

Mid-Western University, Faculty of Management
Birendranagar, Surkhet, Nepal



Master's Degree
Thesis Research and Graduate Research Project (GRP) Writing Guidelines 2020

Office of the Dean
Faculty of Management, Mid-Western University
Birendranagar, Surkhet, Nepal

Applicable from
January, 2020

A. PREAMBLE

Thesis Research or Graduate Research Project (GRP) is an integral component of Master of Business Studies (MBS) and Master of Business Administration (MBA) programs at Mid-Western University (MWU).

As a mandatory provision, each student pursuing a master's degree academic program has to design and undertake a systematic and scientific inquiry-based research project with approval of the Research Committee. Graduate research writing being a part of purely academic writing, it needs to be accomplished by applying a uniform standard across the projects. These guidelines intend to provide with technical instructions and procedures for the students as well as research supervisors of the different academic programs under Faculty of Management and Mid-Western University.

The Thesis Research or GRP involves conceptualizing and designing a research, obtaining departmental approval, fielding the research, performing data reduction and analyses, writing a report and making a formal presentation to the respective Research Committee.

Thus, the Thesis Research project as a whole, aims to develop knowledge, skill competence and attitude (KSA) necessary to initiate individual research and gain a mastery of problem identification, designing instruments for collecting data, performing data reduction and information analyses, producing policy level and managerial implications for evidence-based, effective decision-making.

A Master's Degree Thesis Research or GRP Report work should involve depth analyses of the problem or issue, followed by extensive research or investigation on it before producing grounded evidence-based conclusions and implications for continued action. For this, it requires researcher's continuity of purpose, patience, positive attitude to conduct a systematic inquiry for uncovering the realities facing a problem or issue. More importantly, an independent researcher must be versatile in using technologies in data generation, reduction and analyses.

Each graduating student, at this level, is expected to demonstrate a blend of KSA to undertake a systematic and scientific inquiry using relevant technologies to explore grounded reality and transform into effective information as a pre-requisite to organizational decision-making.

These guidelines provide with needful guidance on procedural requirements, proficiency of research presentation and research writing to be fulfilled during your journey to successful Thesis Research or Graduate Research Project accomplishment towards the end of master's degree study at Faculty of Management, Mid-Western University.

B. GENERAL INSTRUCTIONS

1. In this document, the term 'Supervisor' means Research Supervisor or Thesis Guide; 'Head of Department' means Campus Chief or Principal; 'Research Committee' means the Thesis Research Report Evaluation Committee' formed by the Campus Chief; 'Internal Evaluation' means the evaluation accomplished by the Research Committee; 'External Evaluation' means the evaluation accomplished by the external expert appointed by the Office of the Dean.
2. The Master's degree programs of Mid-Western University, Faculty of Management have been crafted on a philosophy of blending your study and learning for professional life with a balance of knowledge, skill competence and attitude (KSA) in management sciences. For this, it requires you to be practical on working with research-based evidences to generate alternatives for professional decision-making. Therefore, you are advised to take this project more seriously, and at the same time, with joyful learning by experiencing with the grounded reality.
3. Before commencing your journey to intended research project, please study, analyze and understand properly each item presented in this Manual. If any confusion arises, or there is limitation of instructions pertaining to any matter of paper documentation, please follow the latest edition of the Academic Writing Manual of American Psychological Association (APA).
4. Please do not proceed fielding your research project until receiving respective departmental approval. The respective department follows a specific process and there are strict requirements to accomplish such a process. Therefore, please pay patience to move along the institutionalized system of this systematic inquiry.
5. It is an integral component of your academic requirements to be accomplished as a step-by-step guided study. Any misappropriations, unauthorized copy or submission of a part or whole of the work of others' may result in your disqualification from the program. Please be careful, perform reviews with citations of scholarly works; be wise to original contributors by giving them the credit of their works by performing appropriate citation and referencing.
6. Please also make sure that you do not have any family, friendship and other close affairs related relationships with your Supervisor; if found so in future before you inform, both the Supervisor as well as Researcher will be asked to drop the project at any stage. By chance, if such relationship takes place in future, both the Supervisor and Researcher must inform to the Campus Chief in separately written form and the Campus Chief will take alternative measure to arrange a substitute Supervisor at the earliest. Let us all respect the universal code of ethics in academic research.
7. As part of professional ethics, we encourage both the Researcher and Supervisor to arrange multiple discussion and consultation meetings using the resources and space available at the Research Management Cell of Faculty of Management or at the working office of the Research Supervisor. We strongly discourage personal meetings outside the Campus premises, including the residence of either Researcher, Supervisor or anywhere else without prior approval from the Campus Chief in exceptional cases.

8. If your Supervisor is a senior management position holder in the University, we strongly discourage you to consult him/her in working office during office hours. Please manage your time for consultation within Campus premises itself. Better do not tie up with senior management position bearing people as they will have very little time to spare on your research.
9. Time and again, Faculty of Management organizes a series of talk programs, workshops and conferences on research methodology. You are advised to make up your time with active participation in such programs to empower yourself with knowledge, skill competence and attitude on systematic inquiry-based decision-making skill development.
10. You are advised to work closely in consultation with your designated Supervisor and collectively develop a plan of action and always try to work in line with the milestones proposed in the plan of action so as to help yourself accomplish the project within stipulated time.
11. Please keep all physical and electronic materials reviewed and data collection forms safe for future evidence; the Research Committee, if felt necessary, may ask you to submit such materials at the time of your Viva-Voce towards the end of your project.
12. Generally, once a research topic is determined and Supervisor is appointed, we can allow students continuing to switch over the area of research time and again. However, in case if you have convincing reason to do so, please inform in written to the designated Supervisor for obtaining departmental permission. Such changes may be considered, if reported within a month of formalization of the research.
13. Similarly, in case of delay in research due to reasons related to family, health or professional matters should be timely reported in written via your Supervisor. And the designated Supervisor and respective department head will try their level best to consider the issue and extend time for the completion of your project. However, other rules of the University cannot be countered by doing so.
14. Please read the whole document of APA style guidelines 6th edition thoroughly from chapters 1 through 7 before you make your research idea. By doing so you will personally develop your mastery of research ideation and writing.
15. Please never ever make any unwanted favors or extra payments to your Supervisor for this work. There are official arrangements in place for compensating their service. Also, always be aware of personal and professional ethics, safety and morality.
16. Finally, you are advised to develop a habit of improving your critico-analytical thinking, communication and presentation skills by performing multiple editing and updating of your manuscript.

C. WORKING PROCEDURES

A finely designed and executed project for Thesis Research or GRP may require 3-4 months of quality time involvement of the researcher and supervisor. Table 1 below provides with detailed information pertaining to various steps of intended tasks, details of activities to be performed, pre-requisites, corresponding timelines and length of paperwork for expected task accomplishment.

Table 1: Working procedure on research project

Steps	Description of activities to be performed	Timelines and length of paperwork
I	<p><u>Submit the Synopsis of Research Proposal</u></p> <p><i>Expected Components:</i> Preamble, Preliminary Review Works, Analyses of Research Gaps, Statement of the Problem, Research Objectives, Research Questions, Working Hypotheses, Significance and Expected Outcomes of Study, Scope of Works, Definition of Key Terms, Sources of Information, Method of Data Collection, Population of Study, Units of Analyses, Sampling Techniques, Socio-Ethical Compliances; Tentative Plan of Action.</p> <p><i>Pre-requisites:</i> Successful completion of all course requirements of the program till the 3rd semester; no results awaiting students (up to 3rd semester) will be entertained for synopsis submission; evidence of full payment of the program fee.</p> <p><i>Process:</i> Call for synopsis (within 5 days of the call); preliminary interview by the HODs and Campus Chief, followed by needful revision works (within 10th day of the call); ethical clearance by Thesis Research Committee (within 12th day of the call); formal research consent by the Campus Chief with appointment of Thesis Research Supervisor (within 15th day of the call for synopsis).</p>	<p>2 weeks</p> <p>3000-4000 words</p> <p>[Green color: Ch. 1]</p> <p>[Red Color: Ch. 3]</p>
II	<p><u>Perform Review of Literature</u></p> <p><i>Expected Components:</i> Review of Conceptual Perspectives, Review of Related Policy Documents, Review of Related Studies, Review of Organizational Best Practices, Case Analyses and Development of Conceptual or Theoretical Framework of the Study.</p> <p><i>Pre-requisites:</i> Formal approval of the Campus Chief.</p> <p><i>Process:</i> Write the first two chapters of the proposal, get feedback from the Supervisor and modify the document.</p> <p>Chapter 1: Introduction [Preamble, Preliminary Review Works, Analyses of Research Gaps, Statement of Problem, Research Objectives, Research Questions, Working Hypotheses, Significance and Expected Outcomes of Study, Scope of Works, Definition of Key Terms; Organization of</p>	<p>2+3 weeks</p> <p>6,000-8,000 words in cumulative document</p> <p>[Yellow color: Ch. 2]</p>

	<p>Proposed Research Report]</p> <p>Chapter 2: Review of Literature [Introduction, Review of Conceptual Perspectives, Review of Related Policy Documents, Review of Related Studies, Review of Organizational Best Practices, Case Analyses, Development of Conceptual or Theoretical Framework of Study]</p>	
III	<p><u>Develop Full Proposal for Research</u></p> <p><i>Expected Components:</i></p> <p>Chapter 1: Introduction</p> <p>Chapter 2: Review of Literature</p> <p>Chapter 3: Proposed Research Methodology [Introduction, Method of Study, Research Designs, Sources of Information, Population of the Study, Sampling Techniques, Units of Analyses, Instrumentation, Tests of Validity and Reliability, Data Modeling, Bases of Analyses, Plan of Action, Socio-ethical Compliances]</p> <p><i>Pre-requisite:</i> Acceptance of review of literature and development of conceptual framework by the Thesis Research Supervisor.</p> <p><i>Process:</i> Write the third chapter of the proposal in tune with the theoretical and conceptual direction set by the conceptual framework of the study, design and test the validity and reliability of data collection instruments, get feedback from the Supervisor, modify the document; place data collection instruments in the Appendix.</p>	<p>5+2 weeks</p> <p>9,000-12,000 words in cumulative document</p>
IV	<p><u>Make a Presentation of Full Proposal</u></p> <p><i>Expected Components:</i> Design a 20-25 minute presentation using MS Powerpoint on:</p> <p>Introduction [general situation and research gap, statements of problem; significance of the study]</p> <p>Review of Literature [matrix of literature; connection of various literature with the present research; conceptual framework of study]</p> <p>Research Methodology [Introduction, Method of Study, Research Designs, Sources of Information, Population of the Study, Sampling Techniques, Units of Analyses, Instrumentation, Tests of Validity and Reliability, Data Modeling, Bases of Analyses, Plan of Action; Socio-ethical Compliances]</p> <p><i>Pre-requisite:</i> Approval by the Campus Chief on recommendation of the Supervisor.</p> <p><i>Process:</i> Develop a presentation document, give presentation to the supervisory team representing Campus Chief, Research Supervisor, HODs and fellow researchers, solicit feedback, adapt ideas and methods; obtain Supervisor consent to administer research.</p>	<p>7+1 weeks</p>

V	<p><u>Perform Field Work</u></p> <p>Required Preparations: Letter of Approval from the Campus Chief, copies of data collection instruments (electronic/hard), sampling frames, location maps, plan of travel and other logistics.</p> <p>Pre-requisite: Approval by the Campus Chief on recommendation of the Supervisor.</p> <p>Process: Researcher administers data collection; Supervisor and Campus Chief opt suitable mechanism to facilitate and control field research.</p>	8+2 weeks
VI	<p><u>Perform Data Reduction and Analyses</u></p> <p>Data Reduction: Coding, field controls, editing, data entry, cross-tabulation, transformation; transcribing qualitative information into quantitative measures.</p> <p>Data Analyses: Performing information production, analyses and testing.</p> <p>Documentation</p> <p>Chapter 3: Respondent Information to be added before Plan of Action section in Chapter 3.</p> <p>Chapter 4: Data Presentation and Analyses</p> <p>[Introduction, research question-based, theme-wise display and discussion of information in different sections, summary of findings]</p> <p>Pre-requisite: Accomplishment of data collection task</p>	10+2 weeks 12,000-15,000 words in cumulative document
VII	<p><u>Develop Report, Make a Presentation and Submit</u></p> <ol style="list-style-type: none"> 1. Transform chapters 1 through 3 from proposal to accomplished form of language. 2. Chapter 4: Data Presentation and Analyses [as outlined in previous step] 3. Chapter 5: Summary and Conclusions [Summary, Discussions, Lessons Learnt, Suggestions for Policy Implications, Suggestions for Managerial Decision Implications, Suggestions for Continued Research; Conclusions] 4. Update References and Appendices 5. Design presentation materials for viva-voce/defense 6. Accomplish defense of Thesis/GRP and take committee feedback 7. Solicit feedback, update the report and submit four copies of hard paper bind report for formal acceptance 	12+2 weeks 13,000-16,000 words in cumulative document

Note: A concisely documented Thesis Report or GRP can be accomplished within 40-60 pages of 1.5 line spacing in A4 size paper.

D. EVALUATION CRITERIA

On successful completion of the thesis research and satisfactory presentation by the respective degree candidate, it will be dually evaluated by the Research Committee at the respective Campus, Thesis Research Supervisor and External Evaluator appointed by the respective Campus Chief, using pre-determined criteria and weightage as presented in table 2 below:

Table 2: Criteria-weightage for evaluation of thesis report

SN	Criteria	Graded by the Thesis Research Supervisor		Graded by Thesis Research Committee Members		Graded by the External Expert		Total	
		FM	MO	FM	MO	FM	MO	FM	MO
1.	Problem Definitions [quality of preliminary review works from lead documents, analyses of gaps, statement of the problem, objectives, research questions, working hypotheses, significance of study]	2		5		3		10	
2.	Review of Literature [diversity and intensity of reviews from the perspectives of concepts, theories, policies, related studies and best practices, and development of conceptual framework of study]	3		7		5		15	
3.	Research Methodology [approach and designs, instrumentation and modeling, sampling and sample size, field administration, data reduction and analyses, socio-ethical compliances]	3		7		5		15	
4.	Data Presentation and Analyses [pattern and sequencing in order of objectives, research questions and hypotheses, tabular and graphical portrays, statistical testing, discussions and interpretation]	3		3		4		10	
5.	Summary and Conclusions [summary, discussions, lessons learnt, conclusions and recommendations]	2		3		2		7	
6.	Academic Writing [quality of language, paper structure and design, citations, referencing]	3		4		3		10	
7.	Overall Impression [personality disposition, vision and commitment on respective field of	2		3		3		8	

	specialization; exhibited knowledge, skill competence and attitude towards chosen area of study]								
8.	Presentation [opening of subject matter, spontaneity and clarity of communication and explanation, receiving and responding to panel members’ concerns, satisfactory evidence of self-accomplishment of research process and closing effectiveness]	7		18				25	
Total		25		50			25	100	

Name of the Evaluator: _____

Category of Evaluator: Thesis Research Supervisor
 Member, Research Committee
 External Expert

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Signature: _____ Date: _____

Notes: For successful candidates, the results will be announced no later than 10 minutes after the presentation is over. The Research Committee reserves its decision to ask the researcher for further slight or major modification, complete rework, or even rejection of report – all based on candidate’s performance during defense and documentary evidence of quality and significance of the work. The Committee Chair would facilitate the presentation and hence would not engage grading of performance.

E. THESIS REPORT/GRP WRITING GUIDELINES

Please thoroughly follow the given guidelines in subsequent sections and work accordingly:

SECTION 1 PAPER DOCUMENTATION

1.1. Medium of Language and Originality

As these are academic documents, all reports of Thesis Research or Graduate Research Project (GRP) must be written in correct English language. Exceptions may be made, if appropriate, in appendix material or if the respective academic Department gives special waiver for any other language.

The graduates are normally asked to confirm the correctness of composition structure and grammatical errors by the help of specialized English language experts in academic writing. Also they have to confirm the copy rights related issues wherever applicable.

Mid-Western University, Faculty of Management encourages its MBA and MBS degree aspiring graduates to maintain at least 70 percent of originality while a test for plagiarism is administered. All Thesis and GRP Reports bearing 30 percent or above level of plagiarism will either be asked to re-edit/recompose, whereas all the reports having 40 percent and above level of plagiarism will be rejected and such graduates will be asked to undertake a fresh research right from the beginning. Only one such chance will be given to a student to accomplish a particular degree program.

The graduates are advised to thoroughly acknowledge the original sources of information by applying APA format of citation and referencing.

1.2. Parts of Paper

Mostly, a more systematically documented course paper will be prepared in three distinctive parts – prefatory part, main body and supplementary part.

Prefatory Part includes all preliminary contents that come before the first chapter of the study report. Normally, lower case Roman numbering is applied for this part and the contents may include –

Title Page

Institutional Consent for the Conduction of Research [*campus provided*]

Recommendation for Defense of Research Report [*campus provided*]

Approval from the Research Committee [*campus provided*]

Acknowledgements [*restricted to a single page*]

Abstract [*restricted to a single page*]

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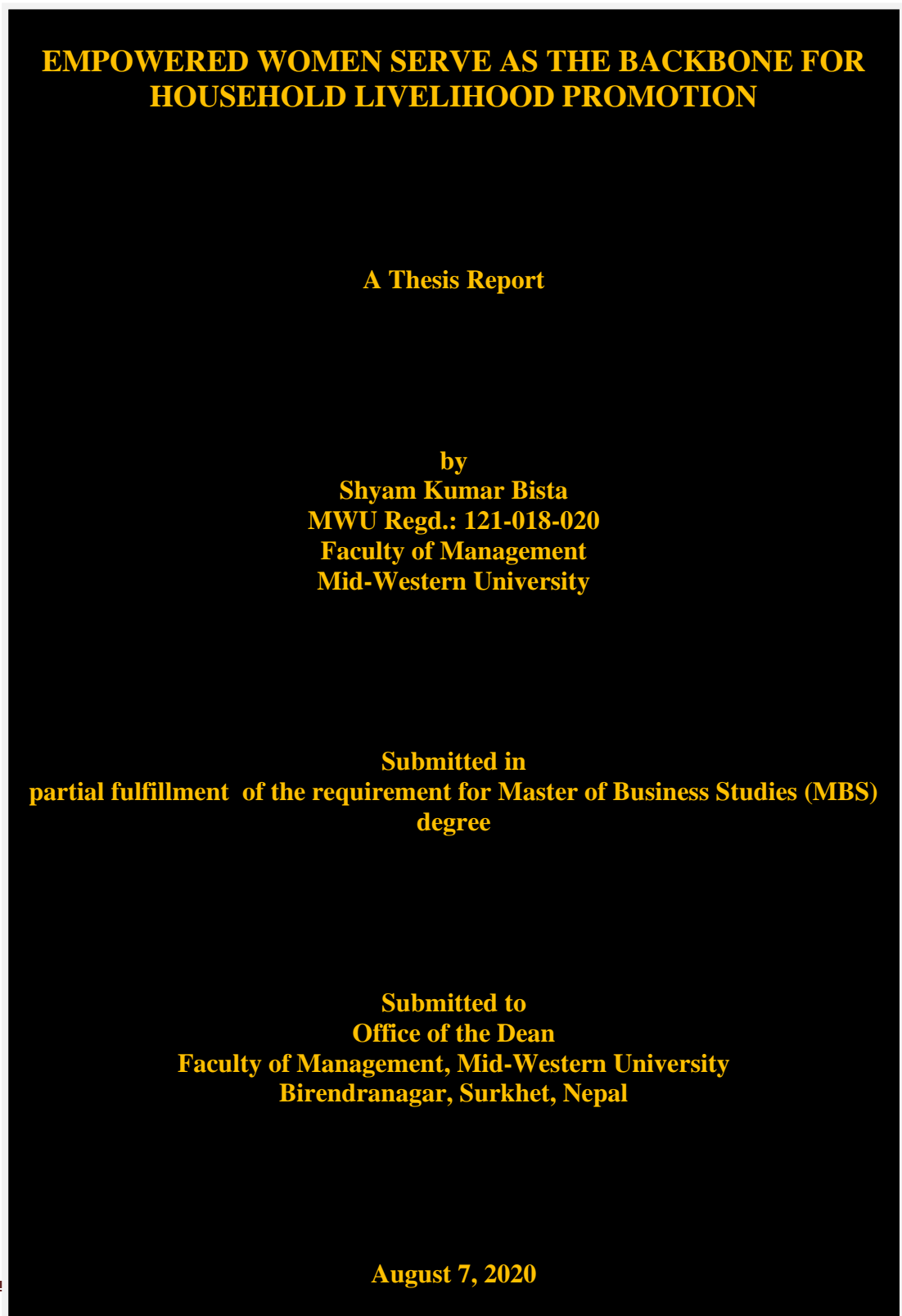
List of Tables [*optional; if there are at least 2 tables used in the main body*]

List of Figures [optional; if there at least 2 figures used in the main body]

List of Abbreviations [Optional; if there are at least 2 abbreviations used in the main body]

Note: The Title Page should contain no page number and rest of pages in prefatory part should be numbered in lower case Roman Numbering system. The page numbers should be inserted in the bottom-right side of the footer.

