Influence of the Antecedents of Service Quality and Perceived Value in Its Relations with Service Evaluation Constructs of the University Classes

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Abstract: An empirical study was carried out at the Universidad Privada Boliviana (UPB) in order to analyze the influence of the introduction of antecedent constructs in a structural equations model of university service evaluation. Previously, instruments were designed to measure the investigated constructs of class service evaluation with adequate validity and reliability. Three models of class service evaluation were analyzed through the structural equation modeling (SEM): 1) comprehensive, 2) service quality antecedents, and 3) antecedents of service quality and value. The comparison of the values of the direct and indirect paths and the predictive power between the three models allowed testing positively the three hypotheses raised in the investigation. The most important finding is that if antecedent constructs (either the quality of service or the value) are introduced to the comprehensible model, they produce an increase in the intensity of their routes with their constructs consequence. On the other hand, the hierarchical superiority of the perceived value over the service quality in its influence with the mediator construct (student satisfaction) and the predictive construct (behavioral intentions of postclass) was verified. These conclusions are particular to the specific context in which the research was carried out and will require the contribution of other specific research in other universities to achieve generalization.

Keywords: Class service value, class service quality, student satisfaction, postclass behavioral intentions, structural equation modeling, exploratory factor analysis, confirmatory factor analysis.

INTRODUCTION

Successful companies highlight delivering value to the customer as a key strategy to achieve their loyalty [1]. For this reason, value creation represents a new paradigm in which in order to maintain a competitive advantage [2] a new approach is required compared to those based on service quality or customer satisfaction [3]. Recently, researchers have begun to address a multidimensional value perspective and have examined their relationship with other post-consumer constructs, such as satisfaction and behavioral intentions [4-6].

The commercialization of higher education has led to the need to apply marketing concepts to the educational context. A critical concept is value, which considers how consumers perceive the results of their consumer experiences [7]. Consequently, the functional relationships between service quality, value, satisfaction and recommendation in the educational field are the object of this study, based mainly on the model of Brady *et al.* [8]. In higher education in Bolivia, the private sector has increased in recent years. Bolivia to 2009 had 58 universities, 18 public and 40 private [9]. In this context, it is a service sector in which competitive forces have increased, and to see if improvement efforts have paid off, there is urgency to measure quality, student satisfaction, and service value.

There are currently some papers that have studied and measured perceived value in higher education, either with a one-dimensional [10-13] or multidimensional approaches [14-18]; however the approach of the measure has been made taking into account all educational services. Specifically, if the class service is taken into account, there are only a series of works that have measured the perceived value [19-21] and its impacts in the service quality, satisfaction and behavioral intentions of postclass, in structural equations modeling; however, these models have not investigated what is the contribution or consequence in the relationships of introducing the antecedent constructs of the perceived value.

This research aims to analyze the differences between the direct and indirect paths between the perceived value of service class, student satisfaction and behavioral intentions of postclass, using structural equation modeling that involve the antecedents of the perceived service quality and the antecedents of the

perceived value. Specifically, we intend to test the following hypotheses based on a so-called comprehensive model [8], which is composed of the

relationships between perceived service quality, perceived value, student satisfaction and behavioral intentions of postclass (Figure 1).
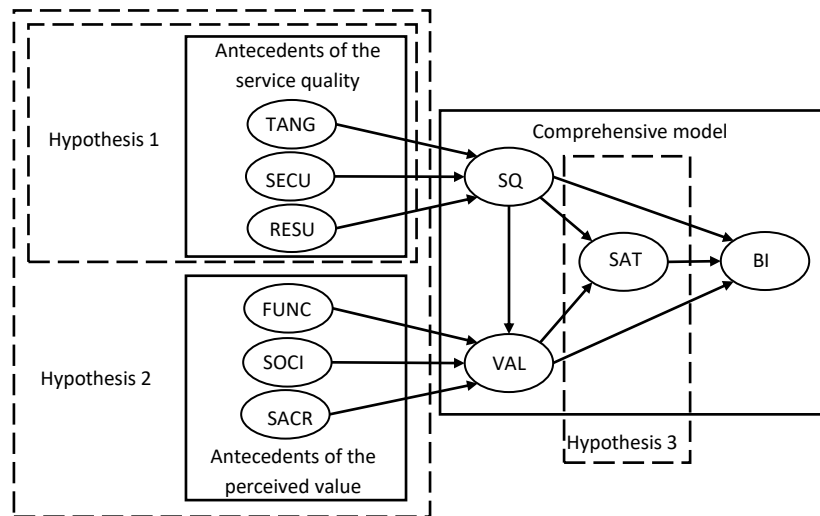

Fig-1: Comprehensive model for the hypothesis approach – SQ: service quality; SAT: satisfaction; VAL: value; BI: behavioral intentions; TANG: tangible; SECU: security; RESU: result; FUNC: functional value; SOCI: social value; SACR: Sacrifices

H1. The introduction of the antecedents of the class service quality (SQ) in the comprehensive model (Tangible-TANG, security-SECU and result-RESU) [21] increases the positive effect of their relations with their constructs consequence: perceived value (VAL), satisfaction (SAT) and behavioral intentions of postclass (BI).

H2. The introduction of the antecedents of the perceived value of the class service (functional value-FUNC, social value-SOCI and sacrifice-SACR) in the comprehensive model that presents the antecedents of class service quality, establishes a superior domain in the intensity of the relationships of perceived value with its constructs consequences: satisfaction and behavioral intentions of postclass, decreasing the intensity of the relations of service quality with its constructs consequence.

