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Faculty Behavioral Intentions in Hospitality Education: Effect of Service Quality, Service Value, Sacrifice, and Satisfaction

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ABSTRACT

In evaluating the service quality of hospitality education, few studies have considered the perspectives of faculty. This study measured how service quality, service value, sacrifice, and satisfaction affected faculty's behavioral intentions. A survey was conducted with a sample of 134 faculty members from top institutes of hotel management in India. Results showed that service quality had a significant positive indirect impact and total impact on the behavioral intentions of the faculty in institutes of hotel management; that satisfaction had a significant positive direct impact on behavioral intentions, as well as a significant mediating impact on the relationship between service quality and behavioral intentions; and that service value had a significant mediating impact on the relationship between service quality and behavioral intentions. Theoretical and practical implications are discussed.

KEYWORDS

Service quality; faculty; satisfaction; service value; sacrifice; behavioral intentions; hospitality education

Introduction

With their functions related to education, research, and service, universities serve many stakeholders (Aguinis et al., 2021). University faculty are the core asset tasked with carrying out this university's mission. However, Rosser (2004) noted that few studies have determined the behavioral intentions of faculty in higher education institutions (HEI), particularly in hospitality management education, even as hospitality education research has addressed requirements of not only students but other stakeholders, including industry recruiters (Barber et al., 2011; Cho et al., 2006; Kim & Jeong, 2018; Sahney, 2016). Behavioral intentions for faculty relate primarily to issues of retention.

As the faculty are the employees and facilitators of hospitality education in an institution, their satisfaction is important to ensure the superior service quality of the institution that will satisfy other key stakeholders as well (Quinn et al., 2009; Trivellas & Santouridis, 2016). Since education is delivered as a "service" by the institution, stakeholders call for satisfaction and value for investment, which influences their behavioral intentions. For example, students and faculty can transfer to other institutions, and companies can stop recruiting (Sahney, 2016). As such, an understanding of the service quality provided by the institution, faculty satisfaction, and service value as perceived by faculty are crucial for understanding the service encounter outcomes leading to faculty behavioral intentions (i.e., primarily retention) in the institutional context of higher education.

Two different approaches have been adopted for studying faculty job satisfaction and behavioral intentions. The first research strand uses an organizational behavior lens to understand faculty satisfaction affected by organizational climate and the relationship between satisfaction and behavioral intention (Gutierrez et al., 2012; Jyoti, 2013). The second strand of literature considers faculty as an internal customer of an HEI (Dužević & Čeh Časni, 2015; Latif et al., 2019; Sahney, 2016; Sahney et al., 2008). In this vein, the behavioral-instrumental approach of internal marketing (Gounaris, 2006) based on the service-profit chain (Heskett et al., 1994) is adopted for examining internal service quality perceived by the employees, which evokes satisfaction leading to positive behaviors similar to behavioral intentions of the external customer (Park & Tran, 2018). As such, the service profit chain is supported by the appraisal theory. This conceptual framework indicates that superior service quality of HEIs will lead to higher-value perceptions by the employees which influences favorable behaviors (El Alfy & Abukari, 2020), e.g., proactive interactions with other external customers (Park & Tran, 2018) and commitment to the institution (Trivellas & Santouridis, 2016).

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Our study follows the second approach by considering faculty as internal customers of HEIs. In India, higher education is a fast-growing, competitive service industry (Latif et al., 2019; Sheu, 2010). The administrations of HEIs pursue a customer-centric strategy and remain accountable for delivering superior service experiences to recruit and retain internal customers such as faculty (Al-Twijri & Noaman, 2015; Sahney et al., 2008), much like any other business organization. In these circumstances, the service quality offered by the HEIs emerges as a significant factor impacting customer decisions related to their pursuing a career in these institutions (Bayraktaroglu & Atrek, 2010). Specifically, to attract, satisfy and retain quality faculty, the administrators recognize the importance of customer service orientation and consumer behavior approach (Jain et al., 2013; Latif et al., 2019).

Taking a customer-centric approach for this study, we examine service quality, satisfaction, and service value as major predictors of behavioral intentions in the HEI context since ignoring any one of these three constructs can confuse understanding of behavioral intentions (Cronin et al., 2000). The relationship among these variables has been portrayed through four models (Cronin et al., 2000). The first model considers service value to be a direct predictor of behavioral intention, the second model considers satisfaction to be a direct predictor, and the third model proposes that service value and satisfaction mediate the relationship of service quality and behavioral intentions and negate the direct impact between them. The fourth model integrates the previous three models and proposes that service quality, service value, and satisfaction impact behavioral intentions directly and positively. Many studies have utilized the fourth model to explore the relationship between these constructs in different domains of consumer behavior (Chen & Chen, 2010; Prentice et al., 2018; Tuncer et al., 2020; Widianti et al., 2015). As such, this model was used in the present study to measure the influence of service quality of institutes of hotel management (IHM) on faculty behavioral intentions and the mediating role of satisfaction and service value in the relationship, while evaluating satisfaction and service value as other predictors of faculty behavioral intentions and the impact of faculty sacrifice on service value.

This study makes new contributions to the hospitality education literature. First, most studies related to education quality in higher education have considered students as the primary stakeholder (Chanaka Ushantha & Samantha Kumara, 2016; Frawley et al., 2019; Ledden et al., 2011; Lee et al., 2016; Marimon et al., 2019; Prentice et al., 2018), acknowledging that perceptions of other key stakeholders should be explored. Recognizing faculty as a key internal customer, we examine faculty behavioral intentions as directly affected by the service quality of the institutions and indirectly affected through the mediating roles of service value (which is affected by sacrifice) and satisfaction. Thus, this study provides new insights into the factors that influence the behavioral intentions of hospitality faculty.

Second, as Oh and Kim (2017) noted, although there has been a growing trend of research on service quality, customer satisfaction, and service value from 2000 to 2015, only 4% of the 242 articles in the leading journals integrated service quality, customer satisfaction, and service value in determining the behavioral intentions of the customers. Therefore, using a different agent in educational institutions, our study exploring the integrated linkages and intervening mechanisms affecting faculty behavioral intentions expands the applicability of the methodological and empirical importance of the integrated model of behavioral intentions.

