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VALUE CO-CREATION: A STUDY OF LIFE QUALITY AT AN UNIVERSITY IN THE SOUTH BRAZIL

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ABSTRACT

This article aimed to analyze the life quality in a private higher education institution, from the point of view of students, through the value co-creation in higher education. Methodologically, research is characterized as a case study, and the unit of analysis was a University located in the Rio Pardo/RS Valley, in the south of Brazil where five students from the courses of administration and accounting sciences were selected to apply the research. The data collection was done through interviews, carried out through there is a script of questions previously established. The results highlight that the life quality in the university is directly related to the co-creation, on the one hand there is the desire to learn from the students and on the other the quality of the information that is passed on to them. The research also shows that the quality of life in the University is directly linked to student satisfaction and value creation, resulting from individual or joint actions (institution, professor and student).

Keywords: Value Co-creation; Private Higher Education; Life Quality at the University



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1. INTRODUCTION

In the current context, private education institutions aim to remain stable and well-placed in the market, it is not enough for the institution to guarantee the quality of the technical aspects of the teaching process, it is necessary to invest in the people involved, so that they are able to improve the quality of the service offered.

In a competitive scenario, it is noticed that educational institutions are constantly changing, adapting the demands of their target audience (students), this process of change occurs through the approximation between both parties, creating an environment that enables the dialogue for the construction of an educational plan that meets all the parties involved, and with desired quality.

Benjamin (1994) has revealed that, since the 80's, the QV theme of university students has been researched, and it follows, with both objective and subjective approach. The first one concerns the degree of satisfaction of the student's needs, according to their socioeconomic development, while the second concerns the subject's well-being, as well as their perception of the level of personal fulfillment in individual and collective settings (OLIVEIRA; CIAMPONE, 2008).

Cunha and Carrilho (2005) point out that the individual's entrance into higher education is accompanied by a series of adaptations, from those related to the new routine to those inherent to academic expectations. However, new behaviors are often adopted by students at this stage, and these can impact positively or negatively on the individual's QV.

The concept of QV was then defined in a unified and cross-cultural way by WHO as the "individual perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns" (THE WHOQOL GROUP, 1995, p.1405).

On the other hand, students' QV has been understood as the "[...] perception of satisfaction and happiness on the part of the student in relation to multiple domains of life in light of relevant psychosocial and contextual factors and structures of personal meanings" (OLIVEIRA; CIAMPONE, 2008, page 58).

Still, QV can represent happiness, harmony, health, prosperity, living well, earning a living wage, having love and family, being able to conciliate leisure and work, freedom of expression, security, as well as all this set of attributes and / or benefits (QUEIROZ; ASSIS, 2004).

It is known that higher courses are offered in the day, evening, night and full-time shifts, depending on the course and higher education institution chosen by the student (SAUPE, 2002). Each shift can, in turn, present different characteristics within an academic routine.

However, the information about the QV of university students is scarce, and the few studies available in the literature have a cross-sectional design. The advancement of knowledge about changes in QV during higher education may be relevant to program actions to promote health and improve the living conditions of this part of the population (CRUZ; GORDIA; QUADROS, 2014).

For the better understanding, the importance of the theme of value creation linked to the quality of life of university students, the term quality of life (QV) has been used in the last decades by the media, by academics and in everyday conversations. Thus, the present study had as objective to analyze the quality of life of the university students of the courses of administration and accounting sciences in a University situated in the Valley of Rio Pardo / RS.

However, even though QV is becoming a common expression in the everyday life of university students, it is necessary to link QV with value creation, that is, it is possible to link actions that stimulate value creation between teachers and students in private higher education, on the aegis of quality of life in university.

In this sense, the importance of this article in marketing management is related to the fact that research is aligned with different contexts related to value creation, but specifically the quality of life of university students. For when an organization decides to co-create it means that it is willing to invite its client (student) to immerse himself in the process of co-creation in a broad way, taking care of all its peculiarities. That's right: when the institution of education through its teachers is concerned about the quality of life of university students, it has a relevant role in the training of these students.