H3. The introduction of the antecedents of the perceived value of class service in the comprehensive model that presents the antecedents of class service quality increases the mediating role of satisfaction with the value towards the behavioral intentions of postclass and diminishes the mediator role of satisfaction with the service quality.

LITERATURE REVIEW
Conceptualization of perceived value
Choi *et al.* [22] and Ruiz-Molina [23] have adhered to the utilitarian definition; perceived value is a consumer assessment of the utility of perceived benefits and sacrifices [24], or in the case of services, the

difference between service quality and sacrifice [25, 8, 26]. The utilitarian definition excludes the shopping experience. A broader definition states that "consumer value is a cognitive-affective assessment of an exchange ratio carried out by a person at any stage of the purchasing decision process, characterized by a series of elements tangible and / or intangible, that determine a comparative judgment conditioned by the time, place and circumstances of the evaluation" [27, p. 53].

Despite differences to define value, there are areas of agreement in the literature, in particular, that perceived value is based on a comparison between benefits and sacrifices [16], is a preferential judgment [27], varies with the time and location [14], contains a perceptual dimension [28], includes the goal that the consumer seeks to achieve through consumption [29], depends on individual characteristics [30] and shows a comparative character [27].

Approaches to the measurement of perceived value
There are several approaches to measuring the construct of perceived value. These approaches can be divided into three categories:

- Global measurement of a single item. The argument that this measure is used when consumers share a single meaning of value, has been disapproved [4], since values vary between clients, cultures and over time [27]. This scale has no validity [31]. It has been used in conjunction with other measures to overcome their weakness [32, 33].
- One-dimensional global measurement with multiple items. The one-dimensional

conceptualization is simple, but does not give specific directions on how to improve value [4], nor can it determine its complex nature [34]. Despite these disadvantages many researchers have used it [18, 10, 11, 13, 35].

- Multidimensional measurement. The value is a multidimensional construct, whose attributes are difficult to measure [36]. Several researchers have addressed different ways of classifying value dimensions, such as functional, social, emotional, conditional, and epistemic value [37].

Measurement of perceived value in higher education

LeBlanc and Nguyen [14] detail the fact that very little research has been done on how students evaluate value in higher education. However, this need is superlative, given the changes faced by higher education institutions [38]. There is a limited number of researches that have studied this concept [14-18] and only one that has measured the value of class service with a one-dimensional approach [21].

Antecedent's models and consequences of perceived value

Several models of relationships between perceived value and its antecedents and consequences have been developed [8, 22, 39, 31, 40, 41].

The antecedents of perceived value are:

- The perceived service quality, the difference between expectations and performance perceptions [42], the judgment of service superiority [4] or reliability [43].
- The monetary price of the service codified by consumers [4].
- Perceived risk, which is the subjective anticipation to be lost to some degree, connected with the possibility that the service does not provide the expected benefits [36].
- Convenience, points to an emotional state experienced by consumers and is influenced by surrounding attributes [27].

- The behavioral (non-monetary) price, which includes the time and effort used to search for and purchase services [6].
- The emotional response, refers to the judgment of the pleasure that the services bestow upon the buyers [4].
- Reputation, denotes the prestige or status of services perceived by buyers, based on the image of service providers [4].
- Trust, which is the willingness to depend on an exchange partner in which one has confidence [44].

The consequences of perceived value are:
- Satisfaction, which is an emotional state created in the minds of consumers when being exposed to service experiences [4].
- Behavioral intentions, which relate to the willingness of consumers to take action with regard to the services offered [45].
- Commitment [44].

Although several antecedents and consequences of perceived value have been identified, Gallarza and Saura [6] and Petrick [4] suggest the existence of a logical relationship between quality service, perceived value and satisfaction, but it has not yet been determined with certainty which constructs serve as mediators, antecedents or consequences [46, 47].

Brady *et al.* [8] identified four competitive service evaluation models that are used to describe the antecedents of behavioral intentions (value model, service quality, satisfaction and comprehensive). The results showed that the comprehensive model was the one that had the best measurement specification (see Figure 2). They found that the role of direct antecedent of service quality seems to be less important than those of value and satisfaction.
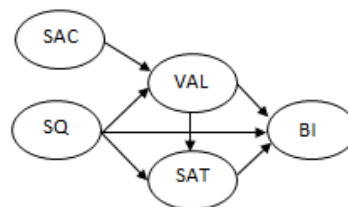

Fig-2: Comprehensive model -SAC: sacrifice; SQ: service quality; SAT: satisfaction; VAL: value; and BI: behavioral intentions. Brady *et al.* [8]

Brady *et al.* [8] through their empirical study, made the following important contributions, where the comprehensive model was the one that showed a superior adjustment with respect to the other proposed models:

- Validation of the notion of service value as an integrated construct in the relationship between sacrifices and service quality.
- Disclosure of a relationship between service quality, value and satisfaction.

- Validation of a relationship between value and satisfaction.
- Service quality, service value and satisfaction are critical antecedents (they have a strong collective influence) of the behavioral intentions in the meeting of the service.

In the same way Choi *et al.* [22] and Chen [39], empirically tested comprehensive models. Both presented evidence that the causal sequence suggested by the framework of the multi-attributes attitude model, ie, cognition (service quality and value) - affects (satisfaction) - cognate (behavioral intention), is robust. However there were some differences. The most important determinant of satisfaction and behavioral intentions was service quality in the study by Choi *et al.* [22] while in the Chen study [39] was the perceived value.

The main conclusion to be drawn from the analysis of models is that future research should focus on the study of comprehensive models [8, 22, 39], in which the dimensions of service quality should be measured as antecedents and not as components of that construct [26].