Third, our study offers insights for policymaking at the university and ministerial levels. In the Indian context, the need for research in this field is crucial, with the union cabinet of India approving the new National Education Policy (NEP) 2020 aligned with Sustainable Development Goals (SDGs). The SDG-4.3 along with NEP 2020 aims to provide affordable and quality education in technical, vocational, and tertiary streams to prepare universities for generating employment and entrepreneurship by 2030 (Pokhriyal, 2020, March-April, March-April; LinkManagerBM_REF_Rg4a6NpYUnited Nations in India, n.d). With these aspiring goals, India is planning major academic reforms in overall higher education, including hospitality education, to deliver the highest quality learning environment for all stakeholders. The NEP 2020 considers faculty the key stakeholder and the focal point of the implementation of vital reforms (Pokhriyal, 2020, March-April, March-April). Since the role of faculty is significant for the overall success of NEP 2020, it is imperative to study faculty perspectives of service quality dimensions and their relationship with satisfaction, service value, and behavioral intentions. With the results of this study, institutions can focus on possible improvements in performance mechanisms, reward systems, and retention plans to improve faculty outcomes, which in turn can elevate the overall academic environment and reputation of the institution.

Theoretical Framework and Hypotheses

Hospitality education is an interdisciplinary field with close links to business managerial functions and social and behavioral science (Hsu et al., 2017). Therefore,

hospitality education strives to educate students based on experiential learning, with real-world experiences that offer practical knowledge and its application to prepare students to be industry-ready once they graduate. IHMs, with approval of the National Council for Hotel Management and Catering Technology (NCHMCT) under the Ministry of Tourism, Government of India, thus design the curriculum to complement the needs of the industry by adopting experiential learning tools and methods. Changing demands of the industry solicit similar adjustments in curriculum design (Kim & Jeong, 2018). As such, hospitality education requires faculty to maintain a balance of theory and practice using an evidence-based management approach and encourage student engagement by creating opportunities for both sophisticated abstraction and concrete application for different types of learners. In addition, faculty are expected to conduct research and provide service to the institution, industry, and society, which requires time and puts tremendous pressure on faculty to balance their work (Deale & Lee, 2019). Therefore, organizational support perceived by faculty as a service to them is critical to faculty motivation, satisfaction, and behavioral intention.

Service Quality

Service quality in this study refers to the quality of services provided by HEIs to faculty for performing their teaching and research. In consumer studies, service quality focuses on the difference between consumers' expectations of performance and their actual perception of performance that "service" provides (Parasuraman et al., 1988), as measured by SERVQUAL. It was later verified that the perceived performance-only model has high predictive validity (J. J. Cronin & Taylor, 1994), and SERVPERF came into existence.

Though SERVQUAL and SERVPERF models were developed to measure service quality, neither scale considered the higher education context. Recognizing the challenges and limitations of the scales in this setting, Abdullah (2006) developed a Higher Education Performance only (HEdPERF) scale by extending and modifying the generic scale used in SERVPERF. He explained it as a new measuring instrument of service quality that identifies the relevant dimensions and items for higher education, considering only students' perspectives. Recently, Latif et al. (2019) developed a new scale for measuring service quality perceived by students in HEI, known as HiEduQual. This scale was developed with input from students, parents, faculty, and industry. Though education is demand-driven and customer-centric, prompting quality initiatives from the perspective of external stakeholders, i.e., an employer or a student, there seems to be a lack of focus on the faculty perspective of service quality (Sahney, 2016; Sahney et al., 2008). This is unfortunate, as the faculty is an important entity for facilitating students' transformation process and faculty members' service quality perceptions are just as important to the university and its leadership. After searching the literature, few papers on this topic were found (Dužević & Čeh Časni, 2015; Latif et al., 2019; Quinn et al., 2009; Sahney, 2016; Trivellas & Santouridis, 2016).

The present study adapted the dimensions of hospitality education from a standardized questionnaire deployed by Sahney (2016) measuring service quality perceptions of faculty in higher education. Recognizing the SERVQUAL as the most tested instrument for different types of services and suitable for adaptation to studying a particular type of service, Sahney et al. (2008, p. 507) explained "while the terminology has been borrowed, the items in the scale have been changed to adapt on the needs of an education service." There are five dimensions in the adapted scale: (1) tangibles: infrastructure, equipment, staffing, benefits of compensation, and allowances to facilitate teaching in the institute; (2) competence: institutional environment for classroom management, procedures, and scope for curriculum development for the faculty; (3) attitude: institutional sustenance in resolving faculty problems and grievances, following standard and consistent performance evaluations, and encouraging interpersonal relationships; (4) delivery: the support mechanism delivered by the institution in facilitating effective teaching, encouraging training and development initiatives, and addressing individual issues with collegiality; and (5) reliability: the academic policy, rules, recognition and reward systems, and job security perceptions of the faculty in the institution. These five dimensions make up the service quality perceived by faculty in HEIs, and this scale was empirically verified by a sample of internal customers, management, and engineering faculty in India (Sahney, 2016).

Satisfaction

Satisfaction is an emotional evaluation, which is a cognitive process of approving the services consumed with a feeling of positivity (Cronin et al., 2000). At present, the job environment for the faculty is characterized by substantial performance pressures, e.g., numerous functions and long hours (Deale & Lee, 2019) in a competitive environment, whereas satisfaction is comprehended with a set of attitudes and perceptions of one's job environment (Alonderiene & Majauskaite,

2016). The satisfaction of faculty is one of the significant criteria for the success and quality performance of the institution (Toker, 2011). HEIs consider the primary influences on faculty satisfaction to be career growth opportunities, remuneration, and job conditions (Amzat & Idris, 2012; Willi2018s et al., 2018). For example, Ambrose et al. (2005) found that faculty are most satisfied with five factors: department leadership, performance evaluation system for promotion and tenure, mentoring, collegiality, and salaries. Rosser (2004) conducted an empirical study to test faculty satisfaction as a second-stage mediation from demographics to work-life and to intention to leave. In this study, the satisfaction construct included student advising and course load, benefits and security, and total satisfaction. In examining hospitality faculty satisfaction in the United States, Chatfield et al. (2013) used nine factors to measure satisfaction. However, most studies on faculty satisfaction focus on a unidimensional construct, such as leadership styles (Bateh & Heyliger, 2014), or a range of factors, such as the five factors reported by Ambrose et al. (2005). Few studies have examined the effect of comprehensive service quality on faculty satisfaction.

Nevertheless, many studies are showing how service quality indirectly affects behavioral intentions via tourism satisfaction (Chen & Chen, 2010) and other businesses (Cronin et al., 2000; Krishnamurthy et al., 2010). At the same time, research in this field provides strong support for the direct positive relationship between service quality and satisfaction (Chen & Chen, 2010; Cronin et al., 2000; J. J. Cronin & Taylor, 1992; Prentice et al., 2018; Tuncer et al., 2020; Widianti et al., 2015; Žabkar et al., 2010). Therefore, satisfaction was selected as one of the mediators between service quality and behavioral intention in this study.

