Article

Education Beats at the Heart of the Sustainability in Thailand: The Role of Institutional Awareness, Image, Experience, and Student Volunteer Behavior

Mohsin Raza [1] , Rimsha Khalid [1],*, Larisa Ivascu [2],* and Jati Kasuma [3]

[1] Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket Campus, Phuket 83120, Thailand
[2] Faculty of Management in Production and Transportation, Politehnica University of Timisoara, 300191 Timisoara, Romania
[3] Head, Sustainable Cooperative Business Group (RIG), Faculty Business and Management, University Teknologi MARA, Sarawak Branch, Jalan Meranek, Kota Samarahan 94300, Sarawak, Malaysia
* Correspondence: rimshakhalid82@gmail.com (R.K.); larisa.ivascu@upt.ro (L.I.)

Abstract: The grim effects of COVID-19 have widely obstructed every sector of life, and the education sector is not an exception. The physical meeting restrictions, lockdowns, social distancing, and movement control orders increased the dropouts of students in educational institutes. These dropouts compromised the contribution of the educational sector to the gross domestic product (GDP) and worsened the economic situation. The spike of COVID-19 shaped a curve of fears, and students are clueless as to how to mitigate its affects. Therefore, this study proposes an implication of a rare phenomenon termed as student volunteering behavior. Student volunteering behavior has the capacity to turn existing students into advocates of the institute, a great assistance to attract potential students and bring back the dropout students. This study suggests that educational institutes in Thailand should provide a better experience to students, strengthen the institute's image, and make students aware of their services. Their memorable experiences of institutional services will enhance students' loyalty and urge them to exhibit volunteering behavior. The result of this study indicates significant fallout of institute experience and image to student loyalty and to the student volunteering behavior. However, the study unveiled insignificant results of the relationship between institute awareness to the student loyalty and student volunteering behavior. Furthermore, the study proposes directions for further studies based on the rarer limitations.

Keywords: institute experience; institute image; institute awareness; student loyalty; student volunteering behavior; COVID-19; Thailand

1. Introduction

The education literature has well documented the significance of students' behavior, and educational institutes have taken it seriously due to its intervention in their services [1]. The focus of education shifted from a tangible centered perspective, e.g., a focus on distinct facilities and tangible offerings, to a service-centered perspective, e.g., intangibles, exchange processes, and relationships [2]. A major striking boost in shifts was noticed after upsurge of COVID-19. COVID-19 changed lifestyles, social practices, businesses, education trends, and student behaviors as well. Social distancing due to COVID-19 restricted physical encounters that affected the learning process of students and their valuable co-creation [3]. Numerous initiatives have been taken into account that include online teachings, virtual services, and access to relevant databases to mitigate issues of co-creation [4]. The situations become intense once educational services are delivered in mass service settings, including online and offline settings. Students influence fellow students through their behaviors in mass service settings [5]. In the education sector, students spend time with each other and share space, facilities, and studies, all of which urge them to interact with

each other. The interactions of students strengthen their relationships with each other and their institutes [6].

Constructive behavior of students enriches the experience of fellow students, and they become more engaged with their institutes [7]. However, destructive behavior of students also affects fellow students and spreads negative word of mouth, and it urges fellow students to shift to competitive educational institutes [8]. The mass service settings include hotels, cinemas, transportations, and education institutes, places where the behaviors of individuals shape the behaviors of others due to their frequent interactions.

The interaction of students is an inseparable part of services in educational sectors [9]. This makes it crucial for educational institutes to form the student behavior in their favor to gain positive outcomes of it [10]. The reason behind the forming of student behavior is that it is nearly impossible for educational institutes to focus on each student individually, so they have to form their behavior accordingly [11].

The services literature term this favored and positively biased behavior of students "student volunteering behavior" (SVB) [12–14]. Student volunteer behavior encourages students to help fellow students, spread positive word of mouth, tolerate unpleasant situations, and advocate for their educational institute in the presence of fellow students and among competitors [15]. The engagement of students in volunteer acts is not obligatory, but it provides great assistance to the institute [16]. The volunteering behavior of the students helps the institute maintain long-term and profitable relationships with students [17], increase market share and good will in market [4], and attract potential students [18].

There are great number of studies that incorporate volunteering behavior in a diverse perspective by considering its significance and support to institutes and organizations, industries, and distinctive sectors [7,12,19–26]. A review of marketing literature yielded the understanding that the influence of individuals' behavior on other individuals exists in almost every service sector, including the education sector as well. However, there are limited studies that incorporate volunteering behaviors in the educational sector [22]. In addition, the term student volunteer behavior was first introduced as an extension of customer volunteer behavior, providing profound evidence of the implication, usefulness, advancement, and applicability of volunteering in the educational sector [27].