From this aegis, we seek to list the objections about studies on value creation, based on an analysis of the quality of life of the students in a University located in the Rio Pardo / RS Valley. To achieve the study goal, the paper was structured in five sections, including this introduction. In section 2, the theoretical synthesis about the theme and its contextualization's is presented; followed by section 3 that presents the methodological aspects. The presentation of results is performed in section 4, and section 5 presents the final considerations.

2. THEORETICAL FOUNDATION



2.1. Value Co-creation

The last decades have been marked by the speed of information and yearning for the new. This scenario has led companies to a race for innovation, where the one that first offers the latest in products and services tends to get the best results. In order to remain competitive, a company must be innovative, but it is no longer enough that it is only in the products and services it offers, it is necessary to take this innovation to all points of interaction with the customer, focusing on the experience to obtain differentiation in a world many equivalent and similar possibilities. This is one of the main points addressed by the premise of value creation, which in the last decade has been studied and improved, as well as applied in large companies such as Wikipedia, Nike, Fiat and Starbucks (LUSCH; VARGO, 2006a; LUSCH; VARGO, 2006b; LUSCH; VARGO; O'BRIEN, 2007; PINI, 2009).

The topic of value creation is still recent, but discussions about it gain momentum as it evolves into the establishment of a networked society, and client behavior resembles that described by Prahalad and Ramaswamy (2004), in which active participation of the consumer becomes a form of differentiation vis-à-vis competitors. The value-co-creation study is relevant to a number of understandings about how the joint-creation processes between business and customers occur. In order to demonstrate the relevance of the theme, it is pertinent to mention studies carried out in the supermarket sectors in historical perspective (ALEXANDER et al, 2008); furniture (ANDREU; SÁNCHEZ; MELE, 2010); hotel (CHATHOTH et al., 2013 e SHAW; BAILEY; WILLIAMS, 2010) and medical services (DELLANDE; GILLY; GRAHAM; 2004; GALLAN et al., 2013; MCCOLL-KENNEDY et al., 2012). Also, the actions of co-creation on the Internet and its tools (FULLER et al., 2009; GRANT; CLARKE; KYRIAZIS, 2010; MARANDI; LITTLE; HUGHES, 2010) and financial services (AUH et al., 2007).

For Payne, Storbacka and Frow (2008, p.84) "the customer is always a value co-creator". The authors believe that there is no value until an offer is used, and the customer's experience and perception in it is essential for value determination. Holbrook (2002) defines consumer value as an "interactive experience of relativistic experience". That is, what defines what is valuable to a client is the interaction experience. Moreover, co-creation, or coproduction, is nothing more than the occurrence of an active participation of the consumer in the service, generating greater value through customization and, culminating in satisfaction (PRAHALAD; RAMASWAMY, 2004).



In this way, co-creation as an innovative factor and value aggregator, has a great ability to please the client. In this new strategy, companies not only interact with customers to offer customized services, but also develop and strengthen operational capabilities (WIND; RANGASWAMY, 2001). If the customer participates in the creation of the product that he wants to acquire, the chances that this product will generate satisfaction and loyalty behaviors are superlative.

The wide variety of products and services offered by organizations does not always result in better consumer experiences; In this scenario, certain companies adopt value creation - customer participation in the production process - to innovate in the business model, adding value to their offer, and thus seeking to differentiate themselves from other companies (ZMOGINSKI et al., 2009). The process of value creation was focused on the ability of companies to respond to market demands in relation to basic customer needs and price (VARGO; LUSCH, 2008).

According to Moraes and Manzini (2009), active clients seek more than products and services, they seek experiences, but emphasize that co-creation and experience as a real value offer are still far from the companies today. Larger, better-structured companies were considered "potential co-creators". They are market oriented and aim to create value through customer relationships as they recognize that business opportunities grow from interactions.

2.2. Life quality at the University

The study of the quality of life in the university allows to determine which factors are being seen by the individuals as positive or negative, and this brings benefits, because knowing the quality of life of a certain individual or population is possible to act in the aspects that are not favoring a better quality of life (OLIVEIRA, 2006).

