

Panupong U-thaiwat. (2017). **Developing the Construct of University Citizenship Behavior and Testing the Causal Model: A Cross-Cultural Study of the Undergraduate Students in Thailand and the U.S.** Dissertation, Doctor of Philosophy Degree (Applied Behavioral Science Research). Bangkok: Behavioral Science Research Institute Srinakharinwirot University. Advisory Committee: Dr. Numchai Supparerkchaisakul, Asst. Prof. Dr. Kanu Priya Mohan, and Dr. Kenneth W. Fansler.

This study focused on the positive behavior of students which is referred to as university citizenship behavior (UCB). In prior research, UCB was drawn from organizational citizenship behavior (OCB). This was accomplished by replacing the context in the questionnaires with a focus on organizations to one that applies to academics. Since this variable was originally constructed for the organizational context, applying it to the university context required some further alterations.

Due to the limitations of prior research into UCB, this study developed an exploratory sequential mixed-methods design and was comprised of two phases. A qualitative method was used in phase one to develop the dimensions, definition, and to create the items for the scale of UCB. The in-depth interview technique was conducted to survey experts in order to confirm whether UCB could be reasonably developed from OCB. This was followed by interviews with undergraduate students from both Thailand and the U.S. in order to elicit which behavioral indicators reflected UCB. All indicators were subsequently analyzed and integrated as the dimensions, definition, and the items for developing the scale for UCB. After the scale was developed, the quantitative method was used to test for validity and reliability. The confirmatory factor analysis (CFA) was also used to confirm the dimensions of UCB and presented in phase two. The results showed UCB as having seven dimensions, and the definition was clarified. The developed scale for UCB was valid and reliable for measuring UCB among undergraduate students in Thailand and the U.S.

Phase two was comprised of two objectives. The first purpose was to develop a causal model of UCB among Thai and U.S. undergraduate students. Social exchange theory and the concept of OCB were applied to develop the causal model of UCB. The second purpose of this phase was to compare the differences of the causal model of UCB

between Thai and U.S. undergraduate student groups. The participants were undergraduate education majors in Thailand and the U.S. The results from phase two provided an overall model of UCB fit to the data by achieving an acceptable standard of goodness fit indices ( $\chi^2 = 714.55$ ,  $df = 169$ ,  $\chi^2/df = 4.23$ , RMSEA = 0.072, SRMR = 0.035, CFI = 0.98, NNFI = 0.98). In testing invariance between the groups, the form invariance and the factor loading measurement invariance appeared to be invariant across the Thai and U.S. groups, whereas they were substantially different in the structural invariance test. There were four pathways that showed as statistically significant between the groups and significant in each group. Finally, in the latent variable mean difference test, there were three variables indicating the differences in means between the Thai and U.S. groups.

The results from phase one expanded the understanding of UCB and clarified gaps of knowledge. It confirmed that UCB could be developed from OCB with some alterations and could explain UCB more in-depth with seven dimensions. The developed scale for UCB was also valid and reliable. The results from phase two supported that the model of UCB integrated from social exchange theory and the concept of OCB in the organizational context was effective. This also expanded the knowledge that organizational construct and variables could be applied in the academic context. In addition, the results also illustrated the differences of pathways and latent means across the groups of Thai and U.S. students. This confirmed that cultural differences played a vital role in affecting students in different cultures and resulted in different outcomes.

Some of the most significant variables affecting UCB are as follows: ethical climate, subjective well-being (SWB), and university engagement. Thus, universities and educators in Thailand and the U.S. should be concerned with these effective variables first when fostering UCB in students. More recommendations were also discussed.