Figure 1: Template for title page



As presented in above figure, the overall information in the cover page (title page) of the Thesis Report should be organized in 6 blocks with single line spaced, centralized contents in each block and there should be equal space maintained between the blocks (generally 6 lines in an A4 sized paper). The title contents should be documented in block letters of font size 14, whereas rest of contents should be typed in font size 12.

Note: The respective department is advised to issue a pre-formatted template of the title page to each student, who should then update his/her personal information in the given template. No alteration of format, margins and page size is allowed. However, the font type may be altered in tune with the fonts used in the main document.

While making final printing of the cover page for binding of the report for submission, this page should be printed in dark black colored leather coated/raxine paper with bold golden fonts of the text and border lines.

Figure 2: Institutional consent for the conduction of research


	Mid-Western University, Faculty of Management Birendranagar, Surkhet, Nepal Estd. 2010
Date: January 1, 2020	Ref. No.: 056-023/2020
To Shyam Kumar Bista Birendranaga 7, Surkhet, Nepal	
Re.: Authorization to Undertake a Master's Degree Thesis Research	
Dear Mr. Bista,	
Upon your successful defense of Master's Degree Thesis Research Proposal, we are pleased to authorize you to undertake a Thesis Research entitled EMPOWERED WOMEN SERVE AS THE BACKBONE FOR HOUSEHOLD LIVELIHOOD PROMOTION. You are advised to accomplish the overall research within three months effective from January 1, 2020.	
We wish you a successful research endeavor in this process.	
With Regards,	
<hr/> Deepak Singh Rawat Campus Chief	

Figure 3: Recommendation for defense of research report



	Mid-Western University, Faculty of Management Birendranagar, Surkhet, Nepal Estd. 2010
Date: July 25, 2020	Ref. No.: 123-023/2020
To The Campus Chief Central Campus of Management Sciences Mid-Western University, Faculty of Management Birendranaga 7, Surkhet, Nepal	
Re.: Recommendation for Master's Degree Thesis Defense	
Dear Sir,	
I am pleased to inform you that Mr. Shyam Kumar Bista, an MBA passing out graduate of our Central Campus, has accomplished the Master's Degree Thesis Research project entitled EMPOWERED WOMEN SERVE AS THE BACKBONE FOR HOUSEHOLD LIVELIHOOD PROMOTION under my direct supervision and guidance. I have closely observed that the Thesis Report has been prepared in tune with our specified guidelines. Therefore, I would like to recommend you consider an early date for organizing the final defense of the said Thesis Report.	
With Regards,	
<hr/> Amrit Kumar Sharma Gaire, PhD Thesis Research Supervisor	

Figure 4: Approval from the research committee

	Mid-Western University, Faculty of Management Birendranagar, Surkhet, Nepal Estd. 2010
Date: August 7, 2020	Ref. No.: 129-023/2020
We approve	
The Thesis Research Report entitled EMPOWERED WOMEN SERVE AS THE BACKBONE FOR HOUSEHOLD LIVELIHOOD PROMOTION undertaken by Mr. Shyam Kumar Bista has been found satisfactory for the award of Master of Business Studies (MBS) degree.	
Amrit Kumar Sharma Gaire, PhD Thesis Research Supervisor	Signature: _____ Date: _____
Dinesh Kumar Panta Member, Research Committee	Signature: _____ Date: _____
Narayan Prasad Poudel, PhD External Expert	Signature: _____ Date: _____
Deepak Singh Rawat Chair, Research Committee	Signature: _____ Date: _____
I, Shyam Kumar Bista, hereby declare that this thesis report has been prepared as per university guidelines and the same has not been submitted anywhere else for any other degree. I understand, this report will now become part of Mid-Western University's library collection in physical and electronic form.	
_____	Date: _____
Shyam Kumar Bista Degree Candidate	

ACKNOWLEDGEMENTS

Share in a few paragraphs, your thanks, gratitude or appreciation to different individuals and institutions for their support and cooperation with you to accomplish this project.

Shyam Kumar Bista
Degree Candidate

ABSTRACT

Write in a few paragraphs, limiting all it to a single page, by specifying general background, problem or issue considered of observation, research methodology, key findings, suggestions for policy implications, decision implications and future research continuity and conclusions. *[Text length: upto 250, words not exceeding 1 page]*

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LIST OF ABBREVIATIONS

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Main Body includes chapter-wise documentation of the study report and it is normally paginated with Hindu Arabic number system. Generally, the chapter-wise organization of the main body should be as follows:

CHAPTER 1: INTRODUCTION

CHAPTER 2: REVIEW OF LITERATURE

CHAPTER 3: RESEARCH METHODOLOGY

CHAPTER 4: DATA PRESENTATION AND ANALYSES

CHAPTER 5: SUMMARY AND CONCLUSIONS

The body of the paper should be organized as such that the major ideas are clearly indicated, and the supporting ideas and comments are identifiable. It should include an elaboration on two or more main topics with sub-topics. It should also include references of the literature used for the paper.

The presentation of ideas should follow a sequential outline of major and sub-headings. The presentation in the typed format should follow APA style guidelines. If the paper is short, a 3-level format will be adequate. Longer papers, which are more extensive and have more complexity in presentation of ideas, may need a 4 level or 5 level formats.

Figure 5: General outline of the main body of paper

<p>CHAPTER 1: INTRODUCTION</p> <ul style="list-style-type: none"> 1.1. Background of the Study 1.2. Gaps Analyses 1.3. Focus of the Study 1.4. Objectives of the Study 1.5. Statement of the Problem 1.6. Research Questions 1.7. Research Hypotheses 1.8. Significance of the Study 1.9. Expected Outcomes of the Study 1.10. Limitation and Delimitations of the Study 1.11. Operational Definitions of the Key Terms 1.12. Organization of the Thesis Report
<p>CHAPTER 2: REVIEW OF LITERATURE</p> <ul style="list-style-type: none"> 2.1. Introduction 2.2. Review of Theoretical Perspectives 2.3. Review of Related Policy Documents 2.4. Review of Related Studies 2.5. Development of Theoretical Framework of the Study
<p>CHAPTER 3: RESEARCH METHODOLOGY</p> <ul style="list-style-type: none"> 3.1. Introduction 3.2. Research Approach and Designs 3.3. Scope of Works 3.4. Population of the Study 3.5. Sampling Techniques

- 3.6. Units of Analyses
- 3.7. Data Modeling Techniques
- 3.8. Development of Data Collection Instruments
- 3.9. Test of Reliability and Validity
- 3.10. Mechanism for Field Works
- 3.11. Techniques for Data Reduction and Analyses
- 3.12. Plan of Action
- 3.13. Socio-ethical Compliances

CHAPTER 4: DATA PRESENTATION & ANALYSES

- 4.1. Introduction
- 4.2. Respondent/Participant Information
- 4.3. <Research question-wise headings of data presentation and analyses>; multiple headings may apply here
- 4.4. Key Findings of the Study

CHAPTER 5: SUMMARY, CONCLUSIONS & RECOMMENDATIONS

- 5.1. Introduction
- 5.2. Summary
- 5.3. Discussions
- 5.4. Lessons Learnt
- 5.5. Conclusions
- 5.6. Suggestions
 - Policy Implications
 - Managerial Decision Implications
 - Further Research

Each chapter should be further devised of several needs-based headings, sub-headings, and sub-sub-headings using a 3-level format. Also, 4-level or 5-level format may be applicable in case the paper requires a longer tree of heading, sub-heading and sub-sub-headings.

Finally, in *Supplementary Part*, the paper should follow a detailed list of *References* prepared in line with APA style guidelines for writing academic papers and then the *Annexures* and *Appendices* should be placed towards the end of formally composed paper.

1.3. Tentative Areas of Thesis Research/GRP Topics

You are advised to personally identify management issues or problems for investigation and how you purpose to solve them to bring about positive and constructive changes to the present corporate culture in the chosen locality and the country at large. Your proposal should be well thought out. Management requires strategy, implementation of strategy, i.e., effective decision-making, communication, innovation and leadership. As an innovative thinker, one of your jobs is to propagate all of them, effectively and in a more pragmatic manner. Here are a few areas of studies in which you can craft your GRP:

1. Implications of industry 4.0 in the context of Nepal
2. Social innovation in the industry 4.0

3. Comparative assessment of corporate service delivery (CSD) and corporate social responsibility (CSR)
4. Cyber physical system, do people care about it?
5. Entrepreneurs versus social entrepreneurs
6. Concept of social innovation in Nepal
7. Work generated stress (psychological factors) among workers
8. How to build a successful startup
9. Provincial government role on promoting local trade and commerce situation
10. How business can be managed for sustainable development
11. Assessing consumer psychology upon a brand or product
12. Designing marketing mix for a new startup
13. Assessing delivered marketing ethics of a successful organization
14. Prospect for online marketing in a given context
15. Prospect of relationship marketing as a powerful instrument in rural marketing
16. Application of 'fustest the moistest marketing strategies' in given context
17. Analyzing personal debt and the job market
18. Best ways to pay for education: student loans or personal loan
19. How can parents settle for student loan process?
20. Can government spend for student loan?
21. How do flexible interest rates disappoint loan holders?
22. The present corporate financing process and its challenges
23. Effects of transformation in banking policy in the recent days
24. Society's attitude towards debit and credit cards
25. Determinants of inter-banking success in Nepal
26. The role of mergers and acquisitions in the banking sector
27. The impact of globalization on small scale industries
28. Can the use of plastic plates be replaced with the organic leaf plates?
Opportunities for small enterprises development in the Karnali Province
29. Significance of using mobile apps in consumer buying process
30. Exploration of indigenous knowledge in the Karnali region
31. Informal sectors contribution on business activities in Birendranagar
32. Nepal Tourism Year 2020: how far are the public aware?
33. Prospects for event tourism in Nepal
34. Knowledge management in public and private sector organizations
35. Initiating green management to conserve environment and generations
36. Role of social entrepreneurship in achieving sustainable development goals
37. Online purchase behavior for specific commodities in Birendranagar
38. Decision on using/buying financial instruments among different categories of women group
39. Food consumption behavior and nutrition issues in mid-hills of Karnali region
40. Role of financial institutions for local and national economic development
41. Comparative study of lending policy of banks
42. Gender impact on effective economic performance
43. Emerging entrepreneurship in Nepal: case of
44. Digital economy for Nepal: case study of
45. Smart city: concept and reality of Bhaktapur
46. Tourism and hospitality: emerging areas
47. Real-estate development and smart cities
48. Social entrepreneurship: case study of
49. Prospects of organic agribusiness promotion in Jumla

50. Cost and time overrun in infrastructure development projects
51. IPO or secondary share market?
52. Graduate preference on technology supported academic programs
53. Health sanitation and nutrition status in communities
54. Regulatory measures on pollution control in emerging urban places
55. Governance, communities and action on
56. Cost of laziness: measuring opportunity cost
57. Hazards facing public commuting in Birendranagar
58. Taxi management in the city: riders' perception
59. Management of urban water crisis
60. Consumer readiness in boycotting plastic-packaged products
61. Drinking water management in valley: household willingness to pay for adequate water supply
62. Impact assessment of provincial trade fair 2019 in Birendranagar
63. Assessment of service delivery of a local municipality
64. Assessment of good governance situation in Karnali province
65. Assessment of federal fiscal imbalances in Karnali province
66. Ways forward to transform higher education system and process at Mid-Western University
67. Management of politics in university education
68. Political terrorism facing business and society
69. Community awareness on safer harvesting of apple in Jumla
70. Socio-economic impact of microfinancing in Baijanath Rural Municipality - 3, Banke
71. Assessment of life skills among footpath traders in Birendranagar
72. Prospect of ecotourism promotion in Guransh Rural Municipality, Dailekh
73. Linking academia-industry-community
74. Prospect of promoting university life school system in communities

1.4. Basic Reference Information

The list of references should follow the guidelines as set out by APA (6th edition is available in the market). After every citation in the main body of the text, immediately the detailed listing of the sources of information should be prepared. *Remember, bibliography is not the list of references.*

The best time to make a record of the consulted reference materials is at the time of reading it. Therefore, the graduates should establish a system for making a complete record. This will save time and effort in the writing a well-documented paper. The note making system should be established to record the following information in the sequence suggested below:

Name(s) of Author(s): Family name and given names in full form.

Date of Publication: Note the date of publication of the current edition in English date. In the case of a newspaper publication, please note the full date of publication followed by page number (e.g., Wednesday, August 7, 2019; p. 12).

Title: Title of a book, name of journal, newspaper or any other type of publication should be listed accordingly. The notes should be clear as to whether this is an article in a journal or magazine, a chapter in a book, or other source.

Edition: In the case of a book, the edition other than first has to be identified.

Publisher: For book: city and publisher name is required. For journal or magazine: may not be needed if the source is a recognized journal.

Volume and Issue: Especially needed for journal, magazines and multi-volume books. It should always include page/s where the article or content of the review material is located.

Pages: Citation of chapters in a book and article in a journal or magazine should always include pages where the article is located; it is also required for every direct citation from a book.

Internet Sources: Identify www, http, or any other search engines, newsgroup postings and e-mail; also, date of retrieval.

Other Information: Any other information to verify your source.

[Please refer APA style guidelines; Chapters 6 and 7.]

Note: The research graduates should prepare an inventory system of review materials using a framework of above stated information. In fact, this work is known as preparation of detailed bibliography. Though this framework will not appear in the study report, such information system will be of great use while preparing for text citation and referencing in future during document preparation.

1.5. Annex (Annexure) or Appendix (Appendices)

An *Annex* or *Appendix* is included in a paper when the writer wishes to extend or support the information presented in the main body of the paper. This may include secondary data tables, data collection instruments or any other types of materials. All information should be identified as a separate *Annex* or *Appendix*. Materials which are not the work of the present researcher should indicate the original sources with proper documentation (use APA style).

Normally, extended data sheets are placed in *Annexures*, and data collection instruments and researcher's resume are placed in the *Appendices* though there is no hard and fast rule.

1.6. Page Margins, Fonts, Alignments and Cases

Margins Size: All the contents of an academic research report should be physically easy to read. Therefore, the pages should have margins of at least 1" on all sides (excluding page numbers, which may be within a one-half inch margin). Maintain 1.5" margin in the left side of the document. It is recommended to set the document in A4 (8.27 x 11.69) size throughout the paper.

Fonts: Times New Roman font 12 pitch is the default type of font to be used in a thesis report. In addition, specific font types should be selected making it easy for the reader. For example, in this sentence, you are now reading in font type Arial 10 pitch. In the next section, you will see examples of Courier 12 pitch fonts. Many other fonts are available, but the following fonts are more commonly used:

Arial 10, Arial 11, Prestige 12, Courier 12, Times New Roman 10, Times New Roman 11, or Times New Roman 12. There should be consistent use of a single type of fonts throughout the report, in all parts.

Alignment Setting: If you want to consider using the *alignment* setting so that margins are even on both the sides of the page, then you should use a font that has automatic (proportional) spacing between letters and words. Fonts such as Arial and Times New Roman are the examples in this respect. Fonts such as Prestige pitch (12) and Times New Roman (10) should be used with “align left” only. However, the respective department may allow a *Justified Format* of the text to give an impressive look of its body.

Cases: Use Caps log (capital letters) for each **CHAPTER HEADING** with bold; Use Title Cases pattern for each major heading with bold cases. For example, **1.1. Background of the Study; 3.11. Socio-Ethical Compliances**). Apply **Sentence case** bold pattern for all sub-headings, *Sentence case italicized pattern for sub-sub-headings*.

1.7. Paragraphs and Line Spacing

Chapter Heading: Set a *single line* spacing pattern; apply 0 points ‘before’ and 24 points ‘after’ for each chapter heading. For example, all the first line headings of this document are composed in this structure.

Major and Sub-Heading: Set a 1.5 line spacing pattern with 0 point spacing ‘before’ and 6 point spacing ‘after’ setting.

Sub-sub-heading: Set a 1.5 line spacing pattern with 0 point spacing ‘before’ and 6 point spacing ‘after’ setting and compose the text in the same line of heading as structured in this paragraph itself.

Paraphrasing: Maintain paragraph breaks by using a space of 6 points in ‘after’ setting in a 1.5 line spacing pattern in paragraphs. While commencing a new heading, use 12 points space in ‘after’ setting of the previous paragraph.

SECTION 2 CITATION & REFERENCING

2.1. Quotations from Other Sources

Authors of scholarly papers are expected to give credit to the works done by other scholars. Therefore, a format for citation of works in the text of the paper is needed. Each citation in the text of the paper must be included in the list of references at the end of the paper.

The following examples have been adapted from Diana Hacker's 1997 publication, *A pocket style manual* (2nd ed.), and the *1994 Publication manual of the American Psychological Association* (6th ed.). They have been contextualized for our university. For additional examples and updates, follow the latest edition of the *Manual*.

In general, the APA style requires the use of past tense. For example, Smith (1994) reported...; present perfect tense is also equally used. For example, Smith (1994) has argued...; or Smith (1994) argues, in simple present tense structure of writing. It is recommended to use a uniform structure to the possible extent. It is also suggested that a qualitative research-based discourse takes a beautiful shape and impression while composed in simple present tense. Please remember, all review works, and citations must be done consistently using a uniform pattern. A variety of situations are presented below.

Direct quotation: When introducing a quotation, the author's family name and date of publication should be identified; the page notation appears in the parenthesis at the end of quotation. Note that this quotation is less than 5 lines or approximately 40 words in length.

Cross (1990) has stated, "Most of us are naïve observers of teaching and naïve practitioners of the art and science of teaching as well" (p. 10).

OR

One scholar (Cross, 1990) stated, "Most of us are naïve observers of teaching and naïve practitioners of the art and science of teaching as well" (p. 10).

Alternatively, when the author's name does not appear in the introductory sentence, then the author's last name, year/date of publication, and the page number should be placed in parenthesis at the end of the sentence.

"We don't know enough about the intricate processes of teaching and learning to be able to learn from our constant exposure to the classroom" (Cross, 1990, p. 10).

Summary or a paraphrase: For a summary or a paraphrase, include the author's last name and the year/date either in the first phrase or in parenthesis at the end. A page

number is not required, but it may be included to help your readers find a specific passage in a long work.

An idea being Promoted (Cross, 1990) for the improvement of college teaching is that teachers should be helped in knowing how to use higher level of cognitive skills, i.e., ability to diagnose, analyze, evaluate, and synthesize information.

OR

An idea being promoted for the improvement of college teaching is that teachers should be helped in knowing how to use higher level of cognitive skills, i.e., ability to diagnose, analyze, evaluate, and synthesize information (Cross, 1990).

Quotation with more than 5 lines or 40 words: Quotations with more than 5 lines or 40 words should be shown as a free-standing block of typewritten lines as shown below, with 0.5” left and 0.5” right aligned, *Justified* in ‘single line’ spacing patters of ‘0’ spaces for both ‘before’ and ‘after’.

In a study of memory and comprehension activities in Sri Lanka primary school classrooms, it was found that memory-related activities were less than 30 percent of all learning activities, ranging from 37.01 percent in the first year to 24.94 percent in the third, and 24.13 percent in the fifth year. Furthermore, the critical thinking and problem-solving type of activities were found to be less than 10 percent of all learning activities in all years (Gorrell et al., 1995, p. 87).

The block quotation starts from a new line as a new paragraph and the subsequent lines are typed flush with the same indenting (*Justified* as in above example). When a quotation is set apart by indentation, quotation marks are not used.

Quotation or citation of a work discussed in a secondary source: Many times, you may make references to publications that are not available to you, the author of the present work. In such cases, these publications become “secondary sources” for you. For example, if you are reading a document written by Rijal which mentions a study published in a journal article written by Juran, then Juran’s article is the “primary source” and Rijal’s document is the “secondary source” for you. An example is provided below.

Many scholars have expressed a divergent view on philosophical foundations of total quality management (TQM) process climate. For example, Rijal (2011, as cited in Juran, 1994) has observed consistency of purpose being the primary driver of TQM philosophy in action.

OR

Many scholars have expressed a divergent view on philosophical foundations of total quality management (TQM) process climate. For example, Rijal (2011, in Juran, 1994) has observed consistency of purpose being the primary driver of TQM philosophy in action.

2.2. Citations of References in the Text of the Paper: APA Style

One author (one work): The author's name and year of publication are essential for the citation. For example,

A scholar has claimed that leadership commitment is the key to lead organizations towards their success (Rijal, 2003).

Two authors (one work): Name both authors in the initial phrase or parenthesis each time you cite the work. In the initial phrase use "and" between the authors' name; in the parenthesis use the Ampersand (&) between the authors' names.

Cooper and Mueck (1990) have defined cooperative learning as a structured, systematic instructional strategy in which small groups work toward a common goal (p. 69).

Cooperative learning can be distinguished from other forms of team learning by the characteristic features of "positive interdependence" where all members of a learning team are responsible for the learning of other members (Cooper, & Mueck, 1990).

Three to five authors: Identify all authors the first time you cite the source. In a phrase it would appear as Gorrell, Kularatna, Dharmadasa and Abeyratne (2018). In the parenthesis format it would appear as (Gorrell, Kularatna, Dharmadasa, & Abeyratne, 2018).

In a study of dimensions and magnitude of cooperative learning, Gorrell, Kularatna, Dharmadasa and Abeyratne (2018) identified that such a practice not only serves instrumental in creating impactful learning for life, but also it empowers the learners with effective interpersonal and life skills to work in a team.