Models of antecedents and consequences of perceived value in higher education

Based on the study by Banwet and Datta [48] and Brady *et al.* [8], Valdivieso [19-21] proposed two models that included perceived value. The first one was called "comprehensive", since the class service quality and the perceived value, both affect the behavioral intentions of postclass, directly and through the mediator variable (satisfaction); In turn, the service quality is the antecedent of the perceived value of classes. The second model was called the antecedent of the class service quality (See Figure 3).
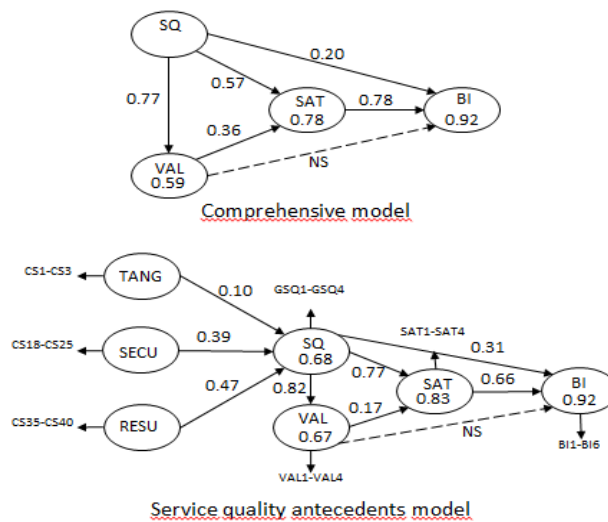

Fig-3: Standardized results of class service evaluation models. Valdivieso [20, 21]

In the comprehensive model, class service quality presents a more important role than the perceived value in predicting future behavioral intentions of the students, since their direct route has a higher value than the perceived value (0.20 versus a non-significant value) and also its indirect route through satisfaction (0.57 x 0.78 = 0.44, versus 0.36 x 0.78 = 0.28). By introducing into comprehensive model the antecedent constructs of service quality (tangible, security and result), service quality routes with their constructs consequences (satisfaction, perceived value and behavioral intentions of postclass) were intensified. In addition, the mediating power of satisfaction with service quality increased (from 0.44 to 0.51) and decreased from the perceived value (from 0.28 to 0.11). In both models, an explanatory power of 92% was observed.

From the previous results, what is wanted to prove in this investigation is that if they enter in the

model the antecedents of perceived value, these will contribute to that perceived value present a more important role than service quality for the prediction of student behavioral intentions of postclass.

RESEARCH RESULTS
Sampling plan, characteristics and suitability of the sample

In higher education, because of the structure of the teaching-learning academic processes, it was not feasible to perform a simple random sampling, choosing a pseudo-random sampling taking advantage of the groups of students formed by subjects. A survey was distributed to the students of the Universidad Privada Boliviana (UPB) in the period of classes, at the end of the subject. 300 surveys were processed in the II-2014 semester. The data collected through the sampling plan show the following demographic and academic characteristics of students surveyed (Table 1).

Table-1: Attributes of the sampled students

Characteristic	Result [%]	
Gender	Male	Female
	54	46
Civil status	Single	Married
	100	0
Nationality	Bolivian	Foreign
	99	1
Faculty	Engineering	Business
	38	62
Scholar	Yes	No
	27	73
Classroom methodology	Traditional	Not traditional
	53	47
Subject	Numerical	Theoretical
	84	16

These characteristics confirm the population pattern of the UPB students at Campus La Paz and the pattern of the planned subjects.

Two suitability tests were performed [49]. The Mardia kurtosis coefficient indicated that the multivariate normality assumption is not met; therefore, procedures that do not require compliance with the assumption were used (unweighted least squares method was used for structural equation modeling). It was verified that the relationships between items forming a measuring instrument are linear, using the Pearson correlation coefficient.

Design of measuring instruments
In order to perform a structural equation modeling and test the hypotheses of this research, it was previously required to obtain valid and reliable instruments of the constructs that are part of the model. For this the following methodology was followed:

- Identification of the purpose of the instrument. In this case the batteries can be used as a diagnostic tool (service quality, perceived value, satisfaction) or predictive (behavioral intentions of postclass).
- Identification of the domain of the constructs involved in the model.
- Analysis and choice of the appropriate measurement approach (which in the case of service quality and perceived value are second-order multidimensional models, and in the case of satisfaction and behavioral intentions are one-dimensional models).
- Specification of some external factors of the instrument: a) Characteristics of the population: Students enrolled in the UPB at the undergraduate level, b) Language: Spanish, c) Application time: Approximately 20 minutes, d) Temporal application stage: Last days of teaching a subject.
- Choice and preparation of a sample of items covering the domain of each construct. First, the dimensions that make up the construct and its

definitions were determined. Subsequently, items were created, chosen and / or modified based on the literature (revision and analysis of batteries to measure the constructs considered in higher education and other services) to cover the domain of each dimension. This analysis was carried out through expert judgment.

- Specifying the format of the instrument items, indicating the type of response to be given by the examiner and the scoring procedure. The questionnaire measures students' perceptions of the different elements that make up the evaluation of class service, using a 7-point Likert scale, ranging from 1 = "Strongly disagree" to 7 = "Strongly agree", except for service quality, which ranged from 1 = "Much worse than expected" to 7 = "Much better than expected".
- Elimination of irrelevant items to the measurement, obtaining a robust dimensional structure (number of dimensions) of each measurement instrument, using exploratory factor analysis (EFA) (principal component method) and determination of internal consistency or reliability using Cronbach's alpha. To perform the exploratory factor analysis, the Bartlet sphericity test, the KMO test and the sampling adequacy measures of each item must be performed previously.
- For the second-order multidimensional construct instruments, the determination of goodness of fit indices using confirmatory factor analysis (CFA) (least squares method).
- Determination of the validity (discriminant and predictive) of the instruments designed.