Sacrifice and Service Value

Sacrifice is described as what is forgone to obtain the service. Some of the items that are considered sacrifices are the monetary and nonmonetary costs, such as price, time, and effort, consumed to receive the service (Cronin et al., 2000; Zauner et al., 2015; Zeithaml, 1988). Service value is perceived when the customers feel the service quality is greater than the costs that have been sacrificed, the time that has been invested, and the efforts that have been made to get the service (Cronin et al., 2000; Zeithaml, 1988). Empirical evidence supports that service quality has a significant positive influence on service value (Kuo et al., 2009; Prentice et al., 2018; Tuncer et al., 2020; Widianti et al., 2015). Some studies have shown an inconsistent relationship or a significant negative relationship between sacrifice and service value (Cronin et al., 2000; Oh, 1999; Prentice et al., 2018; Teas & Agarwal, 2000; Widianti et al., 2015), while others have indicated an insignificant or positive significant relationship between the two constructs (Sheu, 2010; Shukla, 2010).

It is conceptualized that value has two components – "get" benefits and "give" sacrifices – and entails the trade-off between the two. It is asserted that the higher the service quality, the higher the service value, whereas the more costs, time, and effort sacrificed to obtain the service, the lower the service value (Zeithaml, 1988). Contrarily, Shukla (2010) found a negative insignificant relationship between perceived sacrifice and perceived value and attributed the result to the abundant availability of similar services with competitive prices in the market and the lower perception of sacrifice for the superior quality of services customers receive leading to higher perceived value. Sheu (2010) found a positive relationship between sacrifice and service value and clarified the unusual relationship by comparing the value and sacrifice with that of demand and price of conspicuous goods where the law of demand does not fit. The author reasoned that in a study involving university students, the more the students sacrifice monetarily and non-monetarily while pursuing the program, the more they will appreciate the opportunities of being a student of the university.

For faculty, the profession comes with a relatively high opportunity cost, e. g., foregoing other career options (Murnane & Olsen, 1990; Taubel, 2016) as a sacrifice. Other nonmonetary costs involve the time and effort they put in for academic and administrative tasks. As Hoyos and Serna (2021) found that faculty draw satisfaction from both intrinsically motivated and extrinsically motivated work. Extrinsic motivation refers to doing something to "attain some separable outcome" (Ryan & Deci, 2000, p. 60), generally including tangibles, such as winning a teaching award, and promotion opportunities. Intrinsic motivation is engaging in an activity that is interesting, challenging "for its inherent satisfaction rather than for some separable consequence" (Ryan & Deci, 2000, p. 56), such as participating in services and engaging in professional development opportunities.

The question then arises: Do the faculty, while making these sacrifices, take pride and have intrinsic motivation to be associated with one of these premium hospitality institutions? Studies have indicated that the individual development and career prospect needs of faculty play a major role in their intrinsic motivation in a teaching environment (Liu et al., 2019). As the divergences persist in the association between sacrifice

and service value in the literature, the study sought to examine the relationship in the context of the present study to provide new insights into the literature.

Behavioral Intentions

In the consumer context, behavioral intentions are the tendency to purchase a service or merchandise from the same provider and share the experience with relatives and friends (Cronin et al., 2000; Zeithaml et al., 1996). As such, behavioral intentions could be expressed as repurchase intentions and word of mouth, resulting in a multidimensional construct (Widianti et al., 2015). Many studies have depicted a positive direct impact of service quality on behavioral intentions (Cronin et al., 2000; J. J. Cronin & Taylor, 1992; Theodorakis & Alexandris, 2008; Udo et al., 2010; Widianti et al., 2015; Zeithaml et al., 1996). In the context of higher education, few studies have explored faculty behavioral intentions, and one reason is the job security in the tenure system in Europe and North America. However, using the sample of the National Study of Postsecondary Faculty sponsored by the National Center for Educational Statistics and the National Science Foundation in 1999, Rosser (2004) investigated faculty behavioral intentions affected by demographics, work-life attributes, and satisfaction. This study revealed that work-life issues had a significant effect on satisfaction which, in turn, affected faculty intentions to leave. Therefore, it is critically important to understand the factors contributing to faculty behavioral intentions, particularly in countries without a tenure system.

Moreover, customer-centric behavior by employees assists in attracting and facilitating purchase decisions of external customers (Stock & Hoyer, 2002; Kampani & Jhamb 2021), such as students in HEIs. One such initiative is to encourage internal customers to depict their loyalty and admiration of their institution through word of mouth (Buttle, 1998; Haghighikhah et al., 2016). Relationship marketing by current faculty is highly encouraged for attracting talented faculty and students (Park & Tran, 2018). As such, the current faculty need to take pride in telling the quality service offered by their institutions to their network of contacts, such as friends, colleagues, and relatives, who might share the stories with others interested in seeking an academic career in these IHMs.

Though the literature has portrayed a consistent relationship between satisfaction and behavioral intentions, there is ample divergent literature on the impact of service value on satisfaction and behavioral intentions. Many studies have suggested service value as the primary factor influencing behavioral intentions in consumer behaviors (Chen & Chen, 2010; Prentice et al., 2018; Widianti et al., 2015), while other studies have demonstrated that satisfaction is the mediator between service value and behavioral intentions (Cronin et al., 2000; Patterson & Spreng, 1997) and others have reported no significant association between these three constructs (Ledden et al., 2011; Pihlström & Brush, 2008; Pura, 2005).

Earlier research noted that service value influences satisfaction and behavioral intentions in a positive manner. Also, the influence of service value on behavioral intentions has been tested via satisfaction. Cronin et al. (2000) showed that all three constructs – service quality, service value, and satisfaction – have a direct impact on behavioral intentions. In the latest research on service quality in higher education from the student perspective, the impact of service quality on behavioral intentions was not significant. However, when the relationship was mediated through service value and satisfaction, its impact was significant (Prentice et al., 2018). The role of satisfaction and service value as mediators between service quality and behavioral intentions has been established in several studies (Chen & Chen, 2010; Cronin et al., 2000; Lai & Chen, 2011; Prentice et al., 2018; Wen et al., 2005; Widianti et al., 2015).