Nahas (2003) argues that lifestyle can affect people's QV and, therefore, the subject should be concerned with changing daily habits, when necessary, in the pursuit of well-being and, above all, being aware of its benefits for the health care in all fields, including academic activities.

However, we can define the QVU as the strategic management of organizational and institutional resources, capable of providing an environment in the university that favors the satisfaction of the people and consequent gain in productivity of university students. Meeting the needs and expectations of students attending university, as well as providing a pleasant and warm environment improves the performance of students as university students, because they:

minimize the physical, psychological and social damages caused by over-study in the daily tasks taught by teachers College students. Moreover, the QVU can also be defined with a movement of appreciation of the human being within the context of the university, as well as recognition of the relevance of people to the effectiveness of any organization/institution (MENDONÇA, 2013).

The QVU in the perspective of the educational service, especially in the University located in the Rio Pardo / RS valley, presents particularities, mainly due to its culture and organizational complexity. According to Almeida (1994), the literature considers universities complex because of their status as a specialized institution and its own characteristics, such as: the nature of the work developed there, the technology used, the human resources that work in it, as well as your customers. For Morin (1996), the complexity of reality means confronting paradoxes and uncertainties, as well as introducing the metaphor of life itself, with its fluxes and refluxes, order and disorder, as an explanatory of the dynamics of organizations.

According to Chamon (2011), the QVU is another stage of the current process of development of Administrative Theories, since it was from these, that the concern with the living conditions inside and outside the university began, in order to adapt the institutions of teaching to competitiveness established in the external environment. According to Nadler and Lawler (1983), Quality of Life at University is a way of thinking about people, work and educational institutions, as well as about the impacts on people and organizational effectiveness.

Fernandes (1996), the QVU is a growing concern of all educational institutions that seek competitiveness in increasingly globalized markets, emphasizing that university students are the main differentiating element, as well as the agent responsible for the success of any institution. teaching. France (2011) reinforces that the QVU represents [...] from the point of view of the educational institution, the need to value university students, the definition of procedures for the task itself, care for the physical environment and good standards relationship.

2.3. Value Co-creation as a life quality at the University

According to Tombolato (2005), many university students who experience the concomitant scenario of being a worker and university student find intrinsic conditions in Brazil. Currently, work has become an essential interest and education has been a competitive differential of inclusion in the labor market, which has increasingly increased the demand for

higher education, and the constant search for the quality of life in university linked to Prahalad and Ramaswamy (2004a) understand that value creation can be defined as the active participation of the consumer (student) generating higher performance and value in the service, and later satisfaction as a quality of life in the University service.

In this way, the University, for most students, is the transition period from adolescence to adulthood. It is a period of search and fulfillment of the sense of individuality (GREENE et al., 2011), and, at the same time, a period of building social relations with others and that the university itself can provide (HU et al., 2011). Thus, in order to truly transform value creation as a quality of life in university, the student needs to understand how his perceptions generate value in the base of the relationship with the university, making it imperative to know the environment in which it will be inserted, providing value as a university student (RUST, ZEMITHAM; LEMON, 2001).

For a better understanding, the ability and ability of educational institutions to engage their students in co-value is a strategy that not only leads to the customization of products and / or services that accompany the new demands of students, but also to the strengthening of competitiveness of the higher education institution in relation to its competitors (ZHANG, CHEN, 2006). However, the interest in knowing about the QoL of the higher education student linked to value creation is recent (CATUNDA, 2008). As for research relating quality of life to other influential variables, there is a limited number of investigations (CIESLAK, 2012).

In this context, for many students, this may be the first time that they live far from their parents, their homes and their initial social life, which can cause doubts, confusion and anxiety. The literature shows that the absence of social and emotional support for university students can lead to the experience of social and emotional solitude (OZDEMIR, 2008). Watching television, reading, social activities, attending parties, and drinking alcohol and other drugs can not only signal a state of solitude, but also be adaptive strategies to overcome this unpleasant and stressful experience (IEH, 2002).

