.03	8.74	371	.000	Reject the null hypothesis
C15 College Management meets requirements of parents and cadets.	.73	.75	.65	.80	18.69	371	.000	Reject the null hypothesis
C16 College management meets requirement of teachers and employees.	.85	.84	.76	.94	19.53	371	.000	Reject the null hypothesis

C17 College leadership has priorities over customer based and technology based strategy.	1.38	.92	1.28	1.47	28.79	371	.000	Reject the null hypothesis
C18 College management feels for quality measurement.	1.01	.69	.93	1.07	28.15	371	.000	Reject the null hypothesis
C19 College uses all resources to ensure quality service.	1.07	.89	.98	1.16	23.24	371	.000	Reject the null hypothesis
C20 Internal quality improvement programmes exist.	.83	.79	.74	.91	20.24	371	.000	Reject the null hypothesis
C21 Teachers and employees are willing to provide services.	.96	.76	.88	1.04	24.37	371	.000	Reject the null hypothesis
C22 Management provides recognition to teachers and employees.	1.12	.87	1.03	1.21	24.75	371	.000	Reject the null hypothesis
C23 Formal process for setting quality of service goals exist.	1.06	.67	.99	1.13	30.47	371	.000	Reject the null hypothesis
C24 Teachers and employees can achieve aim and objectives.	.89	.88	.80	.98	19.58	371	.000	Reject the null hypothesis
C25 Teachers possess dissatisfaction and frustration with institution.	2.15	2.56	1.88	2.41	16.16	371	.000	Reject the null hypothesis
C26 Management finds difficult to keep at their full potential all time.	2.35	1.24	2.22	2.47	36.50	371	.000	Reject the null hypothesis
C27 Teachers are qualified and trained to perform the service to specification.	.95	.87	.86	1.04	20.86	371	.000	Reject the null hypothesis
C28 Teachers are consistent in understanding their role as per the expectation.	1.13	.87	1.04	1.22	25.01	371	.000	Reject the null hypothesis
C29 Teachers and employees possess sufficient authority to make decisions.	2.40	1.09	2.29	2.51	42.52	371	.000	Reject the null hypothesis
C30 Teachers and employees have training to perform jobs in best manner.	1.51	1.19	1.39	1.63	24.39	371	.000	Reject the null hypothesis
C31 College provides quality service as was promised during intake circulation.	1.18	.90	1.09	1.28	25.36	371	.000	Reject the null hypothesis
C32 College does not over promise in Intake circulation to outdo others.	1.38	1.15	1.26	1.50	23.04	371	.000	Reject the null hypothesis
C33 College maintains horizontal communication to breech gap.	1.01	.80	.92	1.08	24.22	371	.000	Reject the null hypothesis
C34 Due to fulfillment of promise more parents are now interested.	1.12	1.10	1.01	1.24	19.68	371	.000	Reject the null hypothesis
C35 Frequent downward communication prevails between authority and contact personal.	1.79	1.16	1.67	1.90	29.52	371	.000	Reject the null hypothesis

C36 Constructive feedback is given from higher headquarters to management.	1.07	.75	1.00	1.15	27.45	371	.000	Reject the null hypothesis
C37 Teachers and employees give feedback report to College authority on any issues.	1.08	.87	.99	1.17	23.88	371	.000	Reject the null hypothesis
C38 Teachers and employees undergo training in communication skills.	1.25	.85	1.16	1.34	28.34	371	.000	Reject the null hypothesis
C39 Teachers and employees are quite vigilant about any happenings.	1.05	1.01	.94	1.15	20.13	371	.000	Reject the null hypothesis
C40 Management quickly get aware of any new step or promise by higher headquarters.	.72	.70	.65	.79	19.87	371	.000	Reject the null hypothesis

5.8.2 Chi-Square Test Result and Analysis

5.8.2.1 Hypothesis: There is no significant relationship between respondent identity and increasing the amount of consumer research.

Table 5.231
The relationship between respondent identity and increasing the amount of consumer

		Gap-1 Needs to increase amount of consumer research to influence the size of knowledge gap					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
ID of the Respondent	RCC	0	5	3	38	16	62
	SCC	0	2	3	42	15	62
	FCC	2	4	6	47	3	62
	BCC	0	0	11	40	11	62
	MGCC	0	0	6	28	28	62
	JGCC	9	0	5	30	18	62
Total		11	11	34	225	91	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	85.923[a]	20	.000
Likelihood Ratio	84.948	20	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between respondent ID and increase amount of consumer research. The calculated value of Chi square is 85.923 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a

significant relationship between resident ID and increase amount of consumer research. The calculated value of likelihood ratio is 84.948 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between resident ID and increase amount of consumer research. Hence the Hypothesis is rejected.

5.8.2.2 Hypothesis: There is no significant relationship between respondent occupation and good standard to satisfy with pleasant experience.

Table 5.232
The relationship between occupation of the Respondent and good standard to satisfy customers

		Cadet College possesses good standard in order to satisfy parents with pleasant experience.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Occupation of the Respondent	Cadet	0	21	34	85	40	180
	Parents	5	5	18	25	7	60
	Staff	0	1	3	14	6	24
	Teacher	0	2	4	19	11	36
	Employee	6	6	6	34	20	72
Total		11	35	65	177	84	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38.966[a]	16	.001
Likelihood Ratio	42.508	16	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between resident occupation and good standard to satisfy parents with pleasant experience. The calculated value of Chi square is 38.966 with asymptotic significant probability value 0.001 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between resident occupation and good standard to satisfy parents with pleasant experience. The calculated value of likelihood ratio is 42.508 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between resident occupation and good standard to satisfy parents with pleasant experience. Hence the Hypothesis is rejected.

5.8.2.3 Hypothesis: There is no significant relationship between participant gender and willingness of teachers & employees to deliver quality service.

Table 5.233
The relationship between participant gender and willingness of teachers & employees to deliver quality service

| | | In Cadet College teachers and employees have willingness to deliver quality service to customers. | | | | | Total |
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gender of the Respondent	Male	1	17	36	163	67	284
	Female	0	2	4	56	26	88
Total		1	19	40	219	93	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.651[a]	4	.105
Likelihood Ratio	9.010	4	.061

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between participant gender and willingness of teachers & employees to deliver quality service. The calculated value of Chi square is 7.651 with asymptotic significant probability value 0.105 which is more than 0.05. Therefore, it is inferred that there is no significant relationship between resident occupation and good standard to satisfy parents with pleasant experience. The calculated value of likelihood ratio is 9.010 with asymptotic significant probability value 0.061 which is more than 0.05. Therefore, it is inferred that there is no significant relationship between participant gender and willingness of teachers & employees to deliver quality service. Hence the Hypothesis is accepted.

5.8.2.4 Hypothesis: There is no significant relationship between increasing the amount of consumer research and focus on service quality issues.

Table 5.234
Relationship between increasing the amount of consumer research and focus on service quality issues.

| | | Improvement Research should focus on service quality issues of Cadets | | | | | Total |
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Needs to increase amount of consumer research to influence the size of knowledge gap	Strongly Disagree	2	0	0	9	0	11
	Disagree	0	2	0	5	4	11
	Neutral	0	6	7	16	5	34
	Agree	0	5	26	101	93	225
	Strongly Agree	0	0	2	51	38	91
Total		2	13	35	182	140	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	123.537[a]	16	.000
Likelihood Ratio	70.831	16	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between increasing the amount of consumer research and focus on service quality issues. The calculated value of Chi square is 123.537 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between increasing the amount of consumer research and focus on service quality issues. The calculated value of likelihood ratio is 42.508 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between increasing the amount of consumer research and focus on service quality issues. Hence the Hypothesis is rejected.

5.8.2.5 Hypothesis: There is no significant relationship between improve research focusing on demand and good interaction between parents & college management.

Table 5.235
Relationship between improve research focusing on demand and good interaction between parents & college management.

		Good interaction between Cadets and Coll. Management prevails					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Improvement Research should focus on demands of the parents	Strongly Disagree	0	0	0	7	4	11
	Disagree	0	2	0	28	20	50
	Neutral	1	10	3	36	15	65
	Agree	1	19	20	82	53	175
	Strongly Agree	1	6	5	34	25	71
Total		3	37	28	187	117	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.989[a]	16	.221
Likelihood Ratio	25.908	16	.055

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between improve research focusing on demand and good interaction between parents & college management. The calculated value of Chi square is 19.989 with asymptotic significant probability value 0.21 which is more than 0.05. Therefore, it is inferred that there is no significant relationship between improve research focusing on demand and good interaction between parents & college management. The calculated value of likelihood ratio is 25.908 with asymptotic significant probability value 0.055 which is more than 0.05. Therefore, it is inferred that there is no significant relationship between improve research focusing on demand and good interaction between parents & college management. Hence the Hypothesis is accepted.

5.8.2.6 Hypothesis: There is no significant relationship between good interaction within Cadets & College Management and Good upward communication exists.

Table 5.236
Relationship between good interaction within Cadets & College Management and Good upward communication exists.

		Good upward communication exists from cadets to College Management regarding any problem					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Good interaction between Cadets and Coll. Management prevails	Strongly Disagree	0	0	2	1	0	3
	Disagree	8	8	8	7	6	37
	Neutral	0	3	7	18	0	28
	Agree	2	23	17	120	25	187
	Strongly Agree	3	3	3	57	51	117
Total		13	37	37	203	82	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	131.521[a]	16	.000
Likelihood Ratio	115.725	16	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between relationship between good interaction within Cadets & College Management and Good upward communication exists. The calculated value of Chi square is 131.521 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between good interaction within Cadets & College Management and Good upward communication exists. The calculated value of likelihood ratio is

115.725 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between good interaction within Cadets & College Management and Good upward communication exists. Hence the Hypothesis is rejected.

5.8.2.7 Hypothesis: There is no significant relationship between quality upward communication and layer that exists to communicate.

Table 5.237
Relationship between quality upward communication and layer that exists to communicate.

		No layer exists to communicate between Parents/Teachers/Cadet with College Management.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Quality upward communication exists from any Teacher/Employee to College Authority	Disagree	4	18	0	6	7	35
	Neutral	13	36	26	12	1	88
	Agree	14	41	17	83	24	179
	Strongly Agree	2	6	15	26	21	70
Total		33	101	58	127	53	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	98.386[a]	12	.000
Likelihood Ratio	110.853	12	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between quality upward communication and layer that exists to communicate. The calculated value of Chi square is 98.386 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between quality upward communication and layer that exists to communicate. The calculated value of likelihood ratio is 110.853 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between quality upward communication and layer that exists to communicate. Hence the Hypothesis is rejected.

5.8.2.8 Hypothesis: There is no significant relationship between complexity of cadet college hierarchy and knowledge gap or listening gap.

Table 5.238
Relationship between complexity of cadet college hierarchy and knowledge gap or listening gap.

		In your Cadet College knowledge gap or listening gap exists between consumer expectation and management perception about consumer expectation.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets.	Strongly Disagree	0	3	5	8	5	21
	Disagree	0	3	5	33	10	51
	Neutral	0	0	15	40	14	69
	Agree	4	15	25	111	35	190
	Strongly Agree	0	0	5	18	18	41
Total		4	21	55	210	82	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.776[a]	16	.008
Likelihood Ratio	37.469	16	.002

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between complexity of cadet college hierarchy and knowledge gap or listening gap. The calculated value of Chi square is 32.776 with asymptotic significant probability value 0.008 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between complexity of cadet college hierarchy and knowledge gap or listening gap. The calculated value of likelihood ratio is 37.469 with asymptotic significant probability value 0.002 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between complexity of cadet college hierarchy and knowledge gap or listening gap. Hence the Hypothesis is rejected.

5.8.2.10 Hypothesis: There is no significant relationship between authorities operates in specific pattern as per quality specification and availability of standard written orders

Table 5.240
Relationship between authorities operates in specific pattern as per quality specification and availability of standard written orders

		Good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets.						Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	35	
Cadet College operates in specific pattern as per quality specification to identify and solve all related problems of Cadets.	Strongly Disagree	0	0	1	0	0	0	1
	Disagree	0	5	9	2	0	0	16
	Neutral	1	6	6	14	4	0	31
	Agree	0	18	21	105	39	0	183
	Strongly Agree	0	7	2	33	98	1	141
Total		1	36	39	154	141	1	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	167.887[a]	20	.000
Likelihood Ratio	149.956	20	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between authorities operates in specific pattern as per quality specification and availability of standard written orders. The calculated value of Chi square is 167.887 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between authorities operates in specific pattern as per quality specification and availability of standard written orders. The calculated value of likelihood ratio is 149.956 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between authorities operates in specific pattern as per quality specification and availability of standard written orders. Hence the Hypothesis is rejected.

5.8.2.11 Hypothesis: There is no significant relationship between management believes to meet the requirement of consumers and management should meet the requirement of teachers & employees

Table 5.241
Relationship between management believes to meet the requirement of consumers and management should meet the requirement of teachers & employees

		Cadet College management believes that they should meet requirement of teachers and employees for good service.					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
College Management believes that they should meet requirements of parents and cadets for good service	Strongly Disagree	0	2	0	0	0	2
	Disagree	0	3	3	3	0	9
	Neutral	2	6	4	15	3	30
	Agree	3	4	16	121	33	177
	Strongly Agree	0	2	5	52	95	154
Total		5	17	28	191	131	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	174.496[a]	16	.000
Likelihood Ratio	129.360	16	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between management believes to meet the requirement of consumers and management should meet the requirement of teachers & employees. The calculated value of Chi square is 174.496 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between management believes to meet the requirement of consumers and management should meet the requirement of teachers & employees. The calculated value of likelihood ratio is 129.360 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between management believes to meet the requirement of consumers and management should meet the requirement of teachers & employees. Hence the Hypothesis is rejected.

5.8.2.12 Hypothesis: There is no significant relationship between setting good priorities over customer contact based strategy and quality measurement for long term positive impact

Table 5.242
Relationship between setting good priorities over customer contact based strategy and quality measurement for long term positive impact

		Management cordially feels that quality measurement is worth for positive impact.				Total
		Disagree	Neutral	Agree	Strongly Agree	
College leadership has set good priorities over customer contact based strategy and technology based strategy.	Strongly Disagree	5	0	4	0	9
	Disagree	0	16	20	0	36
	Neutral	2	15	54	24	95
	Agree	0	32	118	30	180
	Strongly Agree	1	3	23	25	52
Total		8	66	219	79	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	177.892[a]	12	.000
Likelihood Ratio	90.008	12	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between setting good priorities over customer contact based strategy and quality measurement for long term positive impact. The calculated value of Chi square is 177.892 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between setting good priorities over customer contact based strategy and quality measurement for long term positive impact. The calculated value of likelihood ratio is 90.008 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between setting good priorities over customer contact based strategy and quality measurement for long term positive impact. Hence the Hypothesis is rejected.

5.8.2.13 Hypothesis: There is no significant relationship between use of all resources to ensure quality service to the customers and exists of standard gap management perception & quality specification for good service delivery

Table 5.243
Relationship between use of all resources to ensure quality service and standard gap between management perception & quality specifications

		Standard gap between management perception of consumer expectation and quality specifications.				Total
		Disagree	Neutral	Agree	Strongly Agree	
Cadet College uses all its resources to ensure quality service to the customers.	Strongly Disagree	1	0	0	0	1
	Disagree	6	3	24	0	33
	Neutral	5	2	37	15	59
	Agree	13	9	101	57	180
	Strongly Agree	0	1	42	56	99
Total		25	15	204	128	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	64.822[a]	12	.000
Likelihood Ratio	70.502	12	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between use of all resources to ensure quality service to the customers and standard gap of management perception & quality specification for good service delivery. The calculated value of Chi square is 64.822 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between use of all resources to ensure quality service to the customers and standard gap of management perception & quality specification for good service delivery. The calculated value of likelihood ratio is 70.502 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between use of all resources to ensure quality service to the customers and standard gap of management perception & quality specification for good service delivery. Hence the Hypothesis is rejected.

5.8.2.14 Hypothesis: There is no significant relationship between willingness to deliver quality services to customers and providing recognition to teachers & employees for quality commitment

Table 5.244
Relationship between willingness to deliver quality services to customers and providing recognition to teachers & employees for quality commitment

		Cadet College management provide recognition to teachers and employees for quality commitment.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gap-3 In Cadet College teachers and employees have willingness to deliver quality service to customers.	Strongly Disagree	0	1	0	0	0	1
	Disagree	0	7	0	12	0	19
	Neutral	3	3	14	16	4	40
	Agree	0	12	39	129	39	219
	Strongly Agree	0	4	16	30	43	93
Total		3	27	69	187	86	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	114.433[a]	16	.000
Likelihood Ratio	87.829	16	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between willingness to deliver quality services to customers and providing recognition to teachers & employees for quality commitment. The calculated value of Chi square is 114.433 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between willingness to deliver quality services to customers and providing recognition to teachers & employees for quality commitment. The calculated value of likelihood ratio is 87.829 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between willingness to deliver quality services to customers and providing recognition to teachers & employees for quality commitment. Hence the Hypothesis is rejected.

5.8.2.15 Hypothesis: There is no significant relationship between formal process for setting quality of service goals and capability of achieving aim & objectives of Cadet College

Table 5.245
Relationship between formal process for setting quality of service goals and capability of achieving aim & objectives of Cadet College

		In Cadet College teachers and employees are capable of achieving aim and objectives of cadet college.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Formal process for setting quality of service goals exist and implimentation is monitored in Cadet College.	Disagree	1	0	0	13	0	14
	Neutral	0	7	2	22	24	55
	Agree	4	11	39	107	83	244
	Strongly Agree	0	0	3	30	26	59
Total		5	18	44	172	133	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.384[a]	12	.000
Likelihood Ratio	48.918	12	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between formal process for setting quality of service goals and capability of achieving aim & objectives of Cadet College. The calculated value of Chi square is 41.384 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between formal process for setting quality of service goals and capability of achieving aim & objectives of Cadet College. The calculated value of likelihood ratio is 48.918 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between formal process for setting quality of service goals and capability of achieving aim & objectives of Cadet College. Hence the Hypothesis is rejected.

5.8.2.16 Hypothesis: There is no significant relationship between possession of dissatisfaction & frustration of teachers and management finds it quite difficult to keep them at their full potential at all time

Table 5.246
Relationship between possession of dissatisfaction of teachers and management difficulty to keep them at their full potential at all time

		Cadet College management difficulty to keep teachers and employees at their full potential all the time.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution that affect delivery of service.	Strongly Disagree	43	39	1	13	0	96
	Disagree	12	25	9	9	5	60
	Neutral	17	33	38	18	8	114
	Agree	4	15	11	29	5	64
	Strongly Agree	2	5	0	23	6	36
	33	0	0	0	2	0	2
Total		78	117	59	94	24	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	151.074[a]	20	.000
Likelihood Ratio	157.596	20	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between possession of dissatisfaction of teachers and management difficulty to keep them at their full potential at all time. The calculated value of Chi square is 151.074 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between possession of dissatisfaction of teachers and management difficulty to keep them at their full potential at all time. The calculated value of likelihood ratio is 157.596 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between possession of dissatisfaction of teachers and management difficulty to keep them at their full potential at all time. Hence the Hypothesis is rejected.

5.8.2.17 Hypothesis: There is no significant relationship between teachers are sufficiently qualified to perform the service as per specification and they are consistent in understanding their role as per expectation

Table 5.247
Relationship between teachers qualification to perform the service as per specification and their consistency in understanding their role as per expectation

		Teachers are consistent in understanding their role as per the expectation of Cadet College authority, the parents and Cadets.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Teachers of your Cadet College are sufficiently qualified and trained to perform the service to specification.	Strongly Disagree	0	1	1	0	0	2
	Disagree	0	8	5	17	0	30
	Neutral	0	3	6	22	2	33
	Agree	4	14	41	113	18	190
	Strongly Agree	0	4	2	53	58	117
Total		4	30	55	205	78	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	118.274[a]	16	.000
Likelihood Ratio	120.007	16	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between teachers qualification to perform the service as per specification and their consistency in understanding their role as per expectation. The calculated value of Chi square is 118.274 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between teachers' qualification to perform the service as per specification and their consistency in understanding their role as per expectation. The calculated value of likelihood ratio is 120.007 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between teachers' qualification to perform the service as per specification and their consistency in understanding their role as per expectation. Hence the Hypothesis is rejected.

5.8.2.18 Hypothesis: There is no significant relationship between teachers & employees possess sufficient authority to make independent decisions and delivery gap exists between the quality specification set for service delivery & actual delivery of service

Table 5.248
Relationship between possession of sufficient authority to make independent decisions and delivery gap of quality specification set for service delivery & actual delivery of service

		In your cadet college delivery gap exists between the quality specification set for service delivery and actual delivery of service.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Teachers and employees possess sufficient authority to make independent decisions.	Strongly Disagree	12	13	14	18	8	65
	Disagree	8	30	20	43	12	113
	Neutral	2	12	20	55	32	121
	Agree	4	11	4	23	12	54
	Strongly Agree	0	0	0	7	12	19
Total		26	66	58	146	76	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	68.795[a]	16	.000
Likelihood Ratio	70.722	16	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between possession of sufficient authority to make independent decisions and delivery gap of quality specification set for service delivery & actual delivery of service. The calculated value of Chi square is 68.795 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between possession of sufficient authority to make independent decisions and delivery gap of quality specification set for service delivery & actual delivery of service. The calculated value of likelihood ratio is 70.722 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between possession of sufficient authority to make independent decisions and delivery gap of quality specification set for service delivery & actual delivery of service. Hence the Hypothesis is rejected.