The current research addressed not only the impact of predictors of faculty behavioral intentions such as service quality perceptions of the institution, perceived satisfaction, and service value, but also the role of satisfaction and service value as mediators between service quality and behavioral intentions. The competitiveness of various educational institutions is characterized by the positive behavioral intentions of the faculty (Hwang & Choi, 2019). The behavioral intentions include recommending the institution as an employer to friends or relatives, continuing their career with the institution, and reaffirming that they would choose the institute if given an opportunity to decide on their career options again.

Developing a Conceptual Model

The conceptual model in the present study was adapted from the fourth model proposed by Cronin et al. (2000) and is based on several theories. First, the model is supported by the *Means-End theory*, which addresses whether perceptions of sacrifice in the form of monetary and nonmonetary price, perceived service quality, and value, as perceived by customers, are associated with behavioral intentions (Zauner et al., 2015; Zeithaml, 1988). According to the theory, perceived service quality is an overall attitude, whereas perceived value is the appraisal of the product's utility based on perceptions of sacrifice.

The conceptual model is also grounded in the theory of emotion and adaptation popularly called *Appraisal theory*, which proposes that any evaluation process involves emotion, which in turn leads to behavioral intentions. According to the theory, emotion holds the

central position between the appraisal process and coping activities. The appraisal process begins with a person's personality factors, including attitude and value perceptions, and involves positive or negative emotions, such as satisfaction or fear, leading to coping responses in the form of behavioral intentions (Smith & Lazarus, 1990). Later, the theory was justified with the multi-attribute attitude model through an appraisal → emotional response → coping framework (Bagozzi, 1992).

Moreover, the current study involves service quality perceptions of faculty as a second-order construct with appropriate dimensions (Sahney, 2016), as the service quality construct is multidimensional and multifaceted (Parasuraman et al., 1988). A hierarchical factor structure needs to be followed accurately (Brady & Cronin, 2001; Dabholkar et al., 1996; Woo & Ennew, 2005) to describe the intricacies of faculty perceptions (Jen et al., 2011). The present research is an improvement over the original fourth model, wherein service quality was not considered a second-order factor.

The study tested nine hypotheses.

H_1:Service quality of IHMs has a significant positive direct impact on the faculty behavioral intentions.

H_2:Service quality of IHMs has a significant positive indirect impact on the faculty behavioral intentions.

H_3:Service quality of IHMs has a significant positive total impact on the faculty behavioral intentions.

H_4: Satisfaction received from IHMs has a significant positive direct impact on the behavioral intentions of the faculty.

H_5: Service value received from IHMs has a significant positive direct impact on the behavioral intentions of the faculty.

H_6: Sacrifice made for IHMs has a significant negative direct impact on the service value of the faculty.

H_7: Satisfaction received from IHMs has a significant mediating impact on the relationship between service quality and behavioral intentions of the faculty.

H_8: Service value received from IHMs has a significant mediating impact on the relationship between service quality and behavioral intentions of the faculty.

H_9: Service value and satisfaction received from IHMs have a significant mediating impact on the relationship between service quality and behavioral intentions.

The conceptual relationships of the model are shown in Figure 1.

Methods

Survey Design

To test the hypotheses, a cross-sectional survey research design was used. The survey drew questions from existing scales. Service quality perceptions were intended to be measured with five dimensions – tangibles, competence, attitude, delivery, and reliability – using 19 items from the study of Sahney (2016). The scale developed by Sahney (2016) was specially designed to measure the service quality perceptions of faculty in the context of higher education considering the original SERVQUAL scale. For the constructs of service value, sacrifice, satisfaction, and behavioral intentions, three measurement items for each construct were adapted from Cronin et al. (2000). As the standard instruments were utilized, the same were customized, modified, and aligned to evaluate the service quality, sacrifice, service value, satisfaction, and behavioral intentions from the faculty perspective in hospitality education offered by IHMs. Accordingly, the experts' reviews were conducted with a team of six members from academia. These experienced academicians included the Director (Studies) of NCHMCT (regulator of all IHMs in the country) and Principals (dean) of IHMs. Based on the experts' feedback, the standard instruments were modified. Specifically, in the service quality scale, besides rewording all the items in the context of hospitality education, two items under tangible dimension were merged resulting in 18 items for this study. The final questionnaire was accordingly developed to establish content validity. All finalized scale items are presented in Table 2 for reference.

The survey began with a demographic section, gathering data such as name, gender, age, faculty affiliation, designation, total years of experience, and contact information. All other questions applied a 5-point Likert scale, ranging from 1, *strongly disagree*, to 5, *strongly agree*.

Participant Selection

Participants were invited from premier IHMs located in six Tier I cities in India: Delhi, Mumbai (Bombay), Kolkata (Calcutta), Chennai (Madras), Bengaluru (Bangalore), and Hyderabad. These centers were chosen for several reasons. First, these cities have high concentrations of branded hotel chain properties, about 72% of

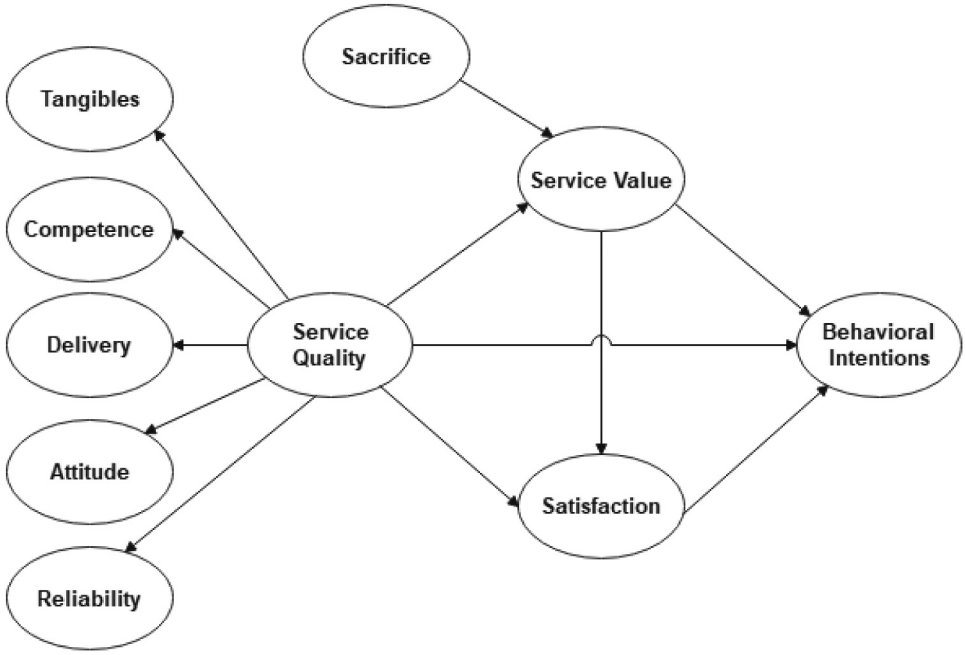

Figure 1. Conceptual Model.