Given the above, the role of the teacher has been highlighted as of great importance when it acts as a facilitator for the adaptation of the student to the first contacts with the university, helping the same in its adaptation and seeking throughout the period of the university that the student can have a good quality of life as a university student. An example of co-creation, differentiating this from other concepts such as experiences and interaction (although members of the idea of co-creating), is the educational scenario, where students with

different expectations are attended by teachers and even in a group, or group, it is possible to attend different demands, and thus to achieve co-creation as a quality of life at university (BRAMBILLA, 2011). The focus of co-creation is always to seek the best composition of value to the individual consumer (student).

In some contexts, co-creation is not only desired, but essential to the generation of value. It is the case of teaching, where institution and students should be concerned with the effective result of the service, through the development of expected competences, such as cognition and logical reasoning (BRAMBILLA, 2011). In the context of education (university), quality of life is seen in a broad sense, seeking to understand basic human needs and focusing on the promotion of education as the most relevant intervention to promote quality of life in university (MINAYO et al., 2000).

3. METHODOLOGY

The methodological process of this article begins with the description of the type of research, it follows with the description of the case that was studied, explains and defines what type of instrument was used to delimit the study and, finally, describes how the process of interview and details the treatment of the data obtained. Due to the breadth of this work, this research adopts as methodology a qualitative exploratory descriptive research type formulation, using as method the case study, through semi-structured interviews in depth with five (5) students of the courses of administration and accounting sciences of a University located in the Pardo River Valley / RS.

Qualitative analysis made possible a deepening on the theme of value creation. Through an analysis of the quality of life in a Private University located in Rio Pardo-RS Valley, from the collection of information, perceptions and experience of the interviewees to analyze them and present them in a structured way. Among the main qualities of this approach is the flexibility of allowing the respondent to define the terms of response and the interviewer to freely adjust the questions.

In this sense, the theme co-creation, more specifically as quality of life in the university is still little explored in the academic and managerial context, being that from the studies of Vargo and Lusch (2004a), it is that authors increased the discussion of the co-creation of value between (2003), and in this paper, the results of the study are presented in this paper (PRAHALAD; RAMASWAY, 2004; BALLANTYNE; VAREY, 2006; PAYNE et al., 2008). In the Brazilian context, the approach is even more recent (TROCCOLI, 2009, SANTOS,



BRASIL, 2009, BRASIL et al., 2010). According to Yin (2003), exploratory studies based on a case study have as main objective the understanding of a phenomenon, based on situations in which the existence of hypotheses is not present.

For a better understanding, Yin (2015) points out that the main tendency in all types of case studies is that he tries to clarify a decision or a set of decisions: why this decision was made, as and what results were obtained. Based on this premise, we sought to understand peculiarities that the "HEI" has applied in its program, consisting of the means that can contribute in the co-creation of value tied to the quality of life of university students.

Gil, (2009) points out that the process of data collection in the case study is more complex than that of other research modalities. This is because most of the research uses a single basic technique for obtaining data, although other techniques can be used in a complementary way. Case study requires more than one technique. This is a basic principle that cannot be ruled out.

In this way, the research was carried out based on a script of previously established questions, with five (5) students of the courses of administration and accounting sciences of a University located in the Rio Pardo / RS Valley. It is important to emphasize that the semi-structured interview, individual and in depth, is a methodological resource that seeks, based on theories and assumptions defined by the researcher, to collect answers from the experience of a source, selected for having information that one wishes to know. This script had open and focused questions that provided the interviewer with the flexibility to sort and formulate the questions during the interview.

It is added that in the educational services offered by the university, mainly focused on the quality of life of university students, it is necessary to propose the interaction between teacher and student, in other words, there is a favorable environment for the co-creation to occur. For example, students in a particular course should explain what they want and what they are looking for as academics of a particular university, so that the outcome of the service is satisfactory, as well as, the university provides an environment in which students can not only study an environment that provides them with a good quality of life.