The importance of the students' volunteer behavior has been crucially increased in educational sector as there has been a drastic drop observed in revenues, profits, and turnover of students in Thailand due to COVID-19. The students are not tending to return to their institutes, and a 10% rate of student dropout is observed [28]. According to Professor Sompong Jitradub, the director of Civil Society at The Equitable Education Fund (EEF), "This year Thailand is facing a severe education crisis. As a result of the pandemic, poverty and inequality have reached new heights; without assistance or government support, the dropout rate could hike 10 to 15 percent" [29]. Moreover, according to Perry Hobson, pro vice chancellor of Sunway University, current issues and crisis have contributed a lot to stopping students in achieving their targets. It is also noticed that international student enrollment can be flat, and this is a crucial matter to resolve immediately [30].

Based on the arguments, this study proposes the implication of students' volunteer behavior in Thailand educational institutes as it would attract potential students and help retain current students [17] and maintain long-term and profitable relationships of educational institutes with students [31]. Students' volunteer behavior is vital for educational institutes' survival and gaining a competitive advantage because of its assistance to the institutes by enhancing their performance and generating profits [15,18].

2. Literature Review

2.1. Student Volunteer Behavior (SVB)

The volunteer behavior is an emerging concept in marketing and services literature. It was first introduced by Barnard (1938) to highlight the extra role of behaviors of customers in service settings [32]. The volunteer behavior was formally introduced in 19th century and it is still an understudied phenomenon that is operationalized through diverse aspects [19].

Throughout this study, student volunteer behavior is operationalized as an interchangeable term with customer volunteer behavior due to its pertinence in the educational sector. Customer volunteer acts are the biased behavior of customers, the same way students show their belongingness to educational institutes [33].

The educational literature has mentioned four dimensions of student volunteer behavior: helping behavior, feedback, advocacy, and tolerance. Helping behavior refers to the help of fellow students in educational institutes [31]. The students help each other by providing relevant information, giving priority to others, and spreading useful information and word of mouth to fellow students [13]. The helping behavior of students encourages fellow students to assist their institute and fellow students to improve their in/out campus living style [6]. Furthermore, student volunteer behavior impels students to provide feedback to educational institutes to improve their services [34]. The feedback of students helps educational institutes resolve the complaints of dissatisfied students and improve their experiences [35]. Student volunteer behavior urges students to influence the institute to improve the quality of services [15]. Feedback helps educational institutes to strengthen the relationship with students and to facilitate students in better way [36]. Moreover, student volunteer behavior urges students to help educational institutes by advocating for them and spreading positive information. The advocacy refers to protecting the educational institute from negative word of mouth and spreading positive word of mouth [15]. Advocacy is great way to attract potential students and strengthen the relationship of an educational institute and students. Student volunteer behavior urges students to be advocates of their institute and defend its reputation at any cost [37]. Furthermore, students who engage in volunteer behavior exhibit tolerance of any unpleasant situation [34]. It helps students to not feel bad about the institute if at any time a situation is unfavorable or if any disruption happens during service delivery.

Student volunteer behavior was measured in this study by four dimensions through the adaptation of the scale from [15]. A large number of studies operationalized it as a uni-dimensional construct [38–40]. Moreover, the study operationalized student volunteering behavior as a second order construct proposed by literature [12,17,41,42].

2.2. Determinants of Student Volunteer Behavior

2.2.1. Institute Experience

The customer experience with organizations, brands, and institutes was first introduced in the 19th century [43]. It was categorized as cognition, affect, and behavioral aspects of service consumption. Furthermore, it included emotional, sensory, and relational values that replace functional values, considering service consumers as rational and emotional during service delivery [44]. Therefore, the institute experience is considered as a subjective internal response (feelings, sensation, cognition, and behavior) of students due to institute-related stimuli that varies in strength and intensity [45]. It can be positive, negative, short-term or long-term and impacts student loyalty. An institute experience that creates the student perception of a bad experience shatters their loyalty and urges them to switch [46]. The institute experience involves students' emotions and senses and creates an emotional bond between the institute and students to strengthen their loyalty [47]. The institute experience is far beyond functional benefits, as it more concerned with emotional values. Students seek a superior experience while co-creating the service, and it enhances students' engagement with institute [48]. The experience of students enhances their loyalty toward their institutes [49]. The loyal students not only show helping behavior but also advocate for their institutes, spread positive word of mouth, and provide feedback to improve the service offered by institute.