The following instruments were generated for the measurement of class service evaluation constructs, defined as follows:

Multidimensional class service quality (SQ). The quality of classes given to students in a classroom can be grouped into two dimensions: technical quality (result) and functional (process). Outcome quality can

be expressed primarily as the degree of skills (cognitive, attitudinal, volitional, and behavioral) gained during the class including notes and reading materials received during the class and feedback on student achievement. Functional quality (process) can be divided into tangible and intangible quality. The tangible aspects refer to the condition of the classroom, the quality of the presentation and the appearance of the teachers. The intangible aspects consist mainly of the teacher's abilities to impart the class. The teaching service in the classroom will be perceived as quality when the teacher reaches or exceeds the expectations of the students [19]. The antecedents of service quality have been conceived under the following terms. Tangibles: Physical facilities, equipment and elements of the class (resources and objective means for the development of the class); Security: Courtesy of the teacher and his ability to inspire or convey confidence, security and confidentiality; and Result: The product that the student has received from the class service.

Multidimensional perceived value of the class service (VS). Valdivieso [50] conducted a thorough investigation of the perceived value of class service, arriving to define the perceived value of class service students as the difference between service quality they receive and sacrifice they make (cost of inscription, time, energy and effort used to pass the class). The antecedents of the perceived value of the class service are as follows. Functional value: It takes into account the number of topics of interest seen, suitability of topics, seat comfort, price, effective teacher support, good organization and class planning; Social value: It is represented by the interactions, linkages and relationships between the students of the class and the teacher, recognition and prestige of the teacher; and Sacrifices: It is the price, effort, time and energy that had to give the student to receive a high service quality of classes.

Global class service quality (GSQ). It is a measure of the student's judgment about the integrity of the excellence or superiority of the class service provided by the teacher and the university.

Perceived value of the class service (VAL). The value perceived by students in the classroom service is determined by the difference between service quality they receive and sacrifice they make, which is composed of the cost of enrollment, time, energy and effort used to spend class.

Student satisfaction of classes (SAT). The satisfaction of the student of a class is defined as the evaluation judgment, emotional reaction or affective perception of the student regarding the degree of complacency derived from the experience of the class service and the fulfillment of their requirements.

Behavioral intentions of postclass (BI). The student's behavioral intentions of postclass is the degree to which he exhibits a repetitive behavior toward another class with the same teacher in charge of the class service, has a positive attitude toward the teacher and considers recommending this teacher to others when there is a need to take this class.

The characteristics of the instruments designed using the EFA and CFA techniques are shown in Table 2. The instruments designed are shown in the Appendix.

Table-2: Psychometric characteristics of batteries designed for research

Characteristics	Batteries					
	SQ	VS	GSQ	VAL	SAT	BI
Source of information	Valdivieso [21]	Valdivieso [50]	Valdivieso [21]			
Number of items	21	23	4	4	4	5
Number of dimensions	3	3	1	1	1	1
Percentage of variance extracted from EFA	67	67	86	86	88	84
Format	1-7 (much worse than much better than expected)	1-7 (strongly disagree to strongly agree)				
Reliability	0.99	0.97	0.95	0.94	0.96	0.95
CFA adjustment indices: NFI, GFI, AGFI, RMR	0.988; 0.990; 0.988; 0.092	0.990; 0.991; 0.990; 0.089	-	-	-	-

Analysis of structural equation modeling of assessment service classes

Every structural equation modeling is broken down into two [49]: 1) structural component, which includes the relationships between latent factors, and 2) measurement component, which includes observed variables that measure latent factors. In order to achieve greater clarity in the analysis of the proposed models, the measurement component was obviated in each of them (Observable variables are shown in the Appendix).

For the structural equation modeling the unweighted least square (ULS) method was used, since it does not require the multivariate normality assumption or a too large sample size. The values of the relationships between constructs were generated using AMOS 6.0 software.

To estimate all the models described below, the following methodology was followed:

- The variance-covariance matrix of the sample of observed variables was obtained.
- The model identification was performed.
- The model was estimated using the ULS method.
- The parameters of the model were estimated: factor loads, variances-covariances of the common factors, and variances-covariances of the specific factors or errors and multiple square correlations.
- The goodness of fit of the model was determined with the ad hoc adjustment indexes.
- The interpretation of the model parameters was performed. We examined whether the parameter estimators are reasonable, ie. if they had theoretically adequate values and if they were significant. In order to be compatible with the values that take the parameters estimated with the statistical model, it was verified that there are no correlations higher than the unit, there are no standard factor loadings outside the range -1 to 1, that the standardized residuals are not abnormally large or small and there are no negative estimates of variances.