4. PRESENTATION AND DISCUSSION OF RESULTS

The present research is related to the analysis of the quality of life in a University located in the Rio Pardo / RS Valley, linked to value creation. At the same time that the number of university students is increasing, it is also that of university avoidance, which can be caused



by a lack of motivation to learn or to other variables related to quality of life as academics of universities. On the other hand, there is an expectation about the choices of each university student that is linked to the personal perception of cognitive skills, that is: **"What is their perception of quality of life as a student of a higher education?"**

[...] During graduation, the academic does not always have a good quality of life, since he does not "spare" much time to dedicate himself, aside from his own physical and emotional well-being (A4) [...] The quality of life is good, but it requires discipline because we need dedication to studies and to make sacrifices, such as sleeping less, leaving every weekend, sometimes leaving the family a little aside (A5).

In this sense, there are self-expectations from the moment of entry, linked to personal constructs that are susceptible to confirmation or not, and can change or cease to exist, according to the changes that occur throughout academic life and that can generate difficulties for the student to integrate into university life (MORENO, SOARES, 2014).

According to Nadelson and Semmelroth (2013), students' initial expectations are generally good with respect to what they will find at university. A set of previous experiences in different fields of life, such as professional, social and family, influence the diverse choices and trajectory of the student in his academic life. Bzuneck (2004) points out that the learning goal appears related to positive results, to the effort and persistence in the search for knowledge and in the improvement of the abilities, being, in this way, propeller of intellectual growth.

For a better understanding, in a highly competitive and dynamic environment it is imperative that higher education institutions operate their processes in order to add value to the educational services offered to students. It can be argued, then, that in the long term, the expectations of the students at a given moment, are less demanding than their real needs. In this way, clients' expectations will change, becoming more demanding as more suppliers are able to better meet their needs, with the following question: **"Why should HEIs care about providing educational services of Quality?"**

[...] Why do people want a strong education with good professionals as teachers (A1) [...] Why did the teaching reflect directly on the qualification and learning in which the student will apply in their professional life (A3) [...] Besides that not offering quality services, it directly influences the reputation of the HEI in the market, and can be taxed as an institution that does not care about the optimal availability of education (A4).

The market is increasingly demanding and selective, privileging those educational institutions that meet their students with efficiency, flexibility, speed and quality. Today,

differentiation is mainly due to the search for quality in processes, goods and services. This is evidenced by the market, which values more and more certified and accredited products and / or services. The continued pursuit of student satisfaction gains even more importance. Therefore, the area of education has significant importance in the life of the student in which the student currently chooses several reasons for completing a college course and is more demanding regarding the quality of life that the university will provide to the current students and potential new ones.

According to Tombolato (2005), the daily life of many young people and adults who experience the concomitant scenario of being a worker and university student, finds intrinsic conditions in Brazil. Currently, work has become an essential interest and schooling has been a competitive differential of inclusion in the labor market, which has increasingly increased the demand for higher education linked to the quality of life that the university can provide this student, counting on the requirement, for some, to remain in double-working day, that is, working and studying.

In view of the above, the activities carried out by higher education institutions are classified as providing educational services. Therefore, it is imperative to verify the peculiarities and implications of the nature of this activity, as well as the correlation between services, their quality, and customer satisfaction. Therefore, **"why should teachers and students be partners of their respective "HEIs" in which they are linked?"**

[...] To obtain a quality education (A2) [...] The partnership is a two-way street, where the institution offers conditions for good learning, teachers and students will enjoy and enjoy presenting to all how good that institution is, that is, the two are gaining knowledge and good reputation (A4).

In view of the perception of the services offered by the university to the students, it is not enough that they arrive at these through the mere provision of educational service, but the main thing is to offer these students a quality of life in the university so that the same ones throughout the university environment, where it is necessary to offer a good service that meets the expectations of all those involved in this process, which envisages context, student satisfaction. In this sense, when the HEI does not offer quality educational service directly influences its reputation in the market, it can be taxed as an institution that does not value the good quality of education.