In subsequent citations, use the first author's name followed by "et al." in either the phrase or the parenthesis, i.e., Gorrell et al. (2018) or (Gorrell et al., 2018).

In a more recent study, Gorrell et al. (2018) have claimed that a cooperative learning practice has been observed to be effective in promoting interpersonal

relationship, collaboration and cooperation among the learners, most effective when practiced among a modest group of 4-6 people.

OR

A cooperative learning practice has been observed to be effective in promoting interpersonal relationship, collaboration and cooperation among the learners, most effective when practiced among a modest group of 4-6 people (Gorrell et al.,2018).

Six or more authors: If a work is written by a group of authors which included Brightman, Bhada, Felhaus, Giovinazzo, Mansfield, Rue, Schaffer, and Schreiber (1990), then use only the first author’s name followed by “et al.” in all citations (Brightman et al., 1990).

Corporate author: If the author is a government agency or other corporate organization with a long and cumbersome name, spell out the name the first time you use it in a citation, followed by an abbreviation in brackets. In subsequent citations, simply use the abbreviation.

For first citation in parenthesis: (National Planning Commission [NPC], 2019).

OR

For first citation without parenthesis: National Planning Commission (NPC, 2019).

For subsequent citations: (NPC, 2019).

Unknown author: If the author is not given or known, either use the complete title of the work in the phrase or use the first two or three words of the title in the parenthetical citation. Titles of articles appear in double quotation marks followed by a comma (“Gender and Education,” 1997); titles of books are underlined or italicized (Universal Primary Education, 1987). If “Anonymous” is specified as the author, treat it as if it were a real name (Anonymous, 1996). In the list of references, use ‘Anonymous’ as the author’s name.

Authors with the same last name: To avoid confusion, use initials with the last names if your list of references contains two or more authors with the same last name; for example, Rita Dunn and Kenneth Dunn have many publications as single authors and as a team as well (Dunn, & Dunn, 1993).

“Research on the Dunn and Dunn model of learning styles is more extensive and more thorough than the research on most previous educational movements” (Dunn, & Dunn, 1993, p. xi). Other research has focused on homework (R. Dunn, 1985) and small group techniques (K. Dunn, 1985).

Personal communication: Conversations, memos, letters, e-mail, and similar unpublished person-to-person communications should be cited by initials, last name, and precise date:

....on effective management of implementation process of this new initiative, the current practice of selecting large scale projects on ad hoc basic will end and the nation will be benefitted by incorporating the right projects, right in time, in right places, in support with right scale of resources and funding with improved level of inter-departmental coordination and facilitation (Bhatta, S., Member, National Planning Commission; based on sharing in a panel discussion on January 25, 2019).

Note: Please do not include personal communications in the list of references.

Two or more works in same parenthesis: Time and again, a systematic and more comprehensive review work requires a researcher to perform a number of reviews works from different related sources and produce a central information. Such a situation requires multiple citation for a single statement or body of review. A few examples are presented in following paragraphs:

As part of ongoing national federal structural development and sharing of power and executive rights among the different levels of governments in Nepal, the Federal, Provincial and Local Governments are mandated with 25, 21 and 22 executive powers, respectively. Similarly, there is a provision of 25 powers sharing between Federal and Provincial Governments and 15 powers are shared by all tiers (Karki, 2018; Dhakal, 2017; & Khanal, 2017) of governments and empowerment of local governance is the central governing philosophy of this newly enacted structural system. In this context, public service delivery mechanism and management system practices at local, provincial and federal levels may require timely revisits.

There are altogether 753 Local Governments having 6,742 Ward Councils in place with mandated powers (Editorial, June 6, 2018; & Dhakal, 2017) of local governance and development. On the other hand, in the sphere of good governance, developing scenarios reveal that Nepal needs to work swiftly with tangible results as its global rating has declined whereas other countries doing worse in past have improved significantly (Gyawali, 2019; & Himalayan News Service, 2019).

In this respect, Shrestha (2014), Lama (2018), and Bajracharya and Grace (2014) are of the opinion that Nepal has somehow achieved a long-awaited political stability and now it requires a policy level stability to gear up sustainable development.

Citations from secondary sources: A primary source is one which is published but which you could not have access directly. You want to cite the original (primary) source. For example, you are reading a publication written by Wagley and Mumaw. In the document a reference is made to study published in a journal article written by Heyneman. You do not have Heyneman's article (the primary source) but you want to mention the study as reported by Wagley and Mumaw (the secondary source). The Publication Manual of the American Psychological Association gives two rules to guide your decision on citations of secondary sources.

Rule 1: Paraphrase of information

If you paraphrase the information from Heineman as reported by Wagley and Mumaw, then give only the secondary source in the reference list as follows:

Wagley, M. P., & Mumaw, C. R. (1998). *Development of training curricula for the improvement of quality education in Dhulikhel Municipality. a needs assessment study*. Kathmandu: Kathmandu University.

In the text you are writing, name the original work (primary source), but give a citation for the secondary source, similar to the following:

The Summary review of World Bank projects by Heyneman (1994, as cited in Wagley, & Mumaw, 1998) indicated that very few teaching tools are available to primary school teachers in developing countries.

Rule 2: Direct quote from secondary source

If you quote directly from Wagley and Mumaw, then you would follow Rule 1 and, in addition, add the page number to the citation as follows:

The Summary review of World Bank projects by Heyneman (1994, in Wagley, & Mumaw, 1998) indicated, "typically, primary school teachers in developing countries have few teaching tools, and even these are of poor quality" (p. 3).

2.3. Preparing the List of References in APA Style

The list of references should be organized so that the listing is in alphabetical order according to the author's family name, and from "A" to "Z". The paragraphs in reference section should be set in single line spacing; 6 points spacing 'after' and 0.5" gutter setting for subsequent lines of each reference. In the examples that follow, observe all the details, especially the order in which the information is given (names, date of publication, publisher information) and the way it is presented (underlining,

capitalization, abbreviations, full stops, etc.). The examples have been adapted from Diana Hacker's 1997 *A pocket style manual* (2nd ed.) and the 1994 *Publication Manual of the American Psychological Association* (4th ed.) and have been contextualized for Nepal.

2.3.1. Books

Basic format for a book

Brookfield, S. D. (1990). *The skillful teacher on technique, trust and responsiveness in the classroom*. San Francisco: Jossey-Bass Publishers.

Two or more authors in a book

Best, J. W., & Kahn, J. V. (1996). *Research in education*. (4th ed.). London: Routledge.

Crawford, D. K., Bodine, R. J., & Hoglund, R. G. (1995). *The school for quality learning*. Champaign, IL: Research Press.

Corporate authors

Nepal South Asia Centre [NSAC]. (1998). *Nepal human development report 1998*. Kathmandu: Author.

United Nations Development Programme [UNDP]. (1998). *Human development report 1998*. New Delhi: Oxford University Press.

Editors

Schultz, F. (ed.). (1997). *Annual editions education, 1997/98*. (24th ed.). Guilford, CT: Dushkin Publishing Group.

Translation

Miller, A. (1990). *The untouched key: tracing childhood trauma in creativity and destructiveness*. (H. & H. Hannum, Trans.). New York: Doubleday. (Original work published 1988)

Edition other than first

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. (2nd ed.). Newbury Park: SAGE Publications.

Chapter in a book

McGaghie, W. C. (1993). Evaluation competence for professional practice. In L. Curry, J. F. Wergin, & Associates. *Educating professionals*, (pp. 229 - 261). San Francisco: Jossey-Bass Publishers.

Book reprint

Dewey, W. C. (1993). *How we think*. Lexington, MA: Health. (Originally published 1910).

Multivolume work

Wiener, P. (ed.). (1973). *Dictionary of the history of ideas, (vols. 1-4)*. New York: Scribner's.

A volume of a multivolume work

Gerhardt, H. P. (1997). Paulo Freire. In Z. Morsy (ed.), *Thinkers on education, vol. 2. Prospects*, (No. 87/88, pp. 439 - 458). Paris: UNESCO Publishing.

2.3.2. Periodicals

Note that APA always uses Arabic numerals for volume numbers.

Article in a daily newspaper

McGeary, J. (1998, May 25). India: The B. J. P.'s big bang. *Time*, 151(20), 26 - 33.

No author

Anonymous (1998, May 27). Web as a tool for gender and development. *The Kathmandu Post*, p. 3.

Author

Adhikari, K. (1998, May 23). Schools or business houses? *The Kathmandu Post*, p. 4.

Article in a journal paginated by volume

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. *Developmental Psychology*, 25, 729-735.

Article in a journal paginated by issue

Mumaw, C. R., & Sugawara, A. (1995). Teacher efficacy and past experiences as contributors to the global attitudes and practices among vocational home economics teachers. *Family and Consumer Sciences Research journal*, 24(1), 92-109.

Cooper, J., & Mueck, R. (1990). Student involvement in learning: Cooperative learning and college instruction. *Journal on Excellence in College Teaching*, 1(1), 68-76.

Unsigned article in a periodical

Mushrooming growth of private schools. (2055 Baisakh) (Apr/May 1998). *BM Business Manager for Managers*, 1(1), 14 - 17.

2.3.3. Reviews

McLaren, P. (1993). [Review of the book *School subjects and curriculum change: studies in curriculum history*. (3rd ed.), 1992]. *International Journal of Qualitative Studies in Education*, 6(2), 171-177.

2.3.4. Letter to the editor

Quadric, A. (1998). Leaders of the century [Letter to the editor]. *Time*, 150(20), 5.

2.4. Reports, Conferences, and Unpublished Papers

Reports

Ministry of Education, HMG/Nepal (1995). Cooperative Hands in Restoration, Advancement and Growth. *Primary school teacher training in Nepal: a status report*. Kathmandu: Author.

Secondary Education Development Project, Ministry of Education, HMG/Nepal. (1996, June). *Micro study of school finances. Final report*. Kathmandu: METCON Consultants.

Merchantile Office Systems. (1996, February). *Computer systems analysis and Microsoft software*, (3). Kathmandu: Author.

Research Centre for Educational Innovation and Development [CERID], Tribhuvan University. (1997). *Gender and secondary education. A study report*.

Proceedings of a conference

Bhattarai, H. N. (1997). Quality management in higher education. *Higher education for twenty-first century: an interaction program. Proceedings*. (pp. 13-16). Dhulikhel: Kathmandu University.

Unpublished paper/poster/session

Eggert, G. R. (1991). *Why certify?* Unpublished manuscript. Chicago: Institute for Certification of Computer Professionals.

Lanktree, C., & Briere, J. (1991, January). *Eqarly data on the Trauma Symptom Checklist for Children (TSC-C)*. A paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.

Mumaw, C. T., & Sugawara, A. I. (1993, April). *Predictors of global education practices of high school foods and nutrition teachers in Oregon*. A poster session presented at the joint annual meeting of Oregon Dietetics Association and Oregon Home Economics Association, Eugene.

Thapa, B. K. (1989, March). *Motivational level of primary school teachers in Nepal*. A paper submitted for EDAM 501. University of Alberta, Edmonton.

2.5. Master's Thesis and Doctoral Dissertations

Thesis

Wagley, M. P. (1984). *An evaluation of Southern Illinois Instructional Television Association programming activities for the years 1979-1984*. Unpublished masters' research paper, Southern Illionis University, Carbondale.

Dissertation

Burt, L. S. (1993). *Personal teaching efficacy and ethnic attributions as contributors to Caucasian pre-service teachers' behavior toward international children*. Unpublished doctoral dissertation, Oregon State University, Corvallis.

An abstract of a dissertation

- Treisman, U. (1983). A study of the mathematics performance of black students at the University of California, Berkeley (Doctoral dissertation, University of California, Berkeley, 1986). *Dissertation Abstracts International*, 47, 1641A.
- Ernester, J. (1976). An examination of factors related to world-mindedness in secondary school teachers. *Dissertation Abstracts International*, 37, 5205A. (University Microfilms No. 77-2396).

2.6. Internet Sources

(Adapted for APA style from the ACW Style-Alliance for Computers and Writing. See Hacker, p. 122. Also see pp. 218-222 in the 1994 edition of the *Publication Manual of the American Psychological Association*.)

File transfer protocol (FTP) sites

- Norusis, M. J. (1997). *Data files for SPSS 7.5 guide to data analysis*. Available at: ftp.spss.com. The file location at the FTP site is \pub\spss\sample\datasets. The file name is norusis. Retrieved on: February 26, 1998.
- Manning, G. *Celas (April 26, 1996). Worldwide celtic music radio listening*. Available at: ftp.celtic.stanford.edu/pub/radio/.list. Retrieved on: July 26, 2019.

Online Journals

- Tice, T. N. (1991). Learning styles: the brain. [Review of the symposium, "Learning styles and the brain," published in *Educational Leadership*, 48(2), October 1990, 3-81]. *Educational Digest*, 56(8) [On-line serial], April 1991, 39. Item Number: 9106101395. Available at: <http://www.EBSCOHost.com>. Retrieved on: February 20, 1998.

2.7. Other Sources

CD-Rom Abstracts

- Mayers, J.W. (1984). *Writing to learn across the curriculum*. (Fastback 209). [CDROM] Bloomington, IN: Phi Delta Kappa Educational Foundation. (ERIC Document Reproduction Service No. ED 248 532).
- Bower, D. L. (1993). *Employee assistant programs supervisory referrals: Characteristics of referring and non-referring supervisors*. [CDROM]. Abstract from: ProQuest File: PsycLIT Item: 80-16351.

Government Documents

- Basic and Primary Education Project, Ministry of Education, HMG/Nepal. (1996, September). *Annual plan of action: fiscal year 1996/97 (2053/54)*. Kathmandu: Author.
- U. S. Department of Health and Human Services, Public Health Service. (1990). *Healthy people 2000: National health promotion and disease prevention objectives*. (DHHS Publication No. (PHS) 91-50212).

Computer Programs

SPSS 8.0 basic professional. (1998). Chicago: SPSS, Inc.

Video Tape

National Geographic Society (Producer). (1987). *In the shadow of vesuvius*. (Videotape). Washington, DC: National Geographic Society.

No Date Given

When there is no date, indicate with “n.d.” in parenthesis as: (n.d.) this designation is used for citation as well as for the reference list.

REFERENCES

- Aguilar, F. J. (1998). *The case method: general managers in action*. NY: Oxford University Press. Available at: <http://online.sfsu.edu/castaldi/teaching.html>. Retrieved on: June 10, 2014.
- Bajracharya, P., & Grace, C. (2014). *The Nepal civil service and restructuring of the state*. Kathmandu: Government of Nepal, Ministry of General Administration and United Nations Development Program (UNDP).
- Burnett, L. (n.d.). *How to improve your academic writing*. London: Cambridge University Press. Available at: www.essex.ac.uk/myskill/how_to_improve_your_academic_writing.pdf. Retrieved on: September 1, 2014.
- Dhakal, A. (2017). Power to the local units. *myRepublica*, March 18, 2017. Available at: <https://myrepublica.nagariknetwork.com/news/power-to-the-local-units/>. Retrieved on: December 22, 2018.
- Editorial. (June 6, 2018). Only 54 departments under federal ministries. *myRepublica*, June 6, 2018. Available at: <https://myrepublica.nagariknetwork.com/news/only-54-departments-under-federal-ministries/>. Retrieved on: December 17, 2018.
- Gyawali, K. (2019). Good governance further declined. *Kantipur National Daily*, January 30, 2019, pp. 1-2. Kathmandu: Kantipur Publications Pvt. Ltd.
- Horava, T., & Curran, B. (2012). The importance of case studies for LIS education. *Library Philosophy and Practice*. Ontario: University of Ottawa. Available at: <http://digitalcommons.unl.edu/libphilprac>. Retrieved on: September 10, 2014.
- Karki, S. (2018). What is the present federal structure of Nepal and what are the significances? *Quora*. February 8, 2018. Available at: <https://www.quora.com/What-is-the-present-federal-structure-of-Nepal-and-what-are-the-significances>. Retrieved on: December 22, 2018.
- Khanal, D. (2017). *Federalism in Nepal*. Available at: https://www.academia.edu/22206066/Federalism_in_Nepal. Retrieved on: December 22, 2018.
- Lama, S. S. (2018). Bureaucracy reforms: taking Singhadurbar to grassroots. *The Himalayan Times, Opinion*, January 30, 2018. Available at: <https://thehimalayantimes.com/opinion/bureaucracy-reforms-taking-singha-durbar-grassroots/>. Retrieved on: December 21, 2018.
- Learner Development Unit, Birmingham City University. (2013). *Study guides: writing*. Birmingham: Author. Available at: www.ssdd.bcu.ac.uk/learner/writingguides/1.07.htm. Retrieved on: September 12, 2014.
- Rijal, C. P. (2011). *Leadership readiness: road to TQM implementation*. Germany: Lambert Academic Publications. ISBN-10: 3843376514; ISBN-13: 978-3843376518.
- Shrestha, H. P. (2014). Nepalese bureaucracy: need for reform. *The Rising Nepal*. <http://therisingnepal.org.np/news/12939>. Retrieved on December 22, 2018.
- Thompson Jr. A., Strickland III A. J., Gamble J. E., & Jain A. K. (2006). *Crafting and executing strategy: the quest for competitive advantage – concepts and cases*. (14th ed.). New Delhi: Tata McGraw-Hill Company.
- Waseda University (2013). *Academic writing skills: students' book*. (Vol. 1-3). London: Cambridge University Press.

SECTION 3
WORKING TEMPLATE WITH SAMPLE DOCUMENTATION

TOPIC

**SERVICE EFFICIENCY OF YETI AIRLINES: CUSTOMER PERCEIVED
GAP ANALYSES**

CHAPTER 1 INTRODUCTION

1.1. Background of the Study

Here, you should commence with a few very important, lead reviews related to area of your interest of research. Reviews should be performed with an intention to explore a few research gaps, and thus to confirm need for conducting such a study to fulfill the identified gap.

For example,

A scholar has stated that achieving and maintaining quality of product and customer satisfaction are the two most important factors leading towards success in organizations (Kondalkar, 2007). This scholar has further stated that to achieve these twin objectives, an organization has to marshal various resources, plan their usage over a period of time and produce a products or services to meet the consumer needs, desire and aspirations. On the other hand, the customers naturally, compare the service they 'experience' with what they had 'expected' and when it does not match the expectations, a gap arises (Zeithaml et al., 2012, as cited in Rijal, 2014). These scholars are of the opinion that better performing institutions may have even more reasons to be more customer conscious, especially in the service sector. The main concern for them is to be always ready to exceed ever-increasing customer expectations from them.

Different scholars have recognized customer satisfaction differently but in common, they agree that attainment of customer satisfaction is a never-ending goal of doing any business. For example, Kotler, Bowen and Makens (1996) have recognized that customer satisfaction refers to the product perceived performance by the customers in delivering value relative to a buyer's expectations, otherwise, the buyer becomes dissatisfied. If the customer perceived level of performance exceeds the expectation, then the buyer is known to be satisfied. Customer perceived gap represents the difference between customer expectations and perceptions of service performance (Rijal, 2014, & Zeithaml, & Bitner, 2003) and it is very essential for a firm to maintain a track of it so as to be informed about possible loopholes of performance.

In the service industry, understanding the service gaps serves as an essential tool for understanding how the customers take and analyze the services on offer of a firm. Such information may have tremendous institutional value in course of enlarging marketing growth and decisions in services. Effective services marketing is a complex undertaking involving many different skills and tasks aimed at heightened customer satisfaction, always. Therefore, the scholars have recognized that the gap model is the key concept that begins the customer and builds the organization's tasks around what is needed to close the gap between customer expectations and perceptions (Zeithaml, & Bitner, 2003, & Rijal, 2014). The former scholar has stressed that in fact, this model serves as a formal marketing communications tool for the providers of various services in experience economy.

These scholars are of the opinion that the service marketing strategy focuses on delivering processes, experiences, and intangibles to customers rather than physical goods and transactions. Services organizations have long struggled with how to approach service design and delivery in an organized manner. To view the delivery of service quality in a structured and integrated way, gaps model of service quality assessment plays a crucial role. The gaps model positions is the key concepts, strategies, and decisions in delivering quality services by providing a comprehensive and integrating framework for delivering service excellence and customer-driven service innovation in a continued manner. On the other hand, it serves as an essential tool for establishing formal communication linkage between the provider and receivers of the services of an entity.

To quote it from Zeithaml and Bitner (2003) –

Customer expectations are beliefs about service delivery that function as standards or reference points against which performance is judged. Because customers compare their perceptions of performance with these reference points when evaluating service quality, thorough knowledge about customer expectations is critical to services marketers. Knowing what the customer expects is the first and possibly most critical step in delivering quality service. Being wrong about what customers want can mean losing a customer's business when another company hits the target exactly. Being wrong can also mean expending money, time, and other resources on things that don't count to the customer. Being wrong can even mean not surviving in a fiercely competitive market (p. 60).

It means that high performing organizations should place customer perceived message on top of their decision-making for sustainable business management and keeping intact the customers.

According to gap model there are two types of gaps -- customer gaps and provider gaps. Customer gaps may be referred to as the difference between the level of customer expectation on service and customer perception on delivered quality of service. 'Customer expectation' is referred to as the service standards or reference points that customers bring into their reference prior to service experience. 'Customer perception', on the other hand, may be referred to as the actual quality of service delivered, as evaluated by the respective users of such offerings (Rijal, 2014, & Zeithaml, Bitner, & Gremler, 2009).

