



Effect of Self-esteem on Customer Citizenship Behaviors among International University Branch Campus Students

Vie Ming Tan^{1*}, Farzana Quoquab², Fauziah Sh. Ahmad³, Jihad Mohammad⁴

¹International Business School, Universiti Teknologi Malaysia, Malaysia, ²International Business School, Universiti Teknologi Malaysia, Malaysia, ³International Business School, Universiti Teknologi Malaysia, Malaysia, ⁴International Business School, Universiti Teknologi Malaysia, Malaysia. *Email: edwinvieming@gmail.com

ABSTRACT

Major universities have expanded overseas by establishing international branch campuses (IBCs) since the mid-1990s. Many campuses have only been in operation for a decade. Hence, engagement of students is valuable to assist in the design, development, and review of transnational programmes. Customer citizenship behaviors (CCBs) of individual student such as self-willingness to provide constructive feedback to university and help other students are valuable to improve university operation efficiency. Most CCB antecedents have been found based on social exchange theory by believing that customer reciprocates positive behavior for rewarding those who benefit them. However, Rosenberg (1965) uses self-consistency theory to argue that self-esteem influences behavior due to self-consistency motive. This research argues that it is still not clear whether the self-esteem leads to pro-social responses among students. Hence, this research aims to examine effect of self-esteem on CCB among IBC students. A sample of 400 students from four IBCs in Malaysia was collected via survey questionnaire. The collected data were analyzed using SPSS and partial least squares 3.0 (PLS3) which empirically support that self-esteem has positive effect on all three CCB dimensions. Thus, CCBs of IBC students are explained by self-consistency theory in which students perform CCB with the motive of maintaining self-image.

Keywords: International University Branch Campuses, Customer Citizenship Behavior, Self-esteem, Self-consistency Theory

JEL Classifications: I23, M16, M31

1. INTRODUCTION

In the mid-1990s, western universities from United States and Australia launched expansion strategy by setting up international university branch campuses (IBCs) (Maslen, 2009) across the Middle East and Southeast Asia (McBurnie and Ziguras, 2011). Many campuses are young in years of establishment (Marcus, 2011). For instance, only four out of nine IBCs in Malaysia have been operating for more than a decade (Etawau, 2014; Times Media, 2012). Many are still shaping their systems on criteria, standards and procedures (Cassar, 2010). Thus, seeking student cooperation and collaboration to assist design, development, and review of educational operating systems are essential for IBCs. However, success in this approach requires university management to take a leadership role in creating student connections, relationships and tailoring social context with students.

The topic of relationship marketing covers an array of initiatives, including discretionary collaboration by customers (Heckman and Guskey, 1998), or customer citizenship behaviors (CCBs). These behaviors, initially defined as individual discretionary behavior, are explicitly recognized by a formal reward system and promote the efficient and effective functioning of the organization (Organ, 1988). Groth (2005), a researcher in this area, developed three CCB dimensions: (1) Give feedback to an organization, (2) help other customers, and (3) recommendations (Groth et al., 2004). In the context of IBCs, CCBs would include a student's willingness to provide timely constructive feedback that help management to adjust service delivery processes according to local needs. Furthermore, a student's likelihood to perform voluntary, helpful, and constructive behaviors towards other students may influence their learning experiences and perception of educational service quality. As a consequence, CCBs of offshore campus students enhance the quality of the learning environment for all students.

Additionally, students are more willing to recommend the university to friends or family members. IBCs should, therefore, proactively manage CCBs of students.

Previous research in CCB antecedents mostly focused on social exchange theory (Blau, 1964) which suggests that customers reciprocate positive behavior in order to reward those who benefit them. Researchers noted the following CCB antecedents, perceived support for customers (Bettencourt, 1997), perceived company characteristics, perceived salesperson characteristics, construed external image (Ahearne et al., 2005), perceived justice (Yi and Gong, 2006), social-emotional support from other customers (Rosenbaum and Massiah, 2007), personal loyalty, commitment to service worker, benevolence of service worker (Bove et al., 2009), perceived corporate reputation (Bartikowski et al., 2011), customer commitment (Soch and Aggarwal, 2013), and customer satisfaction (Anaza, 2014). These findings imply that citizenship behaviors rely on a person's affective responses (Bettencourt et al., 2005).

