

**Perceptions of students about service quality at university of management
and technology**



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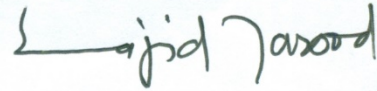

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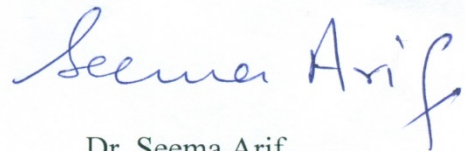
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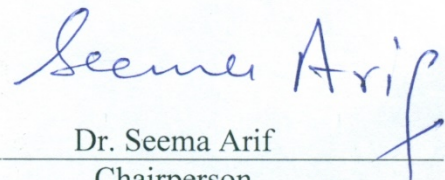
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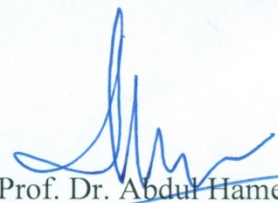
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DEDICATION

All Credit of this Study goes to my Parents, Siblings and Research

Supervisor Mr. Sajid Masood

whose

Prayers, Affection and Caring Attitude made me More

Zealous in the

“Completion of the Thesis”.

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ABSTRACT

This research was conducted to know the perception of students about service quality at University of Management and Technology Lahore. The study was Quantitative and convenient sampling technique to select sample for data collection in this study. The data were collected from senior and junior students enrolled in undergraduate programs offered in different schools of the university. Data were collected from 498 students using instrument having Likert scale items. Descriptive and inferential statistics (Independent sample t-test and one way ANOVA) were used to determine the perception of students about service quality. The results of the descriptive statistics showed that students were satisfied with the facilities that were provided by the university. The study finds that there was no significant difference found on the basis of gender and length of stay in university. There was a significance difference between the perceptions of students that belonged to the different schools of the university about service quality.

Keywords: Service quality, Perceptions of the students, Satisfaction of the student, Expectation of the student, Student as a customer, Service quality in higher education.

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Chapter I

Introduction

Service quality is an essential element that it is an important concern in our life. It is observed as an organizational weapon. The organizations need to enhance their services to measure the service quality. In the process of measuring the service quality it needs to observe the areas for improvement. The meaning of service quality has changed throughout the history. In the history quality meant precision, truthfulness and perfection. Service quality also explains the nature of an individual person and the nature of a thing. Service quality varies from person to person (Chang, 2009). Jain, Sinha and Sahney (2011) define that service quality has two basic dimensions and these dimensions have further sub dimensions like program quality: curriculum, input quality, academic facilities; and quality of life: non-academic processes, sport facilities, and campus quality.