

## **Abstract**

This research was conducted to study the graduate students expectations and perceptions toward the service quality of the Computer Laboratory of Graduate Schools (4<sup>th</sup> floor of Assumption Building), Assumption University. The research is focused on five dimensions of service quality: tangible, reliability, responsiveness, assurance and empathy.

The target population of this research is the current graduate students of all programs of Assumption University who used the Computer Laboratory of Graduate School (4<sup>th</sup> floor of Assumption building) of Assumption University. The SERVQUAL instrument was adapted as a tool in collecting primary data. The questionnaires were set into two parts: expectations toward service quality and perceptions toward service quality. 30 sets of questionnaires were distributed as the pre-testing in order to test the reliability, then the mistakes will be corrected and adjusted in terms of wording, sequencing and structuring. The result of the pre-testing shows that the questionnaire was reliable in all dimensions for both expectation and perception. After that, 277 sets of questionnaires were distributed to graduate students who are the respondents of this research and the data was analyzed by SPSS program. Lastly, the researcher conducted personal interview with 30 regular users of the computer laboratory in order to gather more information to support the recommendation of this study.

The result shows that there is a difference between expected service and perceived service in all five SERVQUAL dimensions, since the mean score of each dimension of expectations is greater than the mean score of each dimension of perceptions. Therefore, the graduate students are dissatisfied with the service quality

of the Computer Laboratory of Graduate Schools in all dimensions: tangible, reliability, responsiveness, assurance and empathy.

The dimension that has the highest students' expectation is tangible dimension with average mean score at 4.581 and tangible is also the dimension that has highest gap at 5.0217 between expectations and perceptions, so the graduate students have the highest dissatisfaction toward this dimension. The main areas of students' dissatisfaction toward tangible dimension are the modern looking of equipment, neat and clean service counter as well as staff, the number of computers and printers and the service space area.

The gap between expectation and perception of reliability dimension is 3.6679 and the main areas of students' dissatisfaction toward reliability dimension are providing the service at the time promised, staff's sincere interest in solving the problem, staff's ability to perform the service right at the first time and also provide the consistency service.

Empathy is the dimension that has the lowest students' perceptions with average mean score at 3.1995. The gap between expectation and perception of this dimension is 3.4621 and the main areas of students' dissatisfaction toward empathy dimension are operating hour, giving individual student attention, ability and effort in listening and understanding of staff.

The gap of assurance dimension is 3.1480 and the areas of students' dissatisfaction toward assurance dimension included staff instills confidence in students, students feel safe in service transaction, staff has knowledge to answer students' question and be courteous to the students.

Responsiveness is the dimension that has the lowest gap between expectation and perception at 2.2310 and also the dimension that has highest students'