On the other hand, some scholars (Bove et al., 2009; Graham and Organ, 1993; Ilies et al., 2009) have argued that discretionary behaviors are voluntary actions, they are not contracted and mandated as part of an individual's expected role responsibility. Moreover, discretionary behaviors are not motivated in the same manner as formal role requirements (Smith et al., 1983) but by personality attributes, personal choice, and empathetic reactions. Therefore, individual traits and predispositions should be the primary predictors for citizenship performance (Borman, 2004; Eisenberg, 2002; Van Doorn et al., 2010).

Consistent with this thought, Rosenberg (1965) proposed that CCBs are shaped by self-esteem. His claim is based on the self-consistency theory (Heider, 1958) which suggested people maintain consistency between their task performance and self-esteem (Korman, 1970). People act in a manner that maintains their self-esteem. Thus, it is expected that high self-esteem people adopt a company culture in order to become effective participants. They obtain knowledge, skills, abilities, and attitudes that enable them to achieve high perform levels (Bateson, 1991). Most organizational studies (Aryee et al., 1996; Bowling et al., 2010; Pierce and Gardner, 2004; Van Dyne and Pierce, 2004; Van Dyne et al., 2000) consistently found positive association between self-esteem and organizational citizenship behavior (OCB). However, because of the lack of CCB research on students in the higher learning institutions, especially IBCs in Malaysia, it is still not clear whether self-esteem leads to prosocial responses among students. For testing self-consistency theory and gaining insight understanding of student CCBs, this research aims to examine effect of self-esteem on CCBs among IBC students.

This research paper begins with a brief review of relevant significant literature, followed by hypotheses to answer the research aims. Next, the selection of construct measurements, data collection and sampling methods are justified in methodology section, and the results of statistical tests related to student CCB for empirical support of self-consistency theory are discussed. Managerial implications are covered in the final section, as are future research directions.

2. LITERATURE REVIEW

2.1. CCB

CCB is derived from OCB, which is based on the belief that employees who exhibit OCB are positive, voluntary, helpful and constructive towards their employers and other customers (Smith et al., 1983). Other descriptions of citizenship behaviors include cooperation, helpfulness and kindness related to the core work activities of organization (Lengnick-Hall et al., 2000). Furthermore, customers may show citizenship behavior in the service delivery process (Bove et al., 2009; Godwin and Kalpana, 2013). For the present research, CCB is considered as a multi-dimensional construct which includes dimensions of recommendations, feedback, and helping others.

2.2. Self-esteem

Self-esteem, a major component of self-concept, refers to an individual's overall self-evaluation of his or her competencies (Rosenberg, 1965). Mirowsky and Ross (1989) define self-esteem as a personal evaluation that reflects what people think of themselves. Schwalbe and Staples (1991) further explain a perception of self-worth, or self-esteem is stem from social attachments to close friends and family members that reflects positively on a person and provides interpersonal support. Hence, self-esteem is a function of reflected appraisals of close family members and friends, parents, or other close adults like teachers (Rosenberg, 1965; 1979; Rosenberg et al., 1989).

2.3. Self-consistency Theory

According to self-consistency theory (Korman, 1970), people attempt to maintain their level of self-esteem. High self-esteem people behave in ways that maintain their positive views of themselves. In contrast, low self-esteem people act in a manner that maintains their negative views. In a workplace context, high self-esteem workers maintain their self-perceptions by developing positive job attitudes, whereas low self-esteem workers develop negative job attitudes (Pierce et al., 1989). A worker who holds a low self-evaluation may seek consistency with this view, at the expense of achieving organizational goals (Dutton, 1972; Jones and Schneider, 1968; Marececk and Metee, 1972).