total branded chain properties in the country (Thadani & Mobar, 2019, April), and the IHMs in these cities are preferred by students due to proximity to the industry. Next, the sample IHMs are categorized as 'Group A' institutes based on infrastructure, location, student preferences, placements, and other parameters of the NCHMCT. Further, the selected IHMs have consistently had top ratings in hospitality educational institute rankings conducted by reputed agencies in the country (Global Human Resource Development Centre, 2020; India Today, 2018). As the population of the study was well-defined and limited, all regular faculty members of these six IHMs were invited to participate in the study. In addition, the Head of the Department (HOD) was also invited to participate in this study. In the context of the administrative hierarchy of IHMs in India, HODs are senior faculty who work with other faculty to implement an academic plan for the department after approval from the Principal (dean) of the institute. They are also involved in teaching and other academic activities.

Preliminary Model Testing

Although the survey was performed at six different IHMs over a period of 4 months, data for all latent variables were collected at the same time from each respondent using a single method. As such, it was necessary to determine if common method bias influenced the measurement model results (Gligor et al., 2016; Lii & Kuo, 2016; Podsakoff et al., 2003). Harman's one-factor test was applied (Zu et al., 2010). If the overall variance depicted by a single unrotated factor exceeds the overall variance of the entire scale by more than 50%, that indicates common method bias (Shashi et al., 2018). Pooled confirmatory factor analysis was then completed on both first- and second-order constructs to check for convergent and discriminant validity (Awang, 2012).

Structural Model

We adopted a covariance-based SEM (CBSEM) statistical technique for developing the structural model since this study involves a known population and the nature of the data is a common factor-based rather than composite-based, suitable for reflective models. The maximum likelihood estimation method was used to estimate the structural model. Though the sample size was not large, the analysis of structural models with small samples is adequate (Ghosh & Jhamb, 2021;Hoyle, 1999; Kyriazos, 2018; Marsh & Hau, ; Sideridis et al., 2014) with 100 to 150 observations (Anderson & Gerbing, 1984; Boomsma & Hoogland, 2001; Hair et al., 2018; Kyriazos, 2018). More than one criterion was used to determine whether the proposed model had a good fit in the form of a ratio of chi-square to the degree of freedom (χ^2/df), comparative fit index, Tucker-Lewis index, the goodness of fit index, and root mean square error of approximation (Hair et al., 2018). Incremental fit indices are not affected by sample size (Hair et al., 2018; Shashi et al., 2019).

To evaluate the relative magnitude of a direct path with that of an indirect or mediated path, Sobel's z test or bootstrapping has been advised (Iacobucci et al., 2007). The bootstrap method is recommended only to check the indirect effects in the model, and the Sobel test or Baron-Kenny's three-test method is recommended to establish mediation. The mediation is considered indirect only if the mediated paths are significant and the direct path is not. If both the direct path and indirect path are significant, the mediation is either complementary or competitive (Zhao et al., 2010). The mediation effect can thus be detected through bootstrapping, as it rectifies the nonnormality issues (Wood et al., 2008). If zero is not included in the bias-corrected interval, the study can conclude the presence of a mediation effect (Hayes, 2009; Ro, 2012; Shrout & Bolger, 2002).

In the present study, 2000 bootstrap samples at a 95th percentile bias-corrected confidence level were measured to confirm the mediation effect. User-defined estimates were also used to find out the mediation effect through specific indirect paths. The entire data analysis was facilitated using AMOS 24.

Results

Respondent Details

The faculty response rate was 83.5%, and 36.6% of the participants were women (Table 1). Based on hierarchical positions, assistant lecturers made up the most responses (27.7%), while department heads had the fewest responses (8.9%). This pattern follows the general 1:4 ratio of the department head to assistant lecturers in IHMs.

Preliminary Testing

In the exploratory factor analysis to test for common method bias, the first extracted factor explained 43.65% of the variance, which was below the 50% threshold. The results thus indicated the absence of common method bias in the study. All the main constructs and dimensions (subconstructs) in the model showed good reliability (Table 2), with Cronbach alphas ranging from 0.772 to 0.918, compared to the minimum criteria of >0.7 (Hair et al., 2018; Ho, 2013).

Results for convergent validity for both the first-order and second-order constructs are shown in Table 2. The composite reliabilities ranged from 0.785 to 0.971, whereas factor loadings ranged from 0.572 to 0.953. The average variance extracted (AVE) of constructs also crossed the threshold limit of 0.5 (Fornell & Larcker, 1981), except for sacrifice. When AVE is <0.5 but composite reliability is >0.7, the convergent validity of the construct is still adequate (Fornell & Larcker, 1981). This satisfied the convergent validity of the model.

Results for discriminant validity are shown in Table 3. The AVE was more than the maximum shared variance in all cases. Moreover, the square root of AVE of all the factors was more than the absolute value of correlations with another factor (Fornell & Larcker, 1981). Hence, the discriminant validity of the model was also established.

Overall, sufficient proof of model fit was shown (Figure 2), with a chi-square divided by the degrees of freedom of 1.602 (criterion <5); comparative fit index of 0.932 (criterion >0.9); Tucker–Lewis index of 0.914 (criterion >0.9); goodness of fit index of 0.909 (criterion >0.9); standardized root mean squared residual of 0.073 (criterion <0.09) and root mean square error of approximation of 0.064 (criterion <0.08) (criteria from Hair et al., 2018).

Service Quality Dimensions of Faculty Members

As shown in Table 2, service quality loaded adequately on all five dimensions. The factor loadings for the service quality dimensions of tangible, competence, attitude, delivery, and reliability were 0.913, 0.926, 0.953, 0.923, and 0.946, respectively. Convergent validity was adequate for all dimensions, and the R^2 for all dimensions was high (0.834, 0.858, 0.907, 0.852, and 0.895), verifying that all dimensions contributed to service quality. Moreover, *p* values for all dimensions were statistically significant.

Table 1. Faculty's profile.

