

## Ensuring Service Quality in Cadet Colleges of Bangladesh: Challenges and Ways Forward

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### Abstract

*Service quality needs to be ensured in any educational institution. In the last decade, huge numbers of private and foreign schools/colleges/universities have entered in Bangladesh to get the market share. They are trying to attract the stakeholders by ensuring quality services. This study attempts to evaluate the service quality of Cadet Colleges of Bangladesh basing on SURVQUAL model and Gaps model. This study has evaluated the quality of existing services through SERVQUAL model and measured service quality gaps of Cadet Colleges through empirical survey based on quantitative approach. In the first stage, purposive sampling was used to select 4 boys' cadet colleges and 2 girls' cadet colleges. In second stage, total 372 respondents were selected from all cadet colleges by convenient sampling from different classes within cadets including their parents, teachers and employees. In third stage, quota sampling was used within specific group of respondents. Primary data has been collected through questionnaire survey (structured) using 5-point Likert scale and data has been analyzed by SPSS program. Findings of the gaps between expectation and perception are classified as 'highly critical' (gap of 1.50 and more than 1.50), 'critical' (between less than 1.50 and more than 1.00) and as 'less significant' (below 1.00) for further improvements of service quality. Based on challenges and ways forward any educational institution can formulate long term service quality strategy.*

**Keywords:** Service quality, Expectation, Perception, Gap model and SERVQUAL

### 1. Introduction

The world economy now-a-days is increasingly being influenced by service sector. This is primarily due to the increasing importance of the service sector in the economies of different countries of the world. Presently service is characterized and targeted with more customer involvement strategies. Service imperatives are getting best priority in many countries as they drive the business forward to profit and growth and become the foundation of its competitive strategy. As service has become a primary source of differentiation, the service-oriented profession has grown an importance. Therefore, it is equally important for leading educational institutions to actively monitor the quality of services in order to improve to meet the needs of the customers. Cadet colleges as part of education sector achieved remarkable success in the past and need to apply appropriate service quality strategy to perform better in future in the competitive world. Therefore, this research intends to measure service gaps and evaluate the service quality of cadet colleges in Bangladesh in order to recommend measures for future service quality strategy.

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## **2. Problem Statement**

Now-a-days it is well pronounced that educational institutions falter in ensuring service quality for the customers. Cadet colleges provide all round education to the young learners following the English version national curricula 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 imbued with confidence and ethical values.

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 (Cadet College Rules for Intake, 2011). In the inception days cadet colleges were the leading educational institutions of the country. But presently they are often criticized for not fulfilling the objectives even after enormous financial disbursement by the government. It may be assumed that performance level is at the deteriorating stage due to lack of service quality in cadet colleges. There are likely to be some difficulties, strengths and weaknesses in ensuring service quality in the cadet colleges which need to be analyzed in depth.

## **3. Literature Review**

Perada et al. (2007) tried to measure service quality in higher education, with specific reference to students following postgraduates from countries outside EU. Higher education has become increasingly internationalized but, overseas students are often less satisfied with the services provided by the institution. Their paper measured service quality in higher education on the basis of survey of 330 students in UK institution and attempted to measure their standard of the service quality. But it fails to assess the actual field level scenario of quality services and the service strategy of the institution. More so, it has been carried out in UK and within overseas postgraduates students only.

Naser (2010) wrote that the teachers' quality and infrastructure facilities should be improved in order to enhance the quality of education in private universities. This study has found out the negative aspects of employability and recognition of the degree as well as faculty recruitment system. In most cases authority manipulates faculty recruitment. Existing quality of the teachers is not enough to ensure the quality of education as well as the degree. Besides, there is no program for quality enhancement of teachers. His research failed to extract service quality model following SERVQUAL scale and service gaps there in.

Ahmed (2002) analyzed the current status, government policies and progress made in Bangladesh's education sector in recent years. His paper emphasizes on the issues of efficiency and effectiveness in the overall context of equity, relevance and service quality. The paper is entirely based on secondary materials. It has shown some theoretical dimensions denoting the need for service marketing in education sector of Bangladesh. To sum up, there exist huge research gaps as regards to measure the service gaps and evaluating the service qualities in the educational institutions of Bangladesh.