2.4. Hypotheses Development

Seeking out the view of opinion leaders is common practice when making a decision. Hence, opinion leaders hold significant influence in information seeking or scenarios evaluating (Arndt, 1967). Opinion leaders also exhibit specific behaviors; they are more helpful than others (Heckman and Guskey, 1998; Price et al., 1995), frequently provide word of mouth recommendations, and influence their reference groups (Solomon et al., 2010). Studies have also shown that opinion leaders are individuals with high self-esteem (Rosenberg, 1962). Employing self-consistency theory, where people exhibit self-consistency by actively obtaining self-confirmatory feedback (Rosenberg et al., 1989). It is suggested that people will attempt to interact with others and to place themselves in situations that support their opinions of what they like. On the basis of the related literature, it is hypothesized that high self-esteem students are more likely to recommend their university to their respective reference groups.

Hypothesis 1: Self-esteem has a positive effect on recommendations.

Pelham and Swann (1989) noted that high self-esteem people like who and what they are. As high self-esteem people are comfortable with themselves, they engage in constructive, self-enhancing behaviors (Pierce and Gardner, 2004). In fact, Crooks and Baur (1999) added that loving oneself is a prerequisite for loving others. These findings explain why high self-esteem people are more willing to engage in a mentoring role. Through helping others, individual with high self-esteem have a chance to show their organizational competence (Aryee et al., 1996) and maintain their positive image. This point of view is tallied with opinion of Mishra (1996) in which people who do more than is required of them are perceived as competent, reliable, and trustworthy. This research therefore hypothesized that high self-esteem students are more motivated to help other students in IBCs.

Hypothesis 2: Self-esteem has a positive effect on helping other students.

Another aspect of high self-esteem, according to self-consistency theory (Heider, 1958), is positive attitudes toward an organization. Hence, people with high self-esteem are more likely to engage and contribute to an organization. Their positive attitudes and behaviors towards others reinforce a positive sense of self and maintain consistency. In a workplace context, self-esteem plays a vital role in explaining employee attitudes and behaviors (Brockner, 1988; Judge et al., 2001; Korman, 1970; 1976; Pierce and Gardner, 2004). Researchers (Bowling et al., 2010; Gardner and Pierce, 1998; Pierce et al., 1989) have found that self-esteem of employees yields strong unique relationship with OCB. Their claims are tallied with LePine and Van Dyne (1998) who reported that high self-esteem leads to greater voice behavior in work groups. When groups became larger, fewer people are willing to speak out against the consensus or criticize the group, but this pattern of declining initiative is less pronounced by people high in self-esteem than for those low in self-esteem. For an organization's long-term success, high self-esteem individuals are more willing to take initiative to speak up and criticize a group's apparent consensus (Janis, 1982). Based on prior research results, this current research hypothesized that students' self-esteem has a positive influence on willingness to provide feedback.

Hypothesis 3: Self-esteem has a positive effect on providing feedback.

2.5. Research Framework

A research framework to investigate the proposed three hypotheses is portrayed in Figure 1. The figure theorizes a direct relationship between self-esteem, and the three CCB dimensions.

3. METHODOLOGY

3.1. Measurement of the Constructs

By combining validated scale items from previous researchers, the current research developed 17 scale items to measure the two constructs (Table 1). Five self-esteem items drawn from Rosenberg (1965) and twelve CCB items from Groth (2005) were

operationalized using seven-point scales, ranging from (1) strongly disagree to (7) strongly agree.

CCB is operationally defined as students' likelihood to perform voluntary, helpful and constructive behaviors toward other students and the university. These behaviors are in addition to those required for core educational service delivery but help the university in the aggregate. The scale, borrowed from Groth (2005), has three dimensions; namely recommendations, help other students, and provide feedback. Some of the original CCB question items were reworded in this research in order to match IBC context.

A uni-dimensional construct (Gray-Little et al., 1997; Robins et al., 2001) of ten items, developed by Rosenberg (1965) measures global self-esteem. Although Rosenberg's scale is popular and highly reliable (Baumeister et al., 2003; Robins et al., 2001), young students (Benson and Hocevar, 1985) and non-native English speakers (Marsh, 1986) have problems answering negatively worded items of self-esteem. To minimize negative item bias, only five positively worded items from the Rosenberg scale were adopted. To operationalize self-esteem so it explains student citizenship behavior, this research defined self-esteem as an individual's overall self-evaluation of his or her worthiness.