Nowadays, the very meaning of the university's existence does not seem so clear, and it can be seen that, in addition to criticism from specialized sectors, a kind of generalized



questioning, diffused throughout the social body, is becoming more and more present and explicit. The general feeling of frustration over unfulfilled expectations and unfulfilled promises of the development and progress of societies, the devaluation of the elaborate culture, and the trivialization of references in all sectors of human life are widespread causes that also lead to the devaluation of university.

The significance of the university is diluted in this entanglement of ideas and propositions that are being formulated in the present moment as an indication that humanity would have entered a new era that would surpass everything that it had built and accumulated. In this sense, we have the following question: **"Why should the university make a commitment to the people who give life to it?"**

[...] Why they are the ones who move the university without them the university does not develop (A1) [...] Why the university depends on all the people who are involved with it, so that it continues teaching the community (A3) [...] A world where people are increasingly fragile is very important to invest in people and to show that they are important to feel useful and fulfilled (A4).

People who are involved in university and who give life to it, make the university work day by day, and bring success or failure, from the moment we feel part of the university we take the initiative to do different. For, it is understood that we are part of this entity and we have the expectation of leaving a brand of its own in the institution of higher education, ie, this happens only when the university provides the space for the development of people.

In the same way, the human being is a fragile being that needs attention and care. Without this care, this can lead to several problems: depression, anxiety, anxiety and various diseases linked to this feeling of isolation. are regarded as evil of the century). It is well known that it is of the utmost importance for universities to value and invest in people, that is, without them, there would be no one to enjoy the educational services provided by universities.

When imagining this universal context, where human beings often do not interact with one another or simply cannot stand to live side by side, one perceives a universe of absolute chaos and individualistic people. When these feelings are focused on the co-creation of value as a quality of life in the university, the interactions between these human beings (people) give us an exchange of experiences that add value and facilitate the understanding of the available knowledge (both those passed by teachers and those available on the media at any second).

Also, it is possible to consider multiple definitions of value creation linked to the quality of life at the university, with aspects of the areas of marketing administration, management and

education, and of health promotion, adding a more practical vision, one can define when there is value co-creation, and when there is no co-creation of value tied to the quality of life in the university, in a given context, according to Table 1.

Table 1: Lack of Quality of Life in the University

DEPRESSION	ANGUISH	ISOLATION	ANXIETY	LACK OF CONCENTRATION	WITHOUT SLEEP	TIREDNES	LEAVE THE FAMILY ON THE SIDE	LACK OF PERSONAL CARE
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Source: prepared by the authors, based on the research.

In this sense, being a student of higher education requires a lot of self-giving, and consequently performing simultaneous tasks at the same time, since besides studies, have employment, family, friends, among others. Thus, Table 1, in its context due to lack of quality of life in university, is a key element in the health-disease process of these academics as students of higher education.

On the other hand, the context associated to the respective figure brings to each individual (university students) physical, psychological, social, environmental aspects and the subjectivity of this individual's perception about life itself. For a better understanding, as QVU is being neglected it becomes an irreversible fact, through the factors that are related in table 1, causing impacts and consequences directly on the health of university students.

The quality of life in the university, linked to value creation, goes through the lifestyle oriented to the behavior acquired by the decision person, under the social and / or cultural influence that can influence the quality of life and the health of these university students (VILARTA; GONÇALVES, 2004). At present, a large number of researchers suggest that health (physical domain), material goods, social conditions, environment, social relations, psychological and emotional well-being are determinants of quality of life (CUMMINS, 1997; HUUSKO, 2006; MUURINEN et al., 2009).

Therefore, to co-operate in the university environment and attain the quality of life as university students of a certain university, is to be willing to face and go through a transition process, and overcome the lack of quality of life (associated with diseases of the Thus, it is important that the university should provide its students with an environment in which they can

co-create value in the university, and at the same time, students feel motivated to be attending a certain university, which provide students with good quality of life conditions, as well as, be on the side of the student offering quality university education. Table 2 exemplifies when there is value co-creation linked to the quality of life in the university.