## **4. Rationale of the Study**

Studies have been carried out on service marketing around the globe. But in Bangladesh, insignificant number of studies has been carried out in this domain. Considering the

consequence of service quality, it is very important to carry out such research in the education sector. Any education institution being the service organization, students and parental centric service strategy is likely to bring long term positive dividend. The service marketing field still remains unexplored in most cases in the context of Bangladesh.

Furthermore, the findings of the study are likely to contribute for the better functioning of cadet colleges as well as to ensure education 4.0 in Bangladesh. Tertiary educational institutions can be inspired to compete for respectable global ranking through ensuring long service marketing strategy. These may be accommodating to the policy makers, academicians, planners and stakeholders of education sector of Bangladesh. Moreover, existing and potential investors and entrepreneurs of educational arena can derive underneath causes in making effective decisions. Research findings are expected to contribute in fulfilling the sustainable development goals of education sector and help to achieve vision-2030.

## **5. Research Questions**

**The study is conducted based on following research questions:**

- a. To what extent are Cadet Colleges able to provide service quality in the context of service gaps model and SERVQUAL instrument?
- b. How much gaps prevail between expectation and perception of customers towards the service quality of the Cadet Colleges?
- c. What is the state of quality of services in the Cadet Colleges in the context of SERVQUAL model?

## **6. Research Objectives**

**6.1 General Objective:** To evaluate and measure the service quality gaps of cadet colleges in Bangladesh with the application of service gaps model and SERVQUAL instrument in order to explore the challenges and identify the ways of improvement through the formulation of appropriate service quality strategy.

### **6.2 Specific Objectives:**

- To measure the gaps between expectation and perception of customers towards the service quality using Gaps model.
- To evaluate the quality of existing services of cadet colleges by using SERVQUAL model.

## **7. Research Methodology**

The study is exploratory in nature and a quantitative approach is used to meet the objectives. The universe/population in this study is the stakeholders of 12 cadet colleges in Bangladesh. The whole country was divided into 4 geographical regions (North, South, East and West) with each geographical region having 3 cadet colleges. 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 were selected for this study.

In second stage, respondents were selected from the cadets of different classes, parents, teachers and the employees by convenient/purposive/random sampling. Following the

formula, sample size is calculated 62 respondents per Cadet College. Details of sampling technique are presented below:

Serial No.	Independent Variable	Sample Size	Technique	Remarks
1.	Cadets	30x6= 180	Convenient	Cadets and parents as customers of service
2.	Parents	10x6= 60	Purposive	
3.	Officer and Teacher	10x6= 60	Convenient	Direct support group
4.	Primary Service personnel	6x6= 36	Random	Indirect support group
5.	Secondary Service Personnel	6x6= 36	Random	Indirect support group
Total Respondents		372		

Research survey was carried out through 60 structured questionnaires on 5-point Likert scale. Reliability analysis was carried out through Alpha Cronbach test which is found 0.832 for Service Gaps model and 0.912 for SERVQUAL instrument. Descriptive statistics with crosstab including Chi-Square test and t-tests were used to determine the corresponding relations and differences. The data was analyzed through SPSS program using different inferential statistical tools.

### **8. Conceptual Framework of the Study**

Services can be defined as deeds, processes and performances provided or coproduced by one entity or person for another entity or person. The services are intangible deeds and performances that can provide competitive advantage to the firms or institutions. Goods can be defined as objects, devices or things. Pure goods are tangible dominant whereas pure services are intangible dominant. Essentially service marketing and management should provide strong customer focus across all functions of the firm for ensuring the service quality.

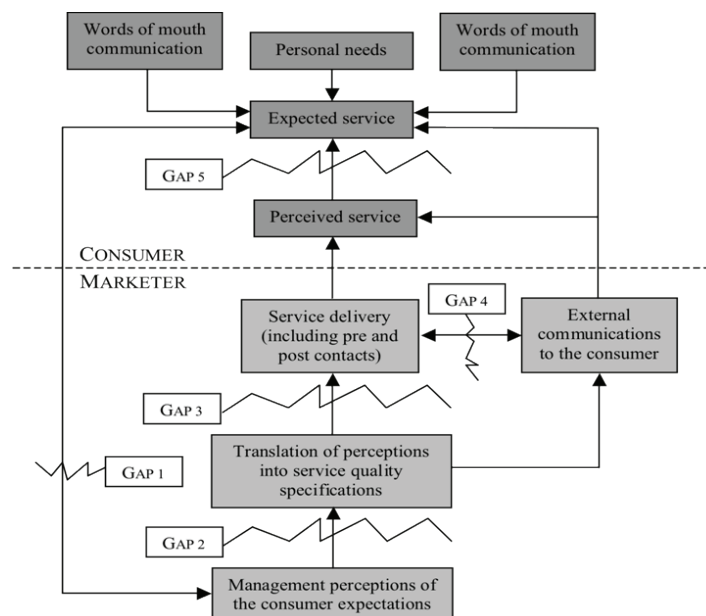
An organization/institution can gain competitive advantage through enhancing the service quality by gathering information on demand. Conceptual models in service quality enable management to identify the quality problems. Prevention of the identified problems enhances the possibility of improving the profitability, efficiency and overall performance (Parasuraman et al, 1985, 1988). It is very much applicable to any educational institution or any cadet college which is considered as the service industry.