3.2. Sample Selection and Administration

In order to understand and explain the research problem, this research applied positivist ontology, empirical epistemology and the quantitative methodology. Hence, the refined scale items were developed as a self-administrated questionnaire. Once the questionnaire was revised and finalized, a research information consent letter that requested permission to collect was submitted to each IBC campus authority in Malaysia.

To ensure minimum sample size was achieved, suggestion of Cohen (1992) was applied. In which, 205 samples were needed to detect minimum $R^2 = 0.10$ in CCB construct in the structural model for significance level of 1% (Hair et al., 2014). Taking into consideration missing data and outlier values from returned questionnaires, a sample of 400 students from four IBCs in Malaysia were selected within August 2015 to January 2016.

Students were selected according to judgmental sampling method in order to ensure the selected students were in the best position to provide the required information (Sekaran, 2003). Three screening questions were asked before the students proceeded to the survey. The first question checked that survey participants were studying full-time in an IBC in Malaysia for at least six months when the survey was conducted. This is to ensure selected participants have sufficient experience with the university education system in general and, in particular, their own faculty or department. The second screening question filtered out students taught by the investigators when the survey was held. The purpose of this question was to avoid any student feeling pressured to participate in the research. Students who had participated in a face validity or content validity of this research were screened out via the third question. Targeted students who did not fulfill the screening questions were advised to stop participating in the survey.

Table 1: Adapted questionnaire scale items

Construct	Original item	Operationalized Item
CCB (Groth, 2005)	Recommendations <ul style="list-style-type: none"> • Refer other customers to the firm • Recommend the firm to your family • Recommend the firm to your peers • Recommend the firm to people interested in the firm's services 	Recommendations <ul style="list-style-type: none"> • I recommend this university to prospective students • I recommend this university to my family members • I recommend this university to my friends • I recommend this university to people who are interested in pursuing higher educational degree
	Helping customers <ul style="list-style-type: none"> • Assist other customers in finding products/ services • Help others with their shopping • Teach someone how to use the service correctly • Explain to other customers how to use the service correctly 	Help other students <ul style="list-style-type: none"> • I assist other students in finding educational services (e.g., subject enrolment forms, timetable, teaching materials) • I help other students with their study • I teach other students how to use the educational facilities (e.g., facilities in lecture and tutorial rooms, computer and science labs) • I explain to other students how to access academic information resources (e.g., books, journals, software, networks)
	Providing feedback <ul style="list-style-type: none"> • Fill out a customer satisfaction survey • Provide helpful feedback to customer service • Provide information when surveyed by the firm • Inform the firm about the great service received by an individual employee 	Provide feedback <ul style="list-style-type: none"> • I fill out student satisfaction surveys • I provide helpful feedback to the student service department • I provide information when surveyed by the university • I inform the university management when I receive good service from any staff
Self-esteem (Rosenberg, 1965)	<ul style="list-style-type: none"> • On the whole, I am satisfied with myself • *At times, I think that I am no good at all • I feel that I have a number of good qualities • I am able to do things as well as most other people • *I feel that I do not have much to be proud of • *I certainly feel useless at times • I feel that I am person of worth, at least on an equal level to others • *I wish that I could have more respect for myself • *All in all, I am inclined to feel that I am a failure • I take a positive attitude towards myself 	<ul style="list-style-type: none"> • Overall, I am satisfied with myself • I feel that I have a number of good qualities • I am able to do things as well as most other people • I feel that I am person of worth, at least on an equal level to others • I take a positive attitude towards myself

*Reverse scored. CCB: Customer citizenship behaviors

4. ANALYSIS AND RESULTS

4.1. Preliminary Analysis

The collected data were screened before proceeding to data analysis. One returned questionnaire had not been filled out. Three participants answered <75% of the questionnaire, which is less than the portion suggested Sekaran (2003). Three did not complete demographic details in questionnaire. Six student participants had not been studying for at least six months when the survey was conducted. Thus, 13 returned questionnaires were removed.

Item and multivariate outliers were assessed in this research because outliers can affect normality of the data which may distort the statistical results (Hair et al., 2010; Tabachnick and Fidell, 2007). Item outliers were identified by following rule of thumb suggested by Tabachnick and Fidell (2007). Whereby, cases with standardized score outside ± 3.29 in any of the items were removed from data file. A total of 15 cases had items outside standardized values. Thus, these cases were removed.