Table 2: Value Co-creation as Quality of Life in the University

Value Creation	Quality of life at the University	Value Creation as Quality of Life at the University
* Participation * Interaction * Teaching Process and learning * Value * Exchange of Experiences	* Motivation * Satisfaction * Happiness * Welfare * Feeling of Comfort * Tranquility	PROMOTION OF CHEERS

Source: prepared by the authors, based on the research.

Gonçalves and Vilarta (2004) establish that Quality of Life deals with both objective and subjective spheres of perception. The objective sphere (condition and way of life) considers factors such as food, housing, access to health, employment, basic sanitation, education, transportation, that is, survival needs specific to our society, materials to be consumed.

The subjective (lifestyle) also takes into account concrete questions, but considers historical, social, cultural and individual interpretation variables on the conditions of material goods and services of the subject, covering emotional aspects, expectations and possibilities of the individuals or groups in relation to their achievements, and the subjects' perception of their own lives, including immeasurable questions such as pleasure, happiness, anguish and sadness, which can be summarized in table 2.

In this way, the co-creation of value linked to the quality of life in the university, has as main focus the promotion of the health of university students, that is, not only offer quality university education, but the university should be concerned with the well-being of its students, since a university committed to personal development of its students will be inserting qualified professionals in the labor market, as well as, they will be bearing the name of the university that provided them with adequate and accessible conditions (quality of life) as academics of university.

In this sense, the factors that influence the perception of quality of life of the subjects in the universities. And in all of them, both the components connected to the objective sphere and the subjective sphere play an important role. Thus, any insertion on such a perspective should consider as many actions related to access to products and / or services as to the

possibilities of choice available to these people, providing the co-creation of value tied to the quality of life in the university (MARQUES, 2007).

5. FINAL CONSIDERATIONS

The present study analyzed the co-creation of value linked to the quality of life in a University located in the Vale do Rio Pardo / RS, through five (5) interviews with students of the course of administration and accounting sciences of said university under study. In this sense, the offer of the educational service aligned to the quality of life in the university, is linked to the personal and professional expectations of each student, where the academic life brings us a reflection about our personal transformations, besides the university provide its students with conditions health promotion.

Faced with this demand, educational institutions should be prepared to promote, in addition to cognitive and professional development, the personal, affective and social development of students (SCHLEICH, 2006). Becoming a college student represents a new phase in the lives of many students entering higher education. This new phase implies changes and an adaptation to this new reality, which can generate anxieties and even interfere in academic performance, that is, the university must be prepared to provide students in the university environment with a quality of life in which the student is pleased to be attending a certain university. (SCHLEICH, 2006; FERRAZ; PEREIRA, 2002).

In addition, it should be considered that the lifestyle of university students involves risky and unhealthy behaviors that can compromise both health and quality of life, as this transition period to higher education can change the way of life in the related aspects eating habits, sleep habits, physical exercise practices, consumption of alcohol, tobacco and even other drugs (MARTINS; PACHECO; JESUS, 2008).

Also, it was evidenced in this study, through the interview conducted with five (5) students of the courses of administration and science of an IES of Vale do Rio Pardo - RS, in which they reported that upon entering university life changed completely, as well as, the main objective of the university is to pass the knowledge and contribute to the process of teaching learning of these university students.

Likewise, the HEIs, by providing a quality environment for the students, will be investing in their respective university students, where this partner has much to gain, in other words, they add the efforts to achieve the success of both parties, where we live in a world with increasingly fragile people.



In this sense, the delivery of the educational service should be linked to the interests of the students, but without neglecting the interests of the university and the teachers. Another gap is observed in Voss, Gruber and Szmigin (2007), because in the context of higher education service, in terms of quality, knowledge about consumer expectations (students) as well as metrics is lacking. It is required instruments that determine the quality of the actions aimed at value creation as quality of life in the university, and that include the capture of the levels of service provided, contemplating precepts such as perception of performance and satisfaction.

Like all qualitative research in depth, the present research does not aim to arrive at hypothesis tests or affirm positive findings, the analysis focused on the relationship between teacher and student, as well as, what the university can offer its students in question of quality of life, as the quality of life of university students often falls into the background, and ultimately endangers the health of these students.

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