### 8.1 The GAP model

Service quality is a function of the differences between expectation and performance along with the quality dimension. 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 in terms of customer perceived service quality. They developed a service quality model based on gap analysis which is illustrated below (Parasuraman et al., 1988):

- GAP1: The Knowledge GAP is the difference between customer's expectation and management's perceptions about those expectations.
- GAP2: The Standard GAP is the difference between management's perceptions of customers' expectations and service quality specifications, i.e. improper service-quality standard.
- 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 communication to customers about service delivery i.e. whether the promised service matches delivery.
- GAP5: The Overall GAP is the difference between customers' expectation and perceived service. This gap depends on size and direction of the four previously mentioned gaps associated with the delivery of service quality.



**Figure 1: GAP Model Illustration**

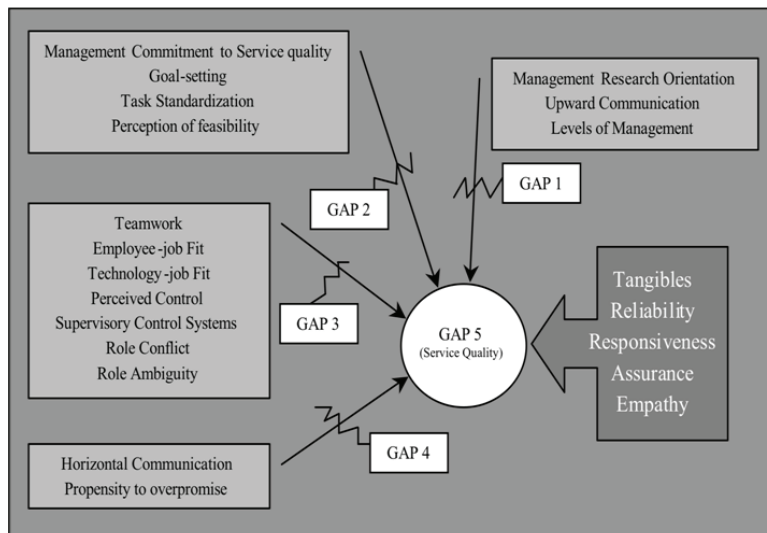
The first four gaps (GAP1, GAP2, GAP3, GAP4) are identified as functions of the way in which service is delivered, whereas GAP5 pertains to the customer and is considered as the true measure of service quality (Parasuraman et al., 1988). GAP5 is the GAP that SERVQUAL model/instrument influence.

**8.2 SERVQUAL Instrument**

SERVQUAL is a multi-item scale developed to assess customer perceptions of service quality in service. The scale contains twenty two items that are grouped into two statements, one to measure expectations concerning general factors, while the other measures perception about the particular firm/institution. These items are grouped into following five distinct dimensions (Zeithaml et al., 2011):

- 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/institution provides its customers.