Provider gap arises when the providers fails to understand the expectations and demands of the customers. Provider gap itself constitutes of four different types of gaps (Zeithaml et al., 2012) – 1. listening gap, 2. service design and standards gap, 3. service performance gap, and finally, 4. communication gap (Zeithaml et al., 2012, as cited in Rijal, 2014).

As analyzed in Rijal (2014), the listening gap is the difference between customer expectations of service and company understanding of those expectations. A primary cause in many firms for not meeting customers' expectation is that the firm lacks accurate understanding of exactly what expectation are. This scholar has assessed at least four reasons of happening of the listening gap. These include inadequate marketing research (MR) orientation, lack of upward communication, insufficient relationship, lack of focus and inadequate service recovery (pp. 11-14).

According to this scholar, inadequate MR orientation is the result of insufficient marketing research (MR), research not being focused on service quality and inadequate use of market research information in decision making. Similarly, lack of upward communication is the outcome of lack of interaction between management and customers, insufficient communication between contact employees and managers, and too many layers of communication between the contact persons and top management in the organization. Additionally, lack of proper market segmentation, too much of focus on transactions rather than relationships, and Focus on new customers rather than relationship customers are the symptoms of insufficient relationship focus of the firm. Finally, inadequate service recovery is caused due to lack of encouragement to listen to the customer complaints, failure to make amends when things go wrong, and no appropriate recovery mechanisms in place for service failures.

The service design and standards gap has been recognized as an outcome of management failure to timely act with bringing forth relevant quality standards and performance norms to guide the overall process of design, production and delivery of organizational services. The scholars have recognized that this sort of gap may arise when the management or service provider correctly perceives what the customers want but may not set a performance standard to respond accordingly. In other words, service design and standards gap may be referred to as the difference between management perceptions of customer expectations and customer driven service designs and standards in place. Basically, there are three types of service design and standard gaps as propagated by Zeithaml et al. (2012). According to these scholars, poor service design and standardization gaps include poor service design, absence of customer-driven standards, and inappropriate physical evidence and services cape.

Poor service design is considered as the sum of unsystematic new service development process in place; vague, undefined service designs in practice; and failure to connect service designs to service positioning by the organization. Lack of customer-driven service standards, absence of process management to focus on customer requirements, and absence of formal process for setting service quality goals refers to the absence of customer-driven standards. Similarly, inappropriate physical evidence and *servicescaping* will be witnessed due to failure to develop tangibles in line with customer expectations, servicescape design that does not meet customer and employee needs, and/or inadequate maintenance and updating of the services cape.

Further, Zeithaml et al. (2012) are of the opinion that the *service performance gap* is the difference between development of customer-driven design and service standards and actual service delivery or delivered service performance by the company. Once the service design and standard are in place, the firm is well on its way to delivering high quality services. This assumption is true but is still not enough to deliver excellent services. It could happen due to poor training, incapability or unwillingness to meet the set service standard. These scholars have pointed out that the service performance gap may comprise of deficiencies in human resource

(HR) policies, failure to match demand and supply, customers not fulfilling the roles, and problems with the service intermediaries.

Zeithaml and Bitner (2003) have claimed that the *deficiencies in HR* policies are the outcomes of ineffective recruitment, role ambiguity and role conflict, poor employee-technology job fit, inappropriate evaluation and compensation systems, and lack of empowerment, perceived control, and teamwork. Similarly, *failure to smooth* peaks and valleys of demand, inappropriate customer mix, and over-reliance on price to smooth demand reveals failure to match demand and supply. *Customers not fulfilling the roles* may be considered as the result of customers lacking knowledge of their roles and responsibilities, and customers negatively impacting to each other. Finally, the *problems with service intermediaries* is resulted due to channel conflict over objective and performance, channel conflict over costs and rewards, difficulty controlling quality and consistency, and tension between empowerment and control (Rijal, 2014, & Zeithaml, & Bitner, 2003).

Furthermore, the scholars have recognized that the *communication gap* is the difference between service delivery and what is communicated externally to customers. Consumer expectations are highly influenced by statements made by company representatives and advertisements. The gap arises when these assumed expectations are not fulfilled at the time of delivery of the service.

According to these scholars, this gap is considered due to lack of integrated services marketing communications, ineffective management of customer expectations, overpromising, inadequate horizontal communication, and inappropriate pricing.

Lack of integrated service marketing communications is the result of tendency to view each external communication as independent, absence of not including interactive marketing in communications plan, and absence of strong internal marketing program.

Another equally important area of provider gap in respect with communication is *ineffective management of customer expectations*. Time again, the firms may lack in managing customer expectations through all forms of communication.

Similarly, *overpromising* is another factor contributing to provider gap in respect with marketing communication. Some of the key attributes to overpromising include overpromising in advertising, overpromising in personal selling, and overpromising through physical evidence.

Tolpa (2012) has stated, "Airline industry has always been famous for its continuous struggle, cutting costs, managing fluctuating demand, keeping up with tight quality requirements while trying to maintain superior services and satisfy needs of various customer groups." Nowadays airline industries have faced crucial stages of development; one of the most important parts of this program is a gap between passengers' expectations and passengers' perceptions about services.

According to Rafati and Shokrollahi (2011), customer perceptions of service quality are divided into technical quality and functional quality. The technical quality can be perceived from the

evaluation of the buyer based on its service quality, but the functional quality perceived from the evaluation the service delivery process which is based on the customers' experiences. Nowadays, in order to reach the higher market share in the Middle East, for example, Mahan Air aims to gain the right perception from the perspectives of tracking the needs and wants of the passengers. So, in order to target the market economy, the company firmly realizes that each passenger has its own expectations before he/she having an experience with specific airline based on some attributes such as last experience, publications, news releases, friends or relative' speech or recommendations, advertising and so on. After having the experience with that airline, he/she will have the perceptions based on his/her expectations. The gap between customer's expectations and perceptions is now a significant issue for finding out in which parts the airline has strengths or weaknesses.

Further, Jensen (2009) has explored the concept of service quality and customer satisfaction with low cost airlines in Copenhagen Airport. The assessment was focused on exploration of in-flight service quality and customer satisfaction from the passengers' perspective. For this, the core objective of the survey was to identify, conceptualize and evaluate the service dimensions which influence the passengers' degree of in-flight satisfaction, to devise priorities for improvement. As the company is best known for being a low-cost carrier, the research inputs were worth to re-craft the in-flight service strategy of the carrier. An integrated model which measures the passenger gap between expected and perceived service was found suitable to evaluate perceived in-flight service quality and overall satisfaction. Furthermore, an importance-performance analysis was applied to identify priorities for improvement, which forms the managerial implications and future in-flight service proposition.

On tracing the historical development of the aviation industry in Nepal, Civil Aviation Authority of Nepal ([CAAN]), 2013; as cited in Gautam, 2013) has pointed out that the development of Civil Aviation commenced from the late 1940s only when a single pilot flew over the Kathmandu sky with a single-engine airplane and landed at the pasture land of Gaucharan, which is the present site of Nepal's only the international airport, Tribhuvan International Airport (TIA).

In 1950 the charter flight named Himalayan Aviation Dakota from Gaucharan to Calcutta flew for the first time. It was the first passenger aircraft and similarly in 1955, the then King Mahendra inaugurated Gaucharan Airport by turning the grassy land into a concrete and renamed it as Tribhuvan Airport. Again, in the same year, Department of Civil Aviation was established (CAAN, 2013, as cited in Gautam, 2013). Later in 1958, realizing the importance of internal and external trade, Royal Nepal Airlines Corporation (RNAC) was established with one Douglas DC-3 (Gautam, 2013).

In September 1988 Yeti Airlines Domestic Private Limited was established with two DHC-6/300 Series Twin Otter aircrafts flying to remote areas with short take-off and landing (STOL) airports like Lukla, Phaplu, Lamidanda, Rumjatar and Mid-Western Region based airports in Dolpa and Jumla (Chalise, 2011, as cited in Chiluwal, 2013).

Chiluwal (2013) has further explored that within the last 13 years, Yeti has strengthened and grown to become Nepal's leader airline and have got largest fleet of Seven British Aerospace`Jetstream-41 covering its domestic flight on major cities within Nepal from mountains and hills to Terai regions connecting Kathmandu, Bhadrapur, Biratnagar, Janakpur, Bharatpur, Pokhara, Bhairahawa, Nepalgunj and Dhangadi also making the airlines having largest domestic destination connection network in Nepal.

According to Tripathi (2013), most domestic private sector airlines in Nepal are not in good in terms of their financial health. This scholar has further pointed that a majority of them have always been struggling for existence. There are number of private airlines which had been closed down long years back by closing downed their flags from the Nepali sky, for example, Necon Air and Cosmic Air. Their contemporary airlines such as Skyline Air, Shangril-Lai Air, Mountain Air, Nepal Airways, Lumbini Air and Everest Air also closed. The scholar has raised need for exploration of such demises.

Tripathi (2013) has further identified that in terms of the number of passengers carried and profit made annually, Buddha Air came into number one position in the country, leaving behind Yeti Airlines in the number two position in market. This scholar has also recognized the situation of stiff competition among a couple of other private airlines for the number three position in the domestic aviation market with altogether 15 private airlines (9 fixed-wing and 6 rotary-wing) in operation at present.

In this context, it seems important for Yeti Airlines to maintain effective information update from the market so as to identify the room for improvement to maintain the number one position in the marketplace. For this, among the numerous ways out, conduction of a survey research with an aim to analyze customer perceived gap of its services so that the service loopholes could be effectively identified and addressed timely. For this reason, the present researcher firmly believes it would be an academically as well as professionally responsible proposition to conduct a research entitled SERVICE EFFICIENCY OF YETI AIRLINES: CUSTOMER PERCEIVED GAP ANALYSES as part of masters' degree thesis research.

In fact, the process through which a company compares its actual performance to its expected performance to determine whether it is meeting and exceeding the expectations and using its resources effectively. Gap analysis seeks to answer the question "where are we?" (current state) and "where do we want to be?" (target state), Investopedia (2016) has claimed. Being a number one market position holding airliner, it may be equally important for Yeti Airlines to understand the customer gap in such a competitive business environment and align its services as per the customer expectations so as to achieve the best perception among the customers so that the firm can remain in number one position by continuing to close the gap.

1.2. The Missing Link

Missing link is a general gap or something that insisted you to undergo a systematic observation in an area of study. Meaning that, something what consistently insisted you to opt the proposed area of research.

For example,

The present researcher, on having preliminary study about marketing of services in tourism and hospitality, was quite concerned on one point – in fact, there may be greater expectations from the better providers which may lead to a relatively greater extent of consumer perceived gap as a result of firm's inability to exceed the ever-increasing expectations. In this respect, the present researcher could find Yeti Airlines a firm that could be taken as a case for such a testimony as this firm was able to maintain a market leadership position for quite a long time in the Nepalese service economy.

In reference with the above analyzed situation, the present researcher could discover the service efficiency of Yeti airlines, as Zeithaml and Bitner (2003) have stated that the strategies and decisions in services marketing in a manner that begins with the customer and builds the organization's task around what it is needed to close the gap between customer expectation and perceptions.

Moreover, the present researcher was also determined to develop the professional career in this sector of tourism and hospitality, so it was believed to conduct a research in this topic and sector.

According to Investopedia (2016), assessing the gaps can help a company examine its goals and determine if it is on the right path to achieve such goals. In this process, performing customer perceived gaps analyses for Yeti Airlines may help the company to list the factors that defined its current state and outline the changers required to meet the performance required for future state and keep on filling the gaps between the two states. In this respect, the present researcher observed it essential to establish a benchmark for the company to be itself able to claim how closer it has been meeting the customer expectations from its services.

1.3. Objectives of the study

It is recommended that you should use both general and specific objectives. There should be at least one general objective (primary objective) and at least three specific objectives (secondary objectives). Please remember the wording of specific objectives should originate with the terms like assess, generate, analyze, evaluate, compare, experiment, propagate, etc.

For example,

Primarily, the present researcher was interested to understand the customer perceived level of service gaps of Yeti Airlines.

More specifically, the present researcher was interested to examine the customer delivered service gaps in respect with four selected areas of passenger services delivery of Yeti Airlines in Nepal. More objectively confined analyses of customer perceived gaps of Yeti Airlines passenger flight services included the comprehensive assessment of --

1. ticketing and reservation service gaps,
2. airport service gaps,
3. in-flight service gaps, and
4. other value-added services gaps.

1.4. Statement of the Problem

It can be developed in the form of an affirmative or interrogative statement. It is the master question to govern overall inquiry.

For example,

Gap is the difference between customer expectations of service and the real extent of the organization understanding and perceiving those expectations in delivering the services. Normally, gap occurs due to failure to understand and address in line with the customer expectations, and also being unable to design, select and implement the right service designs and standards. Another equally important cause of gap is the firm's inability to match the delivered performance with that of promised one (Rijal, 2014; & Zeithaml et al., 2013). In this context, the present researcher intends to govern the overall purposed study by addressing a single notion of enquiry -- *how efficient is Yeti Airlines to maintain an effective level of its overall delivered service gap as perceived by its valued customers?*

Understanding the customer gap is the most important gap and in an ideal world, the customer's expectation would be almost identical to the customer's perception in a customer oriented strategy, understanding customer needs and knowing customer expectations could be the best way to close the gap.

Moreover, the present researcher intended to have systematic observation on delivered service efficiency of Yeti Airlines to know the passenger expectations and their perceptions and the gap analyses was performed as an outcome of such assessment.

1.5. Research Questions

Taking into consideration, the background of the study, missing link, objectives and statement of the problem, you should craft around 3-5 research questions in interrogative form. Please remember, keep only one problem or issue per research question.

For example,

Taking into consideration, the overall research situation, the present researcher observed systematically the customer perceived gaps of the services offered by Yeti Airlines by the help of

as many as four research questions crafted on four selected areas of domestic airlines passenger services – 1. air ticketing and reservation, 2. airport services, 3. in-flight services, and 4. other value-added services to the valued customers and each research question presented below has been crafted on these specific areas of passenger services. While studying the customer perceived gaps, a thought full attention was placed on tracking customer expected and perceived level of company efficiency in **understanding** the customer requirements, firm's ability to **design and standardize** the services in line with customer expectations, its competence in the process of **delivery** and aligning the service **communication** through effective media interventions.

Research Question 1: Ticketing and Reservation - How effective is the organization in knowing the customer expectations of service quality in respect with their ticketing and reservation?

Research Question 2: Airport Services - How is the overall level of efficiency of Yeti Airlines' in providing the airport services to its customers?

Research Question 3: In-flight Services - To what extent is Yeti Airlines able to meet the customer expectation in delivering its in-flight services?

Research Question 4: Other Value-Added Services - How do the customers of Yeti Airlines perceive the gaps pertaining to its ability to provide with other value-added services to them?

1.6. Working Hypothesis

The present researcher took into consideration several propositions in the form of null hypotheses (H_0) to confirm the statistical significance of the association between different selected constructs of the study.

For example,

H₀₁: The gender of the respondents and their expected level of service efficiency at Yeti Airlines may be independent of each other. [*Dependent variable: level of service quality; independent variable: gender; type of test: Chi-square as both the variables are of qualitative nature*]

H₀₂: Age of the respondents may not have statistically significant influence over their service expectation from the airliner. [*Dependent variable: level of expected service quality; independent variable: age group of the respondent; type of test: ANOVA as age group is a quantitative variable with more than 2 groups within it*]

H₀₃: The professional line of engagement of the respondents may not have statistically significant influence over their expectation of the services delivered by the airliner. [*Dependent variable: level of expected service quality; independent variable = line of professional engagement of the respondent; type of test: ANOVA as line of professional engagement four categories of nominal measures*]

H₀₄: The purpose of travel of the respondents may not have statistically significant influence over their expectation of the services delivered from the airliner. [*Dependent variable: level of expected*

service quality; independent variable: purpose of travelling by the respondents; type of test: ANOVA as purposes of visit has been devised in four categories]

H₀₅: The gender of the respondent and their perceived level of service quality may be independent of each other. *[Dependent variable: level of service quality; independent variable: gender; type of test: Chi-square as both the variables are of qualitative nature]*

H₀₆: Age of the respondent may not have significant influence over his/her service perception from the airliner. *[Dependent variable: level of perceived service quality; independent variable: age group of the respondent; type of test: ANOVA as age group is a quantitative variable with more than 2 groups within it]*

H₀₇: The professional line of engagement of the respondents may not have significant influence over their perception of the services received from the airliner. *[Dependent variable: level of perceived service quality; independent variable: line of professional engagement of the respondent; type of test: ANOVA as line of professional engagement four categories of nominal measures]*

H₀₈: The purpose of travel of the respondents may not have significant influence over their perception of the services received from the airliner. *[Dependent variable: level of perceived service quality; independent variable: purpose of travelling by the respondents; type of test: ANOVA as purposes of visit has been devised in four categories]*

1.7. Scope of Works

Here, you need to establish the overall functional and thematic coverage of the inquiry. Say, for example, in a survey research to examine the overall level of employee job satisfaction, you should establish the scope of study in terms of coverage of variables to be observed, and also from the perspectives of research activities to be included to make the research more holistic.

1.8. Significance of the Study

Here, you should try to establish possible benefits or pragmatic implications of the said research to the researcher, specific institution/s, generations of the researchers/learners, and also rest of stakeholders in different managerial decision-making.

1.9. Limitations and Delimitations of the Study

The limitations exist over you, or they are imposed by the situation or environment and delimitations are created by you as a researcher, with a good reason.

Say, for example, if a researcher writes, 'Due to insurgency in the remote villages or Rolpa district, it was almost impossible to field the research out of district headquarters' then here the researcher intends to talk about one of the limitations of the study. Instead, if the researcher talks about personal incompetence to spend more on such a research to take larger sample size, the researcher is talking about one of the delimitations.

Please be wise to explain or disclose your limitations and delimitations in separate paragraphs. Otherwise, your work may be ethically questioned.

1.10. Definition of Key Terms

To make it simple to the readers of this report, the present researcher has defined a few key terminologies in this section.

Experience economy: Pine and Gilmore (1999) have shared that the experience economy is a way that companies can charge a premium value for their offerings by involving the customer in a memorable and differentiated customer experience. The experience economy refers to long-term structural change in the economy. The experience economy is that when the companies provide the services to its customers it should create a customer a good and everlasting impression. For example: the company can more charge for experiences than they can for goods or services. Similarly, experience economy is an economy in which many goods or services are sold by emphasizing the effect they can have on people's lives.

Communication gap: The gap arises when these assumed expectations are not fulfilled at the time of delivery of the service. Such a gap may be referred to as the difference between external communication to customers and actual service delivered.

Customer expectation: Customer expectation, in this study, refers to the total perceived benefits a customer expects from a company's product or service. If the actual experience customers have with a product exceeds the expectation, they are typically satisfied. If the actual performance falls below the expectation, they are typically disappointed.

Customer perception: Perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment. Perception is formed through customer's evaluating the quality of service provided by a company and whether they are satisfied with the overall service or not. Perception is always related to customer's expectation, so it is essential for companies to continually assess customer perceptions.

Customer satisfaction: Customer satisfaction is a measure of how products and services supplied by a company meet or exceed customer expectation or in other terms customer satisfaction may also defined as the number of customers or percentage of total customers or percentage of total customers whose reported experience with a firm, its products or its services exceeds specified satisfaction goals.

Customer gap: Customer gap is the difference between customer expectations and perceptions. Customer expectations often believed what customer believes should and will happen. Customer expectations are standards or situation which a customer brings into service experience whereas perceptions are subjective assessments of actual service experiences.

Listening gap: It is the difference between customer expectations of service and company understanding of those expectations. A primary cause in many firms for not meeting customers' expectation is that the firm lacks accurate understanding of exactly what expectation are.

Provider gap: This gap arises when the providers fails to understand the expectation and demand of the customer. The gap model suggests the four gaps -- 1. listening gap 2. service design and standards gap 3. service performance gap, and 4. communication gap.

Service design and standards gap: This sort of gap may arise when the management or service provider correctly perceives what the customers want but may not set a performance standard to respond accordingly. Service design and standards gap may be referred to as the difference between management perceptions of customer expectations and customer driven service designs and standards in place.

Service performance gap: The difference between development of customer-driven design and service standards and actual service delivery or delivered service performance by the company.

1.11. Organization of the Thesis Report

For example,

This thesis report has been organized in five distinctive chapters. The brief background of the study with its introduction and the subject matter has been included in the first chapter. The second chapter provides the overall information about the grounded theoretical principles that has been taken into consideration by the present researcher. Various methodological aspects and tools and techniques of data collection, presentation and analyses related to the present study are comprehended in the third chapter. Fourth chapter includes the detailed data presentation, analyses and interpretations. Finally, on the basis of overall experience of this research, the present researcher has developed closing remarks in the fifth chapter.