Institute	Responses invited	Responses collected	Male	Female	Department head	Sr. lecturer	Lecturer	Assistant lecturer	Teaching associate
Mumbai	29	21	09	12	04	06	03	05	03
Delhi	25	21	11	10	02	04	05	06	04
Chennai	20	20	16	04	01	03	03	05	08
Kolkata	26	21	13	08	03	05	07	04	02
Bengaluru	15	13	09	04	00	06	04	03	00
Hyderabad	19	16	13	03	00	02	06	08	00
Total	**134**	**112**	**71**	**41**	**10**	**26**	**28**	**31**	**17**
Percentage		**83.5%**	**63.4%**	**36.6%**					

Table 2. Confirmatory factor analysis results for the measurement model.

Construct	Dimension /Item	Factor loadings	M (SD)	R^2	Cronbach α	AVE	CR
Service Quality	Tangibles	0.908**		0.834		0.869	0.971
	Competence	0.923**		0.858			
	Attitude	0.954**		0.907			
	Delivery	0.943**		0.852			
	Reliability	0.959**		0.895			
Tangibles	The institute has appropriate physical facilities and teaching aids.	0.732**	4.10 (0.95)		0.815	0.484	0.789
	The salary offered to me is appropriate.	0.620**	3.73 (1.03)				
	The allowances and benefits provided to me are satisfactory.	0.658**	3.68 (1.04)				
	The institute has adequate teaching staff.	0.763**	3.89 (1.12)				
Competence	The institute facilitates effective classroom management.	0.890**	4.21 (0.95)		0.826	0.694	0.870
	The institute supports me to follow proper classroom procedures.	0.917**	4.35 (0.83)				
	I am given an opportunity for curriculum development.	0.671**	3.75 (1.26)				
Attitude	The institute is effective in solving my problems.	0.912**	3.94 (1.08)		0.918	0.817	0.930
	The institute encourages me to have cordial interpersonal relations.	0.890**	4.15 (1.01)				
	The institute supports me with proper monitoring systems and evaluation procedures.	0.909**	4.16 (1.00)				
Delivery	The institute provides me with in-service training, development, and research opportunities.	0.797**	3.93 (1.10)		0.917	0.706	0.923
	The institute offers me avenues for personal growth.	0.856**	3.88 (1.13)				
	The institute treats me with politeness and courtesy.	0.762**	4.23 (1.03)				
	The institute offers a favorable teaching environment.	0.835**	4.22 (0.94)				
	The institute gives me individualized attention.	0.847**	3.78 (1.18)				
Reliability	The institute follows fair and firmly enforced rules and regulations.	0.912**	4.12 (1.07)		0.845	0.659	0.848
	The institute provides me with job security.	0.572**	4.28 (0.94)				
	The institute offers me recognition for good work.	0.893**	4.02 (1.07)				
Satisfaction	The choice to select this IHM for my career was a wise one.	0.830**	4.45 (0.74)		0.772	0.589	0.808
	Pursuing a career as a faculty in this IHM is the right thing.	0.851**	4.45 (0.86)				
	The facility in the IHM is exactly what is required for the faculty.	0.595**	3.83 (0.96)				
Sacrifice	The opportunity cost to pursue a career in IHM is high compared to the other best available career option.	0.652**	3.73 (0.85)		0.782	0.551	0.785
	The time commitment required to pursue a career in IHM is long.	0.785**	3.71 (0.88)				
	The effort required to sustain a career in IHM is high.	0.781**	3.73 (0.86)				
Service Value	Compared to the opportunity cost in this career, the overall ability of IHM to satisfy my wants and needs is high.	0.857**	3.62 (0.89)		0.913	0.788	0.918
	Compared to the time commitment required in this career, the overall ability of IHM to satisfy my wants and needs is high.	0.932**	3.59 (0.91)				
	Compared to the efforts required in this career, the overall ability of IHM to satisfy my wants and needs is high.	0.868**	3.60 (1.02)				
Behavioral Intentions	The probability of continuing my career with this IHM is high.	0.644**	4.33 (0.87)		0.799	0.583	0.805
	The likelihood of recommending the IHM to a friend or relative for pursuing a career is high.	0.843**	4.17 (0.96)				
	If I have had the opportunity to decide on my career again, I would still choose the same IHM.	0.789**	4.17 (0.98)				

Note: *$p < 0.05$; **$p < 0.01$ (two-tailed). AVE indicates average variance extracted; IHM, institute of hotel management; CR, composite reliability; M, mean; SD standard deviation

Table 3. Discriminant validity measures.

	CR	AVE	MSV	SAC	BI	SAT	SV	SQ
Sacrifice (SAC)	0.785	0.551	0.069	0.742*				
Behavioral intentions (BI)	0.805	0.583	0.466	0.086	0.763*			
Satisfaction (SAT)	0.808	0.589	0.466	0.050	0.683	0.767*		
Service value (SV)	0.918	0.788	0.203	0.262	0.451	0.350	0.888*	
Service quality (SQ)	0.971	0.869	0.286	0.085	0.535	0.519	0.408	0.932*

Note: AVE indicates average variance extracted; CR, composite reliability; MSV, maximum shared variance.
*Square root of AVE.