The extended service quality model is illustrated below :



**Figure 2:** Extended SERVQUAL Model

## 9. Data Analysis and Interpretation

### 9.1 Reliability Analysis

Testing reliability is to measure consistency in the data that is defined as “assessment of the degree of consistency between multiple measurements of a variable” (Hair et al., 2007). A low value of Cronbach’s alpha indicates that the sample of items performs poorly in capturing the construct that motivated the measure and vice versa. The Cronbach’s alpha varies from 0 to 1 and values greater than 0.7 indicate higher degrees of internal consistency (Hair et al., 2007). Alpha Cronbach test has been carried out in order to find out the reliability of scale of cadet college services. Alpha Cronbach test results are shown in the following table:

**Table 1:** Cronbach Test Result

Sl. No.	Questionnaire	Value of Cronbach's Alpha	State of Reliability
01.	Service Gaps Model Analysis (Total 40)	0.832	Highly Reliable
02.	SERVQUAL Instrument measurement (Total 20)	0.912	Highly Reliable

Source: Author’s SPSS Analysis, 2018

### 9.2 Service Quality Performance Analysis

Levels of service quality 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. A service gap of close to 1.50 and more than 1.50 is considered as ‘highly critical’ area for the improvement of the performance dimension. A service gap of between less than 1.50 and more than 1.00 is considered as ‘critical’ and needs further improvement and service gap below 1.00 is treated as ‘less significant’ (Magesh, 2010).

#### 9.2.1 Gaps Measurement of Cadet Colleges

Following table indicates visible gaps among all the respondents of Cadet Colleges:

**Table 2: Service Quality Gaps**

Items	Item Description	Mean Expectation Score	Mean Perception Score	Gap
<b>Gap-1 (Knowledge Gap between Customer &amp; Management)</b>				
1.	Needs to increase the 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 the 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	<b>1.82</b>
9.	Complexity of Cadet College hierarchy does not affect to provide quality service to parents and cadets.	5.00	3.48	<b>1.52</b>
10.	College Management takes positives steps to improve interaction/good relation with customers.	5.00	3.96	1.04
<b>Gap-2 (Standard Gap between management perception about customers' expectation and quality specification for service delivery)</b>				
11.	Cadet College possesses good standard in order to satisfy students & 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	0.80
14.	Good standard written orders are available and followed as to how house masters and teachers will behave when they meet parents and cadets.	5.00	4.16	0.84
15.	Cadet College management believes that they should meet the requirements of parents and cadets for good service.	5.00	4.27	0.73
16.	Cadet College management believes that they should meet the 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 program exists in Cadet College.	5.00	4.17	0.83
<b>Gap-3 (Delivery Gap between quality specification and actual delivery of service)</b>				
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	<b>2.15</b>
26	Cadet College management finds it quite difficult to keep teachers and employees at their full potential all the time.	5.00	2.65	<b>2.35</b>
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	<b>2.41</b>
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	<b>1.52</b>
<b>Gap-4 (Communication Gap between actual delivery and quality as circulated)</b>				
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 bridge gap between the institution and higher Headquarters.	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 feedback is given from higher Headquarters to Cadet College management.	5.00	3.92	1.08
37	Teachers and employees have good practice of giving feedback 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 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 undertaken by higher Headquarters.	5.00	4.27	0.73

Source: Author's SPSS Gaps Analysis, 2018

### 9.2.2 SERVQUAL model of Cadet Colleges

Following table indicates visible gap in the perception using SERVQUAL model among all the respondents of Cadet Colleges in Bangladesh:

**Table 3:** SERVQUAL model of Cadet Colleges

Items	Item Description	Mean Expectation Score	Mean Perception Score	Gap
	<b>Tangibility Dimension</b>			
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
	<b>Reliability Dimension</b>			
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
	<b>Responsive Dimension</b>			
9.	College and house administration tell exact time about the performance of services.	5.00	4.13	0.87
10.	College and house administration provide prompt service to cadet requirements.	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
	<b>Assurance Dimension</b>			
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
	<b>Empathy Dimension</b>			
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	<b>1.48</b>
20.	All staff, teachers and employees keep the best interest of cadets and parents at heart.	5.00	3.79	1.21

Source: Author's SPSS SERVQUAL Analysis, 2018

## 10. Findings and Discussions of Challenges

### 10.1 Service Quality Gaps

#### 10.1.1 Gap-1 (Knowledge Gap):

Two items of knowledge gap were found as highly critical that need special attention. Complexity of institutional hierarchy hampers to provide quality service to students and parents. Enough steps need to be taken so that improvement research is undertaken to focus on the demand/requirement of the customers. Data analysis clearly reveals the shortfall of interaction between consumers and institutional management. Institution never conducted consumer research to reduce knowledge gap. Maximum respondents agreed on the need to

increase consumer research to influence the size of knowledge gap. A residential institution should focus more on service quality issues of day-to-day life.