Cook's distance (CD) values were calculated for checking any strange case which may undue influence on the results of this research model as a whole. According to Tabachnick and Fidell

(2007), cases with values larger than 1 are potential multivariate outliers. As the maximum CD value found in this research is 0.133, this implies no multivariate outlier was detected. After outlier inspecting, this research ended up with 372 usable cases for further data analysis.

As the measures for the two studied constructs were self-reported by students, common method bias could be problematic. Common method bias (CMB) is a variance that is attributable to the measurement method rather than to the constructs the measure represented (Podsakoff et al., 2003). For examining presence of CMB, Harman's single factor test was employed as recommended by Podsakoff et al. (2003). An exploratory factor analysis was performed by entering all measurement items in SPSS. The results showed that the largest variance explained by an individual factor was 31%. When the largest factor explains <50% of the variance, Podsakoff and Organ (1986) claim that neither a single factor nor a general factor accounts for the majority of the covariance in the measures. Hence, CMB is not a significant problem in this research.

4.2. Profile Overview

Demographic details of the 372 participants are depicted in Table 2. In term of participants' nationality, 80% were Malaysians

and the remaining 20% were non-Malaysians. 63% were males. Participants were mostly 20-23 years old (61%). Almost three quarters (76%) were doing a first degree programme. On average, the participants had been studying at the university for 2.2 years. CCB does not seem to be related to students' gender, age, nationality, course level, or tenure in IBCs. This finding is aligned with Price et al. (1987) who suggest that market helping behavior is widely available regardless of economic and social characteristics.

4.3. Evaluation of Measurement Models

The reliability and validity of both constructs were evaluated in the measurement models using Smart PLS3 (Ringle et al., 2015).

Table 2: Profile of participants

Demographic characteristics	Number of participants	Percentage
Gender		
Male	236	63
Female	136	37
Age (years)		
18-19	107	29
20-23	225	61
24-29	35	9
30-39	5	1
Nationality		
Malaysian	296	80
Non-Malaysian	76	20
Course level		
Foundation/A-level	71	19
Diploma/technical school certificate	4	1
Bachelor degree/equivalent	283	76
Master degree	5	1
Doctoral degree	9	3
Tenure (years)		
0.5-0.9	81	22
1.0-1.9	90	24
2.0-2.9	89	24
3.0-3.9	68	18
4.0-4.9	26	7
5.0 and above	18	5

n=372

Table 3: Evaluation of reliability and convergent validity

Construct	Dimension	Indicator	Loading	AVE	Composite reliability
Self-esteem	Uni-dimensional	EST01	0.711	0.561	0.864
		EST03	0.799		
		EST04	0.763		
		EST07	0.718		
		EST10	0.750		
CCB	Recommendations	CCB01	0.864	0.759	0.927
		CCB02	0.879		
		CCB03	0.901		
		CCB04	0.841		
		CCB05	0.720		
	Help other students	CCB06	0.800	0.638	0.875
		CCB07	0.846		
		CCB08	0.823		
		CCB09	0.789		
	Provide feedback	CCB10	0.833	0.637	0.875
		CCB11	0.800		
		CCB12	0.770		

No item was deleted from reflective constructs. CCB: Customer citizenship behaviors, AVE: Average variance extracted

Composite reliability values were calculated to evaluate internal consistency of each construct. By referring to Table 3, composite reliability values ranged from 0.864 to 0.927. As these values are greater than the cut-off point of 0.7, suggested by Gefen et al. (2000), construct internal consistency reliability was supported for both self-esteem and CCB constructs.

Since both self-esteem and CCB are reflective constructs, convergent validity was evaluated by calculating outer loading, and average variance extracted (AVE) values. The calculated values, listed in Table 3, outer loading values ranged from 0.722 to 0.921. As these loadings are >0.5, these show that the associated indicators have much in common, that is captured by the assigned construct.