H1: *The institute experience has significant influence on student volunteer behavior.*

H2: *The institute experience has significant influence on student volunteer behavior through the mediation of student loyalty.*

2.2.2. Institute Image

The institute image is a core construct that reflects the institute and makes it easy for students to evaluate the institute based on their preferences. Therefore, maintaining a good image is always a priority of an institute [50]. The institute image helps students to trust and select an institute for their studies [51]. Moreover, the institute image also helps it to establish its fictitious position in the industry and strengthen the performance of institute [52]. The institute image is the perception of students that shapes their behavior and decisions to be biased for the institute [21]. The institute image help students to identify how their needs are fulfilled and differentiate the institute from others of same kind, which results in the likelihood of students selecting the institute [53]. The institute image helps the institutes to communicate their underlying benefits to student to earn their loyalty. The image of an institute is explained as the set of associations students have in their memories [54]. The image of the institute helps students to recognize their institute in presence of competitors. The institute image can be explained as an emotional attachment of students to their institutes [50]. The literature highlights that students become loyal to their institutes once they perceive a positive image of their institute [55]. The services literature describes the institute image as an important predictor of loyalty [56]. The upsurge in student loyalty grows their desire to perform volunteer behaviors as well [22]. Based on the arguments above, the following hypotheses are proposed:

H3: *The institute image has significant influence on student volunteer behavior.*

H4: *The institute image has significant influence on student volunteer behavior through the mediation of student loyalty.*

2.2.3. Institute Awareness

Institute awareness holds the potential readiness of an institute in students' minds and is considered a pre-condition before an encounter. Institute awareness is a crucial element to enhance students' trust in educational services. Institute awareness is the first step to make students aware before they join the institute [57]. The higher the awareness of the institute, that higher the chance it will be selected by students, as institute awareness generates desirability in students [58]. This study refers to institute awareness as the ability of students to recognize and recall an institute's name in the presence of a competitor [59]. Institute awareness yields loyalty in students and urges them to choose a particular institute [60]. Student loyalty is highly dependent on awareness provided by institutes as it displays the overall perception of the institute, information, and experience, all of which boost students' loyalty [61]. The literature claims that student loyalty leads to volunteer behavior [22]. The service literature proposes the relationship of student loyalty and student volunteer behavior and highlights its applicability [62]. This study proposes the following hypotheses based on the abovementioned arguments:

H5: *Institute awareness has significant influence on student volunteer behavior.*

H6: *Institute awareness has significant influence on student volunteer behavior through the mediation of student loyalty.*

2.2.4. Student Loyalty

Student loyalty has been defined multiple ways, such as student likelihood, feelings, biased behavior, a student's supporting behavior, psychological processes, and attitude of students. However, the literature is not settled on the general definition of loyalty; it is a heated phenomenon from the 19th century, and it is still understudied [63–65]. The first term for loyalty introduced was "insistence", which describes the likelihood of students to choose particular institutes [66]. The engagement of students with their institutes defines their loyalty. The loyalty of students makes them advocates of their institute and urges them to spread positive words, tolerate unpleasant situations, and help other students [25]. Student loyalty urges them to help fellow students, to make the processes and service

delivery smoother [67]. The help of fellow students enhances their institute experience positively and also urges them to stay loyal [5]. The loyalty of students impels them to adopt volunteering behavior toward the institute [25]. The discussion is depicted in following hypothesis:

H7: *Student loyalty has significant influence on student volunteer behavior.*

Based on the proposed hypotheses, the following research model is proposed. The institute experience, institute image, and institute awareness are the independent variables. Student loyalty is the mediating variable, and student volunteering behavior is the dependent variable, as shown in Figure 1.
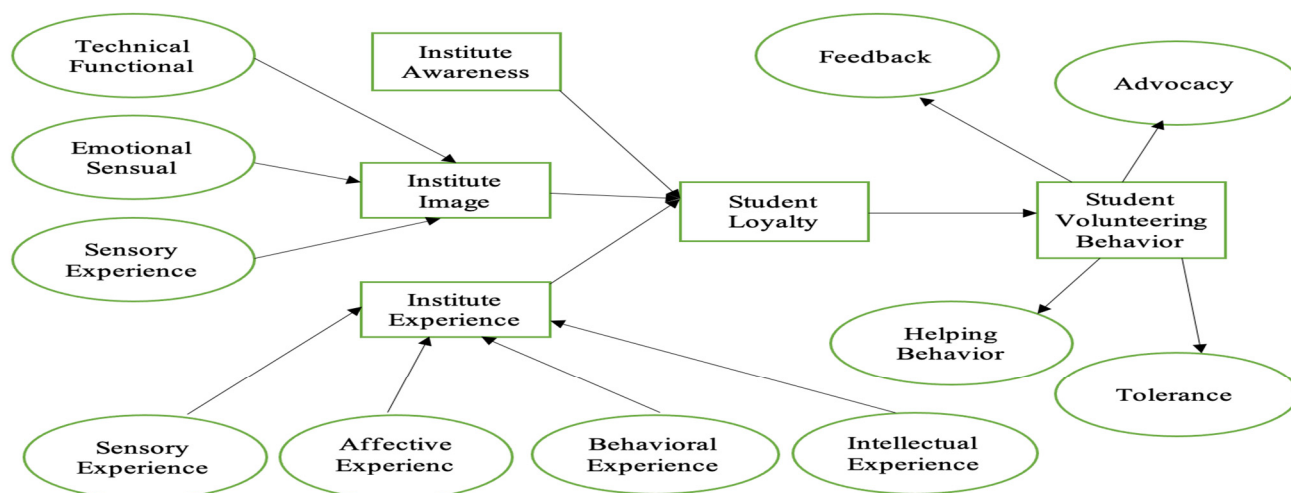

Figure 1. Conceptual framework.

3. Materials and Methods

The survey data were gathered from 223 students from public and private universities of Thailand. The respondents were given a questionnaire based on a 7-point Likert scale. On that scale, 1 referred to strongly agree, 2 referred to slightly agree, 3 referred to agree, 4 referred to neutral, 5 referred to disagree, 6 referred to slightly disagree, and 7 referred to strongly disagree.

The measurements of student volunteering behavior were adapted from [15] and operationalized as a second order construct. Student loyalty was measured by attitudinal perspective, and the measurement was adapted from [68]. The institute experience operationalized as second order construct and the measurement adapted from [45]. The measurement of institute image was adapted from [69]. This study adapted the measurement of institute awareness from [70] and operationalized it as a second order construct. This study used the statistical package for social sciences (SPSS 23) and the structural equation modeling partial least square (PLS-SEM). The measurements of study are provided in the following Table 1.

Pilot Testing

For this study, measurements were adapted from several studies, so pilot testing of instruments was essential. The pilot study allowed us to render the problems of the main study [71]. The selected sample size of the pilot study was based on 40 respondents, which is sufficient as per recommendations by the services literature [72]. The outcome of pilot study showed Cronbach's alpha as being between the 0.70 and 0.9 threshold, which indicated that the measurements were reliable [73]. Moreover, this study undertook the method of Harman's one factor test or Harman's single factor test to measure the common method bias [74]. According to this approach, the common method variance value should be less than 50% [75]. In this study, results of Harman's test identified that variance of the data was less than 50%.

Table 1. Measurements scale.

Student Volunteer Behavior
I provide useful ideas to institute staff to improve their services.
I give my feedback to the institute whenever I receive its services.
I always seek help from institute staff if I have any problem.
I say constructive words about this institute to others.
I recommend this institute to others.
I am inspired by this institute and endorse it to others.
I assist fellow students when they seek help.
I help fellow students when they face any problem.
I teach fellow students the right use of services.
I give advice to fellow students about the provided services of this institute.
I tolerate it if services are not delivered as per my expectations.
If the institute makes a mistake during encounters, I prefer to be persistent.
I choose to wait if I have to wait longer than normal to receive the service.
Student Loyalty
I prefer this institute more than any other institute.
I consider this institute best serves my purpose.
I choose the services of my institute over those of its competitors.
I trust that my institute is better than other institutes.
The offers of my institute always superior to those of others.
Institute Experience
This institute leaves a positive impression on my senses.
This institute is interesting in a sensory way.
This institute is appealing to my senses.
This institute creates positive feelings.
I have positive feelings about this institute.
This institute focuses on creating positive emotions.
I engage in physical actions that favor this institute.
This institute encourages me to think about lifestyle.
This institute emphases experiences through activities.
I engage in a lot of positive thinking when I encounter this institute.
I always have positive thinking about this institute.
This institute stimulates my curiosity.
Institute Image
This institute is a good choice for study.
This institute acts as expected from an institute.
My opinion is good about the study and related issues of this institute.
I choose this institute due to its advantages in comparison with other institutes.
This institute is exciting.
I have profound interest in this institute.
The institute is luxurious.
This institute creates a positive image of me.
This institute fits my personality.
This institute is a good fit for my social status.
This institute leaves a positive impression on other students as well.
I have a progressive image of the institute owning the country.
Institute Awareness
I am aware of the services of this institute.
When I consider institutes for study, this institute is the first to come to my mind.
I am familiar with this institute.
I know what the institute looks like.
I can differentiate this institute from another institute.