5.8.2.19 Hypothesis: There is no significant relationship between delivery of actual quality services to customers and does not over promise about service delivery

Table 5.249
Relationship between delivery of actual quality services to customers and not over promising about service delivery

		Cadet College does not over promise about service delivery in Intake circulation to out do other educational institutions of the country.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gap-4 Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation.	Disagree	6	13	12	9	0	40
	Neutral	0	14	11	38	10	73
	Agree	0	13	14	112	37	176
	Strongly Agree	22	6	5	22	28	83
Total		28	46	42	181	75	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	139.193[a]	12	.000
Likelihood Ratio	143.798	12	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between delivery of actual quality services to customers and not over promising about service delivery. The calculated value of Chi square is 139.193 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between delivery of actual quality services to customers and not over promising about service delivery. The calculated value of likelihood ratio is 143.798 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between delivery of actual quality services to customers and not over promising about service delivery. Hence the Hypothesis is rejected.

5.8.2.20 Hypothesis: There is no significant relationship between good horizontal communication to breech the gap and fulfillment of promises as per intake circulation

Table 5.250
Relationship between good horizontal communication to breech the gap and fulfillment of promises as per intake circulation

		Due to fulfillment of delivery of services as per intake circulation more number of parents are now interested to get their children admitted in this Cadet College.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Cadet College maintains good horizontal communication to breech gap between the institution and higher Head quarters.	Strongly Disagree	0	0	0	0	1	1
	Disagree	0	3	7	10	1	21
	Neutral	0	11	14	21	6	52
	Agree	9	20	28	74	73	204
	Strongly Agree	2	10	7	27	48	94
Total		11	44	56	132	129	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.120[a]	16	.000
Likelihood Ratio	52.406	16	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between good horizontal communication to breech the gap and fulfillment of promises as per intake circulation. The calculated value of Chi square is 47.120 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between good horizontal communication to breech the gap and fulfillment of promises as per intake circulation. The calculated value of likelihood ratio is 52.406 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between good horizontal communication to breech the gap and fulfillment of promises as per intake circulation. Hence the Hypothesis is rejected.

5.8.2.21 Hypothesis: There is no significant relationship between frequent & quality downward communication and constructive feedback from higher Headquarters

Table 5.251
Relationship between frequent & quality downward communication and constructive feedback from higher Headquarters

		Constructive feed back is given from Higher Headquarters to your cadet college management for quality service delivery.				Total
		Disagree	Neutral	Agree	Strongly Agree	
Frequent and quality downward communication prevails between college authority and contact personals.	Strongly Disagree	0	8	29	5	42
	Disagree	3	12	42	0	57
	Neutral	12	12	48	22	94
	Agree	6	18	81	34	139
	Strongly Agree	0	9	20	11	40
Total		21	59	220	72	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.813[a]	12	.000
Likelihood Ratio	50.856	12	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between frequent & quality downward communication and constructive feedback from higher Headquarters. The calculated value of Chi square is 37.813 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between frequent & quality downward communication and constructive feedback from higher Headquarters. The calculated value of likelihood ratio is 50.856 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between frequent & quality downward communication and constructive feedback from higher Headquarters. Hence the Hypothesis is rejected.

5.8.2.22 Hypothesis: There is no significant relationship between good practice of giving feedback report to cadet college authority and training of teachers & employees in communication skills

Table 5.252
Relationship between giving feedback report to cadet college authority and training of teachers & employees in communication skills

		Teachers and employees undergo training in communication skills for quality service.				Total
		Disagree	Neutral	Agree	Strongly Agree	
Teachers and employees give feed back report to Cadet College authority on any issues.	Strongly Disagree	8	0	2	0	10
	Disagree	1	11	3	0	15
	Neutral	9	12	32	2	55
	Agree	21	39	116	33	209
	Strongly Agree	1	13	44	25	83
Total		40	75	197	60	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	102.874[a]	12	.000
Likelihood Ratio	80.325	12	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between giving feedback report to cadet college authority and training of teachers & employees in communication skills. The calculated value of Chi square is 102.874 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between giving feedback report to cadet college authority and training of teachers & employees in communication skills. The calculated value of likelihood ratio is 80.325 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between giving feedback report to cadet college authority and training of teachers & employees in communication skills. Hence the Hypothesis is rejected.

5.8.2.23 Hypothesis: There is no significant relationship between vigilance about any happenings inside college and existence of communication gap

Table 5.253
Relationship between vigilance about any happenings inside college and existence of communication gap

		Communication gap of actual service delivered and quality of service described earlier.				Total
		Disagree	Neutral	Agree	Strongly Agree	
Teachers and employees are quite vigilant about any happenings and capable of communicating to college authority before it actually happens.	Strongly Disagree	0	2	6	2	10
	Disagree	4	3	13	2	22
	Neutral	3	3	52	14	72
	Agree	3	14	81	43	141
	Strongly Agree	0	3	38	86	127
Total		10	25	190	147	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	95.621[a]	12	.000
Likelihood Ratio	88.975	12	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between vigilance about any happenings inside college and existence of communication gap. The calculated value of Chi square is 95.621 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between vigilance about any happenings inside college and existence of communication gap. The calculated value of likelihood ratio is 88.975 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between vigilance about any happenings inside college and existence of communication gap. Hence the Hypothesis is rejected.

5.8.2.24 Hypothesis: There is no significant relationship between possession of good standard in order to satisfy customers and willingness of teachers & employees to deliver quality service to the customers

Table 5.254
Relationship between possession of good standard in order to satisfy customers and willingness of teachers & employees to deliver quality service

		Gap-3 In Cadet College teachers and employees have willingness to deliver quality service to customers.					Total
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Gap-2 Cadet College possesses good standard in order to satisfy parents with pleasant experience.	Strongly Disagree	0	5	0	6	0	11
	Disagree	1	6	4	22	2	35
	Neutral	0	0	6	51	8	65
	Agree	0	3	26	111	37	177
	Strongly Agree	0	5	4	29	46	84
Total		1	19	40	219	93	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	125.143[a]	16	.000
Likelihood Ratio	100.391	16	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between possession of good standard in order to satisfy customers and willingness of teachers & employees to deliver quality service. The calculated value of Chi square is 125.143 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between possession of good standard in order to satisfy customers and willingness of teachers & employees to deliver quality service. The calculated value of likelihood ratio is 100.391 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between possession of good standard in order to satisfy customers and willingness of teachers & employees to deliver quality service. Hence the Hypothesis is rejected.

5.8.2.25 Hypothesis: There is no significant relationship between providing recognition to teachers & employees for quality commitment and delivery of actual services to customers as was promised

Table 5.255
Relationship between providing recognition to teachers & employees for quality commitment and delivery of actual services to customers

		Gap-4 Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation.				
		Disagree	Neutral	Agree	Strongly Agree	Total
Cadet College management provide recognition to teachers and employees for quality commitment.	Strongly Disagree	3	0	0	0	3
	Disagree	7	1	19	0	27
	Neutral	1	23	29	16	69
	Agree	26	42	97	22	187
	Strongly Agree	3	7	31	45	86
Total		40	73	176	83	372

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	115.488[a]	12	.000
Likelihood Ratio	107.354	12	.000

Result: Chi square test and likelihood ratio tests were applied to find whether there is significant relationship between providing recognition to teachers & employees for quality commitment and delivery of actual services to customers. The calculated value of Chi square is 115.488 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between providing recognition to teachers & employees for quality commitment and delivery of actual services to customers. The calculated value of likelihood ratio is 107.354 with asymptotic significant probability value 0.000 which is less than 0.05. Therefore, it is inferred that there is a significant relationship between providing recognition to teachers & employees for quality commitment and delivery of actual services to customers. Hence the Hypothesis is rejected.

Chapter 6
FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1   Findings

The findings of the study are based on the following:

I. <u>Personal Factors.</u>

1. Respondent ID i.e. Name of Cadet College
2. Respondent Occupation i.e. Cadets, Parents, Staff, Teachers and Employees.
3. Gender

II. <u>Existing Services Factors.</u>

1. Availability of Services
2. Advanced Service Delivery System
3. Distinctive Competence in Service Delivery
4. World Class Service Delivery

III. <u>Service Quality Model Factors.</u>

1. Tangibility Factors
2. Reliability Factors
3. Responsiveness Factors
4. Assurance Factors
5. Empathy Factors

IV. <u>Service Gaps Factors.</u>

1. Knowledge Gap Factors
2. Standard Gap Factors
3. Delivery Gap Factors
4. Communication Gap Factors

I. <u>Personal Details.</u>

Simple percentage method is used to study some of the personal and institutional factors in the study.

<u>Gender</u>.

- 76.35% of the respondents are males.

- 23.65% of the respondents are females.

Respondent ID

- 16.667% of the respondents are from RCC

- 16.667% of the respondents are from FCC

- 16.667% of the respondents are from SCC

- 16.667% of the respondents are from BCC

- 16.667% of the respondents are from MGCC

- 16.667% of the respondents are from JGCC

Respondent Occupation

- 48.39% of the respondents are Cadets.

- 16.13% of the respondents are Parents.

- 6.45% of the respondents are Staff.

- 9.68% of the respondents are Teachers.

- 19.35% of the respondents are Employees.

II. Existing Services Factors.

Frequency statistics in the form of percentile value, frequency, central tendency, dispersion and frequency charts are used to evaluate existing services factors in the study.

Availability of Services.

- Evaluating service operations whether quite satisfying and reactive, found mean as 3.86, median 4.00, mode 4 and standard deviation .751.

- Evaluating whether or not in Cadet College to avoid mistakes, delivery of services to the parents/cadets are specified through written policy/standing operating procedure, found mean of the answer as 4.19, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .646.

- Evaluating whether or not in Cadet College training for front line personal is done for proper satisfaction of customers, found mean of the answer as 3.79, median 4.00, mode 4, minimum 2, maximum 5 and standard deviation .842.

- Evaluating whether or not Cadet College management designs the work plan for the employees for better service delivery, found mean of the answer as 3.93, median 4.00, mode 4, minimum 2, maximum 5 and standard deviation .714.

- Evaluating whether or not Cadet College system pays minimum wage which is quite satisfying, found mean of the answer as 3.01, median 3.00, mode 3, minimum 1, maximum 5 and standard deviation 1.070.

Advanced Service Delivery System.

- Evaluating whether or not Cadet College management seeks feedback from its customers on the relative costs and perceived quality of the services, found mean of the answer as 3.59, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .784.

- Evaluating whether or not Cadet College authority acts as contributor to internal quality service delivery that is advanced and satisfying, found mean of the answer as 4.04, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .634.

- Evaluating whether or not in Cadet College employees are often given procedure to follow and management ensures, found mean of the answer as 4.1317, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .74252.

- Evaluating whether or not Cadet College Management has good communication with customers to ensure advanced service delivery, found mean of the answer as 3.93, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .782.

- Evaluating whether or not in Cadet College Customers can inform any problem at any time to college authority on which very quick steps are taken, found mean of the answer as 3.94, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .963.

Distinctive Competence in Service Delivery

- Evaluating whether or not Cadet College continually excels to distinctive competence reinforced by customer focused excellent personal management, found mean of the answer is 3.80, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .838.

- Evaluating whether or not Cadet College mastered core services like interactive teaching, co-curricular & extra-curricular teaching, ethical teaching, good inter-communication etc. and understands present day changing requirements of distinctive service quality, found mean of the answer as 3.80, median 4.00, mode 4, minimum 2, maximum 5 and standard deviation .809.

- Evaluating whether or not in Cadet College technology is used as a way of enhancing satisfying services to Cadets and their parents, found mean of the answer as 4.02, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .951.

- Evaluating whether or not front line people (teachers, employees) are allowed with flexibility to select from alternative procedures to provide distinctive services to the cadets, found mean of the answer as 3.23, median 3.00, mode 4, minimum 1, maximum 5 and standard deviation 1.024.

- Evaluating whether or not Cadet College authority utilizes all the resources to satisfy and win the heart and mind of the customers (cadets, parents), found mean of the answer as 3.79, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation 1.017.

World Class Service Delivery

- Evaluating whether or not to sustain very high level service delivery, your Cadet College management keeps good communication with cadets, parents, teachers and employees, found mean of the answer as 3.38, median 3.00, mode 3, minimum 1, maximum 5 and standard deviation 1.046.

- Evaluating whether or not Cadet College system is proactive, develop its own capabilities and generate opportunities to the customers, found mean of the answer as 3.90, median 4.00, mode 4, minimum 1, maximum 5 and standard deviation .882.

- Evaluating whether or not technology is used in Cadet College to break the system to do the things that the competitors cannot do, found mean of the answer as 3.15, median 3.00, mode 3, minimum 1, maximum 5 and standard deviation 1.107.

- Evaluating whether or not the teachers and employees of Cadet College themselves are the source of innovations and have the skills to innovate excellent service delivery, found mean of the answer as 3.16, median 3.00, mode 3, minimum 1, maximum 5 and standard deviation 1.010.

- Evaluating whether or not teachers of your Cadet College go beyond coaching to mentoring and remain accountable for the personal development of the cadets which is very satisfying, found mean of the answer as 3.33, median 3.00, mode 3, minimum 1, maximum 5 and standard deviation 1.015.

III. Service Quality Model Factors.

Initially all questions under the factor together are analyzed comparing mean taking ID of the respondent (all cadet colleges) as independent list and all questions as dependent list found summarized mean and standard deviation to compare service quality performance as per cadet college.

Then each question is separately analyzed to measure descriptive statistics through crosstab taking ID of the respondent (all cadet colleges) in row and each question under the factor in column to measure service quality performance as per Cadet College in percentage of Liker Scale and in cluster bar chart.

Then after as per each question, overall performance as per grading of Liker Scale is analyzed through descriptive statistics finding out frequency table, percentage and pie chart

Tangibility Factors.

- Measuring whether Cadet College possesses up-to-date and modern looking equipment to provide quality service, initially found highest mean score achieved by FCC as mean 4.34 and lowest mean score achieved by BCC as mean 3.27. Then found in RCC highest 54.8% respondents agree, in SCC highest 35.5% agree, in FCC highest 66.1% agree, in BCC highest 33.9% agree, in MGCC highest 43.5% agree and in JGCC highest 53.2 agree with the proposition. Then it is found that in totality 3.5% respondents strongly disagrees, 10.2 % respondents disagree, 12.6 % respondents are neutral, 47.8 % respondents agree and 25.8 % respondents strongly agree with the proposition.

- Measuring whether physical facilities of college are visually appealing, found highest mean score achieved by RCC as mean 4.15 and lowest mean score achieved by MGCC as mean 3.68. Then found in RCC highest 41.9% respondents strongly agree, in SCC highest 51.6% agree, in FCC highest 46.8% agree, in BCC highest 61.3% agree, in MGCC highest 38.7% neutral and in JGCC highest 40.3% agree with the above mentioned proposition. Then after found in totality 1.1% respondents strongly disagrees, 7.5 % respondents disagree, 16.7 % respondents are neutral, 44.1 % respondents agree and 30.6 % respondents strongly agree with the proposition.

- Measuring whether Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance, found highest mean score achieved by BCC as mean 4.82 and lowest mean score achieved by RCC as mean 4.16. Then found in RCC highest 46.8% respondents strongly agree, in SCC highest 58.1% agree, in FCC highest 50% agree, in BCC highest 82.3% strongly agree, in MGCC highest 51.6% agree and in JGCC highest 58.1 agree with the above mentioned proposition. Then after found in totality .3% respondents strongly disagrees, 1.9% respondents disagree, 3.5% respondents are neutral, 44.6% respondents agree and 49.7% respondents strongly agree.

- Measuring whether Cadet College possesses comfortable and better competitive accommodation and dining facilities, found highest mean score achieved by MGCC as mean 4.47 and lowest mean score achieved by BCC as mean 3.34. Then found in RCC highest 43.5% respondents agree, in SCC highest 46.8% strongly agree, in FCC highest 38.7% strongly agree, in BCC highest 33.9% neutral, in MGCC highest 56.5% strongly agree and in JGCC highest 51.6% agree with the above mentioned proposition. Then after found in totality 1.6% respondents strongly disagrees, 6.9% respondents disagree, 14.5% respondents are neutral, 39% respondents agree and 38.7% respondents strongly agree.

Reliability Factors

- Measuring whether Cadet College authority meets and coordinates with Parents on parents' visiting day and keeps promises that are done with cadets/parents, found highest mean score achieved by MGCC as mean 3.92 and lowest mean score achieved by RCC as mean 3.27. Then found in RCC highest 33.9%

respondents agree, in SCC highest 48.4% agree, in FCC highest 38.7% agree, in BCC highest 53.2% agree, in MGCC highest 35.5% agree and in JGCC highest 66.1% agree with the above mentioned proposition. Again it is found in the study that in totality 8.1% respondents strongly disagrees, 14 % respondents disagree, 14.8% respondents are neutral, 46 % respondents agree and 17.2% respondents strongly agree.

- Measuring whether Staff, Teachers and employees of your Cadet College are sympathetic to the problem of cadets/parents, found highest mean score achieved by BCC as mean 3.82 and lowest mean score achieved by RCC as mean 2.94. Then found in RCC highest 29% respondents disagree, in SCC highest 40.3% disagree, in FCC highest 46.8% agree, in BCC highest 41.9% agree, in MGCC highest 40.3% agree and in JGCC highest 62.9 agree with the above mentioned proposition. Then after it is found in the study that in totality 7.3% respondents strongly disagrees, 24.5 % respondents disagree, 7 % respondents are neutral, 40.1 % respondents agree and 21.2 % respondents strongly agree.

- Measuring whether all staff, teachers and employees honour their promises at all time to ensure excellent service, found highest mean score achieved by BCC as mean 3.37 and lowest mean score achieved by RCC as mean 3.02. Then found in RCC highest 29% respondents agree, in SCC highest 25.8% disagree, in FCC highest 48.4% agree, in BCC highest 41.9% agree, in MGCC highest 33.9% agree and in JGCC highest 64.5 agree with the above mentioned proposition. Then after it is found in the study that basing on the said question in totality 11.8% respondents strongly disagrees, 19.4 % respondents disagree, 15.9 % respondents are neutral, 39.8 % respondents agree and 13.2% respondents strongly agree.

- Measuring whether Cadet College maintains different records of performance of 6 years accurately, found highest mean score achieved by MGCC as mean 4.35 and lowest mean score achieved by SCC as mean 3.35. Then after found in RCC highest 30.6% respondents agree, in SCC highest 38.7% agree, in FCC highest 41.9% strongly agree, in BCC highest 51.6% strongly agree, in MGCC highest 66.1% strongly agree and in JGCC highest 54.8% agree with the above

mentioned proposition. Then after it is found in the study that in totality 9.1% respondents strongly disagrees, 9.1 % respondents disagree, 6.5 % respondents are neutral, 34.7 % respondents agree and 40.6 % respondents strongly agree.

Responsiveness Factors

- Measuring whether being a residential institution, College and house administration tell exact time about performance of services, found highest mean score achieved by MGCC as mean 3.81 and lowest mean score achieved by SCC as mean 3.18. Then found in RCC highest 45.2% respondents agree, in SCC highest 50% agree, in FCC highest 54.8% agree, in BCC highest 37.1% agree, in MGCC highest 41.9% agree and in JGCC highest 74.2% agree with the above mentioned proposition. Then after it is found in the study that in totality 9.1% respondents strongly disagrees, 17.7 % respondents disagree, 7.5 % respondents are neutral, 50.5 % respondents agree and 15.1 % respondents strongly agree.

- Measuring whether College and house administration deliver prompt service to Cadet Requirements, found highest mean score achieved by RCC as mean 3.53 and lowest mean score achieved by SCC as mean 2.84. Then found in RCC highest 35.5% respondents agree, in SCC highest 41.9% disagree, in FCC highest 51.6% agree, in BCC highest 32.3% agree, in MGCC highest 41.9% agree and in JGCC highest 48.4% agree with the above mentioned proposition. Then after found in the study that basing on the said question in totality 12.1% respondents strongly disagrees, 23.4 % respondents disagree, 8.9 % respondents are neutral, 38.7 % respondents agree and 16.9 % respondents strongly agree.

- Measuring whether whole college administration is always willing to help the cadets/parents, found highest mean score achieved by FCC as mean 3.65 and lowest mean score achieved by SCC as mean 3.03. Then found in RCC highest 33.9% respondents equally agree & disagree, in SCC highest 35.5% disagree, in FCC highest 53.2% agree, in BCC highest 29% agree, in MGCC highest 30.6% agree and in JGCC highest 54.8% agree with the above mentioned proposition. Then after found in the study that basing on the said question in totality 8.9% respondents strongly disagrees, 23.9 % respondents disagree, 12.1 % respondents are neutral, 38.4 % respondents agree and 16.7 % respondents strongly agree.

- Measuring whether staffs, teachers and employees respond promptly to the queries and problems of Cadets/parents, found highest mean score achieved by FCC as mean 3.76 and lowest mean score achieved by BCC and JGCC jointly as mean 3.16. Then found in RCC highest 45.2% respondents agree, in SCC highest 41.9% agree, in FCC highest 51.6% agree, in BCC highest 32.3% disagree, in MGCC highest 69.4% agree and in JGCC highest 41.9% agree with the above mentioned proposition. Then after found in the study that basing on the said question in totality 8.3% respondents strongly disagrees, 21.5 % respondents disagree, 7 % respondents are neutral, 46 % respondents agree and 17.2 % respondents strongly agree.