In addition, the self-esteem construct has AVE of 0.561 which indicates that the five positively worded items are interpreted similarly among student participants. As the AVE exceeded 0.5, as suggested by Bagozzi and Yi (1988) and Fornell and Larcker (1981), the self-esteem construct explains more than 50% of the variance of its items. AVEs for CCB dimensions ranged from 0.637 to 0.759. These values imply that the CCB indicators are able to capture the content domain of the construct. Thus, CCB construct also demonstrates evidence for convergent validity.

Based on suggestion of Henseler et al. (2015), discriminant validity was assessed by Heterotrait-Monotrait ratio (HTMT). HTMT is the average correlations of indicators across constructs measuring different phenomena relative to the average correlations of indicators measuring the same construct. Thus, HTMT values close to 1 indicate a lack of discriminant validity. By employing bootstrapping in PLS with threshold value of 0.9 recommended by Gold et al. (2001), the 90% bootstrap confidence intervals of HTMT do not include value 1 as shown in Table 4. These outputs imply that HTMT values are significantly different from 1. Therefore, the CCB construct is truly distinct from the self-esteem construct by empirical standards. In addition, the three CCB dimensions are distinct among each other.

4.4. Evaluation of Structural Model

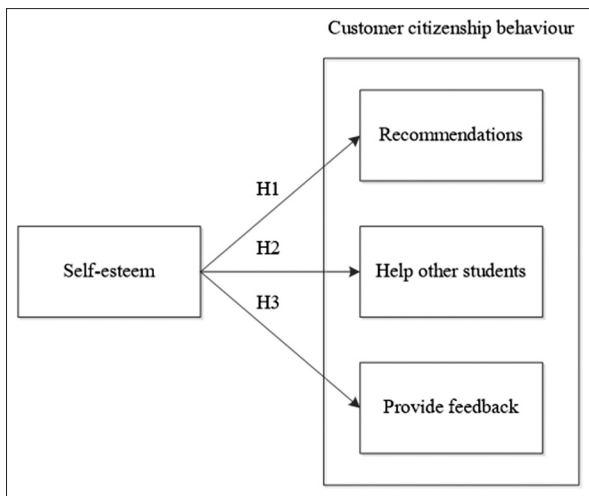
The structural model of the research framework (Figure 1) was evaluated by calculating coefficients of determination (R^2), and predictive relevance (Q^2). Falk and Miller (1992) and Urbach and Ahlemann (2010) recommend high level of predictive accuracy when R^2 exceeds 0.1. In the current study, path coefficients (R^2) for the three CCB dimensions are below 0.1, as shown in Table 5. These values imply that self-esteem has weak effect on CCB dimensions. Whereby, self-esteem only able to explain 7.7% variance of student’s willingness to help other students, 4.6% of recommendations variance, and 3.7% of provide feedback variance.

For testing predictive relevance of the PLS path model, blindfolding procedure was run to obtain cross-validated redundancy measures for each CCB dimension. The resulting Q^2 values, shown in Table 5, are larger than zero. Based on guideline of Hair et al. (2014), these values indicate that the exogenous construct (self-esteem) has predictive relevance for the endogenous construct (CCB). Hence, the model has predictive relevance.

4.5. Hypothesis Tests

For testing the hypothesized relationships of H1, H2 and H3, PLS was used to calculate t-values of all paths and loadings via bootstrapping. Table 6 shows that multiple regression results supported the three hypotheses at 1% significance level. First, the data confirm student self-esteem has positive effect on students’ willingness to provide positive word of mouth for their current university ($\beta = 0.214$, $t = 4.054$) which suggests support for H1. Support for H2 was indicated by the positive association between student self-esteem and willingness to help other students ($\beta = 0.277$, $t = 5.054$). H3 was confirmed, noting that the direct association between student self-esteem and willingness to provide feedback was significant ($\beta = 0.191$, $t = 3.614$).

Figure 1: Research framework



5. DISCUSSION

5.1. Theoretical Implications

This research has empirically demonstrated that student self-esteem has a positive effect on all three dimensions of CCB. These findings further support that self-esteem influences behavior due to the self-consistency motive (Kaplan, 1975; Rosenberg, 1965; 1979; Tesser, 1988). It implies that self-consistency theory is able to explain extra role behaviors or CCBs in the context of IBCs. These results indicate that students with high self-esteem have greater motivation to perform all three pro-social roles and maintain a consistent level of self-esteem. In another words, students perform pro-social activities to be consistent with their self-concept.