4. Results

4.1. Measurement Model Assessment

In this stage, the formative model was measured through convergent validity, internal consistency, and discriminant validity. The internal consistency was exhibited through composite reliability (CR). The convergent validity was investigated by average variance extracted (AVE) and outer loadings. The discriminant validity of this study was examined

through cross loadings and Fornell–Larcker's criterion [76]. The values are provided in Table 2 and presented in Figure 2.

Table 2. Reliability construct.

First Order	Second Order	Item Labeling	Loadings	CR	AVE	Cronbach's Alpha
Sensory				0.925	0.804	0.878
		IE1	0.906			
		IE2	0.888			
		IE3	0.896			
Affective				0.908	0.767	0.848
		IE4	0.858			
		IE5	0.897			
		IE6	0.859			
Behavioral				0.885	0.719	0.805
		IE7	0.821			
		IE8	0.823			
		IE9	0.849			
Intellectual				0.900	0.750	0.833
		IE10	0.861			
		IE11	0.860			
		IE12	0.861			
	Institute Experience			0.942	0.802	0.942
		Sensory	0.916			
		Affective	0.907			
		Behavioral	0.873			
		Intellectual	0.907			
Technical Functional				0.924	0.752	0.890
		II1	0.874			
		II2	0.890			
		II3	0.879			
		II4	0.839			
Emotional Sensual				0.909	0.770	0.850
		II5	0.873			
		II6	0.867			
		II7	0.901			
Symbolic Social				0.907	0.663	0.872
		II8	0.862			
		II9	0.846			
		II10	0.799			
		II11	0.847			
		II12	0.706			

Table 2. *Cont.*

First Order	Second Order	Item Labeling	Loadings	CR	AVE	Cronbach's Alpha
	Institute Image			0.948	0.859	0.943
		Technical Functional	0.915			
		Emotional Sensual	0.934			
		Symbolic Social	0.937			
Institute Awareness	Unidimensional			0.908	0.665	0.876
		IA1	0.795			
		IA2	0.864			
		IA3	0.865			
		IA4	0732			
		IA5	0.814			
Student Loyalty	Unidimensional			0.931	0.731	0.908
		SL1	0.832			
		SL2	0.886			
		SL3	0.876			
		SL4	0.865			
		SL5	0.805			
Feedback				0.881	0.712	0.798
		SVB1	0.846			
		SVB2	0.880			
		SVB3	0.803			
Advocacy				0.926	0.806	0.879
		SVB4	0.878			
		SVB5	0.916			
		SVB6	0.899			
Helping Behavior				0.889	0.668	0.834
		SVB7	0.817			
		SVB8	0.800			
		SVB9	0.829			
		SVB10	0.832			
Tolerance				0.876	0.702	0.787
		SVB11	0.835			
		SVB12	0.829			
		SVB13	0.848			
	Student Volunteering Behavior			0.604	0.856	0.891
		Feedback	0.789			
		Advocacy	0.876			
		Helping Behavior	0.785			
		Tolerance	0.566			