Brady *et al.* [8] and Choi *et al.* [22] established that the "comprehensive" model presented the best adjustment indexes compared to the other three models and also had a much higher predictive power. Valdivieso [19] adapted the model to the context of the class service in higher education, proving its superiority over others. In this sense, the first model analyzed in this research is the "comprehensive" (See Figure 4). It is comprehensive in the sense that service quality, value and satisfaction directly and jointly influence behavioral intentions. This model serves as a basis for comparison to test the hypotheses raised.
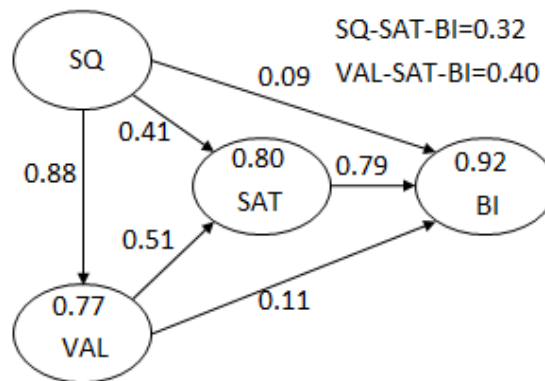

Fig-4: Comprehensive model

The following characteristics of the comprehensive model can be observed:

- There is a smaller direct (significant) effect between service quality (SQ) and behavioral intentions (BI) (0.09), than between perceived value (VAL) and behavioral intentions (BI) (0.11).
- There is a smaller indirect effect between service quality-satisfaction-behavioral intentions (0.32) than between perceived value-satisfaction-behavioral intentions (0.40). Hence the mediating power of satisfaction is high in both indirect routes with respect to their direct routes.

- The predictive power of the model is high (92%).

It will be seen below how these structural relations are modified by systematically introducing the antecedents of service quality and perceived value.

The second model introduces in the comprehensive model the antecedents of the service quality; ie, tangible, security and result.
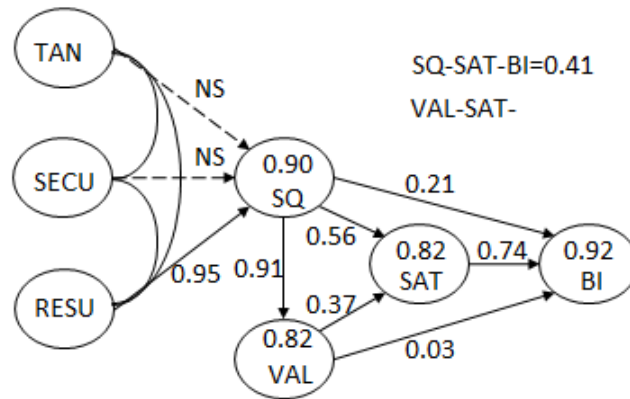
Fig-5: Service quality antecedent's model

The following characteristics of the service quality antecedent's model can be observed:

- There is a weak direct relationship between service quality (SQ) and behavioral intentions (BI) (0.21). There is a direct non-significant relationship between perceived value (VAL) and behavioral intentions (BI) (0.03).
- There is a greater indirect effect between service quality-satisfaction-behavioral intentions (0.41) than between perceived value-satisfaction-behavioral intentions (0.27). Therefore the mediating power of satisfaction is moderate.
- The predictive power of the model (explained variance) is high (92%).

The effect of the introduction of service quality antecedents to the model results in a decrease in the intensity of the relations between the value and the constructs consequence, that is to say satisfaction and behavioral intentions, and an increase of intensity between the relations of the service quality with its constructs consequence, that is, perceived value, satisfaction and behavioral intentions.

The third model includes, in addition to the antecedents of service quality, the antecedents of the perceived value; functional value, social value and sacrifices (Figure 6).
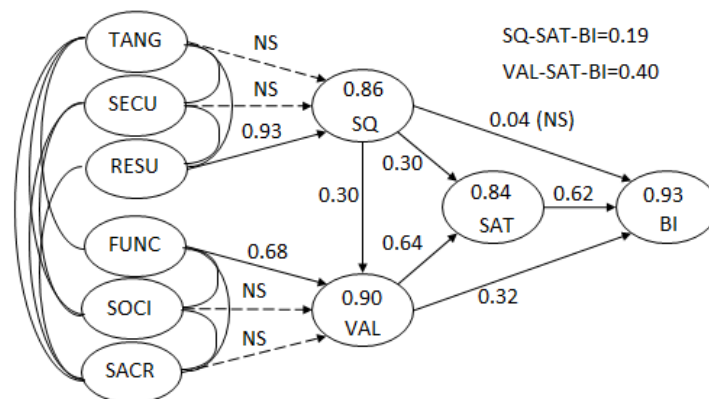

Fig-6: Antecedents model of service quality and value

The following characteristics of the model can be observed:

- There is a direct non-significant relationship between service quality (SQ) and behavioral intentions (BI) (0.04). There is a moderate direct relationship between the perceived value (VAL) and the behavioral intentions (BI) (0.32).
- There is a greater indirect effect between perceived value-satisfaction-behavioral intentions (0.40) than between service quality-satisfaction-behavioral intentions (0.19). Therefore, the mediating power of satisfaction is high, since it is greater than direct routes.

- The predictive power of the model is high (93%).

In general, it is observed that the joint effect of service quality antecedents and value on the model translates into a decrease in the intensity of the relationships between service quality and constructs consequence, ie perceived value, satisfaction and behavioral intentions, and an increase in intensity between the relations of the perceived value of the service with its constructs consequence, ie satisfaction and behavioral intentions. On the other hand, this effect decreases the relationship between satisfaction and behavioral intentions (0.62).

It has been confirmed that the antecedents of the perceived value have a greater weight or influence on the relations of the model than the antecedents of the service quality.

Table 3 shows the adjustment indices of the three models.

Table-3: Goodness of fit indices of the models investigated

Group	Index	Comprehensive model	SQ antecedents model	Antecedents model of SQ and VS
Adjustment function	F	61.255	1256.878	3448.296
Comparative fit indices	NFI	0.999	0.995	0.993
Proportion ratios of variance	GFI	0.999	0.995	0.994
	AGFI	0.999	0.995	0.993
Residuals based indices	RMR	0.037	0.075	0.078

It is observed that the NFI, GFI and AGFI indices are very close to the value of 1 in all three models. The RMR indices are quite close to zero, although in some models they are greater than 0.05. This indicates that the three models have good fit indices.