CHAPTER 2 REVIEW OF LITERATURE

2.1. Introduction

The primary purpose of conducting review of literature was to get acquainted with required theoretical and conceptual knowledge of the field of interest of the present study. For this, the chapter as a whole has been developed in four distinctive sections where the first section presents with the review of related theoretical and conceptual perspectives followed by review of important policy documents related to present study in the second section of the chapter. Similarly, the third section of the chapter contains review of other similar studies conducted in the Nepalese and international context. Finally, based on overall learning imports gained through review of various literatures, the present researcher has made a conceptual framework of the study in the fourth section of the chapter. This conceptual framework of the study serves as the basis of governing the overall ongoing study.

2.2. Review of Theoretical Perspectives

As the main part of review of literature, this section should provide with a closer study of various theoretical and conceptual aspects related to the thematic areas of focus of the present research.

For example,

Human needs are the most basic concept. A human need is a state of felt deprivation. Included are the basic physical needs for food, clothing, warmth and safety, as well as social needs for belonging. After fulfilling the basic need there are esteem needs for prestige, recognition and fame, and individual need for knowledge and self-expression. If need is not satisfied, a void exists. An unsatisfied person will do one of two things: look for an object that will satisfy the need, or try to reduce the need.

Wants are the second basic concepts which tell how people communicate their needs. Wants are described in terms of objects that will satisfy needs. As a society evolves, the wants of its members expand. As people are exposed to more objects that arouse of their interest and desire, producers try to provide more want satisfying products and services. Many sellers often confuse wants with needs. The seller focuses on existing wants and loses the sight of underlying customer needs by forgetting that a physical product is only a tool to solve a consumer problem (Kotler, & Armstrong, 2014). These scholars have further stated people have almost unlimited wants, but limited resources. They choose products that produce the most satisfaction for their money. When backed by buying power, wants become demands. Consumers view products whose benefits add up to most satisfaction, given their wants and resources.

Bowie and Buttle (2004) have suggested that the customer expectation is what the customer expects according to available resources, is influenced by cultural background, family, life style, personality, demographics, advertising experience with similar products. Expectations are

important comparison standards that help consumers to evaluate the perceived performance of the hospitality offer throughout and at the end of the service encounter. At the simplest level, customers are satisfied if the experience matches or exceeds their expectations, and dissatisfied if the service performance fails to match their expectations. Customer satisfaction can therefore be defined as a positive attitude towards a supplier that is achieved when the customer's expectations are met.

Service quality is an approach to manage business processes in order to ensure full satisfaction of the customers which will help to increase competitiveness and effectiveness of the industry. Quality in service is very important especially for the growth and development of service sector business enterprises. It works as an predecessor of customer satisfaction (Mohammad, Abdullah, & Ataur, 2011).

A service is an activity or series of activities of more or less intangible nature that normally, but not necessarily, take place in interactions between customers and service employees and/or physical resources or goods and/or systems of the service provider, which are provided as solutions to customer problems (Fitzsimmons, & Fitzsimmons, 2000, as cited in Shahin, & Dabestani, 2010). Quality is in tangible goods which has been described and measured by marketers so quality in services is largely undefined and un-researched.

Perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment. However, what we perceive can be substantially different from objective reality. People's behavior is based on their perception of what reality is, not on real itself. *The world as it is perceived is the world that is behaviorally important.* When an individual ("the perceiver") looks at something ("the target") and attempts to interpret what he or she sees, that interpretation is heavily influenced by the perceiver's personal characteristics. A variety of factors affect our perceptions. Our attitudes, motives, interests, and past experiences all shape the way we perceive an event (Robbins, & Judge, 2013).

Other scholars, Schermerhorn, Hunt and Osborn (2002) have claimed that the process by which people select, organize, interpret, retrieve, and respond to information from the world around them has a direct linkage with the gap analyses. According to these scholars, the information is gathered from the five senses of sight, hearing, touch, taste, and smell. Through perception, people process information inputs into responses involving feelings and action. Perception is a way of forming impressions about oneself, other people, and daily life experiences. It also serves as a screen or filter through which information passes before it influences people. The quality or accuracy of a person's perceptions, therefore, has a major impact on his or her responses to a given situation.

Parasuraman, Zeithaml and Berry (2010) have stated that a set of key discrepancies or gaps exists regarding executive perceptions of service quality and the tasks associated with service delivery to consumers. These gaps can be major hurdles in attempting to deliver a service which consumers would perceive as being of high quality.

Customers compare the service they 'experience' with what they 'expect' and when it does not match the expectation, a gap arises. According to Shahin and Janatyan (2011), the service quality can thus be defined as the difference between customer expectations of service and perceived service. The gaps model positions the key concepts, strategies, and decisions in delivering quality service in a manner that begins with the customer and builds the organization's tasks around what is needed to close the gap between customer expectations and perceptions. The model draws heavily from logic, theories, and strategies in operations, human resources, and increasingly from information systems.

The customer gap is the difference between customer expectations and perceptions. Customer expectation often consists of what a customer believes should and will happen. Customers compare the service they 'experience' with what they 'expect' and when it does not match the expectation, a gap arises (Zeithaml et al., 2012). Again, this scholar stated that the gap model is one of the best received and most heuristically valuable contributions to the service literature.

According to Parasuraman, Zeithaml and Berry (2010), there are two types of gaps – 1. the customer gaps, and 2. the provider gaps. Similarly, the provider gaps may comprise a variety of gaps such as listening gap, performance gap, communication gap, and service design and standardization gap. The central focus of the model is the customer gap which shows the difference between customer expectations of what will be delivered and perceptions of the service as it is delivered. The customer gap is the heart of the gaps model.

Consumer expectation-management perception gap (GAP-1): Many of the executive perceptions about what consumers expect in a quality service were congruent with the consumer expectations revealed in the focus groups. (Parasuraman, Zeithaml, & Berry, 2010). Another scholar Rijal (2014) defined that *Customer expectations* refer as the service standards or reference points that customers bring into service experience whereas *Customer perceptions* refer to actual quality of service delivered. Customer expectation often consists of what a customer believes should and will happen. Customer gaps may not always be negative. Sometimes, the perceived quality of services may be much higher than that of expected quality. Thus, the customer perceived gap can be negative as well as positive. A negative gap needs timely correction by means of improving services and their delivery and a positive gap should be materialized by effectively communicating about it as it is one of the strengths of the institution.

Customer expectation versus management perception: It is a result of the lack of a marketing research orientation, inadequate upward communication and too many layers of management (Shahin, & Janatyan, 2011).

Customer satisfaction with a service can be defined by comparing perceptions and expectations of service. When expectations are not met, service quality is deemed unacceptable and dissatisfaction occurs. According to Rijal (2014), customer gap may be referred to as the difference between the level of customer expectation on service and customer perception on delivered quality of service. *Customer expectations* refer as the service standards or reference

points that customers bring into service experience. *Customer perceptions* refer to actual quality of service delivered.

Management perceptions versus service specifications (GAP-2): As analyzed by (Shahin, & Janatyan, 2011) an inadequate commitment to service quality, a perception of unfeasibility, inadequate task standardization and an absence of goal setting is a result of provider gap. This gap arises when the providers fails to understand the expectation and demand of the customer. Provider gap itself constitutes of four different types of gaps (Zeithaml et al., 2012). They are listening gap, service design and standards gap, service performance gap and communication gap. Following discussion provides with the detailed illustrations on each of these gaps.

The listening gap: Listening gap occurs when there is difference between customer expectations of service and company understanding of those expectations. A primary cause of listening gap is that in organization fail to meet customer expectations or when the organization lacks accurate understanding of exactly what are the expectations of customers. The reasons of listening gap may occur due to inadequate marketing research, lack of upward communication, insufficient relationship focus and inadequate service recovery (Zeithaml et al., 2012).

The service design and standards gap: This service design and standards gap occurs when the organization correctly perceives what the customers want but could not find solution to fulfill a performance standard to respond accordingly. Service design and standards gap may be referred to as the difference between management perceptions of customer expectations and customer driven service designs and standards in place (Zeithaml et al., 2012).

The service performance gap: This is the difference between development of customer-driven design and service standards and actual service delivery or delivered service performance by the company. Once service designs and standards are in place the firm is well on its way to delivering high quality services. This assumption is true but is still not enough to deliver excellent services. It could happen due to poor training, incapability or unwillingness to meet the set service standard (Zeithaml et al., 2012).

The communication gap: The gap arises when the customers assume expectations are not fulfilled at the time of delivery of the service. Such a gap may be referred to as the difference between external communication to customers and actual service delivered. Consumer expectations are highly influenced by statements made by the organization by doing advertising or over promising. The gap attributes considered in this category include lack of integrated services marketing communications, ineffective management of customer expectations, overpromising, inadequate horizontal communication, and inappropriate pricing (Zeithaml, & Bitner, 2003).

Airlines services: Airlines service is a theatrical explanation of an airline which mainly deals with the airport, airlines employees, airport facilities, air cabin services, service audience and service performance. Lovelock (2001) has categorically specified three types of airport services -- 1.

airport departure services, 2. airport flight services, and 3. airport destination arrival services. These services can be easily recalled in other way – ticketing and reservation services, airport services, in-flight services and other value-added services.

Airport departure: Lovelock (2001) has claimed airport departure as the destination where airlines passengers arrive for the front door of airport. It is also known as ticket counter. The ticket counter is the first front stage area controlled by the airline. A performance team of ticket counter staff must be verified, his or her ticket and seating assignment must be confirmed, security questions must be asked, and any baggage must be tagged for its destination. The baggage is checked, it disappears into the backstage region of the airport. The passenger is then instructed to proceed to second front stage, the departure gate, where a smaller performance team of two or three airline staff prepare passenger for departure. The décor and comfort of the waiting area, the size and mix of passengers waiting area, the size and the mix of passengers waiting to board the plane, and the efficiency with which the process unfolds will all impact passenger experiences.

Airlines flight: It is the main act of the airline service which begins when passengers enter the airline cabin. In airline flight airline pilots and cabin personnel are the key players. A crew member, smartly attired and neatly groomed, greets the passengers as they board the plane and directs them to their seats. Once passengers will take their seats, they will make their impressions regarding the comforts of seats and service provided by cabin crews. Even the passengers will notice the air quality and cleanliness. After the plane takes off, the cabin crew will provide service to passengers by offering food and beverage service, in-flight entertainment may commence. This service provides further cues to help passengers form impressions of the service. Moreover, the captain will also greet and ensure the passengers by giving information about what heights he/she is flying and how much time will it take to reach the destination (Lovelock, 2001).

Destination arrival: When the destination arrives the passengers' line up to exit the airplane cabin and enter the airport facilities at their destination. The airplane crew and the workers must cooperate to move the passengers out of the cabin and on their way (Lovelock, 2001). The cabin crew will also give a passenger's farewell by greeting and thanking them. However, most of the activity after that will perform by the passengers themselves but in backstage the airlines baggage crew unloads the plane and delivers the baggage to the baggage claim area. After that the passenger will claim the baggage by showing their baggage ticket.

Hence, throughout the above service experience depicted here, various actors and their roles, setting conditions and religions, audience participation and circumstances, and performance attributes play significant role in formation of passengers' impression of service excellence of airlines.

2.3. Review of Related Policy Development

In this section, you need to perform a critical review of policy documents, rules and regulations governing the strategic as well as operational orientation of the area of study.

For example,

There are over 165 airports formally designated as Level 3 (most congested, requiring slots), and this number is expected to grow significantly over the next five years. IATA's [Worldwide Slot Guidelines \(WSG\)](#) is the accepted global standard for the policies, principles, and procedures of airport slot management.

When things do not go according to plan, airlines agree with the concept of passenger protection to underline this commitment. But the proliferation of passenger rights regimes around the world creates difficulties for the industry and confusion for customers. In addition, prescriptive regimes can have unintended consequences for consumers, including higher fares, lower connectivity, and greater inconvenience. We need to strike the right balance between protecting passengers and industry competitiveness.

The ICAO Air Transport Regulatory Panel met in May 2014 and agreed draft core principles on consumer protection. The draft principles incorporate several core passengers but there's one key element missing: extraterritoriality.

Overlapping regimes deprive states of their ability to make legitimate policy choices, in accordance with Articles 1 and 11 of the Chicago Convention. They also cause confusion for consumers. On one itinerary, as many as three different passenger rights regimes may apply. Passengers and airlines should be clear on what entitlements apply in any given situation.

The UK Jet2 ruling highlights the need for an EU 261 revision had also stated that there should be no compromise between safety and consumer protection regimes. This ruling, whereby most technical problems are inherent to the carrier's activity and are therefore not extraordinary circumstances, does not sufficiently prioritize safety above all other factors. Moreover, the ruling highlights the challenge of the ambiguous existing European Regulation 261/2004 and the clear need to revise the regulation to ensure greater clarity for airlines and passengers alike.

Conflicting interpretations by national courts across the European Union have confused both consumers and the industry and further highlight the need for a new EC Regulation that will not continually evolve through interpretations by courts across the member states or the European Court of Justice.

IATA fully supports the current work of the Council Aviation Working Party to have a binding, but non-exhaustive, list of incidents that are extraordinary and to define technical problems separately (IATA, 2015).

Airlines are committed to looking after their passengers. The overlapping passenger rights regimes around the world create difficulties for the industry and confusion for passengers. The patchwork of regimes defeats the purpose of providing passengers with clear, transparent rights that they can count on. Clear information to passengers on their rights should be the priority of government and industry.

In response to this, the industry unanimously adopted a set of principles at the 2013 IATA Annual General Meeting, based on lessons learned from existing regimes and the need to strike a balance between adequate protections for passengers and industry sustainability.

The Core Principles

These principles offer a way for air transport stakeholders to seek greater convergence in the passenger rights. The principles call on governments to develop consumer protection regulations that --

- are clear, unambiguous, aligned with international conventions, without extra-territorial implications and comparable with regimes in place for other modes of transport,
- allow airlines the ability to differentiate themselves through their customer service offerings above a basic common standard,
- ensure passenger access to information concerning their rights, fares, including taxes and charges, the actual operator of the flight, and regular situational updates in the case of service disruptions,
- do not compromise the industry's top priority of safety, and exonerate airlines from liability for safety-related delays and cancellations,
- in the case of denied boarding and cancellations, entitle passengers to re-routing, refunds or compensation where circumstances are within the airlines' control, and
- in the case of delays, entitle passengers to re-routing, refunds or care and assistance; and acknowledge that when such delays or disruptions are beyond the control of airlines, market forces should determine the care and assistance available to passengers (IATA, 2015, p. 32).

In this context, it seems if Yeti Airlines follow the above principles it helps to identify a room for improvement to hold a good position in near future. For this, among the numerous ways out, it helps to analyze customer perceived gap of its services so that the loopholes could be effectively identified and addressed on time.

2.4. Review of Related Studies

The review materials for this section should include related research reports, journal articles, news feeds, academic discourses (seminar, workshop, conference, class lecture notes, case studies, etc), and professional study reports of the industry. ***Following are a few examples.***

Parasuraman, Valarie, Zeithaml and Berry (2011) have stated the quality in products and services has become a crucial concern. While providing quality goods has become a measurable asset for marketers but quality in services is largely undefined and unsearched. The authors attempt to correct this situation by reporting the insights obtained in an extensive exploratory investigation of quality in service businesses and by developing a model of service quality.

Tolpa (2012) has performed a case study of airlines with an aim to explore the consumer perceived service quality by diagnosing on importance of services, new service development and perceived level of service quality in air transportation. The discussion then continues to service quality applied in case of airline industry and completed with discussion on customer expectations and experience management. The second theoretical objective of the thesis is to define a service process model that leads a customer through his/her experience during air transportation and to identify service quality attributes that can measure what is important for the customer, and how satisfied the customer is. To measure perceived service, he further stated ten key determinants of service quality, which impact both expected and perceived services, and through those, perceived service quality. This thesis discusses a process approach to service quality in airline industry, taking a customer's point of view. The process describes steps from ticket purchase to the end of the journey, analyzing each step from service quality perspective and assigning attributes that help to measure customer expectations. Overall, services and service quality have received a lot of attention from researchers. Overall, the literature on the topic provides numerous views, however, only the most relevant ones were discussed in this thesis. The researchers agreed that the services are in a way harder to define or evaluate due to their intangible nature as well as simultaneous production and consumption. Nevertheless, the conclusion was made that it can be measured through the means of service quality attributes.

Airlines can only provide better service if airlines understand customer expectations, to have better relations with customers airlines should start focusing on customer relationship programs for better customer satisfaction. Customer satisfaction can differ from person to person and product to product. But generally, if the product has at least met the needs of the consumer then it is said to be customer satisfaction. Customer satisfaction is measured in each reference of time. So with due respect of time even it changes so as the satisfaction level. It changes from time to time and factor to factor as it is a dynamic process. In highly involvement decisions it is very important to meet the satisfaction level. If it failed to meet the expected level, then the gap arises and the institutions have chance of losing their valuable customers (Khan, & Khan, 2014).

Zeithaml (2012, as cited in Salim, 1998) has explained that some aspects of the core and peripheral services are more prominent and "visible" to customers than other aspects, and the customer may use these prominent and outstanding service attributes as "cues" to judge the overall quality of the transportation service. Similarly, the airline industry all over the world is in a stage of rapid transformation. In this process, passenger satisfaction and repeat purchase are becoming of prime concern to airlines. Airlines are instituting certain changes that are geared towards improvement of both airport and in-flight service. Therefore, to succeed in the industry of the future, an airline will require three key components: A product that consistently meets or exceeds customer expectations, an employee group that is committed to meeting or exceeding customer expectations, and financial strength. Thus, trying to define customer expectations is difficult, especially in a service industry where expectations are often intangible and unstated. Moreover, there are different types of passengers with very different needs and expectations

therefore, it is necessary to understand customer expectations before meeting them. It is important to know that airline passengers are very price sensitive, so the airline must be sure that the passenger receives the appropriate expected service and that he really perceives it as being worth the money he paid. The airline passenger has direct contact with the employees of the airline, with physical and technical resources, such as: check in desks, the plane itself, seats, food, and contact with other passengers. This interaction with the airline's resources during the pre-flight, in-flight, and post flight stages will have a great effect on the passengers' evaluations of the service, and on the service, they perceive they have received.

Therefore, the relationship between the customer and the service provider is anticipated to be an important determinant of quality and satisfaction because services are typically processing with large interpersonal components. It is commonly understood that the key to ensuring good service quality is meeting customer expectation. To improve perceived service quality, service employees particularly those who come into direct contact with customers should be well trained both in interpersonal and technical skills and should be highly motivated and accordingly the quality improvement efforts should be directed.

Consumer satisfaction relates to a specific transaction (the difference between predicted service and perceived service) in contrast with attitudes, which are more enduring and less situational oriented (Oliver et al., 1993, as cited in Shrestha, 2012). The authors suggested about the relationship between service quality and customer satisfaction that service quality would be antecedent to customer satisfaction regardless of whether these constructs were cumulative or transaction specific. In relating service quality and customer satisfaction, researchers have been more precise about the meaning and measurements of service quality and satisfaction. Service quality and satisfaction have certain things in common, but satisfaction generally is a broader concept, whereas service quality focuses specifically on dimensions of service. It has been proven from past researches on service quality and customer satisfaction that service quality determines customer satisfaction. The authors proposed that when perceived service quality is high, then it will lead to increase in customer satisfaction. Hence, customer satisfaction is based upon the level of service quality that is provided by the service providers.

Jensen (2009) has explored the concept of service quality and customer satisfaction with low cost airlines in Copenhagen Airport. By deploying a process perspective to the concept, the assessment had been focused on in-flight service quality and customer satisfaction from a passenger perspective. The objective of the study was to identify, conceptualize and evaluate the service dimensions of airport which influence the passengers' degree of in-flight satisfaction, in order to devise priorities for improvement. This study was highly relevant for the management by focusing on the strategy for service quality improvement Hence, priorities for improvement needs to be addressed in order to improve overall service quality and customer satisfaction. In this regard, an importance performance analysis can be used for setting priorities that are based on the voice of the customer and be further applicable in a process perspective. The analysis is

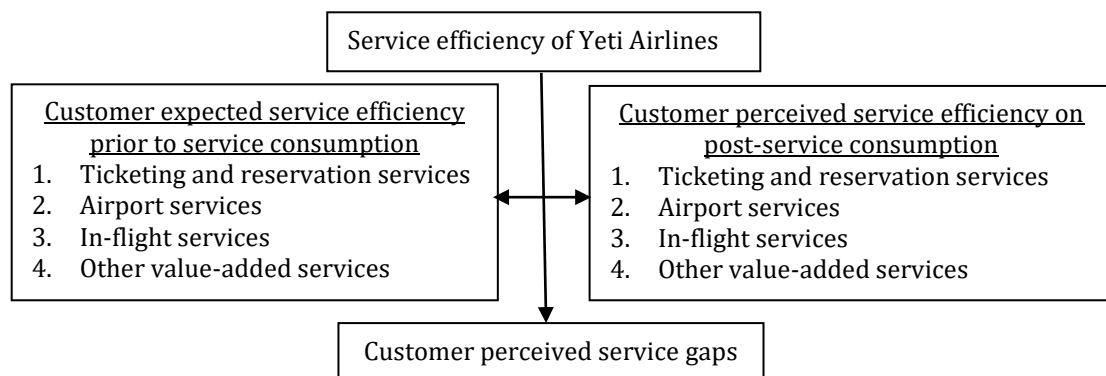
closely related to the gap assessment and is conceived of as an elaborative extension which helps to direct the managerial plan

Further, Rafati and Shokrollahi (2011) have explained service industry such as airlines companies concern a lot about their loyalty programs. In the worldwide competitive market, each airline corporation offers some things which are different from others in order to keep their current customers and attract new ones. If an airline company wants to have a strong competitive advantage in order to become different in the market, it must have a relationship with their customers, offering them attractive loyalty programs, paying attention to them or managing their complaints and doing lots of absorbing and interesting programs. One of the most important parts of this program is a gap between passengers' expectations and passengers' perceptions about services. In one part of this research author claimed that the passengers gap scores significantly differ by educational level, when the level of education grows, the gaps go higher except in flight patterns and empathy. This research also tends to clarify the gaps between passengers' expectations and passengers' perceptions to recommend Mahan Air in which of these groups must take hold, monitor or invest strategies. This survey also tends to prove the relationship between perception and loyalty. Loyal customers have higher perception in contrast with less loyal ones, and the loyal customers have lower gaps between expectations and perceptions than those are not. This finding supports that the airline service providers and managers must be more committed to performance improvement such as quality of food and beverages, employee's responsiveness for passenger's request. The level of education affects the gap scores between expectations and perceptions. Taking this into consideration, someone with higher degree has higher level of expectation and lower perception than the person with less degree, except in flight patterns and somehow empathy.