#### **10.1.2 Gap-2 (Standard Gap)**

Three items of standard gap have been found to be somehow critical. Educational institutions should be creative in order to satisfy customers with pleasant experience. Institutions should specify the quality of services considering the government rules and regulations, standing operating procedure and other standard policy instructions. Services should encompass all activities of academic and administrative 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 4.0 leadership qualities etc. Institutions may arrange training for all related contact professional and supporting personnel.

#### **10.1.3 Gap-3 (Delivery Gap)**

Four items of delivery gaps were found to be highly critical that deserve special steps to recover. All faculties and support staffs should deliver quality service to customers as per quality specifications. Standard might improve through proper motivation about the impact of their active role. This aim is to give them a feeling of being involved in the noblest profession of the world. In this regard, different layers of training for both teachers and employees will be challenging. Management should provide sufficient recognition to teachers and employees as driving force. Institutional management should keep teachers and employees at their full potential all the time ensuring ‘performance-based rewarding’.

#### **10.1.4 Gap-4 (Communication Gap)**

Institutions should carry out small scale study at regular interval and interview outgoing faculties and students to find out the gap and make the strategy accordingly. Success rate of passed out students should be assessed to find out the gaps. Institutions should make strategy based on latest requirement of the society, entrepreneurs and potential job employers. At times, the education system falters due to communication gaps. 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.

### **10.2 SURVQUAL Performance**

#### **10.2.1 Tangibility Dimension**

From data analysis, two items were found critical that need to improve. Institutions should develop the infrastructure, procure up-to-date lab and modern looking equipment. All faculties and support staff need to be well-dressed and neat in appearance.

#### **10.2.2 Reliability Dimension**

From data analysis, one item was found critical that authority should take care. Institutional authorities as service provider should try to gain the confidence of parents and students ensuring the promises which will bridge the gap of reliability. At times faculties lack in understanding teenage psychology and performing parental role with commitment that

tends to develop negative psyche among the students. It will be challenging to actively operate 'guidance and motivation cell' for grooming up the students. Necessary training should be arranged, or psychologists or psychiatrists should be enrolled in the institution to develop positive behavior pattern of students.

### **10.2.3 Responsiveness Dimension**

Performance was found satisfactory. Administration should perform giving out exact time of services which is very important for the students. They should be more vigilant to know the requirement, fulfill love tank of teenagers as per specific demand. Institution also should thrust to improve promptness of services to students' requirement and closely monitor the performance. Prompt response to the queries and problems of students/parents by all concerned would upgrade the responsive image of the institution.

### **10.2.4 Assurance Dimension**

From data analysis one item was found critical. Trust plays very vital role in bridging the gaps between customers and owners. Cadet Colleges as well as institutions should dedicate to gain the full trust of the customers. Authority should take initiative to know the problems of customers through open box system, frequent formal/informal interview, free discussion etc. and should take positive steps without harming anybody.

### **10.2.5 Empathy Dimension**

From data analysis, all items are found to be critical or highly critical. It will be challenging to provide individual and personal attention/empathy to students and parents. In this regard, concerned people should to be trained on empathy, learn ethos and values, serve as mentor and monitor different dimensions of empathy.

## **11. Recommendations**

**This study proposes the following recommendations:**

- Educational institutions should have service marketing strategy in order to ensure quality services to the customers.
- Institutions should have the provision of measuring the service quality gaps and evaluate SERVQUAL instrument to lead in the competitive world.
- After measuring service quality gaps, authority should take required steps to improve the items having highly critical or critical performance indicator. Findings of knowledge gap, standard gap, delivery gap and communication gap should get due attention to improve service quality.
- Tertiary Educational institutions should assess SERVQUAL performance at regular interval in order to achieve high-quality global ranking. Challenges found in tangibility, reliability, responsiveness, assurance and empathy dimension should form the basis to ensure service quality strategy.

## **12. Conclusion**

Success of any educational institution depends to a large extent on service marketing strategy practiced by the system. They need to focus on different dimensions of service

quality and different aspects of service gaps available after consumer research. Institution should formulate long term service marketing strategy and implement those over a long period of time.

Customer satisfaction when achieved through proper quality service practices in day-to-day life will 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 all stakeholders. Findings in the form of challenges and recommendations will help to formulate an effective service strategy by any educational institution. It will be of great use to the academicians, education policy makers, planners, students, researchers and the country, as a whole.

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