Verification of hypotheses

The research hypotheses have been formulated as follows:

H1. The introduction of the antecedents of class service quality (SQ) in the comprehensive model (Tangible-TANG, security-SECU and result-RESU) increases the positive effect of their relations with their constructs consequence: perceived value (VAL), satisfaction (SAT) and behavioral intentions of postclass (BI).

H2. The introduction of the antecedents of perceived value of the class service (functional value-FUNC, social value-SOCI and sacrifice-SACR) in the comprehensive model that presents the antecedents of class service quality, establishes a superior domain in the intensity of the relationships of perceived value with its constructs consequences: satisfaction and behavioral intentions of postclass,

decreasing the intensity of the relations of service quality with its constructs consequence.

H3. The introduction of the antecedents of the perceived value of class service in the comprehensive model that presents the antecedents of class service quality increases the mediating role of satisfaction with the value towards the behavioral intentions of postclass and diminishes the mediator role of satisfaction with the service quality.

Three procedures were used for verification:

- H1 and H2. Comparison of the intensity of the relations between the constructs that form part of the three models.
- H1 and H2. Comparison of the multiple square correlations between the three models, to observe which one presents greater predictive power.
- H3. Analysis of the values of indirect routes between models constructs to compare the mediator power of satisfaction.

First, a comparison was made between the values of the relationships between constructs of the three models, to determine their differences (Table 4).

Table-4: Values of the direct standardized relationships between the constructs of the three models

Direct paths			Model 1 Comprehensive	Model 2 SQ Antecedents	Model 3 Antecedents of SQ and VAL	Difference M2-M1 [%]	Difference M3-M2 [%]	Difference M3-M1 [%]
VAL	<---	SQ	0.875	0.908	0.301	4	-67	-66
SAT	<---	SQ	0.409	0.556	0.301	36	-46	-26
BI	<---	SQ	0.085	0.211	0.043	148	-80	-49
SAT	<---	VAL	0.515	0.368	0.640	-29	74	24
BI	<---	VAL	0.105	0.033	0.324	-69	882	209
BI	<---	SAT	0.788	0.737	0.623	-6	-15	-21

The introduction of the service quality antecedents to the comprehensive model (M2-M1), results in an increase in the intensity of the relations of service quality (SQ) with its constructs consequences (VAL, SAT and BI), where SQ-BI path is the one with the greatest increase (148%). On the other hand, this introduction produces a decrease in the intensity of

value relations (VAL) with its constructs consequences (SAT and BI) and also a decrease in the satisfaction pathway (SAT) with behavioral intentions (BI); thereby diminishing the mediating power of satisfaction. This result proves the first hypothesis of the investigation.

The introduction of the service quality antecedents and the antecedents of perceived value to the comprehensive model (M3-M1), produces a decrease in the intensity of the relations between service quality (SQ) and its constructs consequence (VAL, SAT and BI). It also produces an increase in the intensity of the relationships between the perceived value (VAL) and its consequence constructs (SAT and BI). In addition, the mediating power of satisfaction diminishes.

The introduction of the antecedents of perceived value to the service quality antecedents model (M3-M2), produces a decrease in the intensity of the relations between service quality (SQ) and its constructs consequence (VAL, SAT and BI), produces a

superlative increase in the intensity of the relationships between perceived value (VAL) and its consequence constructs (SAT and BI), and decreases the mediating power of satisfaction. This result proves the second hypothesis of the investigation.

Thus, the comparative analysis of the relationships between constructs of the model shows that the antecedents of the perceived value have a greater effect than the antecedents of service quality. It is also verified that the presence of service quality antecedents further intensifies the effect of the antecedents of value on the relations of the model.

Second, the multiple square correlations are shown in Table 5.

Table-5: Multiple square correlations of the constructs of the three research models

Construct	Model 1 Comprehensive	Model 2 SQ Antecedents	Model 3 Antecedents of SQ and VAL	Difference M2-M1 [%]	Difference M3-M2 [%]	Difference M3-M1 [%]
SQ	0	0.896	0.857	-	-4	-
VAL	0.766	0.825	0.900	8	9	17
SAT	0.801	0.816	0.841	2	3	5
BI	0.916	0.922	0.932	1	1	2

The introduction of the service quality antecedents in the comprehensive model (M2-M1) produces an increase in the predictive power of value and satisfaction. It also produces an increase in the predictive power of the model by 1%. The introduction of perceived value antecedents in the service quality antecedents model (M3-M2) results in a decrease in the predictive power of service quality and an increase in the predictive power of value and satisfaction. It also produces a 1% increase in the predictive power of the model. The introduction of the service quality

antecedents and the perceived value antecedents in the comprehensive model (M3-M1), produces a 2% increase in the predictive power of the model.

These results confirm the first two hypotheses of the present investigation.

To test the third hypothesis, we analyze the values of indirect relationships between the constructs of the model to compare the mediator power of satisfaction (See Table 6).

Table-6: Values of indirect standardized paths between constructs of the three models

Indirect paths	Model 1 Comprehensive	Model 2 SQ Antecedents	Model 3 Antecedents of SQ and VAL	Difference M2-M1 [%]	Difference M3-M2 [%]	Difference M3-M1 [%]
SQ-SAT-BI	0.322	0.410	0.188	27	-54	-42
VAL-SAT-BI = 0.27	0.406	0.271	0.399	-33	47	-2

The introduction of the service quality antecedents to the comprehensive model increases the mediating power of satisfaction with service quality and decreases it with perceived value. The introduction of the service quality antecedents and the antecedents of the perceived value to the comprehensive model diminishes the mediating power of the satisfaction with service quality and increases it with perceived value. Finally, the introduction of the antecedents of perceived value to the service quality antecedents model superlatively diminishes the mediating power of satisfaction with service quality and increases it

superlatively with perceived value, thus proving the third hypothesis.