Assurance Factors

- Measuring whether cadets and parents have trust in all staff, teachers and employees of Cadet College, found highest mean score achieved by MGCC as mean 3.52 and lowest mean score achieved by SCC as mean 3.21. Then found in RCC highest 33.9% respondents agree, in SCC highest 51.6% agree, in FCC highest 53.2% agree, in BCC highest 41.9% agree, in MGCC highest 38.7% agree and in JGCC highest 64.5% agree with the above mentioned proposition. Then after it is found in the study that in totality 7.8% respondents strongly disagrees, 18.5 % respondents disagree, 11.8% respondents are neutral, 47.3% respondents agree and 14.5 % respondents strongly agree.

- Measuring whether cadets and parents feel safe while receiving services from staff, teachers and employees, found highest mean score achieved by BCC & JGCC jointly as mean 3.79 and lowest mean score achieved by JGCC as mean 3.05. Then found in RCC highest 37.1% respondents agree, in SCC highest 38.7% agree, in FCC highest 48.8% agree, in BCC highest 37.1% agree, in MGCC highest 37.1% agree and in JGCC highest 41.9% agree with the above mentioned proposition. Then after it is found in the study that in totality 7.8% respondents strongly disagrees, 18.3 % respondents disagree, 9.1 % respondents are neutral, 40.1 % respondents agree and 24.7 % respondents strongly agree.

- Measuring whether staff, teachers and employees of your Cadet College deal politely with cadets and parents, found highest mean score achieved by MGCC as mean 3.89 and lowest mean score achieved by JGCC as mean 3.26. Then

found in RCC highest 29% respondents agree, in SCC highest 35.5% agree, in FCC highest 43.5% agree, in BCC highest 35.5% agree, in MGCC highest 43.5% agree and in JGCC highest 43.5% agree with the above mentioned proposition. Then after it is found in the study that basing on the said question in totality 5.4% respondents strongly disagrees, 20.7 % respondents disagree, 9.4% respondents are neutral, 38.4% respondents agree and 26.1% respondents strongly agree.

- Measuring whether Teachers of your Cadet College are knowledgeable to take good class & provide good information, found highest mean score achieved by BCC as mean 4.23 and lowest mean score achieved by JGCC as mean 3.31. Then found in RCC highest 45.2% respondents agree, in SCC highest 35.5% agree, in FCC highest 46.8% agree, in BCC highest 48.4% agree, in MGCC highest 43.5% agree and in JGCC highest 51.6 agree with the above mentioned proposition. Then after it is found in the study that basing on the said question in totality 3% respondents strongly disagrees, 16.9 % respondents disagree, 7 % respondents are neutral, 43.5 % respondents agree and 29.6 % respondents strongly agree.

Empathy Factors

- Measuring whether Cadet College provides individual and personal attention to cadets and parents, found highest mean score achieved by MGCC as mean 3.94 and lowest mean score achieved by JGCC as mean 3.16. Then found in RCC highest 41.9% respondents agree, in SCC highest 37.1% agree & disagree, in FCC highest 29% agree, in BCC highest 35.5% neutral, in MGCC highest 38.7% strongly agree and in JGCC highest 37.1% agree with the above mentioned proposition. Then after it is found in the study that basing on the said question in totality 4.3% respondents strongly disagrees, 20.7 % respondents disagree, 21.8 % respondents are neutral, 33.6 % respondents agree and 19.6 % respondents strongly agree.

- Measuring whether staff, Teachers and employees of Cadet College have sufficient operating hour to conveniently satisfy all cadets/parents, found highest mean score achieved by MGCC as mean 4.24 and lowest mean score achieved by SCC as mean 3.05. Then found in RCC highest 38.7% respondents agree, in SCC highest 37.1% disagree, in FCC highest 38.7% agree, in BCC highest 32.3% agree, in MGCC highest 48.4% agree and in JGCC highest 69.4% agree

with the above mentioned proposition. Then after it is found in the study that basing on the said question in totality 2.4% respondents strongly disagrees, 14.8 % respondents disagree, 17.2 % respondents are neutral, 43.3 % respondents agree and 22.3 % respondents strongly agree.

- Measuring whether all staff, teachers and employees understand the specific needs of cadets and parents, found highest mean score achieved by FCC and MGCC jointly as mean 3.40 and lowest mean score achieved by SCC as mean 2.74. Then found in RCC highest 40.3 % respondents equally agree & disagree, in SCC highest 40.3% disagree, in FCC highest 48.4% agree, in BCC highest 38.7% agree, in MGCC highest 51.6% agree and in JGCC highest 46.8% agree with the above mentioned proposition. Then after it is found in the study that basing on the said question in totality 5.9% respondents strongly disagrees, 26.6 % respondents disagree, 16.4 % respondents are neutral, 42.2 % respondents agree and 8.9 % respondents strongly agree.

- Measuring whether all staffs, teachers and employees of Cadet College keep the best interest of cadets and parents at heart, found highest mean score achieved by RCC as mean 3.56 and lowest mean score achieved by JGCC as mean 2.69. Then found in RCC highest 29% respondents agree, in SCC highest 32.3% agree, in FCC highest 33.9% agree, in BCC highest 38.7% agree, in MGCC highest 32.3% disagree and in JGCC highest 27.4% agree with the above mentioned proposition. Then after it is found in the study that basing on the said question in totality 10.2% respondents strongly disagrees, 23.4 % respondents disagree, 21.5% respondents are neutral, 30.6 % respondents agree and 14.2 % respondents strongly agree.

IV. <u>Service Gaps Factors.</u>

Initially all questions under each factor in two parts are analyzed in SPSS program comparing mean taking ID of the respondent (all cadet colleges) as independent list and all questions as dependent list. Found summarized mean, median and standard deviation to analyze service gaps of Cadet Colleges through the opinion of the respondents.

Then each question is separately analyzed in SPSS program to measure descriptive statistics through crosstab taking ID of the respondent (all cadet colleges) in row and each question under the factor in column to analyze service gaps as per Cadet Colleges in percentage of Liker Scale and in cluster bar chart.

Then each question is separately analyzed SPSS program to measure descriptive statistics through crosstab taking respondent occupation in row and each question under the factor in column to analyze service gaps as per occupation in percentage of Liker Scale and in cluster bar chart.

At the end, each question is separately analyzed to measure descriptive statistics through crosstab taking gender in row and each question under the factor in column to analyze service gaps as gender in percentage of Liker Scale and in cluster bar chart.

Gap-1 i.e. Knowledge Gap Factors.

- Analyzing whether Cadet College system needs to increase amount of consumer research to influence the size of knowledge gap between consumers' (Cadets and Parents) expectation and college management's (Staff, Teachers and Employees) perception, found highest mean score achieved by MGCC as mean score 4.35, lowest mean score achieved by FCC as mean 3.73 and Gap .62. Then found in RCC highest 61.8% respondents agree, in SCC highest 67.7% agree, in FCC highest 75.8% agree, in BCC highest 64.5% agree, in MGCC highest 45.2% both equally agree & strongly agree and in JGCC highest 48.4% agree with the above mentioned proposition. Then found among Cadets highest 55.0% respondents agree, among parents highest 70.0% agree, among staff highest 66.7% agree, among teachers highest 61.1% agree and among employee highest 63.9% agree with above mentioned proposition. Lastly, found among male respondents highest 64.8% respondents agree and among female respondents highest 46.6% agree with the proposition.

- Analyzing whether improvement research of cadet college system should focus on service quality issues of the cadets, found highest mean score achieved by SCC as mean 4.52, lowest mean score achieved by FCC as mean 3.55 and Gap .97. Then found in RCC highest 48.4% respondents agree, in SCC highest 51.6% strongly agree, in FCC highest 46.8% agree, in BCC highest 45.2% agree, in MGCC highest 46.8% equally agree & disagree and in JGCC highest 58.1% agree with the above mentioned proposition. Then after found among Cadets highest 49.4% respondents strongly agree, among parents highest 66.7% agree, among staff highest 54.2% agree, among teachers highest 52.8% agree and

among employee highest 69.4% agree. Lastly, found among male respondents highest 52.1% respondents agree and among female respondents highest 55.7% strongly agree with the proposition.

- Analyzing whether improvement research of Cadet College should focus on demand/ requirement of parents, found highest mean score achieved by MGCC as mean 4.08, lowest mean score achieved by FCC as mean 3.37 and Gap .71. Then found in RCC highest 54.8% respondents agree, in SCC highest 41.9% agree, in FCC highest 30.6% neutral, in BCC highest 75.8% agree, in MGCC highest 43.5% strongly agree and in JGCC highest 51.6% agree with the above mentioned proposition. Then after found among Cadets highest 38.3% respondents strongly agree, among parents highest 61.7% agree, among staff highest 37.5% agree, among teachers highest 38.9% agree and among employee highest 63.9% agree. Lastly, found among male respondents highest 48.9% respondents agree and among female respondents highest 40.9% strongly agree with the proposition.

- Analyzing whether good interaction between parents and college management prevails in the Cadet College, found highest mean score achieved by RCC as mean 4.11, lowest mean score achieved by JGCC as mean 3.58 and Gap .53. Then found in RCC highest 43.5% respondents agree, in SCC highest 35.5% agree, in FCC highest 38.7% agree, in BCC highest 71.0% agree, in MGCC highest 69.4% agree and in JGCC highest 43.5% neutral with the above mentioned proposition. Then found among Cadets highest 40.0% respondents agree, among parents highest 60.0% agree, among staff highest 41.7% agree, among teachers highest 41.7% strongly agree and among employee highest 55.6% agree. Then after found among male respondents highest 48.9% respondents agree and among female respondents highest 35.2% agree.

- Analyzing whether good interaction between Cadets and College Management prevails in Cadet College, found highest mean score achieved by MGCC as mean 4.39, lowest mean score achieved by JGCC as mean 3.63 and Gap.76. Then found in RCC highest 50.0% respondents agree, in SCC highest 46.8% agree, in FCC highest 54.8% agree, in BCC highest 45.2% agree, in MGCC highest 46.8% strongly agree and in JGCC highest 59.7% agree with the above

mentioned proposition. Then after found among Cadets highest 47.8% respondents agree, among parents highest 53.3% agree, among staff highest 54.2% agree, among teachers highest 55.6% agree and among employee highest 50.0% agree. Lastly, found among male respondents highest 50.7% respondents agree and among female respondents highest 48.9% agree.

- Analyzing whether good upward communication exists from cadets to College Management regarding any problem, found highest mean score achieved by MGCC as mean 4.06, lowest mean score achieved by SCC as mean 3.44 and Gap .62. Then found in RCC highest 53.2% respondents agree, in SCC highest 59.7% agree, in FCC highest 69.4% agree, in BCC highest 50.0% agree, in MGCC highest 43.5% strongly agree and in JGCC highest 67.7% agree with the above mentioned proposition. Then after found among Cadets highest 53.9% respondents agree, among parents highest 53.3% agree, among staff highest 62.5% agree, among teachers highest 61.1% agree and among employee highest 51.4% agree. Lastly, found among male respondents highest 54.9% respondents agree and among female respondents highest 53.4% agree.

- Analyzing whether quality upward communication exists from any Teacher/Employee to College Authority, found highest mean score achieved by MGCC as mean 4.19, lowest mean score achieved by JGCC as mean 3.16 and Gap 1.03. Then found in RCC highest 59.7% respondents agree, in SCC highest 64.5% agree, in FCC highest 50.0% agree, in BCC highest 38.7% agree, in MGCC highest 50.0% agree and in JGCC highest 64.5% neutral with the above mentioned proposition. Then after found among Cadets highest 43.9% respondents agree, among parents highest 55.0% agree, among staff highest 45.8% agree, among teachers highest 50.0% agree and among employee highest 52.8% agree. Lastly, found among male respondents highest 51.8% respondents agree and among female respondents highest 42.0% neutral.

- Analyzing whether no layer exists to communicate between Parents/Cadets with College Management, found highest mean score achieved by MGCC as mean 3.97, lowest mean score achieved by JGCC as mean 2.77 and Gap 1.20. Then found in RCC highest 30.6% respondents equally agree & disagree, in SCC highest 37.1% agree, in FCC highest 40.3% agree, in BCC highest 35.5% agree, in

MGCC highest 43.5% agree and in JGCC highest 50.0% disagree with the above mentioned proposition. Then after found among Cadets highest 32.2% respondents agree, among parents highest 35% disagree, among staff highest 45.8% disagree, among teachers highest 44.4% disagree and among employee highest 44.4% agree. Lastly, found among male respondents highest 36.3% respondents agree and among female respondents highest 39.8% disagree.

- Analyzing whether complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets, found highest mean score achieved by FCC as mean 3.84, lowest mean score achieved by JGCC as mean 3.13 and Gap .71. Then found in RCC highest 41.9% respondents agree, in SCC highest 64.5% agree, in FCC highest 75.8% agree, in BCC highest 38.7% equally agree & neutral, in MGCC highest 40.3% agree and in JGCC highest 45.2% agree with the above mentioned proposition. Then after found among Cadets highest 45% respondents agree, among parents highest 68.3% agree, among staff highest 45.8% agree, among teachers highest 47.2% agree and among employee highest 55.6% agree. Lastly, found among male respondents highest 53.2% respondents agree and among female respondents highest 44.3% agree.

- Analyzing whether in Cadet College knowledge gap or listening gap doesn't exist between consumer expectation and management perception about consumer expectation, found highest mean score achieved by RCC as mean 4.42, lowest mean score achieved by SCC as mean 3.60 and Gap .82. Then found in RCC highest 53.2% respondents strongly agree, in SCC highest 56.5% agree, in FCC highest 71% agree, in BCC highest 54.8% agree, in MGCC highest 58.1% agree and in JGCC highest 59.7% agree with the above mentioned proposition. Then after found among Cadets highest 51.7% respondents agree, among parents highest 61.7% agree, among staff highest 58.3% agree, among teachers highest 55.6% agree and among employee highest 63.9% agree. Lastly, found among male respondents highest 57.7% respondents agree and among female respondents highest 52.3% agree.

Gap-2 i.e. Standard Gap Factors

- Analyzing whether Cadet College possesses good standard in order to satisfy customers (Cadets and Parents) with pleasant experience as per quality specification, found highest mean score achieved by RCC as mean score 4.19,

lowest mean score achieved by JGCC as mean 3.27 and Gap .92. Then found in RCC highest 43.5% respondents strongly agree, in SCC highest 40.3% agree, in FCC highest 50% agree, in BCC highest 43.5% agree, in MGCC highest 67.7% agree and in JGCC highest 46.8% agree with the above mentioned proposition. Then after found among Cadets highest 47.2% respondents agree, among parents highest 41.7% agree, among staff highest 58.3% agree, among teachers highest 52.8% agree and among employee highest 47.2% agree. Lastly, found among male respondents highest 44.7% respondents agree and among female respondents highest 56.8% agree.

- Analyzing whether Cadet College Authority maintains a flowchart of its operation to identify all points of contact between college authority and parents, found highest mean score achieved by RCC as mean 3.97, lowest mean score achieved by FCC as mean 3.47 and Gap .50. Then found in RCC highest 50% respondents agree, in SCC highest 51.6% agree, in FCC highest 51.6% agree, in BCC highest 45.2% agree, in MGCC highest 45.2% agree and in JGCC highest 79% agree with the above mentioned proposition. Then after found among Cadets highest 56.1% respondents agree, among parents highest 33.3% agree, among staff highest 50% agree, among teachers highest 47.2% agree and among employee highest 61.1% agree. Lastly found, among male respondents highest 49.6% respondents agree and among female respondents highest 60.2% agree with the proposition.

- Analyzing whether Cadet College operates in specific pattern as per quality specification to identify and solve all related problems of Cadets, found highest mean score achieved by MGCC as mean 4.60, lowest mean score achieved by SCC as mean 3.82 and Gap .78. Then found in RCC highest 48.4% respondents strongly agree, in SCC highest 48.4% agree, in FCC highest 50% agree, in BCC highest 51.6% agree, in MGCC highest 59.7% strongly agree and in JGCC highest 66.1% agree with the above mentioned proposition. Then after found among Cadets highest 52.2% respondents agree, among parents highest 45% agree, among staff highest 62.5% agree, among teachers highest 58.3% agree and among employee highest 63.9% agree. Lastly found, among male respondents highest 48.9% respondents agree and among female respondents highest 50% agree with the proposition.

- Analyzing whether good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets, found highest mean score achieved by RCC as mean 4.69, lowest mean score achieved by SCC as mean 3.77 and Gap .92. Then found in RCC highest 41.9% respondents equally agree & strongly agree, in SCC highest 32.3% strongly agree, in FCC highest 66.1% agree, in BCC highest 40.3% strongly agree, in MGCC highest 59.7% strongly agree and in JGCC highest 54.8% agree with the above mentioned proposition. Then after found among Cadets highest 46.7% respondents agree, among parents highest 28.3% neutral & agree, among staff highest 41.7% agree, among teachers highest 47.2% strongly agree and among employee highest 55.6% strongly agree. Lastly found, among male respondents highest 42.6% respondents agree and among female respondents highest 50% strongly agree with the proposition.

- Analyzing whether College Management believes that they should meet requirements of parents and cadets for good service, found highest mean score achieved by RCC as mean 4.52, lowest mean score achieved by BCC as mean 3.97 and Gap .55. Then found in RCC highest 59.7% respondents strongly agree, in SCC highest 54.8% agree, in FCC highest 45.2% equally agree & strongly agree, in BCC highest 35.2% strongly agree, in MGCC highest 50% strongly agree and in JGCC highest 71% agree with the above mentioned proposition. Then after found among Cadets highest 42.2% respondents agree, among parents highest 70% agree, among staff highest 58.3% agree, among teachers highest 52.8% agree and among employee highest 63.9% strongly agree. Lastly found, among male respondents highest 48.2% respondents agree and among female respondents highest 46.6% strongly agree.

- Analyzing whether Cadet College management believes that they should meet requirement of teachers and employees for good service, found highest mean score achieved by MGCC as mean 4.50, lowest mean score achieved by BCC as mean 3.79 and Gap .71. Then found in RCC highest 53.2% respondents agree, in SCC highest 56.5% agree, in FCC highest 58.1% agree, in BCC highest 58.1% agree, in MGCC highest 67.7% strongly agree and in JGCC highest 58.1% agree with the above mentioned proposition. Then after found among Cadets highest 50.6% respondents agree, among parents highest 80% agree, among staff

highest 50% agree, among teachers highest 50% agree and among employee highest 66.7% strongly agree. Lastly found, among male respondents highest 55.6% respondents agree and among female respondents highest 51.1% strongly agree.

- Analyzing whether College leadership has set good priorities over customer contact based strategy and technology based strategy, highest mean score achieved by RCC as mean 3.94, lowest mean score achieved by BCC as mean 3.10 and Gap .84. Then found in RCC highest 40.3% respondents agree, in SCC highest 74.2% agree, in FCC highest 40.3% agree, in BCC highest 38.7% neutral, in MGCC highest 59.7% agree and in JGCC highest 46.8% agree with the above mentioned proposition. Then found among Cadets highest 48.3% respondents agree, among parents highest 70% agree, among staff highest 41.7% agree, among teachers highest 47.2% agree and among employee highest 41.7% neutral. Lastly found, among male respondents highest 48.2% respondents agree and among female respondents highest 48.9% agree with the proposition.

- Analyzing whether Management cordially feels that quality measurement is worth for long term positive impact, found highest mean score achieved by RCC as mean 4.26, lowest mean score achieved by BCC as mean 3.71 and Gap .55. Then found in RCC highest 43.5% respondents strongly agree, in SCC highest 72.6% agree, in FCC highest 51.6% agree, in BCC highest 53.2% agree, in MGCC highest 56.5% agree and in JGCC highest 79% agree with the above mentioned proposition. Then after found among Cadets highest 49.4% respondents agree, among parents highest 61.7% agree, among staff highest 70.8% agree, among teachers highest 60.7% agree and among employee highest 72.2% agree. Lastly found, among male respondents highest 57.7% respondents agree and among female respondents highest 62.5% agree.

- Analyzing whether Cadet College uses all its resources to ensure quality service to the customers, found highest mean score achieved by MGCC as mean 4.31, lowest mean score achieved by BCC as mean 3.47 and Gap .64. Then found in RCC highest 51.6% respondents agree, in SCC highest 77.4% agree, in FCC highest 51.6% agree, in BCC highest 35.5% neutral, in MGCC highest 46.8% strongly agree and in JGCC highest 48.4% agree with the above mentioned

proposition. Then after found among Cadets highest 48.3% respondents agree, among parents highest 50% agree, among staff highest 50% agree, among teachers highest 47.2% agree and among employee highest 47.2% agree. Lastly found, among male respondents highest 49.6% respondents agree and among female respondents highest 44.3% agree.

- Analyzing whether standard gap does'nt exist in Cadet College, found highest mean score achieved by MGCC as mean 4.58, lowest mean score achieved by JGCC as mean 3.94 and Gap .64. Then found in RCC highest 41.9% respondents agree, in SCC highest 58.1% agree, in FCC highest 58.1% agree, in BCC highest 53.2% agree, in MGCC highest 58.1% strongly agree and in JGCC highest 75.8% agree with the above mentioned proposition. Then after found among Cadets highest 47.8% respondents agree, among parents highest 66.7% agree, among staff highest 50% agree, among teachers highest 44.4% agree and among employee highest 69.4% agree. Lastly found, among male respondents highest 53.9% respondents agree and among female respondents highest 58% agree.

Gap-3 i.e. Delivery Gap Factors

- Analyzing whether in Cadet College teachers and employees have willingness to deliver quality service to customers as per quality specifications, found highest mean score achieved by FCC as mean score 4.26, lowest mean score achieved by BCC as mean 3.68 and Gap .58. Then found in RCC highest 54.8% respondents agree, in SCC highest 41.9% agree, in FCC highest 58.1% agree, in BCC highest 56.5% agree, in MGCC highest 79% agree and in JGCC highest 62.9% agree with the above mentioned proposition. Then after found among Cadets highest 51.1% respondents agree, among parents highest 63.3% agree, among staff highest 75% agree, among teachers highest 75% agree and among employee highest 61.1% agree. Lastly found, among male respondents highest 57.4% respondents agree and among female respondents highest 63.6% agree with the proposition.