2.5. Development of Conceptual framework of the study

On the basis of overall preliminary review of literature related to the present area of interest of the study, the present researcher has developed a conceptual framework to govern the research in a more systematic manner. Figure 2.1 presents with the detailed elements of conceptual framework governing the present study.

Figure 2.1: Conceptual framework of study



In the case of present research, as the present researcher was concerned to explore the customer perceived level of service gap of Yeti Airlines, such an exploration from two broad perspectives – customer gap, and company listening gap while offering airlines services. These two perspectives of gap analyses comprise of four main pillars of service gap analyses (Rijal, 2014) which include customer gap, performance gap, communication gap, and service design and standard gap. For such an exploration, the present researcher coined up four areas of observation of the service gaps – 1. ticketing and reservation services, 2. airport services, 3. in-flight services, and 4. other value-added services as the integral elements of analyses.

CHAPTER 3 RESEARCH METHODOLOGY

Please go through each section in following example derived from a real research and try to establish your methodological aspects accordingly

3.1. Introduction

Briefly state the purpose of developing this chapter along with structural design of the key elements of this chapter in a sequential order.

3.2. Methodology of the Research

Here, your focus of writing should be on explaining with logical reasoning, the specific methodological paradigms on which the present research has been based.

The present research comprises of an ethnographic reflections of customer perceived realities of the passenger service delivery connected to domestic airlines services provided by Yeti Airlines. Such realities were observed in the form of a structured form by the help of a fully closed-ended set of questionnaires.

As the subject matter of the present inquiry required quantitative analyses of a qualitative reality -- the customer perceived gaps analyses of the services delivered Yeti Airlines to its passengers, the present researcher considered quantitative paradigm of study as the dominant methodological approach for this research.

A consumer survey research was designed as the outcome of a balanced assessment of prevailing situation, general practices and conceptual insights on evaluating the consumer perceived gaps of delivered services.

Quantitative research focuses on the fundamental connection between empirical observation and mathematical expression of quantitative relationships. An exploratory approach was applied to establish the problems for inquiry, define the scope of works and establish the hypotheses to meet the objectives of the present research through quantitative methodology so as to explore systematically the problem of inquiry and establish relevant problem definition, research questions and working hypotheses.

In addition to this, the present research required the use of survey research approach to collect relevant data on consumer perception towards delivered quality of Yeti Airlines. Execution of such a descriptive design resulted in the need for execution of causal design to establish the significance of relationship between various constructs of observation.

The overall research initiative was grounded on a universal model of assessing gaps from the perspectives of consumers, the final beneficiaries in service economy. The present researcher has tried to explore the consumer perception on four dimensions of consumer delivered service quality as the integral components of comparative assessment.

3.3. Population of the Study and Sampling

The population of the research includes the customers having experienced flight services of Yeti Airlines within last six months as of April 2016. In fact, almost 15,00,000 passengers were reported to be flown through Yeti Airlines in last 13 years (Chiluwal, 2013), which means the total number of passengers travelling in six months must be almost 50,000. Thus, about 50,000 passengers taking domestic flights in Nepal in last six months were considered as the study population for the purpose of the present research.

Since the present researcher could not establish demographic distribution of the population of the study, it was decided to undertake a non-probability sampling method for survey. Within non-probability sampling method, the present researcher undertook judgmental and convenience sampling technique for the selection of the study samples. Judgmental sampling is a technique in which the researcher selects units to be samples based on their knowledge and professional judgment (Saubders et al., 2003). Here, the present study required the sample units having basic understanding of consumer perceived gaps of the airline's services. And of course, they also needed to have prior experience of having air travel by Yeti Airlines within last six months of the survey. On all these grounds, the present researcher selected professionals engaged in service marketing, teaching of tourism and hospitality service business, tourism and hospitality entrepreneurs and tourism and hospitality students having frequent flight experience in domestic sector and having at least one flight experienced with Yeti Airlines within last six months of this survey.

3.4. Units of Analyses

A unit of analyses in research is the ultimate subject, event or individual on which the research information would be analyzed. Data collection instruments need be developed keeping in view from whom and about whom we are bringing the information.

The subjects of inquiry in this study included selected professionals engaged in service marketing, teaching of tourism and hospitality service business, tourism and hospitality entrepreneurs and tourism and hospitality students having flight experience in domestic sector and having at least one flight experienced with Yeti Airlines within last six months of this survey. Thus, the individual respondents are the major unit of study. For the purpose of data presentation and analyses, the present researcher used gender, age-groups, professional lines of engagement and reported purpose of air travel of the respondents as the key demographic variables for data presentation and analyses to compute the difference between perceived and expected service quality of Yeti Airlines making these variables as the bases of data presentation and analyses.

3.5. Locating the Study

The present researcher executed this study locating the survey within the Kathmandu Valley only on the grounds of personal convenience. This survey was done by focusing the customers having experienced flight services of Yeti Airlines.

Chiluwal (2013) has explored that within the last 13 years, Yeti has strengthened and grown to become Nepal's leader airline and have got largest fleet of Seven British Aerospace`Jetstream-41 covering its domestic flight on major cities within Nepal from mountains and hills to Terai regions connecting Kathmandu, Bhadrapur, Biratnagar, Janakpur, Bharatpur, Pokhara, Bhairahawa, Nepalgunj and Dhangadi also making the airlines having largest domestic destination connection network in Nepal.

To do the survey, the present researcher has focus on Ticketing and Reservation services, Airport services, In-flight services and other value-added services of Yeti Airlines by interviewing each respondent's and knowing their perception and expectation about the services.

3.6. Development of Customer Survey Questionnaires

The present researcher considered Gaps Model of Service Quality (Zeithaml et al., 2012) to design a set of survey questionnaires considering the listening gaps, service design and standard gaps, service performance gaps and communication gaps from four selected functional areas of airlines services including ticketing and reservation services, airport services, in-flight services and other value added services as perceived by the customers having flight experience with Yeti Airlines within last six months.

The survey questioners were designed using Likert's rating scale of expected and perceived service quality on four areas of service delivery to trace the level of customer perceived service gaps on chosen four areas of service gaps as stated above (Appendix A).

Both the confirmation of validity and test of reliability were used to confirm the accuracy and consistency that the newly developed data collection tool intended to measure.

In fact, validity refers to the degree to which a statistical instrument measures what it is intended to measure. Validity is concerned with whether the findings are really what they appear to be about (Saunders et.al, 2003, as cited in Dehghan, 2006). To test the validity, the present researcher used content and construct validity as a tool for confirmation. In this process, the data collection instrument was designed with direct consideration of gaps model of service quality (Zeithaml et al., 2012) and all the elements of observation were decided as per the premise of the gaps suggested in this model.

To confirm the reliability of the data collection tool, the present researcher performed a pilot testing in Dhulikhel municipality with 10 respondents and the data were transcribed into IBM SPSS version 20 and Cornbach's Alpha $r = 0.931$ was calculated to examine the level of reliability

which indicated a highly acceptable level of reliability of the data collection instrument for its administration.

3.7. Mechanism for Research Administration

This study was based on survey design and due to time constraints, the present researcher collected information personally by taking the consent of respondents and executing interviews of each respondent in order to measure the service quality of Yeti Airlines thereby maintaining high level of information reliability. Another equally important reason behind researcher's self-administration of the survey interviews was due to high expertise requirement of the data collection tool itself.

The interviews were arranged in isolated places so that both the respondent as well as the researcher could concentrate on the concern of inquiry without any interference by anything else during the time of interviews. Each interview lasted for about 20-25 minutes and mostly such interviews were conducted at the convenient places of the respective respondents fixed with prior consultation.

3.8. Bases of Results Analyses

The present researcher used following mechanism to produce the statistical results, their tests and interpretation of the results as the proceeds of this study:

Calculation of gaps information

Areas-wise total possible expectation scores: No. of items (4) x maximum rating score (5) = 20 points.

Areas-wise total possible perception score: No. of items (4) x maximum rating score (5) = 20 points.

Area-wise gap scores: Area-wise expectation score – area-wise perception score

Percentage of area-wise gap score: Area-wise gap score/20*100

Total possible score for customer expectation of services: maximum rating score per area (20) x No. of areas of observation (4) = 80 points.

Total possible score for customer perception of services: maximum rating score per area (20) x No. of areas of observation (4) = 80 points

Calculation of Gap scores: Total of expectation score – Total of perception score

Percentage of total gap: total gap scores/80*100

Basis of Results Interpretation

While analyzing the relationship between different variables taken into account of the present study, coefficient of correlation was widely used, and basis of such analyses was considered in

reference with the propositions of interpretation suggested by Rumsey (2011). This scholar has claimed that in statistics, the correlation coefficient r measures the strength and direction of a linear relationship between two variables on a scatter plot.

The value of r is always between $+1$ and -1 . According to this scholar, to interpret its value, we have to see which of the following values of calculated correlation r is closest to:

1. **Exactly -1:** A perfect downhill (negative) linear relationship.
2. **Close to -0.70:** A strong downhill (negative) linear relationship.
3. **Close to -0.50:** A moderate downhill (negative relationship).
4. **Close to -0.30:** A weak downhill (negative) linear relationship
5. **Exactly 0:** No linear relationship
6. **Close to +0.30:** A weak uphill (positive) linear relationship.
7. **Close to +0.50:** A moderate uphill (positive) relationship.
8. **Exactly +1:** A perfect uphill (positive) linear relationship.

3.9. Respondent Information

Initially, the present researcher contacted to 88 potential respondents (52 male and 36 female) for their engagement in the process of data collection for this research. Out of them, only 76 of them could provide their consent for participation. Thus, the present researcher contacted with these consented members and conducted the survey by administering the questionnaires in an interview setting.

Since the present researcher considered the gender, age groups, professional lines and purpose of air travelling as the key bases of analyses, the respondent information has been produced in line with these bases, as presented in tables 3.1 to 3.3 below:

Table 3.1: Age group and gender-wise display of respondent information

SN	Age Groups	Gender of the Respondent				Total	
		Male		Female			
		N	%	N	%	N	%
1	Up to 20 years	2	4.44	6	19.35	8	10.53
2	21 – 30 years	24	53.33	17	54.64	41	53.95
3	31 – 40 years	10	22.20	7	22.60	17	22.40
4	41 – 50 years	9	20.00	-	-	9	11.84
5	51 years and above	-	-	1	3.23	1	1.32
Total		45	100.00	31	100.00	76	100.00

Note: The totals of the percentage in rows and columns may not be 100.00% always.

The figures presented in table 3.1 reveal that among the 76 total respondents brought to participation in this survey research through judgment-based convenience sampling, almost 59 percent of them were male and remaining 41 percent of them were female. Compared between the age groups, a large majority of them fell in to 21 to 30 years of age with almost 54 percent of the total respondents engaged in this survey. Similarly, the age group of 51 years and above was represented by only one female respondent. The discrete analyses of range of age of the respondents showed that these selected people were of 18 – 51 years.

Table 3.2: Professional line of engagement and gender-wise display of respondent information

SN	Professional line of engagement of the Respondents	Gender of the Respondent				Total	
		Male		Female			
		N	%	N	%	N	%
1	Self-employed	13	28.89	6	19.35	19	25.00
2	Private service holder	20	44.44	11	35.48	31	40.79
3	Public service holder	10	22.22	5	16.13	15	19.74
4	Others	2	4.44	9	29.03	11	14.47
Total		45	100.00	31	100.00	76	100.00

Note: The totals of the percentage in rows and columns may not be 100.00% always.

The information presented in above table 3.2 reveals that in terms of employment status of the respondents, a large majority of them were selected representing private sector service people with almost 41 percent of the total 76 respondents included in this survey. While comparing it in terms of gender-wise representation of the respondents holding different employment backgrounds, private service holder male was tin majority.

Table 3.3: Purpose of travel and gender-wise display of respondent information

SN	Purpose of Travel	Gender of the Respondent				Total	
		Male		Female			
		N	%	N	%	N	%
1	Business visit	18	40.00	-	-	18	23.68
2	Family visit	15	33.33	21	67.74	36	47.37
3	Pleasure travel visit	8	17.78	9	29.03	17	22.37
4	Others	4	8.89	1	3.23	5	6.58
Total		45	100.00	31	100.00	76	100.00

Note: The totals of the percentage in rows and columns may not be 100.00% always.

The data presented in table 3.3 further reveals that among the four purposes of respondents having air travel by Yeti Airlines in past, almost 47 percent of them reported to have taken air flights for their family matters, followed by almost 24 percent of them reporting to have it for business or official service purpose.

3.10. Plan of Action

Table 3.4 as presented below provides with a sequential arrangement of the month-wise accomplished plan of action of the present research:

Table 3.4: Plan of action

S N	Activities	Months					
		M1	M2	M3	M4	M5-M12	M13
1	Develop preliminary conceptual synopsis.	■					
2	Develop the detailed study design and research proposal, make a presentation of the proposal and obtain feedback and consent for research administration.		■				
3	Perform detailed review of literature.			■	■		
4	Obtain expert feedback on review of literature and edit/refine it			■	■	■	
5	Conduct survey research.						■
6	Process and analyze the data.						
7	Develop the draft report.	■	■	■	■	■	■
8	Make presentation of report and solicit expert feedback.						■
9	Incorporate feedback, prepare final report and submit for university evaluation.						■

As the presented table 3.4 above, starting in the month of April 2015, in the beginning the present researcher developed preliminary concept and prepared initial synopsis for the research study on the first month of the research study. The proposal of the study was developed spending two months and was submitted for the approval from the authorized department. Subsequently, it took two months to complete the detailed review of literature. At the meantime, due to unavoidable circumstances, the present researcher had to take a long term leave of almost 8 months for a foreign visit so that the research could not be carried out smoothly, however necessary reviews and editing was continued in coordination with the respective supervisor. Finally, on the 13th month, the present researcher accomplished other remaining tasks of this project.

3.11. Socio-Ethical Compliances

To make the study socio-ethically sound, present researcher was always concerned on a number of aspects such as treatment of the respondents, revealing the purpose, use of research information and application of university recommended style guidelines in drafting the report.

To avoid any chance of mal-communication, wrong recording of responses and cheating by the field research staff, the present researcher personally identified, contacted and administered the survey interviews with the selected respondents. While administering the research interviews, the respondents were not at all compelled to participate. Rather, they were humbly requested and the people having personal reservation against participation were just left out from further consideration in sampling. Moreover, the time and venue for short interviews were decided through the consent of the respondents agreeing for participation.

The present researcher has attempted to comply with the academic writing guidelines as prescribed in APA format.

The information collected through the process of this research has been used only for the purpose of this report writing and the same document has not been submitted elsewhere for any purpose.

CHAPTER 4 DATA PRESENTATION & ANALYSES

The following sections present the real-life research based data presentation and analyses. You are advised to tailor your presentations accordingly.

4.1. Introduction

For effective data presentation and analyses, the present researcher was guided to document the overall information in line with a thematic set of research questions taken into consideration of this study. For this, the chapter has been developed in four interdependent sections. The first section of the chapter presents with information pertaining to analyses of customer expectations of the quality of services provided by Yeti Airlines, followed by the analyses of customer perception on such services presented in the second sections. Similarly, the present researcher has attempted to compute the overall level of customer expected as well as perceived service quality and customer perceived gaps against selected areas of service quality which has been presented in the third section of the chapter. Finally, the fourth section deals with the presentation of key findings of the study on the bases of overall data presentation and analyses.

4.2. Customer Expectation of Services from Yeti Airlines

This section deals with the information pertaining to customer expectations from Yeti Airlines services as one of the dominant elements of observation for performing gaps analyses which has been computed in four different respects of inquiry – 1. understanding the customer expectations on its ticketing and reservation services, 2. performing design and standardization of ticketing and reservation services, 3. delivery of the specific services in ticketing and reservation, and 4. aligning the delivered services in line with what has been promised through different media communications from time to time. In this respect, tables 4.1 through 4.4 present with the detailed information and analyses.

Table 4.1: Display of expected service quality disaggregated by gender

Gender of the respondent		Mean, standard deviation and variance of total customer expectations			
		Ticketing and reservation services	Airport services	In-flight services	Other value added services
Male	Mean	15.13	15.22	15.62	14.84
	N	45	45	45	45
	Std. Deviation	2.180	2.204	1.838	2.836
	Variance	4.755	4.859	3.377	8.043
Female	Mean	15.77	15.77	15.77	15.29
	N	31	31	31	31
	Std. Deviation	1.383	1.668	1.910	2.283
	Variance	1.914	2.781	3.647	5.213

Table 4.1: Display of expected service quality disaggregated by gender (Contd.)

Gender of the respondent		Mean, standard deviation and variance of total customer expectations			
		Ticketing and reservation services	Airport services	In-flight services	Other value added services
Total	Mean	15.39	15.45	15.68	15.03
	N	76	76	76	76
	Std. Deviation	1.912	2.009	1.856	2.618
	Variance	3.655	4.037	3.446	6.853
	Chi-square test	0.011	0.058	0.027	0.208

The figures presented in table 4.1 above reveal that the customer expected level of service quality for each selected area of airlines services remained at almost 76 percent (15 out of total expected points of 20 for each area of services) while comparing it as a combined value of both male and female responses whereas the female responses for all this areas came almost 78 percent (16 out of 20 points). Again, while comparing the variance, the male responses varied significantly higher compared to data of female responses.

Further, the statistical significance of differences of such responses across the gender was run by performing Chi-square test. The p values of 0.011, 0.058, 0.027 and 0.208 for ticketing and reservation, airport service, in-flight service and other value added services respectively indicated that the mean values of customer expectations on ticketing and reservation as well as in-flight services of Yeti Airlines and gender of the customers are dependent of each other as the p value of Chi-square test is less than 0.05 in both the cases (if $p < 0.05$, reject null hypothesis). Similarly, the p values of test of significance for airport services and other value added services were recorded as 0.058 and 0.208 respectively, both indicating the decision for rejection of null hypothesis, meaning that there exists positive relationship between the gender of the respondents and their expected level of service quality in terms of providing with airport services and other value added services to the customers.

Table 4.2 presents with comparative display of age group-wise customer expected level of service quality in terms of ticketing and reservation, airport service, in-flight service and other value-added service and test of significance of the respective results.

Table 4.2: Display of expected service quality disaggregated by age groups

Age group of the respondent		Mean, standard deviation and variance of total customer expectations			
		Ticketing and reservation services	Airport services	In-flight services	Other value-added services
Up to 20 Years	Mean	15.00	15.38	16.50	15.13
	N	8	8	8	8
	Std. Deviation	1.195	1.768	2.000	2.167
	Variance	1.429	3.125	4.000	4.696

Table 4.2: Display of expected service quality disaggregated by age groups (Contd.)

Age group of the respondent		Mean, standard deviation and variance of total customer expectations			
		Ticketing and reservation services	Airport services	In-flight services	Other value-added services
21 - 30 Years	Mean	15.41	15.49	15.51	15.12
	N	41	41	41	41
	Std. Deviation	1.936	2.336	1.964	2.159
	Variance	3.749	5.456	3.856	4.660
31 - 40 Years	Mean	15.76	15.65	15.94	15.53
	N	17	17	17	17
	Std. Deviation	2.195	1.693	1.638	2.348
	Variance	4.816	2.868	2.684	5.515
41 - 50 Years	Mean	14.89	14.89	15.22	13.22
	N	9	9	9	9
	Std. Deviation	1.965	1.269	1.716	4.522
	Variance	3.861	1.611	2.944	20.444
51 years and above	Mean	16.00	16.00	16.00	18.00
	N	1	1	1	1
Total	Mean	15.39	15.45	15.68	15.03
	N	76	76	76	76
	Std. Deviation	1.912	2.009	1.856	2.618
	Variance	3.655	4.037	3.446	6.853
	Test of ANOVA	0.798	0.920	0.601	0.180

The figure presented in table 4.2 above reveal that the customers of the age group of 51 years and above reported to have the highest level of service expectation, whereas the customers of 41-50 years reported to have the least level of expectation while assessed in terms of mean scores. Such information required to be statistically confirmed. For this, the present researcher used analyses of variance (ANOVA) which indicated that the p value for each age group was greater than 0.05 which means do not reject null hypothesis meaning that there is no significant relationship between the age group of the respondents and their expected level of service quality.