DISCUSSION OF RESULTS

It confirmed a three-dimensional structure of the instrument of perceived quality of class service. The first one called tangible groups the functional aspect, attractiveness and cleanliness of the classroom and its elements of academic use. The security dimension, formed by the fusion of security and empathy, exhibits personal characteristics of the teacher. The results dimension, which is a union of reliability, competence

and results, shows how important it is for the student to have a competent teacher.

The dimensional structure of the instrument of the perceived value of class service is of three dimensions. The functional dimension was formed by grouping functional value, value for money, emotional value, epistemic value and reputation. The second dimension is the social value, being the only one that retained all the hypothetical items. This demonstrates that UPB students assign a high cultural priority to the social value of attending classes at this university, as a guarantee of status awareness [51]. The third dimension retained two items and was called sacrifices.

Comparing the paths of the three models used in research using structural equation modeling suggests that the antecedents of perceived value interfere with the relationships of the three antecedent constructs included in the comprehensive model in favor of significance or prevalence of perceived value over other antecedents of the behavioral intentions of postclass. A similar conclusion was drawn by Pilelienė and Grigaluinaite [52] in the rural tourism service industry in Lithuania, where they concluded that the perceived value can compensate for the disadvantages of tourists' perception of factors affecting service satisfaction, since that its great influence on the behavioral intentions decreases the influence of satisfaction. Calabuig *et al.* [53] also concluded that value is the variable that has the greatest weight in predicting the future intentions of spectators of major sporting events.

Comparing the comprehensive base model that is used in this research with the Valdivieso model [20], the main difference is that the Cochabamba students prioritize the service quality over the perceived value and the students of La Paz vice versa. If we compare the antecedents model of the service quality of this research with the Valdivieso model [21] we conclude that the models are quite similar, with the difference that as in the comprehensive model, inclusion of the antecedents of the service quality decreases the intensity of relations of the constructs with the perceived value but to a lesser extent than in the Valdivieso model [21].

Yu *et al.* [54] conducted an investigation for the service industry of fitnees for people over 60 years, using a model similar to this research, where the inclusion of antecedents service quality did not contribute to the increase in the intensity of the direct relationship of service quality with the intentions of repurchase behavior (0.03), but did lead to increase the direct relationship through satisfaction (0.38) compared to the decrease in the indirect ratio of perceived value through of satisfaction (0.13).

The notion that perceived consumer value is the most important indicator of behavioral intentions of postclass [2, 55, 8] has been proven in the research.

The main contribution of this research is to show the fact that the path analysis between constructs of comprehensive models, without taking into account the antecedents of the involved constructs, can lead to different conclusions compared to models that introduce these antecedents.

CONCLUSIONS

Through an empirical study and using the AFE and AFC techniques, measurement instruments have been designed for the investigated constructs, with adequate dimensional structures, reliabilities and validity.

Using structural equation modeling (SEM) we have carried out the comparison of the intensity of the relationships between constructs of three so-called comprehensive models, antecedents of class service quality and antecedents of class service quality and perceived value.

It has been concluded that, based on the comprehensive model, the inclusion of service quality antecedents (tangibles, security and result) increases the intensity of class service quality relationships with their consequences (perceived value, satisfaction and behavioral intentions of postclass) and decreases the intensity of the relations of perceived value with its constructs consequences (satisfaction and behavioral intentions of postclass).

The inclusion of the antecedents of perceived value of class service (functional value, social value and sacrifices) to the service quality antecedent model positively intensifies the relations of perceived value with its constructs consequence (satisfaction and behavioral intentions of postclass) and minimizes the intensity of the relationships of service quality with its consequences (perceived value, satisfaction and behavioral intentions of postclass).

Finally, the inclusion of the antecedents of the perceived value of class service (functional value, social value and sacrifices) to the service quality antecedents' model, increases the mediating power of satisfaction by the path of perceived value, but diminishes the mediating power of satisfaction by the service quality path.

IMPLICATIONS FOR MANAGEMENT

Knowledge of the mechanism by which the student forms his behavioral intentions of postclass is very important, since it is useful to perform specific actions for the improvement and monitoring of various aspects of the class, as well as for the evaluation of the performance of teachers.

The inclusion of service quality antecedents and perceived value antecedents in the comprehensive class service evaluation model has resulted in a change

in the intensity of the relationships between the antecedent constructs in favor of perceived value in detriment of service quality. This finding has important consequences in the management of continuous improvement of class service in the UPB of Campus La Paz. The strategy should focus on the development of action plans aimed at increasing perceived value of the class service rather than at improving service quality. Implementing these action plans will result in more positive behavioral intentions of postclass from students: they may be encouraged to attend another course taught by the teacher, will say positive things and recommend to their classmates to take classes with the teacher and they will consider staying at the UPB until they finish their studies.

The benefit of obtaining antecedents measurements of service quality and value, in addition to the measurements of the four constructs involved in the comprehensive model, will result in more effective decision making on various academic aspects based on the intentions of students' postclasses: permanence of the teacher in the subject or in the university, improving the teaching abilities to increase the value of class service, to establish methods, policies and procedures in the class to increase perceived value and to raise or to diminish the level of complexity in the subjects.