- Analyzing whether Cadet College management provide recognition to teachers and employees for quality commitment, found highest mean score achieved by MGCC as mean 4.42, lowest mean score achieved by SCC as mean 3.56 and Gap .86. Then found in RCC highest 37.1% respondents agree, in SCC highest 54.8% agree, in FCC highest 40.3% agree, in BCC highest 50% agree, in MGCC highest 48.4%

agree and in JGCC highest 71% agree with the above mentioned proposition. Then after found among Cadets highest 53.9% respondents agree, among parents highest 50% agree, among staff highest 45.8% agree, among teachers highest 52.8% agree and among employee highest 41.7% agree. Lastly found, among male respondents highest 48.2% respondents agree and among female respondents highest 56.8% agree with the proposition.

• Analyzing whether Formal process for setting quality of service goals exist and implementation is monitored in Cadet College, found highest mean score achieved by MGCC as mean 4.44, lowest mean score achieved by FCC as mean 3.76 and Gap .68. Then found in RCC highest 69.4% respondents agree, in SCC highest 82.3% agree, in FCC highest 56.5% agree, in BCC highest 71% agree, in MGCC highest 50% strongly agree and in JGCC highest 71% agree with the above mentioned proposition. Then after found among Cadets highest 68.3% respondents agree, among parents highest 61.7% agree, among staff highest 54.2% agree, among teachers highest 58.3 % agree and among employee highest 69.4% agree. Lastly found, among male respondents highest 68.7% respondents agree and among female respondents highest 55.7% agree.

• Analyzing whether In Cadet College teachers and employees are capable of achieving aim and objectives of Cadet College, found highest mean score achieved by MGCC as mean 4.26, lowest mean score achieved by SCC as mean 3.87 and Gap .39. Then found in RCC highest 46.8% respondents agree, in SCC highest 40.3% agree, in FCC highest 56.5% agree, in BCC highest 53.2% strongly agree, in MGCC highest 58.1% agree and in JGCC highest 54.8% agree with the above mentioned proposition. Then found among Cadets highest 49.4% respondents agree, among parents highest 46.7% agree, among staff highest 58.3% agree, among teachers highest 58.3% agree and among employee highest 72.2% strongly agree. Lastly found, among male respondents highest 43% respondents agree and among female respondents highest 56.8% agree.

• Analyzing whether Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution that affect service delivery, found highest mean score achieved by RCC as mean 3.63, lowest mean score achieved by BCC as mean 2.35 and Gap 1.28. Then found in RCC highest 24.2% respondents agree, in SCC highest 46.8% neutral, in FCC highest 30.6% strongly disagree, in BCC

highest 30.6% disagree, in MGCC highest 43.5% neutral and in JGCC highest 30.6% neutral with the above mentioned proposition. Then after found among Cadets highest 36.1% respondents neutral, among parents highest 28.3% neutral, among staff highest 41.7% agree, among teachers highest 38.9% agree and among employee highest 47.2% strongly disagree. Lastly found, among male respondents highest 27.5% respondents neutral and among female respondents highest 40.9% neutral.

- Analyzing whether Cadet College management finds quite difficult to keep teachers and employees at their full potential all the time, found highest mean score achieved by SCC as mean 3.60, lowest mean score achieved by BCC as mean 2.26 and Gap 1.34. Then found in RCC highest 38.7% respondents disagree, in SCC highest 45.2% agree, in FCC highest 33.9% agree, in BCC highest 40.3% disagree, in MGCC highest 35.5% neutral and in JGCC highest 40.3% disagree with the above mentioned proposition. Then after found among Cadets highest 27.2% respondents disagree, among parents highest 36.7% agree, among staff highest 45.8% disagree, among teachers highest 41.7% disagree and among employee highest 44.4% disagree. Lastly found, among male respondents highest 31.1% respondents disagree and among female respondents highest 31.8% disagree.

- Analyzing whether Teachers of Cadet College are sufficiently qualified and trained to perform the service to specification, found highest mean score achieved by MGCC as mean 4.26, lowest mean score achieved by RCC as mean 3.87 and Gap .39. Then found in RCC highest 54.8% respondents agree, in SCC highest 56.5% agree, in FCC highest 46.8% agree, in BCC highest 45.2% agree, in MGCC highest 50% agree and in JGCC highest 53.2% agree with the above mentioned proposition. Then after found among Cadets highest 50% respondents agree, among parents highest 68.3% agree, among staff highest 45.8% agree, among teachers highest 50% agree and among employee highest 55.6% strongly agree. Lastly found, among male respondents highest 50.7% respondents agree and among female respondents highest 52.3% agree.

- Analyzing whether teachers are consistent in understanding their role as per the expectation of Cadet College authority, the parents and Cadets, found highest mean score achieved by MGCC as mean 4.16, lowest mean score achieved by SCC as mean 3.60 and Gap .56. Then found in RCC highest 33.9% respondents agree, in SCC highest 54.8% agree, in FCC highest 74.2% agree, in BCC highest 48.4% agree, in MGCC highest 43.5% strongly agree and in JGCC highest 85.5% agree with the above mentioned proposition. Then after found among Cadets highest 52.2% respondents agree, among parents highest 55% agree, among staff highest 50% agree, among teachers highest 55.6% agree and among employee highest 63.9% agree. Lastly found, among male respondents highest 52.1% respondents agree and among female respondents highest 64.8% agree.

- Analyzing whether Teachers and employees possess sufficient authority to make independent decisions, found highest mean score achieved by MGCC as mean 2.87, lowest mean score achieved by SCC as mean 2.29 and Gap .58. Then found in RCC highest 27.4% respondents disagree, in SCC highest 43.5% disagree, in FCC highest 35.5% neutral, in BCC highest 43.5% disagree, in MGCC highest 59.7% neutral and in JGCC highest 48.4% neutral with the above mentioned proposition. Then after found among Cadets highest 37.2% respondents neutral, among parents highest 35% disagree, among staff highest 33.3% equally disagree & strongly disagree, among teachers highest 36.1% strongly disagree and among employee highest 41.7% equally neutral & disagree. Lastly found, among male respondents highest 34.5% respondents disagree and among female respondents highest 54.5% neutral.

- Analyzing whether in cadet college delivery gap exists between the quality specification set for service delivery and actual delivery of service, highest mean score achieved by MGCC as mean 4.00, lowest mean score achieved by JGCC as mean 2.77 and Gap 1.23. Then found in RCC highest 37.1% respondents agree, in SCC highest 37.1% agree, in FCC highest 38.7% agree, in BCC highest 29% equally agree & disagree, in MGCC highest 54.8% agree and in JGCC highest 38.7% agree with the above mentioned proposition. Then found among Cadets highest 43.3% respondents agree, among parents highest 38.3% agree, among staff highest 37.5% disagree, among teachers highest 30.6% disagree and among employee highest 38.9% agree. Lastly found, among male respondents highest 36.3% respondents agree and among female respondents highest 48.9% agree.

Gap-4 i.e. Communication gap Factors

- Analyzing whether Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation, found highest mean score achieved by MGCC as mean score 4.21, lowest mean score achieved by both SCC & JGCC as mean 3.55 and Gap .66. Then found in RCC highest 45.2% respondents agree, in SCC highest 37.1% agree, in FCC highest 56.5% agree, in BCC highest 30.6% agree, in MGCC highest 53.2% agree and in JGCC highest 61.3% agree with the above mentioned proposition. Then after found among Cadets highest 48.3% respondents agree, among parents highest 38.3% agree, among staff highest 70.8% agree, among teachers highest 69.4% agree and among employee highest 50% strongly agree. Lastly found, among male respondents highest 42.3% respondents agree and among female respondents highest 63.6% agree.

- Analyzing whether Cadet College does not over promise about service delivery in Intake circulation to outdo other educational institutions of the country, found highest mean score achieved by FCC as mean 3.92, lowest mean score achieved by MGCC as mean 3.27 and Gap .65. Then found in RCC highest 33.9% respondents agree, in SCC highest 64.5% agree, in FCC highest 46.8% agree, in BCC highest 50% agree, in MGCC highest 43.5% agree and in JGCC highest 53.2% agree with the above mentioned proposition. Then after found among Cadets highest 43.9% respondents agree, among parents highest 53.3% agree, among staff highest 79.2% agree, among teachers highest 80% agree and among employee highest 33.3% strongly agree. Lastly found, among male respondents highest 50% respondents agree and among female respondents highest 44.3% agree.

- Analyzing whether Cadet College maintains good horizontal communication to breech gap between the institution and higher Head quarters, highest mean score achieved by MGCC as mean 4.32, lowest mean score achieved by JGCC as mean 3.53 and Gap .79. Then found in RCC highest 61.3% respondents agree, in SCC highest 66.1% agree, in FCC highest 75.8% agree, in BCC highest 38.7% strongly agree, in MGCC highest 48.4% agree and in JGCC highest 45.2% agree with the above mentioned proposition. Then after found among Cadets highest 55% respondents agree, among parents highest 83.3% agree,

among staff highest 45.8% agree, among teachers highest 44.4% agree and among employee highest 44.4% strongly agree. Lastly found, among male respondents highest 57.7% respondents agree and among female respondents highest 54.8% agree.

- Analyzing whether due to fulfillment of promise as per intake circulation more number of parents are now interested to get their children admitted in Cadet College, found highest mean score achieved by MGCC as mean 4.53, lowest mean score achieved by SCC as mean 3.31 and Gap 1.22. Then found in RCC highest 46.8% respondents agree, in SCC highest 33.9% strongly agree, in FCC highest 45.2% agree, in BCC highest 27.4% equally neutral & strongly agree, in MGCC highest 53.2% strongly agree and in JGCC highest 33.9% agree with the above mentioned proposition. Then after found among Cadets highest 42.2% respondents strongly agree, among parents highest 53.3% agree, among staff highest 58.3% agree, among teachers highest 63.9% agree and among employee highest 47.2% strongly agree. Lastly found, among male respondents highest 35.6% respondents agree and among female respondents highest 39.8% strongly agree.

- Analyzing whether in Cadet College frequent and quality downward communication prevails between college authority and contact personal, found highest mean score achieved by RCC as mean 3.68, lowest mean score achieved by BCC as mean 2.89 and Gap .79. Then found in RCC highest 35.5% respondents agree, in SCC highest 59.7% agree, in FCC highest 38.7% agree, in BCC highest 30.6% agree, in MGCC highest 51.6% agree and in JGCC highest 38.7% neutral with the above mentioned proposition. Then after found among Cadets highest 45.6% respondents agree, among parents highest 46.7% agree, among staff highest 41.7% neutral, among teachers highest 38.9% neutral and among employee highest 36.1% strongly disagree with the proposition. Lastly found, among male respondents highest 37.7% respondents agree and among female respondents highest 36.4% agree.

- Analyzing whether constructive feedback is given from higher Headquarters to cadet college management for quality service delivery, highest mean score achieved by FCC as mean 4.03, lowest mean score achieved by SCC as mean 3.77 and Gap .26. Then found in RCC highest 61.3% respondents agree, in SCC

highest 37.1% agree, in FCC highest 58.1% agree, in BCC highest 58.1% agree, in MGCC highest 61.3% agree and in JGCC highest 79% agree with the above mentioned proposition. Then after found among Cadets highest 53.3% respondents agree, among parents highest 71.7% agree, among staff highest 75% agree, among teachers highest 69.4% agree and among employee highest 52.8% agree. Lastly found, among male respondents highest 57% respondents agree and among female respondents highest 65.9% agree.

- Analyzing whether teachers and employees have good practice of giving feedback report to Cadet College authority on any issues, found highest mean score achieved by FCC as mean 4.11, lowest mean score achieved by BCC as mean 3.60 and Gap .51. Then found in RCC highest 41.9% respondents strongly agree, in SCC highest 79% agree, in FCC highest 64.5% agree, in BCC highest 58.1% agree, in MGCC highest 38.7% agree and in JGCC highest 56.5% agree with the above mentioned proposition. Then after found among Cadets highest 51.7% respondents agree, among parents highest 55% agree, among staff highest 62.5% agree, among teachers highest 55.6% agree and among employee highest 66.7% agree. Lastly found, among male respondents highest 59.2% respondents agree and among female respondents highest 46.6% agree with the proposition.

- Analyzing whether teachers and employees undergo training in communication skills that help in actual quality service delivery, found highest mean score achieved by MGCC as mean 4.11, lowest mean score achieved by BCC as mean 3.42 and Gap .69. Then found in RCC highest 33.9% respondents strongly agree, in SCC highest 64.5% agree, in FCC highest 54.8% agree, in BCC highest 40.3% agree, in MGCC highest 72.6% agree and in JGCC highest 56.5% agree with the above mentioned proposition. Then after found among Cadets highest 44.4% respondents agree, among parents highest 55% agree, among staff highest 41.7% agree, among teachers highest 44.4% agree and among employee highest 80.6% agree. Lastly found, among male respondents highest 50.7% respondents agree and among female respondents highest 60.2% agree.

- Analyzing whether Teachers and employees are quite vigilant about any happenings inside college and capable of communicating to college authority before it actually happens, found highest mean score achieved by MGCC as

mean 4.48, lowest mean score achieved by BCC as mean 3.69 and Gap .79. Then found in RCC highest 45.2% respondents agree, in SCC highest 41.9% agree, in FCC highest 46.8% agree, in BCC highest 41.9% strongly agree, in MGCC highest 62.9% strongly agree and in JGCC highest 59.7% agree with the above mentioned proposition. Then after found among Cadets highest 32.8% respondents agree, among parents highest 36.7% agree, among staff highest 70.8% agree, among teachers highest 69.4% agree and among employee highest 66.7% strongly agree. Lastly found, among male respondents highest 37% respondents agree and among female respondents highest 40.9% agree.

- Analyzing whether in cadet college communication gap doesn't exist between actual quality of service delivered and quality of service described in external communication, found highest mean score achieved by MGCC as mean 4.45, lowest mean score achieved by JGCC as mean 4.06 and Gap .39. Then found in RCC highest 48.4% respondents strongly agree, in SCC highest 46.8% strongly agree, in FCC highest 61.3% agree, in BCC highest 51.6% agree, in MGCC highest 53.2% strongly agree and in JGCC highest 74.2% agree with the above mentioned proposition. Then after found among Cadets highest 42.8% respondents strongly agree, among parents highest 66.7% agree, among staff highest 75% agree, among teachers highest 69.4% agree and among employee highest 55.6% strongly agree. Lastly found, among male respondents highest 51.4% respondents agree and among female respondents highest 50% agree with the proposition.

V.   Chi-Square Test Findings.

Chi-square test is an important test amongst the several tests of significance. It is a statistical measure used in the context of sampling analysis for comparing a variance to a theoretical variance. As a non-parametric test, it can be used to determine if categorical data shows dependency or two classifications are independent. In this study Chi-square test is used to test significant relationships between personal factors and different service gap factors.

1. There is a significant relationship between resident ID and increase amount of consumer research.

2. There is a significant relationship between resident occupation and good standard to satisfy parents with pleasant experience.

3. There is no significant relationship between respondent gender and willingness of teachers & employees to deliver quality service.

4. There is a significant relationship between increasing the amount of consumer research and focus on service quality issues.

5. There is no significant relationship between improvement research focusing on demand and good interaction between parents & college management.

6. There is a significant relationship between good interaction within Cadets & College Management and existence of good upward communication.

7. There is a significant relationship between quality upward communication and layer that exists to communicate.

8. There is a significant relationship between complexity of cadet college hierarchy and knowledge gap or listening gap.

9. There is a significant relationship between good standard to satisfy customers and maintenance of flowchart for the effective operation.

10. There is a significant relationship between authorities operate in specific pattern as per quality specification and availability of standard written orders.

11. There is a significant relationship between management believes to meet the requirement of consumers and management should meet the requirement of teachers & employees.

12. There is a significant relationship between setting good priorities over customer contact based strategy and quality measurement for long term positive impact.

13. There is a significant relationship between use of all resources to ensure quality service to the customers and standard gap of management perception & quality specification for good service delivery.

14. There is a significant relationship between willingness to deliver quality services to customers and providing recognition to teachers & employees for quality commitment.

15. There is a significant relationship between formal process for setting quality of service goals and capability of achieving aim & objectives of Cadet College.

16. There is a significant relationship between possession of dissatisfaction of teachers and management difficulty to keep them at their full potential at all time.

17. There is a significant relationship between teachers' qualification to perform the service as per specification and their consistency in understanding their role as per expectation.

18. There is a significant relationship between possession of sufficient authority to make independent decisions and delivery gap of quality specification set for service delivery & actual delivery of service.

19. There is a significant relationship between delivery of actual quality services to customers and not over promising about service delivery.

20. There is a significant relationship between good horizontal communication to breech the gap and fulfillment of promises as per intake circulation.

21. There is a significant relationship between frequent & quality downward communication and constructive feedback from higher Headquarters.

22. There is a significant relationship between giving feedback report to cadet college authority and training of teachers & employees in communication skills.

23. There is a significant relationship between vigilance about any happenings inside college and existence of communication gap.

24. There is a significant relationship between possession of good standard in order to satisfy customers and willingness of teachers & employees to deliver quality service.

25. There is a significant relationship between providing recognition to teachers & employees for quality commitment and delivery of actual services to customers.

6.2 Recommendations

To apply service marketing strategy towards service quality in the Cadet Colleges of Bangladesh, the management should take into contingence about importance of customers i.e. Cadets and Parents. Five important aspects of service quality i.e. tangibility, reliability, responsiveness, assurance and empathy should play dominant role in formulating the future strategy. Besides, required steps should be taken to breech or reduce the gaps of expectation and perception. In the light of above discussion and study findings the following recommendations are made.

6.2.1 Recommendations on Evaluation of existing services in Cadet Colleges

1. Cadet College needs to impart training for front line personal on different dimensions for proper satisfaction of customers.

2. Cadet College is an autonomous institution and salary scale including allowances of all is almost in line with government scale but few allowances are added up as coaching is totally prohibited. Within all limitations, Cadet College system may arrange extra packages of incentives so that all concerned are dedicated to service.

3. Cadet College management should seek feedback report from its customers on the relative costs and perceived quality of the services that would allow improving the system.

4. Efforts should be taken so that Cadet College authority acts as contributor to internal quality service delivery that is advanced and satisfying.

5. Cadet College Management need to ensure good and secured communication with customers to ensure advanced service delivery.

6. Cadet College should adopt measures to continually excel to distinctive competence reinforced by customer focused excellent personal management.

7. Cadet College should provide adequate emphasis on core services like character development of cadets, ethical & religious values learning, interactive teaching, co-curricular & extra-curricular teaching, good inter-communication etc. and understands present day changing requirements of the society.

8. Cadet College needs to use technology as a way of enhancing satisfying services to Cadets and their parents and to take lead in the competitive market.

9. Cadet College system should allow the front line people (teachers, employees) with more flexibility in decision making process to select from alternative procedures to provide distinctive services to the customers.

10. Cadet College authority should utilize all the resources to satisfy and win the heart and mind of the customers (cadets, parents) through exchange of ideas and solving the problems.

11. Cadet College system needs to be proactive, develop its own capabilities and generate opportunities to the customers.

12. The teachers and employees of Cadet College should be motivated to act as source of innovations of excellent service delivery as over the years they closely interact with cadets and parents.

13. Dedicated efforts should be taken so that teachers of Cadet College go beyond coaching to mentoring and remain accountable for the personal and positive psychological development of all the teenagers.

6.2.2   Recommendations on SURVQUAL model of Cadet Colleges

6.2.2.1   Tangibility Dimension

1. Maximum Cadet Colleges possess old infrastructure and equipment facilities. Due to financial constraints they also can't update infrastructure and equipment regularly. More so, many modern schools and colleges have been established outside with latest facilities that are competing neck to neck with cadet Colleges. As per score received in the study Cadet College authority should take adequate steps phase by phase to improve the infrastructure, procure up-to-date and modern looking equipment.

2. A good institution should possess physical facilities like academic block, teaching aids, residential area, games & recreational facilities etc which are visually appealing. All Cadet Colleges, specially MGCC need to give special emphasis to make physical facilities more appealing.

3. Staffs, Teachers and Employees of Cadet College are found to be well-dressed and neat in appearance that should continue or even upgrade in future through increasing of allowances.

4. Cadet College being residential institution should possess comfortable and better competitive accommodation and dining facilities, especially BCC should take necessary steps to gear up standard.

6.2.2.2   Reliability Dimension

1. It is ascertained from the study that Cadet College authority recently made the provision of meeting and coordinating with Parents on parents' visiting day but overall performance as regards to solving the problems of customers is not at satisfactory level. All cadet college authorities as service provider should try to gain confidence of parents meeting at regular interval and solving problems as per promises that will improve the environment after breeching the gap.

2. Staffs, Teachers and employees of Cadet College are found not to be that sympathetic like parents or mentors to the cadets. They lack in understanding teenage psychology and performing parental role with commitment that tend to develop negative psyche like integrity problem, arrogance, ill mannerism etc

among the cadets. Cadet College should activate purposively 'house guidance and motivation cell' for proper grooming up of cadets. Necessary training should be arranged or psychologist or psychiatrist should be enrolled in Cadet College to develop positive behavior pattern of cadets.

3. In some cases staffs, teachers and employees falter in honouring their promises to customers in order to ensure excellent service. College authority should make viable promises and try to fulfill them immediately to ensure effective services.