Table 4.3 presents with comparative display of professional line-wise customer expected level of service quality in terms of ticketing and reservation, airport service, in-flight service and other value-added service and test of significance of the respective results.

Table 4.3: Display of expected service quality disaggregated by professional line of engagement

Professional engagement of the respondent		Mean, standard deviation and variance of total customer expectations			
		Ticketing and reservation services	Airport services	In-flight services	Other value-added services
Self-employed	Mean	15.16	15.32	15.37	14.68
	N	19	19	19	19
	Std. Deviation	2.651	2.162	1.950	2.540
	Variance	7.029	4.673	3.801	6.450
Private service holder	Mean	15.48	15.13	15.71	15.03
	N	31	31	31	31
	Std. Deviation	1.730	2.125	1.736	2.938
	Variance	2.991	4.516	3.013	8.632
Public service holder	Mean	15.53	16.47	16.20	15.60
	N	15	15	15	15
	Std. Deviation	1.885	1.356	1.568	2.473
	Variance	3.552	1.838	2.457	6.114
Others	Mean	15.36	15.18	15.45	14.82
	N	11	11	11	11
	Std. Deviation	.809	1.940	2.423	2.136
	Variance	.655	3.764	5.873	4.564
Total	Mean	15.39	15.45	15.68	15.03
	N	76	76	76	76
	Std. Deviation	1.912	2.009	1.856	2.618
	Variance	3.655	4.037	3.446	6.853
	Test of ANOVA	0.935	0.178	0.606	0.781

The figures presented in table 4.3 show that the customers engaged in public service reported with relatively higher mean scores regarding their service expectation, whereas the customers engaged in self-employment reported to have the least level of expectation of mean scores. Such information required to be statistically conformed. For this, the present researcher used ANOVA where it shows that p value for each line of professional engagement was greater than 0.05 which means it has no significant relationship between line of professional engagement of the respondents and their expected level of service.

Table 4.4 presents the comparative display of customer expected level of service quality disaggregated by their purpose of travel.

Table 4.4: Display of expected service quality disaggregated by purpose of air travel

Purpose of air travel		Mean, standard deviation and variance of total customer expectations			
		Ticketing and reservation services	Airport services	In-flight services	Other value-added services
Business visit	Mean	15.33	15.50	15.44	14.28
	N	18	18	18	18
	Std. Deviation	2.376	1.757	1.542	3.461
	Variance	5.647	3.088	2.379	11.977
Family visit	Mean	15.56	15.31	15.83	15.31
	N	36	36	36	36
	Std. Deviation	1.764	2.026	1.978	2.400
	Variance	3.111	4.104	3.914	5.761
Pleasure travel visit	Mean	15.24	16.12	16.18	15.41
	N	17	17	17	17
	Std. Deviation	1.640	1.833	1.704	2.093
	Variance	2.691	3.360	2.904	4.382
Others	Mean	15.00	14.00	13.80	14.40
	N	5	5	5	5
	Std. Deviation	2.449	2.915	1.643	2.302
	Variance	6.000	8.500	2.700	5.300
Total	Mean	15.39	15.45	15.68	15.03
	N	76	76	76	76
	Std. Deviation	1.912	2.009	1.856	2.618
	Variance	3.655	4.037	3.446	6.853
	Test of ANOVA	0.899	0.198	0.073	0.476

The figures presented in table 4.4 show that the customers who travel for family visit reported with relatively higher mean scores regarding their service expectation, whereas the customers who visit for other purpose reported to have the least level of expectation of mean scores. Such information required to be statistically conformed. For this, the present researcher used ANOVA where it shows that p value for each purpose of travel was greater than 0.05 which means it has no significant relationship between the purpose of travel of the respondents and their expected level of service.

The next section deals with the presentation and analyses of information related to the comparative discussion on customer perceived quality of services assessed and analyzed in respect with the customer delivered service quality pertaining to ticketing and reservation services, airport service, in-flight services and other value added services with needful statistical testing of the results.

4.3. Customer Perception of Services from Yeti Airlines

This section deals with the information pertaining to customer perception from Yeti Airlines services as one of the dominant elements of observation for performing gaps analyses which has been computed in four different respects of inquiry – 1. understanding the customer perceptions on its ticketing and reservation services, 2. performing design and standardization of ticketing and reservation services, 3. delivery of the specific services in ticketing and reservation, and 4. aligning the delivered services in line with what has been promised through different media communications from time to time. In this respect, tables 4.4 through 4.4 present with the detailed information and analyses.

Table 4.5 presents with comparative display of gender-wise customer perceived level of service quality in terms of ticketing and reservation, airport service, in-flight service and other value-added service and test of significance of the respective results.

Table 4.5: Display of perceived service quality disaggregated by gender

Gender of the respondent		Mean, standard deviation and variance of total customer perceived			
		Ticketing and reservation services	Airport services	In-flight services	Other value-added services
Male	Mean	11.80	11.91	11.98	11.51
	N	45	45	45	45
	Std. Deviation	2.785	2.770	2.006	2.643
	Variance	7.755	7.674	4.022	6.983
Female	Mean	12.26	12.42	12.74	11.55
	N	31	31	31	31
	Std. Deviation	2.543	2.203	2.569	2.862
	Variance	6.465	4.852	6.598	8.189
Total	Mean	11.99	12.12	12.29	11.53
	N	76	76	76	76
	Std. Deviation	2.681	2.551	2.268	2.715
	Variance	7.186	6.506	5.142	7.373
	Chi-square test	0.896	0.755	0.304	0.167

The figures presented in table 4.5 above reveal that the customer perceived level of service quality for each selected area of airlines services remained at almost 60 percent (12 out of total expected points of 20 for each area of services) while comparing it as a combined value of both male and female responses whereas the female responses for all this areas came almost 65 percent (13 out of 20 points). Again, while comparing the variance, the female responses varied significantly higher compared to data of male responses. Further, the statistical significance of differences of such responses across the gender was run by performing Chi-square test. The p values of 0.896, 0.755, 0.304 and 0.167 for ticketing and reservation, airport service, in-flight service and other value added services respectively indicated that the mean values of customer perception of Yeti Airlines and gender of the customers are independent of each other as the p

value of Chi-square test is greater than 0.05 in both the cases (if $p > 0.05$, reject null hypothesis). Similarly, the p values of test of significance for ticketing and reservation, airport service, in-flight service and other value added services respectively indicating the decision for do not rejection of null hypothesis, meaning that there exists positive relationship between the gender of the respondents and their perception level of service quality in terms of receiving ticketing and reservation, airport service, in-flight service and other value added services with to the customers.

Table 4.6 presents with comparative display of age group-wise customer perceived level of service quality in terms of ticketing and reservation, airport service, in-flight service and other value-added service and test of significance of the respective results.

Table 4.6: Display of perceived service quality disaggregated by age groups

Age group of the respondent		Mean, standard deviation and variance of total customer perceived			
		Ticketing and reservation services	Airport services	In-flight services	Other value-added services
Up to 20 Years	Mean	12.50	13.00	12.75	11.13
	N	8	8	8	8
	Std. Deviation	2.000	3.780	3.105	2.232
	Variance	4.000	14.286	9.643	4.982
21 - 30 Years	Mean	12.46	12.51	12.71	12.44
	N	41	41	41	41
	Std. Deviation	2.589	2.410	2.250	2.460
	Variance	6.705	5.806	5.062	6.052
31 - 40 Years	Mean	11.65	11.12	11.65	10.76
	N	17	17	17	17
	Std. Deviation	3.040	2.058	1.656	2.016
	Variance	9.243	4.235	2.743	4.066
41 - 50 Years	Mean	10.00	11.00	10.78	9.11
	N	9	9	9	9
	Std. Deviation	2.398	2.000	1.641	3.756
	Variance	5.750	4.000	2.694	14.111
51 years and above	Mean	12.00	16.00	16.00	12.00
	N	1	1	1	1
Total	Mean	11.99	12.12	12.29	11.53
	N	76	76	76	76
	Std. Deviation	2.681	2.551	2.268	2.715
	Variance	7.186	6.506	5.142	7.373
	ANOVA Test	0.144	0.067	0.040	0.007

The figure presented in table 4.6 reveal that the age group of 20 years and above customers reported to have the highest level of service perception, whereas 41-50 years reported to have the least level of perception, in terms of mean scores. On this, test of ANOVA indicated that the p value for each age group was greater than 0.05 which means ticketing and reservation services and airport services do not reject null hypothesis meaning that there is no significant relationship between the age group of the respondents and their perceived level of service quality whereas in-flight service and other value added services was lesser than 0.05 which means null hypothesis is rejected meaning that there is significant relationship between the age group of the respondents and their perceived level of service quality.

Table 4.7 presents with comparative display of professional line customer perceived level of service quality in terms of ticketing and reservation, airport service, in-flight service and other value-added service and test of significance of the respective results.

Table 4.7: Display of perceived service quality disaggregated by professional line of engagement

Professional line of engagement of the respondent		Mean, standard deviation and variance of total customer perceived			
		Ticketing and reservation services	Airport services	In-flight services	Other value-added services
Self-employed	Mean	13.11	12.74	12.37	11.63
	N	19	19	19	19
	Std. Deviation	3.089	3.297	2.985	3.593
	Variance	9.544	10.871	8.912	12.912
Private service holder	Mean	11.48	11.71	12.16	11.77
	N	31	31	31	31
	Std. Deviation	2.488	1.901	1.864	2.667
	Variance	6.191	3.613	3.473	7.114
Public service holder	Mean	11.27	12.13	12.33	11.47
	N	15	15	15	15
	Std. Deviation	2.404	2.588	1.718	1.685
	Variance	5.781	6.695	2.952	2.838
Others	Mean	12.45	12.18	12.45	10.73
	N	11	11	11	11
	Std. Deviation	2.423	2.786	2.806	2.412
	Variance	5.873	7.764	7.873	5.818
Total	Mean	11.99	12.12	12.29	11.53
	N	76	76	76	76
	Std. Deviation	2.681	2.551	2.268	2.715
	Variance	7.186	6.506	5.142	7.373
	Test of ANOVA	0.119	0.598	0.981	0.749

The figures presented in table 4.7 show that the customers engaged in self-employed reported with relatively higher mean scores regarding their service perception, whereas the customers engaged in public service holder reported to have the least level of perception of mean scores. Such information required to be statistically conformed. For this, the present researcher used ANOVA where it shows that p value for each line of professional engagement was greater than 0.05 which means it has no significant relationship between line of professional engagement of the respondents and their perception level of service.

Table 4.8 presents with comparative display of purpose of travel-wise customer perceived level of service quality in terms of ticketing and reservation, airport service, in-flight service and other value-added service and test of significance of the respective results.

Table 4.8: Display of perceived service quality disaggregated by purpose of air travel

Purpose of air travel		Mean and standard deviations of total customer perceived			
		Ticketing and reservation services	Airport services	In-flight services	Other value-added services
Business visit	Mean	12.17	12.06	11.50	11.11
	N	18	18	18	18
	Std. Deviation	3.294	1.955	1.855	2.988
	Variance	10.853	3.820	3.441	8.928
Family visit	Mean	11.44	11.56	12.50	11.53
	N	36	36	36	36
	Std. Deviation	2.035	2.613	2.602	2.299
	Variance	4.140	6.825	6.771	5.285
Pleasure travel visit	Mean	12.53	12.82	12.35	11.47
	N	17	17	17	17
	Std. Deviation	3.165	2.351	1.967	3.466
	Variance	10.015	5.529	3.868	12.015
Others	Mean	13.40	14.00	13.40	13.20
	N	5	5	5	5
	Std. Deviation	2.408	3.808	1.517	1.304
	Variance	5.800	14.500	2.300	1.700
Total	Mean	11.99	12.12	12.29	11.53
	N	76	76	76	76
	Std. Deviation	2.681	2.551	2.268	2.715
	Variance	7.186	6.506	5.142	7.373
	Test of ANOVA	0.307	0.121	0.299	0.515

The figures presented in table 4.8 reveal that the customers who travel for other purpose reported with relatively higher mean scores regarding their service perception, whereas the customers who visit for family purpose reported to have the least level of perception of mean

scores. Such information required to be statistically conformed. For this, the present researcher used ANOVA where it shows that p value for each purpose of travel was greater than 0.05 which means it has no significant relationship between the purpose of travel of the respondents and their perceived level of service.

The next section deals with the presentation and analyses of information related to the comparative discussion on the total customer expected and customer perceived quality of services assessed and analyzed in respect with the customer delivered service quality pertaining to ticketing and reservation services, airport service, in-flight services and other value added services with needful statistical testing of the results.

4.4. Consolidated Analyses of Service Quality Gaps

Using the pre-determined bases of information of presentation and analyses, the present researcher deducted the total consolidated results of customer expectation and perception in respect with all four selected areas of quality rating of the flight service delivery by Yeti Airlines. Tables 4.9 through 4.13 present with detailed information in this respect.

Table 4.9 presents with comparative display of gender-wise total customer expected and total customer perceived level of service quality in terms of ticketing and reservation, airport service, in-flight service and other value-added service and test of significance of the respective results.

Table 4.9: Display of total service quality disaggregated by gender

Gender of the respondent		Total customer expected service quality	Total customer perceived service quality
Male	Mean	60.82	47.20
	N	45	45
	Std. Deviation	6.777	8.390
	Variance	45.922	70.391
Female	Mean	62.61	48.97
	N	31	31
	Std. Deviation	5.239	8.357
	Variance	27.445	69.832
Total	Mean	61.55	47.92
	N	76	76
	Std. Deviation	6.221	8.366
	Variance	38.704	69.994
	Chi-square test	0.522	0.670

Further, the statistical significance of differences of such responses across the gender was run by performing Chi-square test. The p values of 0.522 and 0.670 for total customer expected service quality and total customer perceived quality respectively indicated that the mean values of customer expectations of Yeti Airlines and gender of the customers are dependent of each other as the p value of Chi-square test is less than 0.05 in both the cases (if $p > 0.05$, do not reject null

hypothesis), meaning that there exists positive relationship between the gender of the respondents and their expected level of service quality in terms of providing with airport services and other value added services to the customers.

Table 4.10 presents with comparative display of age-wise total customer expected and total customer perceived level of service quality in terms of ticketing and reservation, airport service, in-flight service and other value-added service and test of significance of the respective results.

Table 4.10: Display of total service quality disaggregated by age groups

Age group of the respondent		Total customer expected service quality	Total customer perceived service quality
Up to 20 Years	Mean	62.00	49.38
	N	8	8
	Std. Deviation	3.207	9.349
	Variance	10.286	87.411
21 - 30 Years	Mean	61.54	50.12
	N	41	41
	Std. Deviation	6.558	7.988
	Variance	43.005	63.810
31 - 40 Years	Mean	62.88	45.18
	N	17	17
	Std. Deviation	5.894	6.237
	Variance	34.735	38.904
41 - 50 Years	Mean	58.22	40.89
	N	9	9
	Std. Deviation	7.102	8.724
	Variance	50.444	76.111
51 years and above	Mean	66.00	56.00
	N	1	1
	Std. Deviation		
	Variance		
Total	Mean	61.55	47.92
	N	76	76
	Std. Deviation	6.221	8.366
	Variance	38.704	69.994
	Test of ANOVA	0.426	0.012

As presented in table 4.10, the mean scores for total customer expected service quality disaggregated by the age group of the respondent was calculated 62 out of total possible 80 points of rating, whereas the perceived value for the same was calculated as almost 48 points. It means that there was almost 14 points gaps between total customer expectation and perception,

which is almost 18 percent (14 of 80 points). Further, the present researcher was interested statistically examine whether their existed difference in average scores of customer expectations and perception across different age group. For this, test of ANNOVA was run and the p values for total customer expectation and total customer perception were calculated as 0.426 and 0.012 respectively. Here a p value of 0.426, which is greater than 0.05, conforms the decision for not to reject null hypothesis. Similarly, a p value of 0.012 supports for a decision to reject null hypothesis. It means that in terms of customer expectation of the service quality there was no significant relationship between the age groups of the respondents and their overall level of the service expectation. Similarly, while examining the total perceived service quality disaggregated by the age groups of the respondents a p value of 0.012 indicates that there was no significant relationship between the age groups and their total perceived level of service quality.

Table 4.11 presents with comparative display of professional line-wise total customer expected and total customer perceived level of service quality in terms of ticketing and reservation, airport service, in-flight service and other value-added service and test of significance of the respective results.

Table 4.11: Professional line vs. total service expected and perceived

Professional engagement of the respondent		Total customer expected service quality	Total customer perceived service quality
Self-employed	Mean	60.53	49.84
	N	19	19
	Std. Deviation	7.298	10.895
	Variance	53.263	118.696
Private service holder	Mean	61.35	47.13
	N	31	31
	Std. Deviation	6.333	7.473
	Variance	40.103	55.849
Public service holder	Mean	63.80	47.20
	N	15	15
	Std. Deviation	5.697	6.721
	Variance	32.457	45.171
Others	Mean	60.82	47.82
	N	11	11
	Std. Deviation	4.285	8.412
	Variance	18.364	70.764
Total	Mean	61.55	47.92
	N	76	76
	Std. Deviation	6.221	8.366
	Variance	38.704	69.994
	Test of ANOVA	0.455	0.715

As presented in table 4.11, the mean scores for total customer expected service quality disaggregated by the professional line of engagement line of the respondent was calculated 62 out of total possible 80 points of rating, whereas the perceived value for the same was calculated as almost 48 points. It means that there was almost 14 points gap between total customer expectation and perception, which is almost 18 percent (14 of 80 points). Further, the present researcher was interested statistically examine whether their existed difference in average scores of customer expectations and perception across different professional line of engagement. For this, test of ANNOVA was run and the p values for total customer expectation and total customer perception were calculated as 0.455 and 0.715 respectively. Here a p value of 0.455 and 0.715 which is greater than 0.05, conforms the decision for not to reject null hypothesis. It means that in terms of customer expectation of the service quality there was no significant relationship between the age groups of the respondents and their overall level of the service expectation.

Table 4.12 presents with comparative display of purpose of travel-wise total customer expected and total customer perceived level of service quality in terms of ticketing and reservation, airport service, in-flight service and other value-added service and test of significance of results.

Table 4.12: Display of total service quality disaggregated by purpose of air travel

Purpose of air travel		Total customer expected service quality	Total customer perceived service quality
Business visit	Mean	60.56	46.83
	N	18	18
	Std. Deviation	6.635	8.060
	Variance	44.026	64.971
Family visit	Mean	62.00	47.03
	N	36	36
	Std. Deviation	6.188	8.016
	Variance	38.286	64.256
Pleasure travel visit	Mean	62.94	49.18
	N	17	17
	Std. Deviation	5.093	9.488
	Variance	25.934	90.029
Others	Mean	57.20	54.00
	N	5	5
	Std. Deviation	7.855	6.964
	Variance	61.700	48.500
Total	Mean	61.55	47.92
	N	76	76
	Std. Deviation	6.221	8.366
	Variance	38.704	69.994
	Test of ANOVA	0.271	0.295

As presented in table 4.12, the mean scores for total customer expected service quality disaggregated by the age group of the respondent was calculated 62 out of total possible 80 points of rating, whereas the perceived value for the same was calculated as almost 48 points. It means that there was almost 14 points gap between total customer expectation and perception, which is almost 17 percent (14 of 80 points). Further, the present researcher was interested statistically examine whether their existed difference in average scores of customer expectations and perception across different age group. For this, test of ANNOVA was run and the p values for total customer expectation and total customer perception were calculated as 0.271 and 0.295 respectively. Here a p value of 0.271 and 0.295 which is greater than 0.05, conforms the decision for not to reject null hypothesis. It means that in terms of customer expectation and perception of the service quality there was no significant relationship between the age groups of the respondents and their overall level of the service expectation.

Table 4.13 presents the consolidated results of customer expectation and perception of the airlines services disaggregated by chosen four areas of services – 1. ticketing and reservation services, 2. airport services, 3. in-flight services, and 4. other value-added services.

Table 4.13: Consolidated results of customer expectation and perception on airlines services

SN	Areas of service quality assessment	Total reported level of service quality		Gaps	
		Expected mean scores	Perceived mean scores	Scores	Percentage
1	Ticketing and reservation service	15.39	11.99	3.4	17.00
2	Airport service	15.45	12.12	3.33	16.65
3	In-flight service	15.68	12.29	3.39	16.95
4	Other value-added service	15.03	11.53	3.5	17.50
Total		61.55	47.92	13.63	18

As presented in table 4.13 the mean score for total customer expectation and perception on airlines service for each area of service quality assessment revealed that there existed a gap of 18 percent in almost chosen all areas of service quality assessment. Also, the above figures confirm that the airline was unable to exceed the customer expectations in terms of customer delivered service quality. This all conforms that the company needs to revisit its service delivery mechanism so as to leverage the overall level of customer perception towards what it delivers to its valued customers through air ticketing and reservation, airport services, in-flight services and other value added services.

Finally, the present researcher performed correlation analyses to examine the magnitude of relationship between various constructs considered important for this study. Table 4.14 presents with the correlation coefficients between the selected variables.