5.2. Managerial Implications

The H1 result confirmed that students with high self-esteem are more likely to provide positive word of mouth to their reference groups. Furthermore, recommendations made by high self-esteem individuals may carry more weight because they are opinion leaders who are socially active and highly interconnected in their communities (Solomon et al., 2010). Hence, they are more likely and able to convince their peers to follow them to study in the same university. In other words, the opinions of high self-esteem students carry more influence. To take advantage of this association, marketing staff of IBCs should seek out and engage these students as spokespersons for promoting university courses. Targeting this group for help may pay large dividends as mentioned by Heckman and Guskey (1998).

The H2 result implies that high self-esteem students are more inclined to help other students in the current university. High self-esteem students perceive that they are capable and competent to provide help to students who are in need. This situation can be explained by Gardner and Pierce (1998) who suggested high self-esteem people have strong sense of self-efficacy compared with low self-esteem peers. Due to students’ high self-worth perception, they are willing to support spontaneously when other students are in trouble. Given they have voluntary personal characteristics, high self-esteem students are expected to show the warmest welcome to new students. Thus, administrators of student services may consider appointing high self-esteem students as student helpers during orientation week.

From an academic perspective, lecturers should consider appointing high self-esteem students with excellent academic achievement as mentors under academic advisory programme. These students are more willing and able to share their academic knowledge to help weaker or at risk students. This is also a platform for these high self-esteem students to exercise their teaching capability so they may be employed as academics by the university in future.

Table 4: Evaluation of discriminant validity

	Self-esteem	Recommendations	Help other students	Provide feedback
Self-esteem	-			
Recommendations	0.247 (0.152, 0.360)	-		
Help other students	0.329 (0.209, 0.446)	0.392 (0.278, 0.488)	-	
Provide feedback	0.231 (0.133, 0.348)	0.347 (0.242, 0.435)	0.597 (0.491, 0.686)	-

Table 5: Evaluation of structural model

Hypothesis	R ²	Q ²
H1: Self-esteem→recommendations	0.046	0.031
H2: Self-esteem→help other students	0.077	0.043
H3: Self-esteem→provide feedback	0.037	0.021

Table 6: Multiple regression results

Hypothesis	Path coefficient, β	t value	p value	Decision
H1: Self-esteem→ recommendations	0.214	4.054**	0.000**	Supported
H2: Self-esteem→ help other students	0.277	5.054**	0.000**	Supported
H3: Self-esteem→ provide feedback	0.191	3.614**	0.000**	Supported

**t-value>2.58 ($p<0.01$). Significance at 0.01 level

In response to H3 result, university management should gain feedback from high self-esteem students on how to improve the university service efficiency. The logic of this suggestion is based on research (Baumeister et al., 2003; LePine and Van Dyne, 1998) that revealed that high self-esteem leads to more voice behavior in work groups. This voice behavior is vital for stopping an organization from groupthink because speaking up and criticizing the group require initiative and willingness to deviate from the group's apparent consensus (Janis, 1982). Consequently, voice behavior of high self-esteem citizens may contribute to the organization's long-term success.

5.3. Limitations and Future Research Directions

Although this research provides useful insights of CCB, several limitations should be addressed in closing. First, self-esteem has a positive effect on CCB dimensions, but the association is weak because the Q² values are below 0.1. This implies that there are some moderators which may influence the relationship between self-esteem and CCBs. Thus, future research may test whether demographic factors of students such as gender, age, nationality, course level, and tenure moderate self-esteem and CCBs.

Second, using data from a national survey, Hart et al. (2004) confirmed that both personality factors and social structures (e.g., family, culture) influenced the incidence of volunteering. However, this relationship was mediated by intrapersonal cognitive processes and an individual's social networks level (cited by Penner et al., 2005). In relation to the university context, social bonds of students such as attachment to parents, teachers, peers, and religious fellows, may mediate the relationship with self-esteem and CCB of students. In order to obtain insights and enrich our understanding of CCB, future research may consider testing the mediating effect of student's social networks on self-esteem and CCB.

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