The internal consistency measures the consistency of results between the items of the same test. It tests the extent to which items of an instrument are homogeneous and exposes the underlying construct [77]. According to past studies, the minimum acceptance level for CR is 0.6 to 0.7 [78]. The values between 0.7 and 0.9 can be said to be satisfactory. A value of CR ranging 0.9 to 0.95 is not adequate, but if items of the measurement scale do not have redundancy issues, then it can be considered a highly reliable scale to explain phenomena. In this study, the value of CR ranged from 0.60 to 0.94, which indicates that the values are acceptable and reliable.
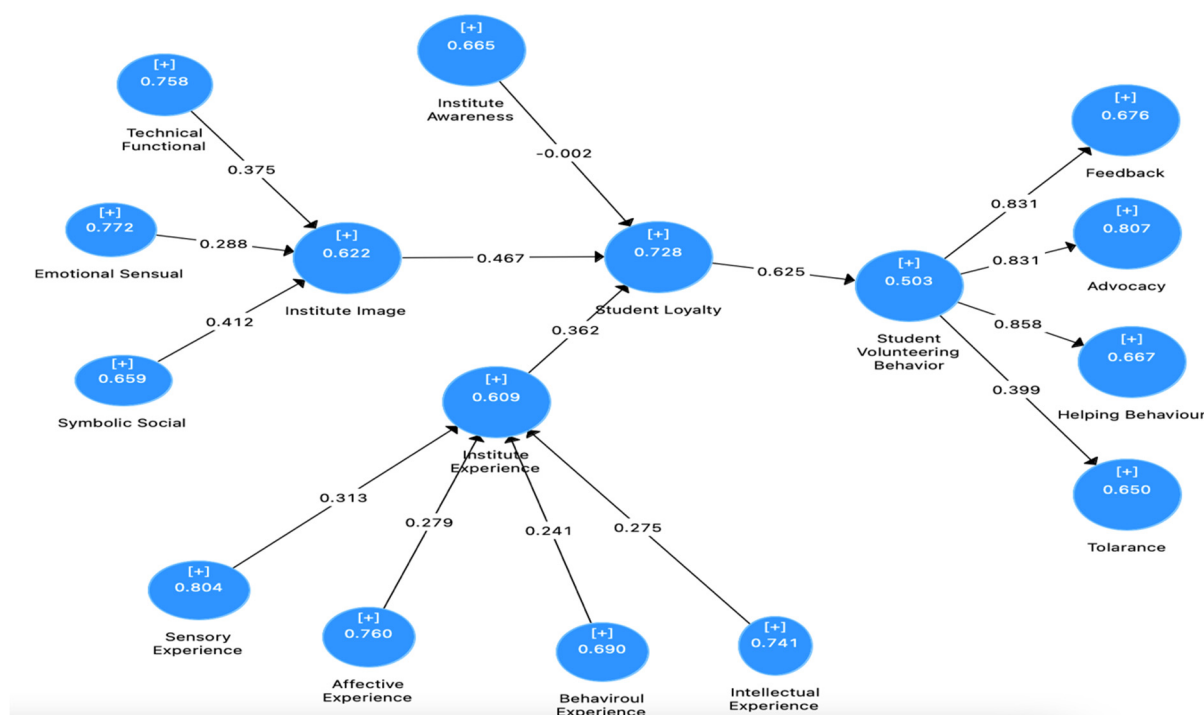
Figure 2. Measurement Model Assessment.

The reliability test measures the consistency of inter-correlation among items to measure a concept. There is no single item that can measure the concept fully, so it is good to run diagnostic tests to measure internal consistency. Among the series of tests, measurement of Cronbach's alpha is a renowned technique [73]. In general, a value of Cronbach's alpha less than 0.6 is considered poor [79]. Cronbach's alpha ranging from 0.6 to 0.7 is acceptable, ranging from 0.8 to 0.95 is good value, but a value of Cronbach's alpha more than 0.95 is not necessarily good [80]. In this study, Cronbach's alpha value ranged from 0.6 to 0.95, which confirms the reliability of measurements.

After the discussion of internal consistency, the convergent validity is the next step to check. The convergent validity measures the degree of correlation of two different sources responding to the same measure [79]. To identify the elements of convergence, AVE is used, as suggested by prior literature [76]. The threshold value for AVE is 0.5, and a value more than 0.5 indicates adequate convergent reliability [81]. In this study, the value of AVE was more than 0.5, which indicates the successful establishment of convergent validity. Convergent validity also includes factor loadings, which are the correlation of any factor and its given item. The value of factor loading should be higher than 0.5 [82]. In this study, factor loading examined based on the threshold level and outer loading of each construct was more than 0.5.

4.2. Discriminant Validity

Discriminant validity is measured by using Fornell–Larcker's criterion. Fornell–Larcker's criterion checks the discriminant validity at the construct level and the discriminant validity at the items' level. Discriminant validity measures the extent to which one construct is different from another construct [83]. Prior studies did not define the threshold point for discriminant validity, and most of studies agree that loading of measurement items of a construct should be higher than that of any other one constructs [84]. According to Fornell–Larcker's criterion, the square root of AVE should be greater than correlations with other constructs to achieve discriminant validity [85]. The square root of the average extracted variance for reflective measures was, namely, institute awareness 0.815, institute experience 0.901, institute image 0.928, student loyalty 0.853, and student

volunteering behavior 0.762, which is loaded higher only on the one construct, which shows its correlation and discriminant validity [78].

4.3. Hypothesis Testing

Hypothesis 1 (H1) proposed that institute experience influences student loyalty. Results showed a significant and positive relationship between institute experience and student loyalty ($\beta = 0.359$, $p < 0.05$), and H1 is supported. Hypothesis 2 (H2) discussed the relationship of institute experience and student volunteering through the mediation of student loyalty. Results demonstrated a positive relationship between the variables ($\beta = 0.239$, $p < 0.05$); therefore, H2 is sustained.