4. It is ascertained that Cadet College manually maintains different records of performance of 6 years satisfactorily. They nicely maintain academic record manually but still lack in recording all types of discipline, behavioural pattern, motivational aspect, co-curricular and extra-curricular performances etc. of cadets as per event. Cadet Colleges should try to maintain all types of data of all cadets in computer permanently which will help positive grooming up of the cadets.

6.2.2.3 Responsiveness Dimension

1. It is ascertained that very often College and house administration don't perform giving out exact time of services which is very important for teenagers in residential institution. Administration should be more vigilant to know the requirement of cadets, fulfill love tank of teenagers as per specific demand and execute as per need in time for proper service. In this regard support personnel need to be trained, learn technique, learn child psychology and geared up.

2. College and house administration of SCC should provide thrust to improve promptness of services to cadet requirement and other cadet colleges also should extend emphasis to this important service factor and closely monitor the performance. Side by side performance based rewarding should be ensured.

3. Cadet college administration should be always willing to help the cadets/parents considering the concept 'of the cadets, by the cadets and for the cadets'. Authority should remember that Cadet College being service industry customers (cadets and parents) are purchasing services which should be delivered with commitment for the greater interest of the system.

4. Prompt response to the queries and problems of Cadets/parents by all concerned plays very dominant role in upgrading the image of the institution. In many Cadet Colleges this important aspect is not duly addressed. There should be provision of writing the problems/service needs of the cadets in registers and should be followed up timely for proper execution by house and college authority.

6.2.2.4 Assurance Dimension

1. Trust plays very vital role in breeching the gaps between customers and owners. Finding shows, unfortunately cadets and parents don't have full trust in all staff, teachers and employees of Cadet College in getting the services. As per the score achieved all Cadet Colleges should dedicate to gain the full trust of the customers through proper dedication and commitment to Cadets which should be closely monitored by higher authority. Performance based rewarding, positive incentive plan, increasing promotional prospect, reducing non-professional pressure etc. may be effective to propel the commitment of all. In this regard corrupt practice should be handled strictly.

2. Considering whether cadets and parents feel safe while receiving services from staff, teachers and employees, ascertained in study overall score at satisfactory level. Safety feelings come from confidence building measures taken by authority. Authority should take initiative to know the problems of customers through open box system, frequent formal/informal interview, free discussion etc and should take steps with utmost cordiality without harming any cadet or parents. All Cadet Colleges, especially JGCC need to adopt required steps which would ensure cadets and parents to feel safer in the college.

3. Collected data ascertains that staff, teachers and employees of Cadet College deal somehow politely with cadets and parents. Sophisticated dealings with customers have positive impact on trust and confidence building and also to ensure healthy atmosphere. College authority should monitor closely about their dealings with customers in light with SOP and cadet college regulation. All cadet colleges should gear up motivation program for all to learn child psychology and loved language for teenagers in order to ensure better dealings with cadets which have long term positive impact.

4. Ascertained in study that teachers of maximum Cadet College are quite knowledgeable to take good class & provide good information. But even having sufficient knowledge, at times they lag behind to take effective classes due to lack of commitment, lack of proper method of instruction and shortage of preparation time. All cadet colleges should ensure so that teachers are less committed to non-professional job and need to gear up the teachers in order to take effective and interactive classes regularly with all required teaching aids and conduct all internal exams with utmost neutrality & perfection following the policy.

6.2.2.5 Empathy Dimension

1. Cadet Colleges should provide individual and personal attention/empathy to cadets and parents. In this regard they should propel motivational program, train on empathy, learn ethos & values of cadet college, serve as mentor and monitor in order to learn and implement different dimensions of empathy.

2. Teachers of Cadet College sometimes engaged in non-professional activities and don't have sufficient operating hour to conveniently satisfy all cadets/parents. Therefore, all college authorities, especially SCC should ensure sufficient operating hour for their staffs, teachers and employees sparing them from unnecessary jobs and also to ensure proper professional utilization of that time.

3. Cadet College management should understand the specific needs of cadets and parents through continuous communication. All cadet colleges, especially SCC should take adequate steps to learn teenage love language and closely monitor cadets' and parents' activities/ behavior pattern in order to solve their specific needs. Authority should consider cadets and parents as most important stakeholders.

4. Cadet College being leading residential institution of the country should always keep the best interest of cadets and parents at heart. All cadet colleges, in specific JGCC should try to propel the motivation program among staffs, teachers and employees to serve the best interest of the institution.

6.2.3   Recommendations about Service Gaps of Cadet Colleges

6.2.3.1   Gap-1 (Knowledge Gap)

1. Though the Cadet College system started in this country back in 1958 with the establishment of Fauzdarhat Cadet College, but possibly no such consumer research was conducted.   It is ascertained in the study that maximum respondents agreed the need to increase amount of consumer research to influence the size of knowledge gap. Higher authorities of Cadet College system need to conduct consumer research at regular interval which would enable to find out gaps and improve the performance level.

2. Cadet College being residential institution improvement research should focus more on different aspects of service quality issues of day-to-day life of the Cadets.

3. Sufficient steps need to be taken so that while improvement research of Cadet College is undertaken should focus on demand/ requirement of parents. In Cadet College administration, parents should be taken on board as very important stakeholder. Provision of regular meeting with parents should be in practice and their suggestions/recommendations/problems should be given due consideration.

4. Very good percentage of Cadets, parents and teachers supported that good interaction between parents and college management prevails in the Cadet College. Still there are some lacking and male respondents are more in favor than female. College authority should take sufficient steps for regular meeting and interaction either on parents' visiting day or any other day. Interaction should end with effective accomplishment of suggestions given by parents.

5. Data analysis clearly reveals shortfall of interaction between Cadets and college management. College management should take the initiative to breech the gap by making interaction with the cadets regularly such as: regular mess meeting, welfare meeting, cadet assembly, occasional gift offer, birthday wish etc. College authority should try to play parental role effectively so that cadets are psychologically and ethically molded properly to become future leaders of the country.

6. It is ascertained that upward communication that exists from cadets to college management is quite satisfactory. Still different steps like open box system, interview of the cadets, activating motivation cell, regular assembly etc. may be very effective for excellent communication between them.

7. JGCC should take special steps to improve the standard of quality upward communication from Teacher/Employee to College Authority. Other cadet colleges should take different steps those may vary from arranging darbar, interview, informal talking, staff lounge discussion, open box system, social gathering to regular conference/meeting.

8. Overall performance is not at all satisfactory as regards to whether layer exists to communicate between Parents/Cadets with College Management. All cadet colleges, especially JGCC should different measures to breech the gap. These measures may be staffs and teachers directly meeting parents on parents day, authority making open discussion session to know and address the problem, making social interaction with parents etc. College authority should be free and approachable, ensure cadets will not fall in deep problem if put forward points and finally, they should take all out steps to gain trust and confidence of parents/cadets.

9. Data analysis clearly shows almost all Cadet Colleges facing difficulties to provide quality service due to hierarchy. Authority should get rid off autocratic mentality and increase service mentality. Authority of all cadet colleges should take the steps to make the environment more flexible, reduce layers of communication and improve more healthy surroundings.

10. In maximum Cadet Colleges sufficient knowledge gap or listening gap exists between consumer expectation and management perception about consumer expectation. It can be clearly deduced from the study that very less knowledge gap exists in RCC and maximum in SCC. It is the total sum of different factors that are discussed earlier. All cadet colleges are recommended to follow all the above mentioned steps as per environment prevailing in the college.

6.2.3.2 Gap-2 (Standard Gap)

1. All cadet colleges should possess good standard in order to satisfy customers (Cadets and Parents) with pleasant experience. They should be creative enough to extend pleasant experience to satisfy the cadets and parents. These creative attractive steps may be offering birthday cake, key ring, flower sticks to all the cadets, performance based attractive rewarding, fulfilling needs of teenagers like music facilities, watch TV/movie show/cultural show, IELTS classes, seminar, Quran learning package for cadets, interesting social events with parents etc.

2. Maximum cadet colleges especially FCC should maintain flowchart of its operation to identify all points of contact and details of the jobs to be monitored/performed at the contact point. Cadet College being a residential institution cadets come in contact with primary and secondary support personnel like mess waiter, cook, house bearer, guard, electrician, peon, sweeper etc. All these people should be performing specific bestowed jobs with utmost commitment remembering the concept 'of the cadets, by the cadets and for the cadets'.

3. Satisfactory performance is observed as regards to whether Cadet College operates in specific pattern as per quality specification to identify and solve all related problems of Cadets. Cadet colleges may specify the quality of services in light of the Cadet College Rules and Regulations-1972, standing operating procedure (SOP)-2009 and other regular policy instructions. These services should encompass all activities of academic and administrative (covering college and all houses) arena. In broad spectrum, these may be taking effective and interactive classes, ensuring teachers to learn the qualities of 21st century teacher, ensuring knowledge based environment, research based creative study, religious motivation, ethos and values learning, emphasis on child psychology, instilling creative leadership qualities, congenial & supportive living environment etc.

4. In Cadet Colleges somehow good standard written orders are available and moderately followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets. All cadet colleges specially SCC should be more vigilant so that SOP, Bangladesh Cadet College Regulation-1972, minutes of Governing body meeting, minutes of council meeting, policy instructions and all other written orders from higher headquarters are strictly followed by the house administration.

5. College management of BCC and also other cadet colleges should be motivated and committed about giving good services to parents and cadets. All concerned need to consider parents and cadets as most important stakeholder and main customer of services. In this case higher headquarters may arrange training for all related contact professional and supporting personnel.

6. Showing a satisfactory result for all except BCC, Cadet College management believes that they should meet requirement of teachers and employees for good service. To propel the standard to excellent level, cadet college management should be fully convinced first that satisfactions of teachers and employees have direct impact on ensuring quality service to the customers. Then management should ensure best possible packages of incentives, remuneration, recognitions, impulses etc for the teachers and employees within the limitations of the system.

7. Overall data analysis doesn't depict a very good result about whether College leadership has set good priorities over customer contact based strategy and technology based strategy. Rather, main customer i.e. Cadets don't express very good impression about it and survey data also depicts the same. All cadet colleges, in specific BCC should plan good priorities over customer contact based and technology based strategy. Customer based strategy need to fulfill the requirement of teenagers with priorities. It should start from different administrative factors like supply of good food, clothing, security arrangement, reading materials, medical facilities, and recreational facilities etc to academic arena. Technology based strategy should emphasis on classes with multimedia, computers, internet, LAN, WAN, digital data base etc.

8. Most of the respondents were very positive about whether management cordially feels that quality measurement is worth for long term positive impact. Quality measurement is time consuming and deserves attention from authority point of view. College as well as higher controlling authority should realize its far reaching impact and take required steps for quality measurement. At the same time authority should take keen initiative to take actions as per recommended measures.

9. Maximum respondents opined that Cadet College uses all its resources to ensure quality service to the customers. But at times customers suffer due to resource constraints. College management needs to be careful about judicious and corruptless resource purchase, distribution and allocation. Key personal of college authority should have sufficient knowledge about proper financial management and should deal with utmost honesty, integrity, commitment and neutrality.

10. Most of the respondents are with the opinion that standard gap i.e. gap between management perception about customer's expectation and quality specification for service delivery doesn't exist much in the cadet college system. If cadet college follows the recommended actions as above will have definite positive impact to breech the standard gap.

6.2.3.3 Gap-3 (Delivery Gap)

1. It is ascertained in the study that Cadet College teachers and employees are quite willing to deliver quality service to customers as per quality specifications. Standard might further improve through proper motivation about the impact of their active role. Aim is to give them a feeling and attachment being involved in the noblest profession of the world and a patriotic sentiment of nation building. In this regard different layers of training for both teachers and employees are suggested which may be conducted in coordination with education ministry or any army training institution.

2. Cadet College management provides sufficient recognition to teachers and employees for quality commitment to customers. Principal possess sufficient authority to provide recognition and incentives internally as part of driving force and motivation. It should be well planned with creativity and should take occasional feedback about the impact. Knowledge on human resources management by college authority will have direct bearing on performance level.

3. All cadet colleges need to set formal process to improve quality of service goals. Service goal setting should be in synchronization with SOP, policy and written instructions. Service goals should include effective class conduct with all teaching

aids, leadership quality upgradation, teachers' expertise on creative questions, exam conduct following board pattern using OMR machine, teaching on ethical perspective, practice love language for teenagers, instill national feelings, religious motivation, generate social responsibility, human behavioural aspect, generate creativity through science fair. Occasional feedback report form class representative will have definite positive result to reach the service goals.

4. Most of the respondents agree that teachers and employees are capable of achieving aim and objectives of Cadet College. Aims and objectives are clearly spelt out in SOP-2009. Both Army Headquarters and college authority jointly makes endeavor to fulfill them. Cadet College authorities need to reassess performance of teachers and employees at regular interval about effectiveness of reaching aim and objectives. In-depth analysis will show the means and ways of efficient job accomplishment.

5. Considering whether teachers of Cadet Colleges possess dissatisfaction and frustration with the institution that affect service delivery, ascertained in study good percentage agreed with the statement. It is to note that teachers of outside colleges derive huge financial benefit through coaching though officially not permitted. Considering this aspect at times dissatisfaction and frustration works in them though they receive lots of other packages of incentives in Cadet Colleges. In recent years promotion prospect has been multiplied to even better than outside colleges, different allowances, ration facilities etc have been added up. College and higher authority should try to convince them with positive motivation about present progress and keep trying to look after welfare matter within the limitations like awarding best teachers, campus children education, recreational activities etc.

6. Cadet College management should make dedicated effort to keep teachers and employees at their full potential all the time. Ensuring the concept of job oriented 'performance based rewarding' is likely to bring positive impact to keep them at full potential. While judging the performance, honesty and impartiality should be the key factors. For teachers, annual performance report writing should be objective oriented and previously written all performance reports need to be statistically assessed for their promotion and other special incentives. For employees, close vigilance and monitoring of the activities in light of written policies and instructions should be of utmost importance.

7. It is well agreed that all teachers of Cadet Colleges are sufficiently qualified on academic side but lacks training on ICT and latest concept of inter-active method of instructions. Cadet College being residential institution they should also be trained on child/teenager psychology. In a limited form teachers' training has started in Cadet College recently but it needs elaborate and methodical long term planning with proper execution after establishing 'Cadet College Training Institution'.

8. Teachers should be consistent in understanding their role as per the expectation of all stakeholders. It is to note that Government has huge financial stake in smooth functioning of Cadet College system. Parents have also long cherished dream about the future of the cadets. As such, cadets should be well trained and motivated about their future role of serving the suppressed community/society and the country as a whole. In this case a separate in-depth study may be undertaken to determine the level of success of Cadet College system till now.

9. Considering whether teachers and employees possess sufficient authority to make independent decisions, ascertained in study that teachers and employees lack the authority in the decision making process. Cadet College management should take different steps so that teachers and employees feel free to take decentralized independent decisions. Sufficient authority and flexibility should be given through clear written instructions so that they can perform better in discharging bestowed responsibilities.

10. It is ascertained that in almost all cadet colleges delivery gaps exist sufficiently between the quality specification set for service delivery and actual delivery of services. Above mentioned steps should be taken meticulously so that delivery gap can be reduced to minimum.

6.2.3.4 Gap-4 (Communication Gap)

1. Cadet Colleges try their level best to deliver quality services to customers as was promised in intake media circulation. Besides, there is wide positive circulation about the performance of cadets after they pass out from Cadet College. It is to note that board exam result of Cadet College is always praiseworthy from the initial years of inception which also promotes the expectation level of all concerned. Authority of Cadet College should carry out small scale study at

regular interval and interview outgoing cadets to find out the gap and makes the strategy accordingly. Success rate of ex-cadets also can be also can be assessed to find out the gaps.

2. Maximum respondents opined that Cadet College does not over promise about service delivery to outdo other educational institutions of the country. Cadet College should make strategy based on latest requirement of the society and being self motivated try to ensure service quality. At times the system falters due to knowledge gap. As we know, Cadet College Governing body meeting or Council body meeting takes place once or twice in a year to streamline instructions and policies. Intensity may be increased for better functioning. Cadet College higher authority needs to fulfill whatever has been promised and should make endeavor to synchronize their instructions and policies in line with other reputed institutions of the country.

3. Horizontal communication between the institution and higher Headquarters plays very vital role for smooth functioning of Cadet College system. Though all the cadet colleges are located spreading across the country but horizontal communication functions satisfactorily. Also there are provisions of sending occasional reports and returns from institution to higher Headquarters. In future at different echelons the meeting, visit, conference, interview, reports, returns etc need to be intensified to breech the gap.

4. Considering whether due to fulfillment of promise as per intake circulation more number of parents are now interested to get their children admitted in Cadet College, found fairly good scenario of cadet college reputation in outside arena. However, Cadet College should take different steps for image up gradation outside. The steps might include nationwide circulation of board result, community work by cadets outside the campus, participating in co-curricular and extra-curricular competition both at national and international level, circulation of internal activities in media, seminar/symposium with other reputed institution, gearing the study/games program with reputed organization etc.

5. Cadet College being military feeder institution, different command aspects play dominant role in smooth functioning though maximum Principals are with civil background. Good number of respondents agreed that frequent and quality downward communication prevails between college authority and contact

personal. All Cadet Colleges, especially BCC should give drive in the form of training, purchasing communication equipment, monitoring, motivating etc for frequent and quality downward communication.

6. Many respondents opined positively whether constructive feedback is given from higher Headquarters to cadet college management for quality service delivery. The cadets and parents being very soft object may suffer due less effective college management and may not have space for proper ventilation. Higher headquarters should intensify more active mechanism to follow the internal events/activities of Cadet College which would help to solve many critical problems of the customers.

7. The teachers and employees are needed to give regular feedback report to Cadet College authority on any issues. When Cadet College session is on, the contact personnel remain on duty round the clock to follow and guide all the activities of the cadets. As such, they should be well convinced about the importance and should practice to give regular feedback report to authority.

8. Teachers and employees should undergo regular training in communication skills, child psychology that would help in actual quality service delivery. From 2011, training of teachers has started in four layers (Teachers' Orientation Training in 1st layer, Potential Assistant Professor Training in 2nd layer, Potential House Master Training in 3rd layer and Senior Management Training in 4th layer) in which communication skill plays important part. Number of courses should be conducted more in every year with special emphasis on communication skill. Training of employees in different category should start with immediate effect as per requirement of Cadet College system.

9. Teachers and employees are needed to be quite vigilant about any happenings inside college and they should be capable of communicating to college authority before it actually happens. This would urge upon commitment and dedication of teachers and employees to support the college administration. Cadet College management should emphasis on performance based rewarding which would inspire them for prompt reaction on any incident.

10. In cadet colleges communication gaps exist at minimum level. Still considering the importance, above mentioned steps should be taken carefully so that communication gap can be reduced to zero.

6.3 Conclusion

Success of Cadet Colleges depends to a large extent on service marketing strategy practiced by the system for the customers. Cadet Colleges need to focus on different dimensions of service quality and different aspects of service gaps available. Cadet College system should formulate long term service marketing strategy and implement those over long period of time.

Main customer i.e. cadets and parents are getting more and more knowledgeable and this is certainly revealed in their decision making process of enrolling his teenager in the Cadet College or allow him to continue for whole 6 years duration. Therefore, the cadet College system has to carefully communicate their performance about different matters of Cadet College. They should ensure customer based long term strategy so that the equity of Cadet College is at the top in the minds of likely customers. Customer satisfaction when achieved through proper service marketing practice in day-to-day life will definitely help the system to gain customer preferences. This study attempts to give a proper perspective of service quality and service gaps in Cadet College system taking neutral responses from customer and as well as other important stakeholders. Analyzing all these factors, the findings are summarized and based on findings & recommendations an effective strategy of service marketing may be formulated for better functioning of Cadet College system. The recommendations of the study will be of great use to the academicians, education policy makers, planners, students, researchers and the country as a whole.

6.4 Scope for Further Research

In future further research may be carried out on following dimensions:

a) A separate research may be carried out analyzing financial expenditure in Cadet College and making comparison with other reputed educational institutions.

b) Detail analysis among all Cadet Colleges may be done on the performance of passed out cadets including their success rate/life time achievements. This may also include percentage of higher education or joining in defence forces.

c) In depth study may be conducted about method of instructions in Cadet College and its impact including future recommendations.

d) Detailed research may be carried out about behavior pattern of cadets and impact of inclusion of child psychologist in Cadet College.

e) This study has been done for Cadet Colleges of Bangladesh. Similar study may be conducted eradicating the limitations for other educational institutions of the country.

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APPENDIX

Appendix – 1

Institute of Bangladesh Studies (IBS)
University of Rajshahi (RU)

Research Title: Service Marketing in Bangladesh: A study on Cadet Colleges

N.B.: I draw your kind attention to inform you that this study aims at evaluating the existing services, measure service quality model and analyze opinion of the participants about service gaps of Cadet Colleges in Bangladesh. I cordially expect your valuable opinion and suggestions. I assure you that the secrecy of your opinion will be kept. Your valuable information will be used as the primary data of a PhD programme. Some statements are given below having alternate five scale supports. You are cordially requested to read out the question carefully and put a tick (√) mark within box as you think as your own opinion. The five points Liker scale supports are as follows:

(i)   Strongly Disagree
(ii)   Disagree
(iii)   Neutral
(iv)   Agree
(v)   Strongly Agree

Part-1: Personal Details

01.   Name of the respondent:

02.   Occupation/Stakeholder: Cadet/Parent/Officer & Teacher/ Employee

03.   Gender: Male/Female

04.   Name of Cadet College: RCC/SCC/FCC/BCC/MGCC/JGCC

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06.   Permanent Address:

Part-2: Questionnaire Designed to evaluate the performance of existing services in Cadet Colleges of Bangladesh (to be used by all Respondents)

Stage-1: Availability of Services.