FUTURE RESEARCH PROPOSALS

Each of the models investigated for class service evaluation includes four important constructs: service quality, perceived value, satisfaction, and behavioral intentions of postclass. Some researchers have included in their models other constructs that may be interesting to study in the classroom service. For example Peña [56], in the online shopping service evaluated the mediating role of trust towards the seller in the relationship between perceived value and intentions of behavior of the purchase. In this way, the teacher's confidence in the class service can be included as mediator.

Baena Arroyo *et al.* [35] found that there is a fairly high ratio ($R^2 = 0.531$) between perceived value and customer loyalty to instructors in physical training centers. In the class service could be studied the relation between perceived value and fidelity of the students towards the teachers.

Moon *et al.* [57] studied the mediating role of reputation of a sporting event between service quality and value with the intentions of returning to attend the event. Alves and Raposo [38, 58] and Brown and Mazzarol [17] included in their model the image of the educational institution as antecedent of perceived value. Likewise, the mediating role of the teacher's reputation over the classroom service evaluation constructs can be studied.

Tam [59] included in the relations of his model another moderator of perceived value, satisfaction and loyalty, which is the perceived risk. It could include in the model of evaluation of the class service the risk that the student perceives to fail the subject.

Alex and Thomas [60], proposed a value model in which an antecedent was the contextual experience and a consequence was the preference. These antecedent constructs and consequences could be introduced into the comprehensive class service evaluation model in order to study their effects.

Zhu and Chen [61] included as antecedent in a model of perceived value of online banking, the equity construct. In the evaluation of the class service could be interesting to study the effect of the teacher's equity towards the student on the constructs of evaluation of the class service.

A one-dimensional construct of behavioral intentions has been used in this research. A multidimensional construct could be designed, including an attitude, behavioral and cognitive approach [62].

There are few studies that show the influence of time on the relationships of the investigated constructs in structural equation models [63]. Therefore, longitudinal studies are required.

Appendix
Table-A1: Battery for measuring perceived service quality of classes (SQ)

Tangible
The modernity and technical conditions of the classroom equipment are adequate for the development of the class (data show, computer and accessories, projector, video, TV, etc.)
The conditions and elements of the classroom are adequate and functional for teaching (blackboard, curtains, plugs, markers, eraser, etc.)
The physical appearance of the classroom is visually appealing
The desks are comfortable and functional to my work needs
The classroom is usually clean
Security
The teacher is consistently courteous and respectful to me
The teacher maintains a treatment and equal respect
The teacher is very patient and tolerant to explain the subject
Result
The teacher gives the class in the stipulated time
The teacher gives useful practices to face the exams
The teacher motivates me to learn and work in classes
The teacher has the ability and didactics to teach the subject
The teacher shows that he knows and dominates the contents of the subject
The teacher maintains an appropriate organization and administration of the class
The teaching method used by the teacher is adequate to understand the subject
The teacher knows the regulations for the teaching of a class and complies
The degree of acquired skills (cognitive, attitudinal, volitional and behavioral) during the class was high
The teacher gave the subject with an adequate degree of complexity
The objectives, coverage and depth of the issues have been achieved
I acquired professional skills (conceptual, technical, human and competitive) that I can apply to solve problems and make better decisions
The class was oriented towards success, as my leadership and entrepreneurial capacities increased

Source: Own elaboration based on Valdivieso [21]

Table-A2: Batteries for the measurement of global service quality, perceived value, student satisfaction and behavioral intentions of postclass

Global service quality (GSQ)
The teacher provided an excellent global class service
The teacher gave a class service of very high quality
The teacher awarded a high standard of class service
The teacher delivered a higher class service in every way
Perceived value (VAL)
The teaching I received from the teacher has been very valuable and useful
The product I received in this class is worth more than I paid
It was worth giving my time to this class, for the knowledge I got
It was worth spending my energy and effort in this class, because it was a quality class
Student satisfaction (SAT)
I am satisfied that I have taken classes with the teacher
My choice to attend classes with the teacher was wise
I think I did the right thing by choosing to study this subject with the teacher
I think my experience with this teacher has been pleasant
Behavioral intentions of postclass (BI)
I would attend another subject taught by the same teacher
I would recommend and encourage my classmates to take classes with the teacher
I will say positive things about the teacher to my classmates
If it were an academic authority, it would reward the teacher for his or her performance
I would stay at this university until I finished my studies, if all the teachers gave the quality service I received in class

Source: Valdivieso [21]

Table-A3: Battery for measuring the perceived value of the class service (VS)

Functional
The level of quality of the class service was acceptable
The class service was well planned and organized
The class I attended represented a good investment
The number and convenience of the subjects taught in the class was acceptable
The quality of class service was productive for the price paid
I paid a reasonable price for the service received
I appreciate the class service received as it met my specific needs at a reasonable price
The interaction or relationship with the teacher has produced positive and pleasant feelings
I enjoyed passing classes with the teacher
The contents learned in this course will influence the value of my education
I've heard positive things about the teacher's class
The good reputation of the teacher has influenced the value of the class service
The image projected by the teacher has had a positive influence on the value of the class service
The price paid for the level of quality of the class service I received is high
Social
The bonding that occurred in class with my classmates made me feel accepted
The relationships in the class improved the way I perceive my classmates
I am happy because my friends have been with me in this class
I found this course more interesting because my friends have been with me
Individual or group work developed in this class has had a positive effect on the value of my education
The social interaction developed in this class has made my studies more interesting
Having approved the course with the teacher improved the way I am perceived by my classmates
Sacrifices
It took a lot of effort to understand the contents of the subject
I am exhausted and without energy after passing this class

Source: Own elaboration based on Valdivieso [50]

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