Hypothesis 3 (H3) proposed that institute image influences student loyalty. Results presented a positive relationship between institute image and student loyalty ($\beta = 0.468$, $p < 0.05$) that supports H3. Hypothesis 4 (H4) describes the relationship between institute image and student volunteering behavior through the mediation of student loyalty. Results showed a positive relationship between the variables ($\beta = 0.312$, $p < 0.05$), and H4 is supported.

Hypothesis 5 (H5) showed the significant relationship between institute awareness and student loyalty. There is a dearth of evidence to support this relationship of institute awareness and student loyalty ($\beta = 0.001$, $p > 0.05$). Therefore, H5 is unsupported. Hypothesis 6 (H6) discussed the relationship of institute awareness and student volunteering behavior through the mediation of student loyalty. Results showed ($\beta = 0.001$, $p > 0.005$); therefore, this hypothesis is rejected.

Hypothesis 7 (H7) explained the relationship between student loyalty and student volunteering behavior. Results showed the positive relationship in both variables ($\beta = 0.667$, $p < 0.05$); therefore, H7 is supported.

This study also measured the predictive relevance (Q^2). Q^2 ensures the predictive relevance of the structural model through the Stone–Geisser criterion, which can be measured though blindfolding procedures. The Stone–Geisser criterion assumes that a model should provide endogenous latent variable indicators [86]. Q2 is measurement of a model's predictive power, and it examines the accuracy of the model to predict data that were not used in the estimation of model parameters [87]. Q^2 value should be above zero, and values less than zero indicate a lack of predictive relevance. Q^2 value above zero indicates that values are well constructed and the model has predictive relevance [88]. Therefore, predictive relevance was also measured in this study, and the value of Q^2 is 0.230.

One of the commonly used measures for structural model assessment is the coefficient of determination (R^2) of endogenous latent variables. It explains the variance of endogenous constructs, which is explained by predictor constructs [89]. The R^2 acceptability level depends on the research context [90]. The literature considers the R^2 value to be moderate to be acceptable, which is between 0.33 and 0.67 [91]. Another study explains acceptable R^2 should be higher than 10% of the threshold level [92]. In this study, the value of R^2 is 0.442, which determines that the model has substantial predictive validity.

After predictive relevance and coefficient of determination, another criterion of evaluating a model is the assessment of effect size. In addition to the change in R^2 when a specific independent variable is omitted from a model, it measures whether this construct has a substantive impact on the dependent variable. This measurement calls f^2 the effect size and is increasingly encouraged by researchers [71]. An effect size less than 0.02 indicates no effects. An effect size from 0.02 to 0.14 is considered weak, from 0.15 to 0.34 is considered moderate, and from 0.35 or more is considered strong [93]. In this study, the effect size of institute experience on student loyalty is 0.095, which indicates the effect of the exogeneous variable. Effect size of institute image on student loyalty is 0.155, which indicates the effect of institute image, whereas the effect size of institute awareness on student loyalty is 0.00, which indicates it does not have an effect. The effect size of student loyalty to student volunteering behavior is 0.800, which shows the effects of the variables. The structural model is defined as follows in Table 3.

Table 3. Structural Model.

Hypothesis/Paths	Beta	Sig	VIF	Effect	Q2	R2
Institute Experience —-> Student Loyalty	0.359	0.000	3.726	0.095	0.172	0.442
Institute Image —-> Student Loyalty	0.468	0.000	3.879	0.155		
Institute Awareness —-> Student Loyalty	0.001	0.987	1.330	0.000		
Student Loyalty —-> Student Volunteering Behavior	0.667	0.000	1.00	0.800		
Institute Experience —-> Student Loyalty —-> Student Volunteer Behavior	0.239	0.000				
Institute Image —-> Student Loyalty —-> Student Volunteer Behavior	0.312	0.000				
Institute Awareness —-> Student Loyalty —-> Student Volunteer Behavior	0.001	0.987				

5. Discussion

This study discusses the role of student volunteer behavior in Thailand educational institutes. Although volunteer behavior phenomena have attracted the attention of scholars and practitioners, there is still a dearth of research investigating this phenomenon in educational sectors. To fill this void, this study offered a model of direct and multiple mediated effects that cause an enhancement of student volunteer behavior. Moreover, this study adds to the education literature by incorporating the role of students' experience, image of institute, and role of awareness on the enhancement of student loyalty. The research on student volunteer behavior is still in its infancy, given an increasing popularity of volunteer behavior in the service sector. The study observed that student volunteer behavior provides a benefit to fellow students and the institute as well. The helping behavior fosters students' willingness to help fellow students, guide them about the institute procedures, and help fellow students when they need. The volunteer behavior is behavior of students to take care of the institutes' place and equipment, follow procedures and rules, provide feedback to institute staff, and spread positive word of mouth and bear with uncertain situations.