1. In Cadet College different service operations are quite satisfying and reactive to the need of organization.
    (i) Strongly Disagree □ (ii) Disagree□ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

2. To avoid mistakes in delivery of services to parents/cadets instructions are specified through written policy/standing operating procedure.
    (i) Strongly Disagree □ (ii) Disagree □ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

3. Training for front-line personal (teachers, employees etc) is done for proper satisfaction of customers (cadets, parents).
    (i) Strongly Disagree □ (ii) Disagree □ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

4. Cadet College management designs the work plan for the employees for better service delivery.
    (i) Strongly Disagree □ (ii) Disagree □ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

5. Cadet College system pays minimum wage which is quite satisfying.
    (i) Strongly Disagree □ (ii) Disagree □ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

Stage-2: Advanced Service Delivery System.

6. Cadet College management seeks feedback from its customers (Parents, Cadets, Employees etc) on the relative costs and perceived qualities of the service.
    (i) Strongly Disagree □ (ii) Disagree □ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

7. Cadet College Authority acts as contributor to internal quality service delivery which is advanced and satisfying.
    (i) Strongly Disagree □ (ii) Disagree □ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

8. In Cadet College, Employees are often given procedures to follow and management ensure that procedures are followed.
    (i) Strongly Disagree □ (ii) Disagree □ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

9. Management has good communication with customers to ensure advanced service delivery.
    (i) Strongly Disagree □ (ii) Disagree □ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

10. Customers can inform any problem at any time to college authority on which very quick actions are taken.
    (i) Strongly Disagree □ (ii) Disagree □ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

Stage-3: Distinctive Competence in Service Delivery .

11. Cadet College continually excels to distinctive competence reinforced by customer focused excellent personal management.
    (i) Strongly Disagree □ (ii) Disagree □ (iii) Neutral □ (iv) Agree □ (v) Strongly Agree □

12. Cadet College mastered core services like interactive teaching, co-curricular & extra-curricular teaching, ethical teaching, good inter-communication etc. and understands present day changing requirements of distinctive service quality.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

13. In Cadet College technology is used as a way of enhancing satisfying services to cadets and their parents.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

14. Front line people (Teachers, employees etc.) are allowed with flexibility to select from alternative procedures to deliver distinctive services to the cadets.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

15. Cadet College authority utilizes all the resources to win the heart and mind of main customers (cadets, parents).
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

Stage-4: World Class Service Delivery.

16. To sustain very high level service delivery, Cadet College management keeps good communication with cadets, parents, teachers and employees.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

17. Cadet College management is proactive, develop its own capabilities and generate opportunities to the customers.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

18. Technology is used in Cadet College to break the system to do the things that the competitors cannot do.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

19. The teachers and employees of Cadet College themselves are the source of innovations and have the skills to innovate excellent service delivery.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

20. Teachers of Cadet College go beyond coaching to mentoring and remain accountable for the personal development of the cadets which is very satisfying.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

Part-3 : Questionnaire Designed to measure service quality model of Cadet Colleges in Bangladesh through the opinion survey of the respondents (to be used by all Service Customers i.e. Cadets and Parents).

A: Tangibility.

1. Cadet College possesses up-to-date and modern looking equipment to provide quality service.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

2. Physical facilities of Cadet College are visually appealing.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

3. Staffs, Teachers and Employees of Cadet College are well-dressed and neat in appearance.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

4. Cadet College possesses comfortable and better competitive accommodation and dining facilities.
   (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

B: Reliability

5. Cadet College authority meets and coordinates with Parents on parents' visiting day and keeps promises that are done with cadets/parents.
   (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

6. Staff, Teachers and employees of Cadet College are sympathetic to the problem of cadets/parents.
   (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

7. All staff, teachers and employees honour their promises at all time to ensure excellent service.
   (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

8. Cadet College maintains different records of Cadets' performance of 6 years accurately.
   (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

C: Responsiveness

9. Being a residential institution, College and house administration tell exact time about performance of services.
   (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

10. College and house administration deliver prompt service to Cadet requirments.
    (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

11. Whole college administration is always willing to help the cadets/parents.
    (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

12. Staff, teachers and employees respond promptly to the queries and problems of Cadets/parents.
    (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

D: Assurance

13. Cadets and parents have trust in all staff, teachers and employees of your Cadet College.
    (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

14. Cadets and parents feel safe while receiving services from staff, teachers and employees.
    (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

15. Staff, teachers and employees of Cadet College deal politely with cadets and parents.
    (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

16. Teachers of Cadet College are knowledgeable to take good class & provide good information.
    (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

E: Empathy

17. Cadet College provides individual and personal attention to cadets and parents.
    (i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

18. Staffs, Teachers and employees of Cadet College have sufficient operating hour to conveniently satisfy all cadets/parents.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

19. All staffs, teachers and employees understand the specific needs of cadets and parents.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

20. All staffs, teachers and employees of Cadet College keep the best interest of cadets and parents at heart.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

Part-4: Questionnaire Designed to analyze the opinion of participants about the service gaps of Cadet Colleges in Bangladesh through the opinion of the Respondents (to be used by all respondents).

A: Gap-1 (Knowledge Gap between consumer and Management Perception)

1. Cadet College system needs to increase amount of consumer research to influence the size of knowledge gap between consumers' (Cadets and Parents) expectation and college management's (Staff, Teachers and Employees) perception.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

2. Improvement research of cadet college system should focus on service quality issues of the cadets.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

3. Improvement research of Cadet College should focus on demand/ requirement of parents.

(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

4. Good interaction between parents and college management prevails in the Cadet College.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

5. Good interaction between Cadets and College Management prevails in your Cadet College.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

6. Good upward communication exists from cadets to College Management regarding any problem.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

7. Quality upward communication exists from any Teacher/Employee to College Authority.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

8. No layer exists to communicate between Parents/Cadets with College Management.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

9. Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

10. Cadet College Management is knowledgeable about consumers' problems and takes positives steps to improve service delivery standard.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

B: Gap-2 (Standard Gap between Management perception about customers' expectation and quality specification for service delivery)

11. Cadet College possesses good standard in order to satisfy customers (Cadets and Parents) with pleasant experience as per quality specification.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

12. Cadet College Authority maintains a flowchart of its operation to identify all points of contact between college authority and parents.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

13. Cadet College operates in specific pattern as per quality specification to identify and solve all related problems of Cadets.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

14. Good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

15. College Management believes that they should meet requirements of parents and cadets for good service
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

16. Cadet College management believes that they should meet requirement of teachers and employees for good service.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

17. College leadership has set good priorities over customer contact based strategy and technology based strategy.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

18. Management cordially feels that quality measurement is worth for long term positive impact.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

19. Cadet College uses all its resources to ensure quality service to the customers.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

20. Internal quality improvement programmes exist in your Cadet College as per quality specification for excellent service delivery.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

C: Gap-3 (Delivery Gap between the quality specification and actual delivery of service)

21. In Cadet College teachers and employees have willingness to deliver quality service to customers as per quality specifications.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

22. Cadet College management provides recognition to teachers and employees for quality commitment.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

23. Formal process for setting quality of service goals exist and implementation is monitored in Cadet College.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

24. In Cadet College teachers and employees are capable of achieving aim and objectives of Cadet College.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

25. Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution that affect service delivery.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

26. Cadet College management finds quite difficult to keep teachers and employees at their full potential all the time.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

27. Teachers of Cadet College are sufficiently qualified and trained to perform the service to specification.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

28. Teachers are consistent in understanding their role as per the expectation of Cadet College authority, the parents and Cadets.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

29. Teachers and employees possess sufficient authority to make independent decisions.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

30. Teachers and employees have adequate training as per quality specification such as personal training and/or technological training and actually deliver services in best possible manner.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

D: Gap-4 (Communication gap between actual quality of service delivered and the quality of service described in external communications.)

31. Cadet College delivers actual quality service to parents and cadets as was promised during intake media circulation.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

32. Cadet College does not over promise about service delivery in Intake circulation to out do other educational institutions of the country.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

33. Cadet College maintains good horizontal communication to breech gap between the institution and higher Head quarters.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

34. Due to fulfillment of promise as per intake circulation more parents are now interested to get their children admitted in this Cadet College.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

35. In Cadet College frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

36. Constructive feed back is given from Higher Headquarters to cadet college management for quality service delivery.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

37. Teachers and employees have good practice of giving feed back report to Cadet College authority on any issues.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

38. Teachers and employees undergo training in communication skills that help in actual quality service delivery.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

39. Teachers and employees are quite vigilant about any happenings inside college and capable of communicating to college authority before it actually happens.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

40. Cadet College management quickly gets aware of any new programme or step or order under taken for better service delivery by higher Headquarters.
(i) Strongly Disagree ☐ (ii) Disagree ☐ (iii) Neutral ☐ (iv) Agree ☐ (v) Strongly Agree ☐

Appendix-2

পরিশিষ্ট-খ

**ইনস্টিটিউট অব বাংলাদেশ স্টাডিজ
রাজশাহী বিশ্ববিদ্যালয়, রাজশাহী।
পিএইচডি গবেষণায় ব্যবহারের উদ্দেশ্যে প্রণিত প্রশ্নমালা**

গবেষনার বিষয়বস্তু : বাংলাদেশে সেবা বানিজ্য ঃ ক্যাডেট কলেজ সমূহের উপর অধ্যয়ন

দৃষ্টি আকর্ষণ ঃ পিএইচডি গবেষনা কর্মে ব্যবহারের জন্য আপনার নিকট থেকে কিছু তথ্য জানতে চাওয়া হচ্ছে। আপনার দেয়া এই তথ্য সম্পূর্ণ গোপন থাকবে এবং শুধুমাত্র ঐ গবেষণা কাজেই ব্যবহার করা হবে। অনুগ্রহ করে নীচের প্রতিটি বিবৃতি ভালোভাবে পড়ুন এবং এ সম্পর্কে আপনার মতামত চিহ্নিত কর‍ূন। প্রত্যেকটি বিবৃতির জন্য একটি করে পাঁচ বিন্দু লিকার স্কেল দেয়া আছে। স্কেলের বিন্দুগুলি মতমতের নিম্নলিখিত মাত্রা প্রকাশ করে।

- (১) একেবারেই সমর্থন করি না
- (২) সমর্থন করি না
- (৩) নিরপেক্ষ
- (৪) সমর্থন করি
- (৫) বেশি সমর্থন করি

প্রতিটি বিবৃতি আপনি যে বিন্দুতে সমর্থন করেন সেই বিন্দুর পাশে টিক (√) চিহ্ন দিন। এখানে কোন ভুল বা শুদ্ধ উত্তর নেই। প্রতিটি উক্তি সম্পর্কে আপনার মতামত চিহ্নিত করুন। আপনার দেয়া তথ্যের উপরই এই গবেষনার সাফল্য নির্ভর করছে।

প্রথম অংশ ঃ ব্যক্তিগত তথ্যাবলী

১।   উত্তর দাতার নাম ঃ

২।   পেশা /সম্পৃক্ততা ঃ ক্যাডেট/ অভিভাবক/ কর্মকর্তা ও শিক্ষক/ কর্মচারী

৩।   লিঙ্গ ঃ পুর‍ূষ / মহিলা

৪।   ক্যাডেট কলেজের নাম ঃ আরসিসি/এসসিসি/এফসিসি/বিসিসি/এমজিসিসি/ জেজিসিসি

৫।   বর্তমান ঠিকানা   ঃ

৬।   স্থায়ী ঠিকানা   ঃ

দ্বিতীয় অংশ ঃ ক্যাডেট কলেজের বর্তমান সেবা কার্যক্রম সমূহের কার্যকারীতা বিশেষনের জন্য প্রশ্নমালা প্রণীত (সকল উত্তরদাতার জন্য)।

পর্ব-১ (সেবার প্রাপ্যতা)

১. ক্যাডেট কলেজে বিভিন্ন সেবা কার্যক্রম প্রতিষ্ঠানের প্রয়োজন অনুসারে কার্যকর করা হয়ে থাকে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২. ক্যাডেট এবং অভিভাবকদের সেবা প্রদানের ক্ষেত্রে যাতে কোন ভুল না হয় সেজন্য লিখিত নির্দিষ্ট কর্ম পদ্ধতি বিদ্যমান রয়েছে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩. সম্মুখবর্তী লোকদের জন্য (শিক্ষক, কর্মচারী ইত্যাদি) সুন্দর সেবা প্রদানের উদ্দেশ্যে প্রশিক্ষনের ব্যবস্থা রয়েছে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৪. উন্নততর সেবা প্রদানের নিমিত্তে কর্মচারীদের জন্য কলেজ কর্তৃপক্ষ বিভিন্ন কার্য পরিকল্পনা গ্রহন করে থাকে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৫. ক্যাডেট কলেজ কর্তৃপক্ষ যতদূর সম্ভব নু্যনতম পরিমান বেতন দিয়ে থাকে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

পর্ব-২ (উন্নত সেবা কার্যক্রমের ব্যবস্থা)

৬. ক্যাডেট কলেজ কর্তৃপক্ষ ক্রেতাদের (অভিভাবক, ক্যাডেট, কর্মচারী ইত্যাদি) নিকট থেকে তাদের আনুপাতিক খরচ এবং মান সম্মত সেবা প্রদান সম্পর্কে প্রতিবেদন নিয়ে থাকে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৭. সেবা প্রদানের ক্ষেত্রে আভ্যন্তরীন মান উন্নয়নের জন্য ক্যাডেট কলেজ কর্তৃপক্ষ সাহায্যকারী হিসেবে কাজ করে থাকে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৮. ক্যাডেট কলেজে কর্মচারীদের অনুসরনের জন্য পদ্ধতি বলে দেয়া হয় এবং তারা যাতে পদ্ধতি ভালোভাবে অনুসরন করে তা কর্তৃপক্ষ নিশ্চিত করে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৯. ক্যাডেট কলেজ কর্তৃপক্ষের ভাল সেবা প্রদানের লক্ষ্যে ক্রেতাদের (ক্যাডেট, অভিভাবক, কর্মচারী ইত্যাদি) সংগে ভালো যোগাযোগ রয়েছে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১০. ক্রেতাগন যে কোন সমস্যা যে কোন সময় কলেজ কর্তৃপক্ষকে জানাতে পারে এবং কর্তৃপক্ষ তা জানার পর যতদূর সম্ভব তাড়াতাড়ি ব্যবস্থা গ্রহন করে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

পর্ব-৩ (উন্নত সেবা প্রদানের ক্ষেত্রে বৈশিষ্ট্য মন্ডিত দক্ষতা)

১১. ক্রেতা কেন্দ্রিক ভালোভাবে ক্রেতাদের সাথে ব্যবহার করার কারনে ক্যাডেট কলেজ ক্রমান্বয়ে উন্নতি সাধন করছে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১২. ক্যাডেট কলেজ উন্নত সেবা দেয়ার কৌশল রপ্ত করেছে এবং পরিবর্তনশীল প্রয়োজনের সাথে তাল মিলিয়ে উন্নত সেবা প্রদানের জটিলতা বুঝতে সক্ষম।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৩. ক্যাডেট ও অভিভাবকদের সেবা উন্নতকরনের জন্য ক্যাডেট কলেজ বিভিন্ন আধুনিক প্রযুক্তি বা প্রশিক্ষন পদ্ধতি ব্যবহার করে থাকে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৪. সম্মুখভাগের লোকজনদের (শিক্ষক, কর্মচারী ইত্যাদি) নমনীয়তার সাথে অনুমতি দেয়া আছে যাতে ক্যাডেটদের ভালো সেবা প্রদানের জন্য বিকল্প পদ্ধতি অনুসরন করতে পারে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৫. ক্যাডেট কলেজ কর্তৃপক্ষ তাদের সাথে সম্পর্কযুক্ত সকলের (ক্যাডেট, অভিভাবক, শিক্ষকবৃন্দ, কর্মচারী, এক্স ক্যাডেট ইত্যাদি) হৃদয় এবং মন জয় করতে সব ধরনের উদ্যোগ গ্রহন করে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

পর্ব-১ (বিশ্বমানের সেবা প্রদান)

১৬. উন্নত মানের সাফল্য ধরে রাখার জন্য ক্যাডেট কলেজ কর্তৃপক্ষ সেবা প্রদানের ক্ষেত্রে তড়িৎ শিক্ষার্থী এবং আবিস্কারক হিসেবে কাজ করে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৭. ক্যাডেট কলেজ কর্তৃপক্ষ তৎপর, নিজস্ব যোগ্যতা উন্নততর করে এবং ক্রেতাদের জন্য বিভিন্ন সুযোগ সৃষ্টি করে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৮. প্রযুক্তি বিদ্যা ব্যবহারের মাধ্যমে ক্যাডেট কলেজ করা যে কোন জিনিষ সঠিকভাবে করে থাকে যা অন্য কোন প্রতিযোগী করতে পারে না।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৯. ক্যাডেট কলেজের শিক্ষক এবং কর্মচারীবৃন্দ নিজেরাই আবিস্কারের প্রধান উৎস এবং তাদের উন্নত সেবা প্রদানের বিভিন্ন পদ্ধতি আবিস্কারের দক্ষতা রয়েছে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২০. ক্যাডেট কলেজের শিক্ষকবৃন্দ শিক্ষাদানের বাহিরে ক্যাডেটদের বিজ্ঞ ও বিশ্বস্থ পরামর্শদাতা হিসেবে কাজ করে এবং ক্যাডেটদের ব্যক্তিস্বত্ত্বা উন্নয়নের জন্য দায়বদ্ধ থাকেন।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

তৃতীয় অংশ : উত্তরদাতাদের মতামত পর্যালোচনার মাধ্যমে বাংলাদেশের ক্যাডেট কলেজ সমূহের সেবার মানের মডেল পরিমাপ করার জন্য প্রণীত প্রশ্নমালা (সকল উত্তরদাতার জন্য)।

স্পর্শনীয়তা :

১. ক্যাডেট কলেজে মান সম্মত সেবা প্রদানের জন্য নতুন এবং আধুনিক প্রযুক্তি রয়েছে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২. ক্যাডেট কলেজে বাহ্যিকভাবে বস্তুগত যে সব সরঞ্জাম ও সুবিধাদি রয়েছে তা দেখতে আকর্ষণীয়।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩. স্টাফ, শিক্ষকবৃন্দ এবং কর্মচারীগন সব সময় পরিচ্ছন্ন পোষাক পড়েন এবং আচরণে মার্জিত।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৪. ক্যাডেট কলেজে আরামদায়ক ও প্রতিযোগিতামূলক বাসস্থান এবং খাওয়ার সুবিধাদি রয়েছে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

বিশ্বাসযোগ্যতা :

৫. ক্যাডেট কলেজ কর্তৃপক্ষ অভিভাবক দিবসে সকল অভিভাবকের সাথে সাক্ষাত ও সমন্বয় সাধন করে এবং ক্যাডেট ও অভিভাবককে দেয়া প্রতিজ্ঞা পূরন করে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৬. স্টাফ, শিক্ষক এবং কর্মচারীবৃন্দ ক্যাডেট ও অভিভাবকের যে কোন সমস্যার প্রতি সহানুভুতিশীল।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৭. স্টাফ, শিক্ষক এবং কর্মচারীগন সব সময় তাদের প্রতিজ্ঞাসমূহকে সম্মান করে থাকে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৮. ক্যাডেট কলেজ সব সময় ক্যাডেটদের বিভিন্ন ফাইল, রেকর্ড ইত্যাদি ভালভাবে সংরক্ষণ করে থাকে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

দায়িত্বশীলতা ঃ

৯. কলেজ ও হাউস প্রশাসন যে কোন ধরণের সেবা প্রদানের ক্ষেত্রে সময় অনুযায়ী সম্পন্ন করে থাকে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১০. কলেজ ও হাউস প্রশাসন ক্যাডেটদের যে কোন প্রয়োজনে তড়িৎ গতিতে সেবা দিয়ে থাকে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১১. কলেজ ও হাউস প্রশাসন সব সময় ক্যাডেট এবং অভিভাবকদের সাহায্য করতে আগ্রহী।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১২. ক্যাডেট ও অভিভাবকদের যে কোন জিজ্ঞাসা ও সমস্যা থাকলে স্টাফ, শিক্ষক এবং কর্মচারীবৃন্দ তা তড়িৎ গতিতে সমাধান করে থাকে।
    (১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

নিশ্চয়তা :

১৩. সকল স্টাফ, শিক্ষক এবং কর্মচারীর উপর ক্যাডেট ও অভিভাবকদের আস্থা রয়েছে।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৪. স্টাফ, শিক্ষক এবং কর্মচারীদের নিকট থেকে যে কোন সেবা নেয়ার ক্ষেত্রে ক্যাডেট ও অভিভাবকবৃন্দ নিরাপদ মনে করে।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৫. স্টাফ, শিক্ষক এবং কর্মচারীগন ক্যাডেট ও অভিভাবকদের সাথে ভদ্র আচরণ করে থাকে।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৬. ক্যাডেট কলেজের শিক্ষকবৃন্দ ভালো ক্লাস নেয়ার জন্য এবং ভাল তথ্য প্রদানের জন্য যথেষ্ট জ্ঞান রাখেন।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

সহমর্মিতা :