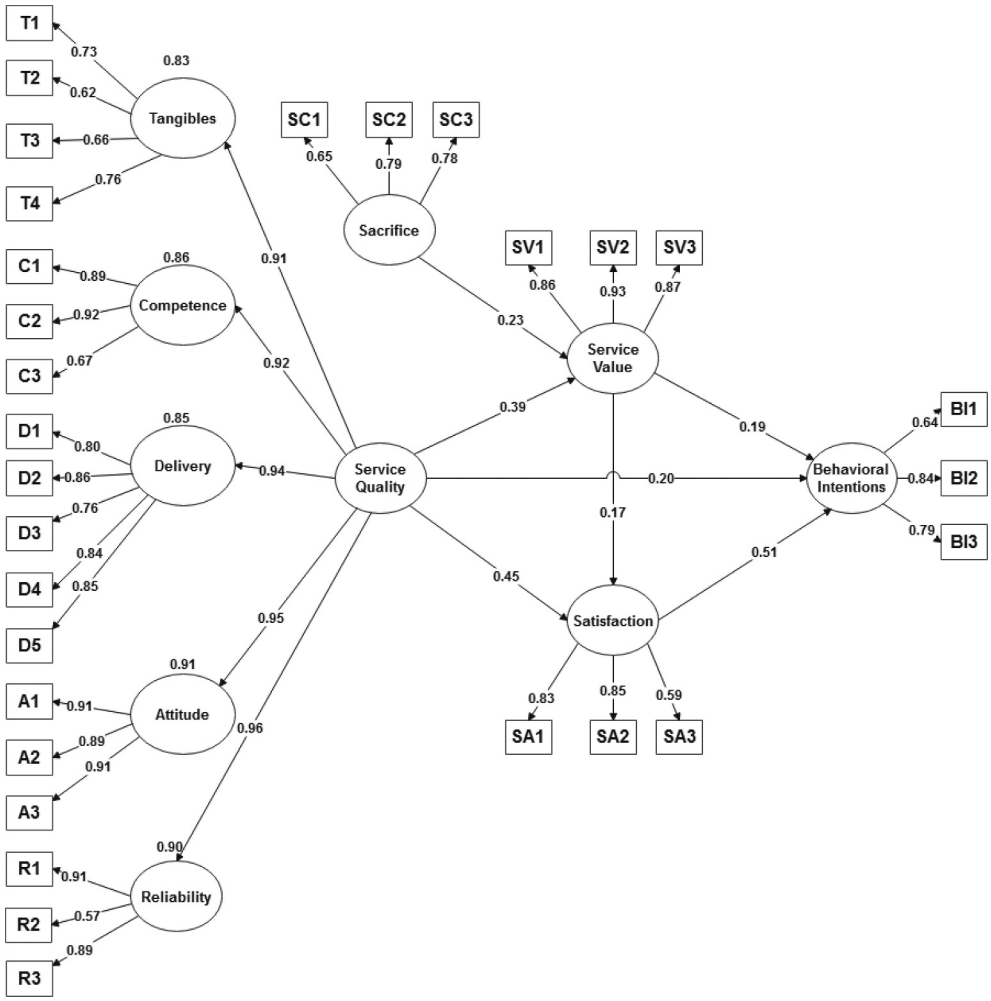

Figure 2. Structural model showing parameter estimates.

Effects of Service Quality on Behavioral Intentions

Hypotheses 1 to 3 addressed the direct, indirect, and total effect of service quality on faculty behavioral intentions. To check the indirect and total impact of service quality on behavioral intentions, 2000 bootstrap samples at a 95th percentile bias-corrected confidence level were measured. As shown in Table 4, the direct effect between service quality and behavioral intentions was not significant, but the indirect effect of service quality on behavioral intentions was statistically significant, supporting Hypothesis 2. This indicates the presence of indirect-only mediation between service quality and behavioral intentions. Further, the results also support that any omitted mediator in the model is unlikely (Zhao et al., 2010). The *p*-value of the total impact of service quality on faculty behavioral intentions was 0.001, supporting Hypothesis 3. The contribution of the indirect effect of service quality on behavioral intentions was 0.340, larger than the direct effect of 0.199, resulting in a total impact of 0.539 (Table 4).

Other Predictors of Faculty's Behavioral Intentions

Hypotheses 4 and 5 addressed two other predictors of behavioral intentions. Table 4 illustrates that the satisfaction of faculty had a significant effect on their behavioral intentions, but service value did not directly influence behavioral intentions. The trade-off (give and get) aspects of value perceptions of faculty were insignificant as a predictor of faculty behavioral intentions.

Effects of Sacrifice on Service Value

Hypothesis 6 addressed the effect of sacrifice on the service value of the faculty. Opposing the assumption, Table 4 conveys the relationship between sacrifice and service value was positive and significant. Thus, the hypothesis is not supported as the sacrifice of faculty in IHMs has no significant negative direct impact on faculty service value.

Mediation Effects

To check the specific paths for mediation effect, user-defined estimates were implemented, and the results are displayed in Table 4. First, the role of satisfaction as a mediator was supported (p = .008) through Hypothesis 7. As such, satisfaction played a mediating role in the relationship between service quality and behavioral intentions. Further, an indirect-only mediation was supported.

Similarly, the path of service quality, service value, and behavioral intentions were statistically significant (p = .043), supporting Hypothesis 8. There was also a significant mediating role of service value on the relationship between service quality and behavioral intentions, supporting indirect-only mediation. This mediating role of service value is important, though service value had no significant direct effect on behavioral intentions (Table 4).

Finally, the path with two mediators, service value and satisfaction, was not statistically significant (p = .057), and 0 was included between the lower and upper limits. Thus, the last Hypothesis 9 was not supported. There was no significant mediating role of service value and satisfaction together in the relationship between service quality and behavioral intentions.

Conclusion and Implications

This research was driven by the need to study faculty as a neglected yet significant stakeholder in hospitality education. It endeavored to discover how faculty perceive the dimensions of service quality of the institute; whether their monetary and nonmonetary sacrifice negatively influences their perceived service value; whether any of the three predictors—service quality, satisfaction, and service value—influence their behavioral intentions at the workplace; and if satisfaction and service value mediates the relationship between their perceived service quality and behavioral intentions.

First, the study showed that all the dimensions of perceived service quality of the faculty, i.e., tangibles, competence, attitude, delivery, and reliability, significantly influenced ratings of overall service quality. As such, administrators of hospitality institutes should strive to create infrastructure, provide facilities, implement systems and procedures, and provide opportunities for the overall development and satisfaction of the faculty.

The research is consistent with appraisal theory, where satisfaction is the central point between appraisal activity and behavioral intentions. Thus, the overall service quality of IHMs evokes the satisfaction of the faculty, which in turn influences their behavioral intentions.

Interestingly, the Means-End theory, which proposes the significant negative influence of monetary and nonmonetary sacrifice on service value, was not significant in the study. In this study, faculty sacrifice was measured and explained by both monetary price (e.g., opportunity cost paid by foregoing other career options) and nonmonetary price (e.g., time and effort

Table 4. Summary of hypothesis testing.