Table 4.14: Analyses of correlation of coefficients

Correlations (N= 76 with 100% responses in all items)															
		gdr	ag-grp	prof-eng	pot	trs-exp	ars-exp	ifs-exp	ovas-exp	trs-pcp	ars-pcp	ifs-pcp	ovas-pcp	tcesq	Tcpsq
gdr	Pearson Correlation					.166	.136	.041	.084	.085	.099	.167	.007	.142	.105
	Sig. (2-tailed)					.152	.242	.728	.469	.468	.397	.150	.954	.220	.369
ag-grp	Pearson Correlation					.017	-.033	-.078	-.091	-.258*	-.193	-.205	-.289*	-.067	-.291*
	Sig. (2-tailed)					.884	.775	.505	.433	.025	.094	.076	.011	.565	.011
prof-eng	Pearson Correlation					.041	.080	.063	.054	-.109	-.053	.017	-.101	.080	-.080
	Sig. (2-tailed)					.722	.492	.589	.643	.348	.647	.887	.383	.492	.494
pot	Pearson Correlation					-.046	-.032	-.052	.083	.118	.197	.183	.135	-.005	.191
	Sig. (2-tailed)					.695	.787	.655	.478	.310	.088	.114	.246	.966	.098
trs-exp	Pearson Correlation	.166	.017	.041	-.046	1	.349**	.287*	.451**	.290*	.001	.173	.291*	.695**	.235*
	Sig. (2-tailed)	.152	.884	.722	.695		.002	.012	.000	.011	.992	.135	.011	.000	.041
ars-exp	Pearson Correlation	.136	-.033	.080	-.032	.349**	1	.335**	.413**	.070	.088	-.076	.171	.704**	.085
	Sig. (2-tailed)	.242	.775	.492	.787	.002		.003	.000	.546	.448	.516	.139	.000	.467
ifs-exp	Pearson Correlation	.041	-.078	.063	-.052	.287*	.335**	1	.476**	.168	.000	.165	.213	.695**	.168
	Sig. (2-tailed)	.728	.505	.589	.655	.012	.003		.000	.147	.997	.155	.064	.000	.148
ovas-exp	Pearson Correlation	.084	-.091	.054	.083	.451**	.413**	.476**	1	.196	.069	.203	.461**	.835**	.289*
	Sig. (2-tailed)	.469	.433	.643	.478	.000	.000	.000		.090	.551	.078	.000	.000	.011

trs- pcp	Pearson Correlation	.085	-.258*	-.109	.118	.290*	.070	.168	.196	1	.492**	.531**	.582**	.244*	.803**
	Sig. (2-tailed)	.468	.025	.348	.310	.011	.546	.147	.090		.000	.000	.000	.033	.000
ars- pcp	Pearson Correlation	.099	-.193	-.053	.197	.001	.088	.000	.069	.492**	1	.660**	.501**	.058	.804**
	Sig. (2-tailed)	.397	.094	.647	.088	.992	.448	.997	.551	.000		.000	.000	.619	.000
ifs- pcp	Pearson Correlation	.167	-.205	.017	.183	.173	-.076	.165	.203	.531**	.660**	1	.614**	.163	.842**
	Sig. (2-tailed)	.150	.076	.887	.114	.135	.516	.155	.078	.000	.000		.000	.159	.000
ovas- pcp	Pearson Correlation	.007	-.289*	-.101	.135	.291*	.171	.213	.461**	.582**	.501**	.614**	1	.402**	.830**
	Sig. (2-tailed)	.954	.011	.383	.246	.011	.139	.064	.000	.000	.000	.000		.000	.000
tcesq	Pearson Correlation	.142	-.067	.080	-	.695**	.704**	.695**	.835**	.244*	.058	.163	.402**	1	.271*
	Sig. (2-tailed)	.220	.565	.492	.966	.000	.000	.000	.000	.033	.619	.159	.000		.018
tcpsq	Pearson Correlation	.105	-.291*	-.080	.191	.235*	.085	.168	.289*	.803**	.804**	.842**	.830**	.271*	1
	Sig. (2-tailed)	.369	.011	.494	.098	.041	.467	.148	.011	.000	.000	.000	.000	.018	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Abbreviations

gdr: Gender

ag-grp: Age group

prof-eng: Professional engagement

pot: Purpose of travel

trs-exp: Ticketing and reservation service expectation

ars-exp: Airport service expectation

ifs-exp: In-flight service expectation

trs-pcp: Ticket and reservation service perception

ars-pcp: Airport reservation service perception

ifs-pcp: In-flight service perception

ovas-pcp: Other valueadded service perception

tcesq: Total customer expected service quality

tcpsq: Total customer perception service quality

ovas-exp: Other value-added service expectations

Based on Pearson's Correlation Coefficients and tests of significance by comparing between the different variables considered of the present study, following inferences have been deduced:

Gender vs. Rest of Variables: A Pearson's Correlation Coefficient of 0.166 between gender of the respondents and their expectation on ticketing and reservation services provided by Yeti Airlines confirmed the existence of a very weak positive relationship between these two variables, which was further confirmed by a p value of 0.152 while performing Chi-square test confirming the independence of these variables.

Further, while correlated between gender and airport service expectation a Correlation Coefficient of 0.136 and significance value of 0.242 both confirmed a very thin relationship between these two variables.

Again, while compared between gender-wise display of in-flight services, a Correlation Coefficient value of 0.041 and p value of its test of significance at 0.728 both confirmed almost no relationship between these two variables.

Similarly, while compared the relationship between gender of the respondents and rest if variables considered for statistical analyses, all the p values as presented in table 4.14 confirmed that the existed hardly any positive relationship between them.

Age Group vs. Rest of Variables: The results presented in table 4.14 statistically confirmed that there existed very weak, positive relationship between the gender of the respondent and overall expected level of ticketing and reservation services of the company.

Further, the Correlation Coefficient of mean value of expected airport services when compared between different age groups indicated very weak negative relationship (downhill) between these two variables. It was further confirmed as the p value of test of significance resulted with 0.755 supporting for not rejecting null hypothesis.

Similar type of relationship was thoroughly witnessed by rest of tests between other variables and age groups, except other value-added service perception and total customer perceived services of the airliner.

Professional Line of Engagement vs. Rest of Variables: When compared between professional line of engagement of the respondents and all four selected areas of service expectation the values of Correlation Coefficients always remained below 0.30 but in a positive direction confirming very weak but positive relationship which was further confirmed by the help of test of significance where all p values were greater than 0.05 signifying to confirm the test of no relationship.

When compared the relationship between professional line of engagement of the respondent and Correlation Coefficients of perceived value of the selected areas of services, all the test results revealed very weak downhill (negative) relationship except in the case of total customer

expected service quality which had slightly positive relationship with the professional line of engagement of the respondent.

Purpose of Travel vs. Rest of Variables: The results presented in table 4.14 statistically confirmed that there existed a negative relationship between the purpose of travel of the respondent and expected level of ticketing and reservation, airport service, in-flight service and total customer expected service quality of the company.

Further, when compared the relationship between purpose of travel of the respondent and Correlation Coefficient of expected and perceived value of these selected areas of services confirmed a very weak uphill (positive) relationship. It was further confirmed as the p value of test of significance resulted with do not reject null hypothesis with a greater value of 0.05.

Ticketing and Reservation Service vs. Rest of Variables: When compared between ticketing and reservation service of the respondents and service expectation of airport service, other value-added service and total customer expected service quality the values of Correlation Coefficients confirmed a moderate uphill (positive) relationship which was further confirmed by the help of test of significance where all p values were greater than 0.05 except service perception of airport and in-flight signifying to confirm the test of no relationship.

Further, when compared the relationship of expected ticketing and reservation between expected service of other variables of the respondent and Correlation Coefficient of expected and perceived value of these selected areas of services confirmed a very weak uphill (positive) relationship.

Airport Service Expectation vs. Rest of Variables: When compared between expected airport service of the respondents and service expectation of ticketing and reservation service, in-flight service other value-added service and total customer expected service quality the values of Correlation Coefficients confirmed a moderate uphill (positive) relationship which was further confirmed by the help of test of significance where all p values were greater than 0.05 except service perception of airport service, other value-added service and perception service of other value-added service and total customer perceived service quality signifying to confirm the test of no relationship whereas other variables shows reject null hypothesis.

In-flight Service Expectation vs. Rest of Variables: When compared between expected airport service of the respondents and service expectation of airport service, other value-added service and total customer expected service quality the values of Correlation Coefficients confirmed a moderate uphill (positive) relationship while the expectation of other value-added service confirmed no relationship.

Further confirmed by the help of test of significance where all p values were greater than 0.05 except service perception of airport service, other value-added service and perception service of other value-added service and total customer perceived service quality signifying to confirm the test of no relationship whereas other variables shows reject null hypothesis.

Other Value-added Service Expectation vs. Rest of Variables: The results presented in table 4.14 statistically confirmed the values of Correlation Coefficients shows the moderate uphill (positive) relationship between all the variables except the perception area of airport service, airport service and in-flight service of the respondent.

Again, when compared the p value test of significance is lesser in expectation service of airport service, in-flight service, ticketing and reservation and perception of other value added service and total customer expectation service quality which shows it reject null hypothesis.

4.5. Summary of Findings of the Study

This section presents with the summarized results of the customer expected and perceived level of service quality and the status of service gaps in respect with offering ticketing and reservation services, airport services, in-flight services and other value added services by Yeti Airlines in the Nepalese domestic aviation services.

Total Customer Expectation on Services: The overall display of aggregate results of the total customer expected value of service was almost 62 points out of total possible score of 80 points, which is almost 77 percent. To examine it further disaggregated by the gender of the respondents, the female respondents expected with slightly higher and more consistent levels of service expectation compared to that of male respondents. Such a difference was further confirmed via Chi-square tests that provided with p values less than 0.05 in the cases of ticketing and reservation service and in-flight services. When compared it disaggregated by age groups of the respondents, the test of ANOVA confirmed that there was no statistically significant difference of level of service expectation of the respondents. Similarly, the respondents expected the services in a quite similar fashion while disaggregated them by the professional lines of engagement. Again, the purpose of air travel of the respondents was reported to have hardly any statistically significant influence over their overall level of service expectation as the p value of test of ANOVA was computed thoroughly greater than 0.05 at 5 percent level of confidence.

Total Customer Perception on Services: The overall display of aggregate results of the total customer perceived value of service was almost 48 points out of total possible score of 80 points, which is almost 60 percent. To examine it further disaggregated by the gender of the respondents, the female respondents perceived with slightly higher and more consistent levels of service perception compared to that of male respondents. Such a difference was further confirmed via Chi-square tests that provided with p values less than 0.05 in the cases of ticketing and reservation service and in-flight services. When compared it disaggregated by age groups and in-flight services of the respondent, the test of ANOVA confirmed that there was statistically significant difference of level of service perception of the respondents. Similarly, the respondents statistically, perceived that there is no significant difference of the services by the professional lines of engagement. Again, the purpose of air travel of the respondents was reported to have hardly any statistically significant influence over their overall level of service perception as the p

values of test of ANOVA was computed thoroughly greater than 0.05 at 5 percent level of confidence.

Total Customer Perceived Service Gaps: By comparing the mean scores of total customer service expectation and total customer perception, the present research revealed that there was a total customer perceived gap of 14 points out of 80 which means there was almost 18 percent customer perceived gap against overall passenger service delivery by Yeti Airlines. When compared such a gap across the various selected areas of service delivery, the present study could reveal hardly difference between them in terms of statistical significance of such a difference.

Communication Efficiency in Promoting Customer Expectation and Perception: Throughout the process of data presentation and analyses, it was identified that the customers thoroughly expected the overall services with always below 80 percent of total possible scope of expectation with an aggregated value of 77 percent of expectation. Further, their perception of Yeti Airlines services came down to an aggregate of 60 percent. It may be so happened with such a low score partly because of companies' inefficiency in communicating effectively about its customer services. Since the airlines could not promote its communication function more effectively, the customers might have considered with relatively lower level of expectations of service quality of the selected areas of services. Such a lower level of pre-disposition of expectation which might have further affected their evaluation of overall level of actual service delivery, and thus, it must have affected to result in further lower level of customer perception of these services. In fact, it is a common practice in behavioral research that such a rating must come above 80 percent in all cases of expectation and perception to confirm the efficiency of the firm in the process of design and delivery of services. From this point of view, the present research findings would serve evidential to claim that Yeti Airlines, despite itself being the market leader, has failed to generate adequate level of customer expectation as well as perception on its customer services.

CHAPTER 5 CONCLUDING REMARKS

5.1. Introduction

Here, you are supposed to develop a chapter preamble.

5.2. Summary of the Study

Conducted by the help of a blend of exploratory, descriptive and causal research designs, the present research confirmed the general fact that it is hard to exceed the customer expectations in service industry, no matter whatever the market position a company owns. There was a gap of almost 18 percent when compared between customer expectation and perception from Yeti Airlines customer services taking into reference of its domestic passenger flight services.

However, the present researcher could participate only 76 respondents in the present research, this study would serve as a milestone as the present researcher could not find any such study conducted in past context of Nepal. In this respect, it was a wonderful experience taking a challenging job to explore more realistic experiences of the customers towards the services provided by Yeti Airlines.

Yeti Airlines might have failed to manage effectively on the grounds of communication with customers regarding the quality of its services in respect with ticketing and reservation services, airport services, in-flight services and other value-added services. As a result, both the customer expectation and perception remained lower.

This research has raised a debatable issue that when it comes to evaluate the customer perceived gaps of airlines services, there is little role of age groups, professional line of engagement and purpose of travel. In fact, a relatively larger sample size would have resulted with slightly different argument in this respect. For this, the future researches may have a greater scope to confirm the universal reality.

5.3. Discussions

In this section, the present researcher has established the comparative discussions by comparing and contrasting the thematic constructs taken into account of research and key findings identified in the present study and the past researches. For this, the works of Tolpa (2012), Khan and Khan (2014), and Rafati and Shokrollahi (2011) were considered for developing comparative discussions for the purpose of this study.

Tolpa (2012) has studied the consumer perceived service quality by diagnosing on importance of services, new service development and perceived level of service quality in air transportation. This scholar has observed by the help of service process model that leads a customer to experience airlines services and helps to identify and measure the service quality to confirm how satisfied the customer is. For this, the scholar has used ten key determinants to measure the

service quality to maintain adequate impact in delivered service quality. This research has considered the process model of delivered service quality taking customer as the key source of information. There are a number of similarities between the present research and Tolpa (2012) as the unit of study is the same – final users of the airline’s services, the customers. Similarly, the present study has been conducted taking into reference a set of four services of the airlines – ticketing and reservation services, airport services, in-flight services and other value-added services. One distinction of the present research when compared to Tolpa (2012) is that the present study has figured out the empirical measures of customer perceived gaps in respect with the four constructs considered for observation.

Khan and Khan (2014) have claimed that an airline can only provide better services if it understands customer expectations, and thus can have better relations with them. So, these scholars have recommended that the airlines should focus on customer relationship programs for better customer satisfaction. These scholars have stated that since customer satisfaction level changes from time to time, the airliner should update its services according to the changing needs of the customers. Hence, if a company fails to meet the customer expectations over time, it will not meet customer expectation and there will arise a gap, which in turn, will lead to loss of valuable customers. In this respect, the present study has a closer linkage with the works of Khan and Khan (2014) as the present research has been thematically crafted on analyses of customer perceived gaps of Yeti Airlines. One difference between the work of Khan and Khan (2014) and the present research is that the earlier research incorporated value of adaptation or change as per changes in customer expectations as one of the instrumental tools for achieving continued customer satisfaction.

Rafati and Shokrollahi (2011) have assessed the impact of firm's efficiency in delivering other value-added services on creating long term customer loyalty and relationship. These scholars have concluded that service industry such as airlines companies should be concerned about creating and execution of customer loyalty development programs to meet the ever-changing expectations of the customers so as to gain their continued loyalty towards the firm and its business. As existence of other value-added services has been considered as an integral element of assessment in the present research, these two works have a lot of common ground to share or replicate.

5.4. Conclusions

On the bases of overall data presentation and analyses, the present researcher concludes that --

- a. understanding customer expectation and tuning the service delivery in line with it would serve instrumental in gaining customer loyalty and retention in a continued manner,
- b. as the customer needs and expectations undergo changing in context of today's globally dynamic business environment, the providers of customer services in hospitality should be able to adapt in line with changing behavior of the customer, and

- c. the provider of customer services, especially in tourism, should be able to have their eyes on the existing service features and need for improvement in one hand and on the other, they should be capable of communicating effectively so as to leverage the overall level of customer expectations and perceptions so as to find the gaps and fill up them with their strategic and functional intervention.

5.5. Suggestions for Managerial Implications

Based on the key findings of the present study, it can be recommended that Yeti Airlines should focus on effective communication of its distinctive customer services. Similarly, the firm should improve its service delivery mechanism of ticketing and reservation services, airport services, in-flight services and other value-added services by complying with the changing needs to understand the customer expectations, designed and standardized the services as per changing needs, provide with effective delivery of customer services and more importantly, maintain effective communication of its services through various media.

5.6. Suggestions for Further Research

As part of continuing research and innovation the future researches in tourism industry should focus on assessing customer perceived gaps by considering relatively larger number of sample size and divergently of participants as well as extended use of indicators of measurement of the gaps at industry as well as corporate level.

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**APPENDIX A
CONSUMER SURVEY QUESTIONNAIRES**

Dear Respondent,

Namaste! My Name is -----.

It is my pleasure to inform you that I have been undertaking a survey research entitled Service Efficiency of Yeti Airlines: Customer Perceived Gaps Analyses as part of my professional work in higher education in tourism. In this respect, may I request you to kindly provide me about 20 minutes of your valuable time to respond to the survey questionnaires to be administered in the form of structured interview?

As one of the valuable respondents in this study, your inputs in this survey would serve instrumental for this research. You are kindly requested to complete the process in a single sitting. I would also like to assure you that all information provided by you and other respondents will be treated in a confidential manner and all information will be used for the purpose of this academic research only.

Sincerely,

XXX YYY

<College Name>

Degree Candidate

<Degree Name>

Section A: Personal Information

- Q1. Please specify your gender.
- Male.....1
- Female.....2
- Q2. Can you please specify your present age in years completed? ____ Years.
- Q3. Please select the most suitable professional line of association for yourself.
- Self-employed.....1
- Private service holder.....2
- Public service holder.....3
- Others.....4
- Q4. What was your most applicable purpose of last travel by Yeti Airlines?
- Business visit.....1
- Family visit.....2
- Pleasure travel visit.....3
- Others.....4

Section B: Rating of Service Expectation and Perception

Q5. Please respond the magnitude of your assessment about Yeti Airlines service quality based on your expectations before experience and perception of after receiving the services in following respects. To respond on expected and perceived service quality of Yeti Airlines, please consider the following levels of rating:

Rating score Levels of Service Quality

- 5: Exemplary level of service quality
- 4: Fully operational level of service quality
- 3: Moderate level of service quality
- 2: Low level of service quality
- 1: Hardly any evidence of service quality

Expected Level of Quality Before Service Experience					Areas of Service Delivery	Perceived Level of Quality After Service Experience				
1	2	3	4	5		5	4	3	2	1
					1. Ticketing and Reservation Services [Online booking, cancellation, postponed, fare rates]					
					1.1. Yeti Airlines' level of <i>understanding</i> of the customer expectations on its ticketing and reservation services					
					1.2. The airliner's ability to ticketing and reservation service <i>design and standardization</i>					
					1.3. Its ability to <i>deliver</i> the ticketing and reservation services in line with customer expectations					
					1.4. Its ability to align its level of services in tune with its <i>claim through different media</i> in terms of ticketing and reservation					
1	2	3	4	5	2. Airport Services [Check in, check out, baggage handling, flight information, special customer care]	5	4	3	2	1
					2.1. Yeti Airlines' level of <i>understanding</i> of the customer expectations on its airport services					
					2.2. Its ability to provide with effective airport service <i>design and standards</i> as expected by its customers					
					2.3. The airlines' ability to <i>deliver</i> its airport services in line with customer expectations.					
					2.4. Its ability to align the level of airport services in tune with its <i>claim through different media</i>					

1	2	3	4	5	3. In-flight Services [Hosting, seating, information, food and beverages, cleanliness, special customer care, etc.]	5	4	3	2	1
					3.1. The airliner's level of <i>understanding</i> customer expectations on its in-flight services					
					3.2. Yeti Airlines' ability to provide with adequate level of in-flight service <i>design and standards</i> as expected by the customers					
					3.3. Yeti Airlines' in-flight service <i>delivery effectiveness</i> as per customer expectations					
					3.4. Yeti Airlines' ability to align the in-flight services in tune with its <i>claim through different media</i>					
1	2	3	4	5	4. Other Value-Added Services [Re-scheduling of cancelled flights, city drop, membership cards, benefits, privilege cards and special customer care]	5	4	3	2	1
					4.1. Yeti Airlines' level of <i>understanding</i> of the customer expectations on other value-added services.					
					4.2. The airliner's ability to provide adequate level of other value-added services <i>design and standards</i> as per customer expectations					
					4.3. Its ability to <i>deliver</i> value-added services in line with customer expectations					
					4.4. Yeti Airlines' ability to align the level of other value-added services in tune with its <i>claim through different media</i>					

Thank You!