This study found a positive relationship between institute experience and image and the loyalty of students. Its plausible explanation can be that the institute increases student loyalty by providing them with a better experience. The analysis of this study revealed that the highest correlation exists between institute experience and student loyalty. The students who receive quality education, supportive behavior of administrative and academic staff, career opportunities, comfort, and security on campus and who receive rewards for their performances are loyal to their institutes. The results of the relationship of institute experience and student loyalty are also consistent with previous studies [45,47,94–96].

The other determinant of student loyalty is the image of the institute. The students who perceive their institute higher than others in the marketplace, being capable of recognizing their institute's worth among other institutes' rankings, believe that their institute makes the best decisions for them, takes care of their favors and interests, shows competencies, fulfils its promises, ensures transparency in each matter of conflicts, and resolves their complaints. These students are able to recall their institute from memory whenever they are asked. The results of the proposed relationship of institute image and student loyalty are also consistent with previous studies [55,56,97].

Furthermore, this study discovered an insignificant result of institute awareness and student loyalty. The results of this relationship are inconsistent and in opposition to previous studies [60,61,98–100]. It can be due to the context of study; another reason can be that students may already be aware because they are part of the digitized era.

This study also found a significant relationship between student loyalty and student volunteer behavior. Student loyalty leads the student to exhibit volunteer behavior. The volunteer behavior encourages students to provide suggestions to their institute to improve education level, highlight the problems, provide feedback to institute management, spread

positive words, and advocate their institute name and tolerate unpleasant situations. The result of this relationship is likewise consistent with previous studies [1,23,27,62,101].

6. Conclusions

The study provides several contributions to the services and education literature by focusing on volunteer behavior of students. Previous studies widely focused on customer volunteer behavior only [7,21,23]. This study incorporated volunteering through the lens of students and educational institutes. This study integrated a different theoretical perspective of students and educational institutes. Moreover, this study contributes to the mediating factors of loyalty among students due to their institute's experiences. Another important contribution of this study is the incorporation of community-based learning and providing its link to student volunteering.

Moreover, this study has underscored the importance of student volunteer behavior, as it is extremely valued by the institute, particularly in the current service environment. Moreover, the educational situations of Thailand are facing downward trends; international students were restricted to travel to Thailand, and inter-state students were under strict regulations [102]. Moreover, the situation of COVID-19 spiked and seems to be not under control as any new variant can be expected at any time, and it effects educational institutes badly [103]. That is why the implication of student volunteer behavior is very crucial for educational institutes of Thailand to be successful in unpredicted situations.

This study links a rare perspective of community-based learning with student volunteering behavior. The community-based learning is a set of strategies that enables students to learn from the community. It is an intentional pedagogy to align student learning with community engagement [104]. Educational institutes can take the opportunity to engage students in learning from volunteers of the community to increase their practical knowledge, understanding, and skills [105]. The implication of community-based learning in educational institutes is a double-edged sword, and it would benefit the students and the institutes at the same time. In this regard, the educational institute of Thailand can create strategies to facilitate students learning from the community of society [106]. It would not only add to the well-being of students, but also educational institutes can experience tremendous advantages. As the studies suggested, educational institutes should enrich students' experience through training provided by the community as it is requirement of the modern era [107–110].

Limitations, Implications, and Future Research

This study provides significant theoretical and empirical contribution; however, there are a few limitations that need to be considered. This study was conducted in Thailand, and educational institute students were chosen. To increase the generalizability of the study, the study can be longitudinal, and ASEAN countries can also be considered. Moreover, the study has highlighted the role of community-based learning in Thailand; future studies can include the comparison of self-learning to service learning and the dark side of community-based learning. Moreover, future studies can provide different nuances and more innovative methodologies. Future study can also consider the management perspective of institutes and the data collection from them to check the impacts of student volunteer behavior. This study has highlighted positive and volunteer behavior of students. Future studies can also consider negative emotions of students and their sabotage behavior. In addition, this study operationalized measurement items at the second stage and used formative measures. Future studies can analyze this model at the first stage through reflective measures.

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