Hypothesis	Result	Values	P value
H_1. Direct effect: Service Quality → Behavioral Intentions	Reject	0.199	0.268
H_2. Indirect effect: Service Quality → Behavioral Intentions	Support	0.340	0.002
H_3. Total effect: Service Quality → Behavioral Intentions	Support	0.539	0.001
H_4. Satisfaction → Behavioral intentions	Support	Str. coeff. = 0.514; SE, 0.118; t = 3.979	0.001
H_5. Service value → Behavioral intentions	Reject	Str. coeff = 0.189; SE, 0.072; t = 1.948	0.051
H_6. Sacrifice → Service value	Reject*	Str. coeff = 0.231; SE, 0.143; t = 2.196	0.028
H_7: Service Quality → Satisfaction → Behavioral Intentions	Support	Est = 0.138; lower = 0.037; upper = 0.491	0.008
H_8: Service Quality →Service Value → Behavioral Intentions	Support	Est = 0.044; lower = 0.001; upper = 0.156	0.043
H_9: Service Quality → Service Value → Satisfaction → Behavioral Intentions	Reject	Est = 0.020; lower = 0.000; upper = 0.088	0.057

Note: Est. indicates estimate; Str. coeff., structural coefficient.
*Relationship was positive, not negative as hypothesized.

devoted to sustain the career) items (Zeithaml, 1988). The items can be compared to opportunity costs in economics where time, effort, other income, and career opportunities are sacrificed by faculty to continue his or her career in HEIs (Sheu, 2010). Here, the sacrifice had a *positive* influence on the service value of the faculty. The effect of monetary price influencing faculty sacrifice perceptions is less (0.652) as compared to their feelings regarding nonmonetary price in terms of time (0.785) and effort (0.781) devoted to pursue and sustain a career in IHMs. Consequently, the faculty realize greater service value through time (0.932) and effort (0.868) perception. This implies that while the faculty sacrifice monetarily and non-monetarily as they fulfill their academic and professional responsibilities, they still take pride in being associated with these highly reputed hospitality institutes in India. The positive significant relationship between sacrifice and service value of faculty perceptions is supported by Sheu (2010) where a comparable relationship between the constructs among university students was found. Moreover, the outcome is congruent with the literature on faculty's intrinsic motivation, where individual and career development needs trigger a constant intrinsic motivation that changes the effect of their sacrifice on service value from negative to positive. This new insight from the perspective of faculty adds to the divergent literature on the relationship between sacrifice and service value.

IHM management should therefore address both individual and career development needs of the faculty to maintain their intrinsic motivation. For example, the IHM administrators should not only amplify the service value perceived by faculty through higher income (salary and allowances), but also intrinsically motivating them with interesting and challenging tasks for better time and effort utilization, such as tapping the different talents and skills of individual faculty for the activities they are most passionate (Aguinis et al., 2021), organizing research symposium, mentoring student clubs, and industry outreach.

Regarding predictors of faculty's behavioral intentions, service quality and service value did not have a direct significant effect. It is interesting to note service value did not exert any direct and significant effect on satisfaction and behavioral intentions. We think the faculty may not feel the difference significantly between the 'give and get perceptions' of service value which is positively and significantly related to service quality and sacrifice. Therefore, service value did not affect directly their satisfaction or behavioral intentions. This is an important contribution to the literature for institutions where the faculty take pride in sacrifice to be aligned with positive feelings of service quality, therefore influencing their behavior. As a result, the faculty in the IHMs did not perceive the service value provided by the IHMs as strong enough to drive their satisfaction and behavioral intentions. As such, the IHM administration and NCHMCT need to focus more on creating superior value for the faculty, such as including higher monetary and nonmonetary incentives so that the perceived gap between service quality and sacrifice is big enough to significantly influence their behavioral intentions. The superior value proposition by the IHMs will then directly influence faculty behavioral intentions in the form of higher faculty retention, increased loyalty, and the sharing of positive experiences about their academic career.

On the other hand, satisfaction emerged as the lone direct predictor of behavioral intentions in IHMs. Therefore, administrators should strive to maximize the overall satisfaction of the faculty by providing adequate facilities and reinforcing the feeling that their career choice was correct and justified. The overall impact of satisfaction should help retain faculty in IHMs, motivate them to share positive experiences with friends and colleagues, and evoke allegiance toward IHMs.

It is interesting to note that although service quality had no significant direct effect on behavioral intentions, the indirect-only mediation was depicted through both satisfaction and service value, which is well supported in the literature. Specifically, the role of satisfaction as a mediator was higher than that of service value. The results also suggest that there is enough scope to enhance the mediating role of service value in the relationship between service quality and behavioral intentions. Service value perceptions can be enhanced when faculty value the services delivered by IHMs. Nevertheless, an implication is that to enhance faculty behavioral intentions in IHMs, the administration should create initiatives to amplify the service value as well as sustain satisfaction perceptions among faculty.

The study adds to the literature related to internal customers by finding support in the behavioral-instrumental approach of internal marketing. The research advocates the service-profit chain can be validated in HEIs where service quality perceived by faculty (internal customer) led to satisfaction and service value. The satisfaction of the faculty further led to showcasing their positive behaviors in the form of affective commitment (reaffirming their career choice) and continuance commitment (intention to continue their career), resulting in higher faculty retention. Also, on relationship marketing, the faculty are motivated and tend to share the positive experiences about the IHMs to different external customers, thereby attracting quality faculty, talented students, and

potential donors for the institute. As such, the management of the institutes should focus on providing extrinsic motivation and create an environment conducive for intrinsic motivation so that the behavioral intentions of the faculty get reinforced. The satisfied faculty with their positive behavior should lead to the satisfaction of other key stakeholders as well. Therefore, the institute administration should recognize the satisfaction of students and industry recruiters (external stakeholder) are highly dependent on faculty satisfaction (internal stakeholder).

Limitations and Future Research Directions

The study had some limitations, which can be addressed by future research. First, the sample was drawn from six central government-supported, highly ranked IHMs in Tier 1 cities in India. These institutions may have had a higher level of organizational support in providing quality service to faculty. Future studies should examine faculty behavioral intentions by including state government IHMs and private IHMs in Tier 2 and 3 cities. Next, the number of total respondents could be increased if more IHMs were considered in the survey; the increased number would further increase the goodness of fit indices in the measurement and structural model. Furthermore, the future study can explore the effect of certain institutional support on faculty job satisfaction and behavioral intention, such as the support from the Head of the Department. Moreover, future research could use a similar conceptual model to study the relationship between sacrifice and service value as well as service quality and behavioral intentions of other key stakeholders in hospitality education, such as industry recruiters and students. Such studies could involve other higher educational institutes, not necessarily hospitality, to understand the intricate relationships between the variables as depicted in the present conceptual model.

In the background of NEP 2020, which envisions making the country a global knowledge center of excellence, this study was an attempt to enlighten the administration of IHMs on the importance of service quality as perceived by faculty to facilitate favorable behavioral intentions. Faculty can then create a superior learning environment for all other stakeholders of hospitality education.

Disclosure Statement

No potential conflict of interest was reported by the author(s).

Data Availability

The data are available from the corresponding author upon request.

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