১৭. ক্যাডেট ও অভিভাবকদের প্রতি ক্যাডেট কলেজ কর্তৃপক্ষ এককভাবে এবং ব্যক্তিগতভাবে মনোযোগ দিয়ে থাকেন।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৮. সকল ক্যাডেট ও অভিভাবকদের সুন্দরভাবে সন্তুষ্ট করার জন্য স্টাফ, শিক্ষক এবং কর্মচারীদের যথেষ্ট কর্মঘন্টা রয়েছে।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৯. ক্যাডেট ও অভিভাবকদের সুনির্দিষ্ট চাহিদা সমূহ সকল স্টাফ, শিক্ষক এবং কর্মচারীগন বুঝতে পারেন।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২০. ক্যাডেট ও অভিভাবকদের সবচেয়ে বেশী সুবিধা সমূহ সকল স্টাফ, শিক্ষক এবং কর্মচারীগন হৃদয়ে ধারন করে থাকে।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

চতুর্থ অংশ : ক্যাডেট কলেজ সমূহে সেবা কার্যক্রমের বিভিন্ন ফাঁক এর ব্যাপারে উত্তরদাতাদের মতামত বিশে-ষনের জন্য প্রশ্নমালা প্রণীত (সকল উত্তরদাতার জন্য)।

ফাঁক-১ (ক্রেতা এবং কর্তৃপক্ষের ধারণার মধ্যে জ্ঞানগত পার্থক্য)

১. ক্যাডেট কলেজের প্রয়োজন ক্রেতাদের নিয়ে বেশী গবেষনা করা যা ক্রেতাদের (অভিভাবক, ক্যাডেট, কর্মচারী ইত্যাদি) প্রত্যাশা এবং কর্তৃপক্ষের ধারণার পার্থক্যকে কমিয়ে আনবে।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২. ক্যাডেট কলেজে উন্নতির জন্য গবেষনা ক্যাডেটদের সেবার মানের বিষয়গুলোর প্রতি কেন্দ্রীভূত হওয়া উচিত।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩. ক্যাডেট কলেজ উন্নতির জন্য গবেষনা অভিভাবকদের চাহিদা/ প্রয়োজনের উপর কেন্দ্রীভূত হওয়া উচিত।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৪. ক্যাডেট কলেজের অভিভাবক এবং কর্তৃপক্ষের মধ্যে ভালো পারস্পরিক ক্রিয়া বিদ্যমান।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৫. ক্যাডেট কলেজে ক্যাডেট এবং কলেজ কর্তৃপক্ষের মধ্যে ভালো পারস্পরিক ক্রিয়া বিদ্যমান।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৬. ক্যাডেট হতে কলেজ কর্তৃপক্ষ পর্যন্ড যে কোন সমস্যার ব্যাপারে ভালো উর্ধ্বমুখী যোগাযোগ বিদ্যমান।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৭. শিক্ষক/কর্মচারী হতে কলেজ কর্তৃপক্ষ পর্যন্ড যে কোন বিষয়ে ভালো উর্ধ্বমুখী যোগাযোগ বিদ্যমান।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৮. অভিভাবক/শিক্ষক/কর্মচারী ক্যাডেট এর সাথে কলেজ কর্তৃপক্ষের যোগাযোগের ব্যাপারে কোন স্তর/ বাঁধা নেই
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৯. ক্যাডেট কলেজের শাসনতন্ত্র অভিভাবক এবং ক্যাডেটদের ভালো সেবার মান দিতে বাধাগ্রস্থ করে না।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১০. কলেজ কর্তৃপক্ষ ক্রেতাদের সংগে পারস্পরিক ক্রিয়া/ ভালো সম্পর্ক উন্নয়নের জন্য বিভিন্ন উদ্যোগ নিয়ে থাকেন।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

ফাঁক-২ (আদর্শ ফাঁক যা ক্রেতাদের প্রত্যাশার ব্যাপারে কর্তৃপক্ষর ধারণা এবং সেবা প্রদানের ব্যাপারে নির্ধারিত সেবাসমূহের মধ্যে পার্থক্য)

১১. অভিভাবকবৃন্দের মজার অভিজ্ঞতা প্রদানের মাধ্যমে সন্তুষ্ট করার জন্য ক্যাডেট কলেজের ভালো আদর্শ রয়েছে।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১২. ক্যাডেট কলেজ কর্তৃপক্ষ অভিভাবক এবং কর্তৃপক্ষের মধ্যে যোগাযোগ পয়েন্ট নির্ধারণ করে তা উন্নয়নের লক্ষ্যে নিয়মিত পর্যবেক্ষণ করে থাকে।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৩. ক্যাডেট কলেজ কর্তৃপক্ষ ক্যাডেটদের যে কোন সমস্যা চিহ্নিত এবং সমাধানের লক্ষ্যে বিভিন্ন কার্যক্রম পরিচালনা করে থাকে।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৪. হাউস মাস্টার ও শিক্ষকবৃন্দ, ক্যাডেট ও অভিভাবকদের সাথে কিভাবে ব্যবহার করবেন তার সুন্দর লিখিত আদেশ রয়েছে এবং তা কার্যকরভাবে অনুসরণ করা হয়।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৫. ক্যাডেট কলেজ কর্তৃপক্ষ বিশ্বাস করে যে, অভিভাবক এবং ক্যাডেটদের ভালো সেবা নিশ্চিত করা প্রয়োজন।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৬. ক্যাডেট কলেজ কর্তৃপক্ষ বিশ্বাস করে যে, শিক্ষক এবং কর্মচারীদের জন্য ভালো সেবা নিশ্চিত করা উচিত।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৭. ক্যাডেট কলেজ নেতৃত্ব ক্রেতাদের সাথে যোগাযোগ ভিত্তিক কৌশল এবং প্রযুক্তি বিদ্যা নির্ভর পরিচালন দক্ষতার উপর বেশী গুরুত্ব দিয়ে থাকে।
(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৮. ক্যাডেট কলেজ কর্তৃপক্ষ অনুভব করে যে, সেবার মানের পরিমাপ করলে তা দীর্ঘ সময়ে ভাল ফল বয়ে আনতে ভূমিকা রাখবে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

১৯. ক্যাডেট কলেজ তার সমস্ত সম্পদ ক্রেতাদের ভাল সেবার মান নিশ্চিত করতে ব্যবহার করে থাকে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২০. ক্যাডেট কলেজ সেবার মান উন্নয়নের জন্য বিভিন্ন আভ্যন্তরীন কার্যক্রম বিদ্যমান রয়েছে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

ফাঁক-৩ (প্রদান ফাঁক যা সেবা মানের জন্য নির্দিষ্ট সেবাসমূহ এবং বাস্তবে প্রদানকৃত সেবার পার্থক্য)

২১. ক্যাডেট কলেজের শিক্ষক এবং কর্মচারীদের মধ্যে ক্রেতাদের ভালো সেবা প্রদানের আন্তরিক ইচ্ছা বিদ্যমান রয়েছে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২২. ক্যাডেট কলেজ কর্তৃপক্ষ ভালো সেবা প্রদান করলে শিক্ষক এবং কর্মচারীদের স্বীকৃতি প্রদান করে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২৩. ক্যাডেট কলেজ সেবার মানের লক্ষ্য নির্ধারণের জন্য রীতিসিদ্ধ পদ্ধতি বিদ্যমান রয়েছে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২৪. ক্যাডেট কলেজের শিক্ষকবৃন্দ এবং কর্মচারীগণ কলেজের উদ্দেশ্য এবং লক্ষ্যবস্ত অর্জন করতে সক্ষম।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২৫. ক্যাডেট কলেজের শিক্ষকবৃন্দের মধ্যে প্রতিষ্ঠানের ব্যাপারে অসুন্তুষ্টি এবং হতাশা রয়েছে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২৬. ক্যাডেট কলেজ কর্তৃপক্ষের জন্য শিক্ষক এবং কর্মচারীদের নিকট থেকে সব সময় সর্বোচ্চ সেবা আদায় করা খুব কঠিন হয়ে থাকে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২৭. ক্যাডেট কলেজের শিক্ষক এবং কর্মচারীবৃন্দ সুনির্দিষ্ট নিয়ম মোতাবেক সেবা প্রদানের জন্য যথেষ্ঠভাবে যোগ্য এবং প্রশিক্ষন প্রাপ্ত।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২৮. ক্যাডেট কলেজ কর্তৃপক্ষ, অভিভাবক এবং ক্যাডেটদের প্রত্যাশা অনুযায়ী শিক্ষকবৃন্দ ধারাবাহিকভাবে নিজস্ব ভূমিকা বুঝে এবং তা সম্পাদন করে থাকে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

২৯. শিক্ষক ও কর্মচারীবৃন্দের স্বাধীনভাবে যে কোন সিদ্ধান্ত নেয়ার ক্ষেত্রে যথেষ্ট কর্তৃত্ব রয়েছে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩০. শিক্ষক ও কর্মচারীদের অর্পিত দায়িত্ব সবচেয়ে ভালোভাবে সম্পাদনের জন্য যথেষ্ঠ প্রশিক্ষন, যন্ত্রপাতি এবং অন্যান্য সম্পদ রয়েছে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

ফাঁক-৪ (যোগাযোগ ফাঁক যা বাস্তবে প্রদানকৃত সেবা সমূহ এবং বাহ্যিকভাবে মিডিয়ার মাধ্যমে বর্ণিত সেবার মানের পার্থক্য)

৩১. ক্যাডেট কলেজ ভর্তি পরীক্ষার সময় মিডিয়ার মাধ্যমে যে মানসম্মত সেবা প্রদানের ব্যাপারে জানায়, তা বাস্তবে অভিভাবক এবং ক্যাডেটদের প্রদান করে থাকে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩২. ক্যাডেট কলেজ ভর্তি পরীক্ষার জন্য বিজ্ঞপ্তিতে অন্যান্য শিক্ষা প্রতিষ্ঠানকে পরাজিত করা লক্ষ্যে অতিরিক্ত প্রতিজ্ঞা প্রদান করে না।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩৩. ক্যাডেট কলেজ বিভিন্ন দিকে সমান্তরাল যোগাযোগ রাখে, যাতে প্রতিষ্ঠান এবং উর্ধ্বতন কর্তৃপক্ষের মাঝে কোন ফাঁক না হয়।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩৪. ভর্তি পরীক্ষার সময় বিজ্ঞপ্তি অনুযায়ী বিভিন্ন প্রতিজ্ঞা পূরন করার ফলে আরও অনেক অভিভাবক তাদের সন্তানদের ক্যাডেট কলেজে ভর্তি করাতে ইচ্ছুক হয়।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩৫. ক্যাডেটদের সাথে যোগাযোগ স্থাপনকারী ব্যক্তিত্ব যেমন- শিক্ষক ও কর্মচারীবৃন্দ ইত্যাদি এবং ক্যাডেট কলেজ কর্তৃপক্ষের মাঝে ঘন ঘন এবং ভালো নিম্নমুখী যোগাযোগ বিদ্যমান রয়েছে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩৬. উর্ধ্বতন কর্তৃপক্ষ হতে কলেজ কর্তৃপক্ষকে প্রায়শই বিভিন্ন গঠনমূলক প্রতিবেদন দেওয়া হয়ে থাকে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩৭. শিক্ষক এবং কর্মচারীদের ক্যাডেট কলেজ কর্তৃপক্ষের নিকট যে কোন ব্যাপারে প্রতিবেদন দেয়ার/জানানোর ভালো অভ্যাস রয়েছে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩৮. শিক্ষক এবং কর্মচারীবৃন্দ যোগাযোগ, দক্ষতা বৃদ্ধির জন্য প্রশিক্ষন নিয়ে থাকে যাতে যেকোন দায়িত্ব পালনে উপকার পাওয়া যায়।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৩৯. শিক্ষক এবং কর্মচারীবৃন্দ কলেজের ভিতরে যে কোন ঘটনা ঘটার ব্যাপারে অত্যন্ত তৎপর এবং ঘটনা সম্পন্ন হওয়ার পূর্বেই কর্তৃপক্ষকে জানাতে সক্ষম।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

৪০. ক্যাডেট কলেজ কর্তৃপক্ষ প্রায়শই উর্ধ্বতন কতৃপক্ষের যে কোন নতুন কার্যক্রম বা পদক্ষেপ বা প্রতিজ্ঞা বা আদেশ তাড়াতাড়ি জানে এবং তা সম্পাদন করে।

(১) একেবারেই সমর্থন করি না ☐ (২) সমর্থন করি না ☐ (৩) নিরপেক্ষ ☐ (৪) সমর্থন করি ☐ (৫) বেশী সমর্থন করি ☐

Appendix 3
Activities of Cadet Coleges

1. **Fauzdarhat Cadet College (FCC).**

2. **Jhinaidah Cadet College (JCC).**

3. **Mirzapur Cadet College (MCC).**

4. Rajshahi Cadet College (RCC).

5. Sylhet Cadet College (SCC).

6. Rangpur Cadet College (CCR).

7. **<u>Barisal Cadet College (BCC).</u>**

8. **<u>Pabna Cadet College (PCC).</u>**

9. **<u>Mymensing Girls' Cadet College (MGCC).</u>**

10. <u>Comilla Cadet College (CCC).</u>

11. <u>Feni Girls' Cadet College (FGCC).</u>

12. <u>JoypurhatGirls' Cadet College (JGCC).</u>

SPSS output

Measuring Existing Service Performance of Cadet Colleges

1. Reliability Statistics.

Cronbach's Alpha	N of Items
.848	20

2. Descriptive Statistics.

Description	N	Minimum	Maximum	Mean	Std. Deviation
EXP1	372	5.00	5.00	5.0000	.00000
In Cadet College different service operations are reactive to the need of organization.	372	1	5	3.86	.751
EXP2	372	5.00	5.00	5.0000	.00000
To avoid mistakes delivery of services to parents/cadets are specified through written policy/standing operating procedure.	372	1	5	4.19	.646
EXP3	372	5.00	5.00	5.0000	.00000
Training for front-line personal (teachers, employees etc) is done for proper service delivery.	372	2	5	3.79	.842
EXP4	372	5.00	5.00	5.0000	.00000
Cadet College management designs the work plan for the employees for better service delivery.	372	2	5	3.93	.714
EXP5	372	5.00	5.00	5.0000	.00000
Cadet College system pays minimum wage whenever possible.	372	1	5	3.01	1.070
EXP6	372	5.00	5.00	5.0000	.00000
Cadet College management seeks feedback from its customers (Parents, Cadets, Employees etc) on the relative costs and perceived qualities of the service.	372	1	5	3.59	.784

EXP7	372	5.00	5.00	5.0000	.00000
Cadet College Authority acts as contributor to internal quality service delivery.	372	1	5	4.04	.634
EXP8	372	5.00	5.00	5.0000	.00000
In Cadet College, Employees are often given procedures to follow and management ensure that procedures are followed.	372	1.00	5.00	4.1317	.74252
EXP9	372	5.00	5.00	5.0000	.00000
Management has good communication with customers for good service delivery.	372	1	5	3.93	.782
EXP10	372	5.00	5.00	5.0000	.00000
Customers can inform any problem at any time to college authority and authority after knowing takes very quick steps.	372	1	5	3.94	.963
EXP11	372	5.00	5.00	5.0000	.00000
continually excels reinforced by good personal management that supports the customer focus.	372	1	5	3.80	.838
EXP12	372	5.00	5.00	5.0000	.00000
Cadet College mastered core service and understands the complexity of changing requirements of service quality.	372	2	5	3.80	.809
EXP13	372	5.00	5.00	5.0000	.00000
Technology is used as a way of enhancing the service to cadets and their parents.	372	1	5	4.02	.951
EXP14	372	5.00	5.00	5.0000	.00000
Front line people (Teachers, employees etc.) are allowed with flexibility to select from alternative procedures to provide service to the cadets.	372	1	5	3.23	1.024
EXP15	372	5.00	5.00	5.0000	.00000
Cadet College authority utilizes all the resources to win the heart and mind of the stakeholders (cadets, parents, teachers, employees, ex-cadets etc).	372	1	5	3.79	1.017
EXP16	372	5.00	5.00	5.0000	.00000
To sustain very high level performance, the Cadet College management is fast learner and innovator of service delivery.	372	1	5	3.74	1.000
EXP17	372	5.00	5.00	5.0000	.00000
management is proactive, develop its own capabilities and generate opportunities to the customers.	372	1	5	3.90	.882

EXP18	372	5.00	5.00	5.0000	.00000
Technology is used in Cadet College to break the system to do the things that the competitors cannot do.	372	1	5	3.15	1.107
EXP19	372	5.00	5.00	5.0000	.00000
The teachers and employees of Cadet College themselves are the source of innovations and have the skills to innovate for good service delivery.	372	1	5	3.69	.942
EXP20	372	5.00	5.00	5.0000	.00000
Teachers of Cadet College go beyond coaching to mentoring and remain accountable for the personal development of the cadets.	366	1	5	3.99	.868
Valid N (listwise)	366				

3. Paired Samples Test of Hypothesis.

Description	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 EXP1 - In Cadet College different service operations are reactive to the need of organization.	1.14247	.75137	.03896	1.06587	1.21908	29.327	371	.000
Pair 2 EXP2 - To avoid mistakes delivery of services to parents/cadets are specified through written policy/standing operating procedure.	.81183	.64601	.03349	.74597	.87769	24.238	371	.000
Pair 3 EXP3 - Training for front-line personal (teachers, employees etc) is done for proper service delivery.	1.20699	.84206	.04366	1.12114	1.29284	27.646	371	.000
Pair 4 EXP4 - Cadet College management designs the work plan for the employees for better service delivery.	1.07258	.71382	.03701	.99981	1.14536	28.981	371	.000
Pair 5 EXP5 - Cadet College system pays minimum wage whenever possible.	1.99194	1.07027	.05549	1.88282	2.10105	35.896	371	.000
Pair 6 EXP6 - Cadet College management seeks feedback from its customers (Parents, Cadets, Employees etc) on the relative costs and perceived qualities of the service.	1.41129	.78406	.04065	1.33135	1.49123	34.717	371	.000
Pair 7 EXP7 - Cadet College Authority acts as contributor to internal quality service delivery.	.95699	.63440	.03289	.89231	1.02167	29.095	371	.000
Pair 8 EXP8 - In Cadet College, Employees are often given procedures to follow and management ensure that procedures are followed.	.86828	.74252	.03850	.79258	.94398	22.554	371	.000
Pair 9 EXP9 - Management has good communication with customers for good service delivery.	1.07258	.78228	.04056	.99283	1.15234	26.445	371	.000

Pair 10	EXP10 - Customers can inform any problem at any time to college authority and authority after knowing takes very quick steps.	1.05645	.96266	.04991	.95831	1.15460	21.166	371	.000
Pair 11	EXP11 - continually excels reinforced by good personal management that supports the customer focus.	1.19624	.83823	.04346	1.11078	1.28170	27.525	371	.000
Pair 12	EXP12 - Cadet College mastered core service and understands the complexity of changing requirements of service quality.	1.19624	.80877	.04193	1.11378	1.27869	28.527	371	.000
Pair 13	EXP13 - Technology is used as a way of enhancing the service to cadets and their parents.	.97849	.95142	.04933	.88150	1.07549	19.836	371	.000
Pair 14	EXP14 - Front line people (Teachers, employees etc.) are allowed with flexibility to select from alternative procedures to provide service to the cadets.	1.76613	1.02351	.05307	1.66178	1.87048	33.281	371	.000
Pair 15	EXP15 - Cadet College authority utilizes all the resources to win the heart and mind of the stakeholders (cadets, parents, teachers, employees, ex-cadets etc).	1.20968	1.01690	.05272	1.10600	1.31335	22.944	371	.000
Pair 16	EXP16 - To sustain very high level performance, the Cadet College management is fast learner and innovator of service delivery.	1.25538	.99965	.05183	1.15346	1.35729	24.221	371	.000
Pair 17	EXP17 - management is proactive, develop its own capabilities and generate opportunities to the customers.	1.09677	.88186	.04572	1.00687	1.18668	23.988	371	.000
Pair 18	EXP18 - Technology is used in Cadet College to break the system to do the things that the competitors cannot do.	1.85215	1.10728	.05741	1.73926	1.96504	32.262	371	.000
Pair 19	EXP19 - The teachers and employees of Cadet College themselves are the source of innovations and have the skills to innovate for good service delivery.	1.30645	.94179	.04883	1.21043	1.40247	26.755	371	.000
Pair 20	EXP20 - Teachers of Cadet College go beyond coaching to mentoring and remain accountable for the personal development of the cadets.	1.01366	.86789	.04537	.92445	1.10287	22.344	365	.000

Measuring Service Quality (SERVQUAL) Gaps of Cadet Colleges

1. Reliability Statistics.

Cronbach's Alpha	N of Items
.912	20

2. Descriptive Statistics.

Description	N	Minimum	Maximum	Mean	Std. Deviation
EXP: Cadet College possess up-to-date and modern looking equipment to provide quality service.	372	5.00	5.00	5.0000	.00000
PER: Cadet College possess up-to-date and modern looking equipment to provide quality service.	372	1.00	5.00	3.8226	1.03873
EXP: Physical facilities of Cadet College are visually appealing.	372	5.00	5.00	5.0000	.00000
PER: Physical facilities of Cadet College are visually appealing.	372	1.00	5.00	3.9570	.93352
EXP: Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance.	372	5.00	5.00	5.0000	.00000
PER: Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance.	372	1.00	6.00	4.4382	.66401
EXP: Possesses comfortable and better competitive accommodation and dining facilities.	372	5.00	5.00	5.0000	.00000
PER:Possesses comfortable and better competitive accommodation and dining facilities.	372	1.00	5.00	4.0699	.96038
EXP:Authority meets and coordinates with Parents on parents' visiting day and keeps promises that are done with cadets/parents.	372	5.00	5.00	5.0000	.00000

PER:Authority meets and coordinates with Parents on parents' visiting day and keeps promises that are done with cadets/parents.	372	1.00	5.00	4.0108	.84986
EXP:Staff, Teachers and employees are sympathetic to the problem of cadets/parents.	372	5.00	5.00	5.0000	.00000
PER:Staff, Teachers and employees are sympathetic to the problem of cadets/parents.	372	1.00	5.00	4.1425	.83947
EXP:All staff, teachers and employees honour their promises at all time.	372	5.00	5.00	5.0000	.00000
PER: All staff, teachers and employees honour their promises at all time.	372	1.00	5.00	3.8871	.86136
EXP: Cadet College maintains different records accurately.	372	5.00	5.00	5.0000	.00000
PER:Cadet College maintains different records accurately.	372	1.00	5.00	4.3790	.82996
EXP:College and house administration tell exact time about performance of services.	372	5.00	5.00	5.0000	.00000
PER:College and house administration tell exact time about performance of services.	372	1.00	5.00	4.1317	.63277
EXP:College and house administration provide prompt service to Cadet requirments.	372	5.00	5.00	5.0000	.00000
PER:College and house administration provide prompt service to Cadet requirments.	372	1.00	5.00	4.0376	.87412
EXP: College and house administration are always willing to help the cadets/parents.	372	5.00	5.00	5.0000	.00000
PER:College and house administration are always willing to help the cadets/parents.	372	1.00	5.00	4.1613	.80149
EXP:Staff, teachers and employees respond promptly to the queries and problems of Cadets/parents.	372	5.00	5.00	5.0000	.00000
PER:Staff, teachers and employees respond promptly to the queries and problems of Cadets/parents.	372	1.00	5.00	4.0457	.77394
EXP:Cadets and parents have trust in all staff, teachers and employees.	372	5.00	5.00	5.0000	.00000
PER:Cadets and parents have trust in all staff, teachers and employees.	372	1.00	5.00	3.8548	.92022
EXP:Cadets and parents feel safe while receiving services from staff, teachers and employees.	372	5.00	5.00	5.0000	.00000

PER:Cadets and parents feel safe while receiving services from staff, teachers and employees.	372	1.00	5.00	4.1613	.74934
EXP:Staff, teachers and employees deal politely with cadets and parents.	372	5.00	5.00	5.0000	.00000
PER: Staff, teachers and employees deal politely with cadets and parents.	372	1.00	5.00	4.1263	.80273
EXP:Teachers of Cadet College are knowledgeable to take good class & provide good information.	372	5.00	5.00	5.0000	.00000
PER:Teachers of Cadet College are knowledgeable to take good class & provide good information.	372	1.00	5.00	4.1882	.76449
EXP:Cadet College provides individual and personal attention to cadets and parents	372	5.00	5.00	5.0000	.00000
PER: Cadet College provides individual and personal attention to cadets and parents	372	1.00	5.00	3.7742	.95595
EXP: Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents.	372	5.00	5.00	5.0000	.00000
PER:Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents.	372	1.00	5.00	3.8226	.99904
EXP: All staff, teachers and employees understand the specific needs of cadets and parents.	372	5.00	5.00	5.0000	.00000
PER:All staff, teachers and employees understand the specific needs of cadets and parents.	372	1.00	5.00	3.5242	.98340
EXP: All staff, teachers and employees keep the best interest of cadets and parents at heart.	372	5.00	5.00	5.0000	.00000
PER: All staff, teachers and employees keep the best interest of cadets and parents at heart.	372	1.00	5.00	3.7903	.90468
Valid N (listwise)	372				

3. **Paired Samples Test of Hypothesis**.

Description	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 — EXP:Cadet College possess up-to-date and modern looking equipment to provide quality service. - PER: Cadet College possess up-to-date and modern looking equipment to provide quality service.	1.17742	1.03873	.05386	1.07152	1.28332	21.863	371	.000
Pair 2 — EXP: Physical facilities of Cadet College are visually appealing. - PER: Physical facilities of Cadet College are visually appealing.	1.04301	.93352	.04840	.94784	1.13819	21.549	371	.000
Pair 3 — EXP: Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance. - PER: Staff, Teachers and Employees of Cadet College are well-dressed and neat in appearance.	.56183	.66401	.03443	.49413	.62953	16.319	371	.000
Pair 4 — EXP: Possesses comfortable and better competitive accommodation and dining facilities. - PER:Possesses comfortable and better competitive accommodation and dining facilities.	.93011	.96038	.04979	.83220	1.02802	18.679	371	.000
Pair 5 — EXP:Authority meets and coordinates with Parents on parents' visiting day and keeps promises that are done with cadets/parents. - PER: Authority meets and coordinates with Parents on parents' visiting day and keeps promises that are done with cadets/parents.	.98925	.84986	.04406	.90260	1.07589	22.451	371	.000
Pair 6 — EXP:Staff, Teachers and employees are sympathetic to the problem of cadets/parents. - PER:Staff, Teachers and employees are sympathetic to the problem of cadets/parents.	.85753	.83947	.04352	.77194	.94311	19.702	371	.000

		Mean	Std. Dev	Std. Error Mean	Lower	Upper	t	df	Sig.
Pair 7	EXP:All staff, teachers and employees honour their promises at all time. - PER: All staff, teachers and employees honour their promises at all time.	1.11290	.86136	.04466	1.02509	1.20072	24.920	371	.000
Pair 8	EXP: Cadet College maintains different records accurately. - PER:Cadet College maintains different records accurately.	.62097	.82996	.04303	.53635	.70558	14.431	371	.000
Pair 9	EXP:College and house administration tell exact time about performance of services. - PER:College and house administration tell exact time about performance of services.	.86828	.63277	.03281	.80377	.93279	26.466	371	.000
Pair 10	EXP:College and house administration provide prompt service to Cadet requirments. - PER:College and house administration provide prompt service to Cadet requirments.	.96237	.87412	.04532	.87325	1.05148	21.235	371	.000
Pair 11	EXP: College and house administration are always willing to help the cadets/parents. - PER:College and house administration are always willing to help the cadets/parents.	.83871	.80149	.04156	.75700	.92042	20.183	371	.000
Pair 12	EXP:Staff, teachers and employees respond promptly to the queries and problems of Cadets/parents. - PER:Staff, teachers and employees respond promptly to the queries and problems of Cadets/parents.	.95430	.77394	.04013	.87540	1.03321	23.782	371	.000
Pair 13	EXP:Cadets and parents have trust in all staff, teachers and employees. - PER:Cadets and parents have trust in all staff, teachers and employees.	1.14516	.92022	.04771	1.05134	1.23898	24.002	371	.000
Pair 14	EXP:Cadets and parents feel safe while receiving services from staff, teachers and employees. - PER:Cadets and parents feel safe while receiving services from staff, teachers and employees.	.83871	.74934	.03885	.76231	.91511	21.587	371	.000
Pair 15	EXP:Staff, teachers and employees deal politely with cadets and parents. - PER: Staff, teachers and employees deal politely with cadets and parents.	.87366	.80273	.04162	.79182	.95550	20.992	371	.000

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig.
Pair 16	EXP:Teachers of Cadet College are knowledgeable to take good class & provide good information. - PER:Teachers of Cadet College are knowledgeable to take good class & provide good information.	.81183	.76449	.03964	.73389	.88977	20.482	371	.000
Pair 17	EXP:Cadet College provides individual and personal attention to cadets and parents - PER: Cadet College provides individual and personal attention to cadets and parents	1.22581	.95595	.04956	1.12835	1.32327	24.732	371	.000
Pair 18	EXP: Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents. - PER:Staff, Teachers and employees have sufficient operating hour to conveniently satisfy all cadets/parents.	1.17742	.99904	.05180	1.07556	1.27927	22.731	371	.000
Pair 19	EXP: All staff, teachers and employees understand the specific needs of cadets and parents. - PER:All staff, teachers and employees understand the specific needs of cadets and parents.	1.47581	.98340	.05099	1.37555	1.57607	28.945	371	.000
Pair 20	EXP: All staff, teachers and employees keep the best interest of cadets and parents at heart. - PER: All staff, teachers and employees keep the best interest of cadets and parents at heart.	1.20968	.90468	.04691	1.11744	1.30191	25.790	371	.000

Analyze Service Gaps 1-4 of Cadet Colleges

1. Reliability Statistics.

Cronbach's Alpha	N of Items
.832	40

2. Descriptive Statistics of Gaps 1-4.

Description	N	Minimum	Maximum	Mean	Std. Deviation
EXP1	372	5.00	5.00	5.0000	.00000
Needs to increase amount of consumer research to influence the size of knowledge gap	372	1	5	4.01	.850
EXP2	372	5.00	5.00	5.0000	.00000
Research should focus on service quality issues of Cadets	372	1	5	4.20	.789
EXP3	372	5.00	5.00	5.0000	.00000
Research should focus on demands of the parents	372	1	5	3.66	1.027
EXP4	372	5.00	5.00	5.0000	.00000
Good interaction exists between parents and College Management	372	1	5	3.83	.945
EXP5	372	5.00	5.00	5.0000	.00000
Good interaction between Cadets and Coll. Management prevails	372	1	5	4.02	.929
EXP6	372	5.00	5.00	5.0000	.00000
Good upward communication exists from cadets to College Management regarding any problem	367	1	5	3.85	.972
EXP7	372	5.00	5.00	5.0000	.00000
Quality upward communication exists from any Teacher/Employee to College Authority	372	2	5	3.76	.864
EXP8	372	5.00	5.00	5.0000	.00000

	N	Minimum	Maximum	Mean	Std. Deviation
No layer exists to communicate between Parents/Teachers/Cadet with College Management.	372	1	5	3.18	1.229
EXP9	372	5.00	5.00	5.0000	.00000
Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets.	372	1	5	3.48	1.042
EXP10	372	5.00	5.00	5.0000	.00000
College Management takes positives steps to improve interaction/good relation with customers.	367	2	5	3.96	.769
EXP11	372	5.00	5.00	5.0000	.00000
Cadet College possesses good standard in order to satisfy parents with pleasant experience.	372	1	5	3.77	.997
EXP12	372	5.00	5.00	5.0000	.00000
Cadet College Authority maintains a flowchart of its operation to identify all points of contact between college authority and parents.	372	1	5	3.63	.872
EXP13	372	5.00	5.00	5.0000	.00000
Cadet College Authority operates in specific pattern to identify and solve all related problems of Cadets.	372	1	5	4.20	.787
EXP14	372	5.00	5.00	5.0000	.00000
Good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets.	372	1	35	4.16	1.861
EXP15	372	5.00	5.00	5.0000	.00000
Cadet College Management believes that they should meet requirements of parents and cadets for good service	372	1	5	4.27	.754
EXP16	372	5.00	5.00	5.0000	.00000
Cadet College management believes that they should meet requirement of teachers and employees for good service.	372	1	5	4.15	.844
EXP17	372	5.00	5.00	5.0000	.00000
Cadet College leadership has set good priorities over customer contact based strategy and technology based strategy.	372	1	5	3.62	.926
EXP18	372	5.00	5.00	5.0000	.00000
Cadet College management cordially feels that quality measurement is worth for long term positive impact.	372	2	5	3.99	.691

EXP19	372	5.00	5.00	5.0000	.00000
Cadet College uses all its resources to ensure quality service to the customers.	372	1	5	3.92	.894
EXP20	372	5.00	5.00	5.0000	.00000
Internal quality improvement programmes exist in Cadet College.	372	2	5	4.17	.791
EXP21	372	5.00	5.00	5.0000	.00000
In Cadet College teachers and employees have willingness to provide quality service to customers.	372	1	5	4.03	.766
EXP22	372	5.00	5.00	5.0000	.00000
Cadet College management provide recognition to teachers and employees for quality commitment.	372	1	5	3.88	.875
EXP23	372	5.00	5.00	5.0000	.00000
Formal process for setting quality of service goals exist in Cadet College.	372	2	5	3.94	.674
EXP24	372	5.00	5.00	5.0000	.00000
In Cadet College teachers and employees are capable of achieving aim and objectives of cadet college.	372	1	5	4.10	.884
EXP25	372	5.00	5.00	5.0000	.00000
Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution.	372	1	33	2.85	2.566
EXP26	372	5.00	5.00	5.0000	.00000
Cadet College management finds quite difficult to keep teachers and employees at their full potential all the time.	372	1	5	2.65	1.243
EXP27	372	5.00	5.00	5.0000	.00000
Teachers of Cadet College are sufficiently qualified and trained to perform the service to specification.	372	1	5	4.05	.880
EXP28	372	5.00	5.00	5.0000	.00000
Teachers are consistent in understanding their role as per the expectation of Cadet College authority, the parents and Cadets.	372	1	5	3.87	.873
EXP29	372	5.00	5.00	5.0000	.00000
Teachers and employees possess sufficient authority to make independent decisions.	372	1	5	2.59	1.091
EXP30	372	5.00	5.00	5.0000	.00000
Teachers and employees have adequate training such as personal training and/or technological and other resources to perform jobs in best possible manner.	372	1	5	3.48	1.198

EXP31	372	5.00	5.00	5.0000	.00000
Cadet College provides quality service to parents and cadets as was promised during intake media circulation.	372	2	5	3.81	.903
EXP32	372	5.00	5.00	5.0000	.00000
Cadet College does not over promise in Intake circulation to out do other educational institutions of the country.	372	1	5	3.62	1.159
EXP33	372	5.00	5.00	5.0000	.00000
Cadet College maintains good horizontal communication to breech gap between the institution and higher Head quarters.	372	1	5	3.99	.803
EXP34	372	5.00	5.00	5.0000	.00000
Due to fulfillment of promise as per intake circulation more number of parents are now interested to get their children admitted in this Cadet College.	372	1	5	3.87	1.106
EXP35	372	5.00	5.00	5.0000	.00000
In Cadet College frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.	372	1	5	3.21	1.170
EXP36	372	5.00	5.00	5.0000	.00000
Constructive feed back is given from Higher Headquarters to cadet college management.	372	2	5	3.92	.757
EXP37	372	5.00	5.00	5.0000	.00000
Teachers and employees have good practice of giving feed back report to Cadet College authority on any issues.	372	1	5	3.91	.877
EXP38	372	5.00	5.00	5.0000	.00000
Teachers and employees undergo training in communication skills that help in discharging any responsibilities	372	2	5	3.74	.854
EXP39	372	5.00	5.00	5.0000	.00000
Teachers and employees are quite aware vigilant about any happenings inside college and capable of communicating to college authority before it actually happens.	372	1	5	3.95	1.007
EXP40	372	5.00	5.00	5.0000	.00000
Cadet College management quickly get aware of any new programme or step or promise or order under taken by higher Headquarters.	372	2	5	4.27	.704
Valid N (listwise)	367				

3. Paired Samples Test of Hypothesis

Description	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 EXP1 - Needs to increase amount of consumer research to influence the size of knowledge gap	.99462	.84991	.04407	.90797	1.08127	22.571	371	.000
Pair 2 EXP2 - Research should focus on service quality issues of Cadets	.80376	.78852	.04088	.72337	.88415	19.660	371	.000
Pair 3 EXP3 - Research should focus on demands of the parents	1.34140	1.02744	.05327	1.23665	1.44615	25.181	371	.000
Pair 4 EXP4 - Good interaction exists between parents and College Management	1.17473	.94547	.04902	1.07834	1.27112	23.964	371	.000
Pair 5 EXP5 - Good interaction between Cadets and Coll. Management prevails	.98387	.92859	.04814	.88920	1.07854	20.436	371	.000
Pair 6 EXP6 - Good upward communication exists from cadets to College Management regarding any problem	1.15259	.97153	.05071	1.05286	1.25231	22.728	366	.000
Pair 7 EXP7 - Quality upward communication exists from any Teacher/Employee to College Authority	1.23656	.86436	.04482	1.14844	1.32468	27.592	371	.000
Pair 8 EXP8 - No layer exists to communicate between Parents/Teachers/Cadet with College Management.	1.82258	1.22891	.06372	1.69729	1.94787	28.605	371	.000
Pair 9 EXP9 - Complexity of Cadet College hierarchy does not affect to provide quality service to Parents and Cadets.	1.51882	1.04206	.05403	1.41258	1.62506	28.111	371	.000
Pair 10 EXP10 - College Management takes positives steps to improve interaction/good relation with customers.	1.03542	.76918	.04015	.95647	1.11438	25.788	366	.000

Pair 11	EXP11 - Cadet College possesses good standard in order to satisfy parents with pleasant experience.	1.22581	.99734	.05171	1.12413	1.32749	23.705	371	.000
Pair 12	EXP12 - Cadet College Authority maintains a flowchart of its operation to identify all points of contact between college authority and parents.	1.36559	.87227	.04523	1.27666	1.45452	30.195	371	.000
Pair 13	EXP13 - Cadet College Authority operates in specific pattern to identify and solve all related problems of Cadets.	.79839	.78716	.04081	.71813	.87864	19.562	371	.000
Pair 14	EXP14 - Good standard written orders are available and followed as to how House Masters and Teachers will behave when they come in contact with Parents and Cadets.	.84409	1.86105	.09649	.65435	1.03382	8.748	371	.000
Pair 15	EXP15 - Cadet College Management believes that they should meet requirements of parents and cadets for good service	.73118	.75436	.03911	.65427	.80809	18.695	371	.000
Pair 16	EXP16 - Cadet College management believes that they should meet requirement of teachers and employees for good service.	.85484	.84382	.04375	.76881	.94087	19.539	371	.000
Pair 17	EXP17 - Cadet College leadership has set good priorities over customer contact based strategy and technology based strategy.	1.38172	.92552	.04799	1.28736	1.47608	28.794	371	.000
Pair 18	EXP18 - Cadet College management cordially feels that quality measurement is worth for long term positive impact.	1.00806	.69067	.03581	.93765	1.07848	28.151	371	.000
Pair 19	EXP19 - Cadet College uses all its resources to ensure quality service to the customers.	1.07796	.89434	.04637	.98678	1.16914	23.247	371	.000
Pair 20	EXP20 - Internal quality improvement programmes exist in Cadet College.	.83065	.79135	.04103	.74997	.91132	20.245	371	.000
Pair 21	EXP21 - In Cadet College teachers and employees have willingness to provide quality service to customers.	.96774	.76587	.03971	.88966	1.04582	24.371	371	.000

Pair 22	EXP22 - Cadet College management provide recognition to teachers and employees for quality commitment.	1.12366	.87541	.04539	1.03441	1.21291	24.757	371	.000
Pair 23	EXP23 - Formal process for setting quality of service goals exist in Cadet College.	1.06452	.67383	.03494	.99582	1.13321	30.470	371	.000
Pair 24	EXP24 - In Cadet College teachers and employees are capable of achieving aim and objectives of cadet college.	.89785	.88430	.04585	.80769	.98801	19.583	371	.000
Pair 25	EXP25 - Teachers of Cadet Colleges possess dissatisfaction and frustration with the institution.	2.15054	2.56641	.13306	1.88889	2.41219	16.162	371	.000
Pair 26	EXP26 - Cadet College management finds quite difficult to keep teachers and employees at their full potential all the time.	2.35215	1.24263	.06443	2.22546	2.47884	36.509	371	.000
Pair 27	EXP27 - Teachers of Cadet College are sufficiently qualified and trained to perform the service to specification.	.95161	.87973	.04561	.86192	1.04130	20.863	371	.000
Pair 28	EXP28 - Teachers are consistent in understanding their role as per the expectation of Cadet College authority, the parents and Cadets.	1.13172	.87268	.04525	1.04275	1.22069	25.012	371	.000
Pair 29	EXP29 - Teachers and employees possess sufficient authority to make independent decisions.	2.40591	1.09114	.05657	2.29467	2.51716	42.528	371	.000
Pair 30	EXP30 - Teachers and employees have adequate training such as personal training and/or technological and other resources to perform jobs in best possible manner.	1.51613	1.19850	.06214	1.39394	1.63832	24.399	371	.000
Pair 31	EXP31 - Cadet College provides quality service to parents and cadets as was promised during intake media circulation.	1.18817	.90346	.04684	1.09606	1.28028	25.365	371	.000
Pair 32	EXP32 - Cadet College does not over promise in Intake circulation to out do other educational institutions of the country.	1.38441	1.15862	.06007	1.26629	1.50253	23.046	371	.000

Pair 33	EXP33 - Cadet College maintains good horizontal communication to breech gap between the institution and higher Head quarters.	1.00806	.80258	.04161	.92624	1.08989	24.225	371	.000
Pair 34	EXP34 - Due to fulfillment of promise as per intake circulation more number of parents are now interested to get their children admitted in this Cadet College.	1.12903	1.10598	.05734	1.01628	1.24179	19.689	371	.000
Pair 35	EXP35 - In Cadet College frequent and quality downward communication prevails between college authority and contact personal like teachers, employees etc.	1.79032	1.16975	.06065	1.67106	1.90958	29.520	371	.000
Pair 36	EXP36 - Constructive feed back is given from Higher Headquarters to cadet college management.	1.07796	.75725	.03926	1.00075	1.15516	27.456	371	.000
Pair 37	EXP37 - Teachers and employees have good practice of giving feed back report to Cadet College authority on any issues.	1.08602	.87685	.04546	.99663	1.17542	23.888	371	.000
Pair 38	EXP38 - Teachers and employees undergo training in communication skills that help in discharging any responsibilities	1.25538	.85426	.04429	1.16828	1.34247	28.344	371	.000
Pair 39	EXP39 - Teachers and employees are quite aware vigilant about any happenings inside college and capable of communicating to college authority before it actually happens.	1.05108	1.00676	.05220	.94843	1.15372	20.136	371	.000
Pair 40	EXP40 - Cadet College management quickly get aware of any new programme or step or promise or order under taken by higher Headquarters.	.72581	.70430	.03652	.65400	.79761	19.876	371	.000