
A Volunteer Spirit Development Management Model for Enhancing Student Council Morality

Suthasinee Saengmookda¹, Phrakhrupaladuvaddhanasaccaguna²

Faculty of Education, Mahamakut Buddhist University^{1,2}

email: Lovely386_3@hotmail.com¹

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Abstract

This study proposes and validates a structured management model aimed at cultivating a spirit of volunteerism to strengthen moral development within secondary school student councils. Employing a mixed-methods design, two primary objectives guided the investigation: (1) to identify and define the core components of a volunteer-spirit development framework tailored to student council contexts, and (2) to construct and empirically test an integrated management model for operationalising those components. Participants comprised representatives from eighteen schools under the Nonthaburi Secondary Educational Service Area Office, who contributed data via standardised questionnaires and semi-structured interviews. Qualitative responses were subjected to thematic content analysis, while quantitative measures were analysed through confirmatory factor analysis (CFA) to verify the dimensional structure of the proposed framework.

Findings revealed a four-factor structure underlying effective volunteer-spirit development: (1) strategic planning for volunteer engagement, (2) fostering participation and networking among student volunteers, (3) integrating service activities into the broader school curriculum, and (4) embedding moral and ethical reflection within volunteer experiences. Building on these dimensions, the study advances a four-phase management model comprising: (1) Administrative Planning—establishing governance structures and resource allocation; (2) Operationalization—implementing the four constituent components through coordinated activities and capacity-building initiatives; (3) Monitoring and Evaluation—systematic assessment of participation levels, network cohesion, and moral growth; and (4) Continuous Improvement—refinement of strategies based on feedback and outcome metrics. By operationalising volunteerism as both a pedagogical tool and a values-based strategy, this model offers school administrators and student council advisors a coherent roadmap for embedding moral development within co-curricular programming. Practical implications

include the model's utility as a blueprint for annual planning of volunteer initiatives and as a framework for crafting short-term action plans that align with institutional goals for character education. Future research should examine longitudinal impacts on student ethical reasoning and explore adaptations of the model across diverse educational settings.

Keywords: Volunteer spirit development management; Values and moral characteristics; Student council

Introduction

Volunteerism, conceptualised as an elevated form of civic consciousness, is characterised by an individual's cognitive and affective readiness to address societal needs through altruistic action (Royal Institute of Thailand, 2013). Rooted in selflessness and communal responsibility, it transcends transactional exchange, manifesting as empathetic engagement and ethical stewardship (Prentice, 2007). Contemporary scholarship posits that such prosocial behaviour is cultivated through experiential learning, wherein direct interaction with community challenges heightens perceptual and reflective capacities (Metzger & Smetana, 2009).

Empirical evidence underscores the transformative potential of structured volunteer engagement in youth development. Longitudinal studies indicate that participation in service activities correlates significantly with enhanced moral reasoning, psychosocial well-being, and academic performance. For instance, Lv et al. (2024) identified robust associations between collegiate volunteerism, elevated ethical discernment, and reduced stress biomarkers, suggesting analogous benefits among adolescents. Complementing this, quasi-experimental research by Truskauskaitė-Kunevičienė et al. (2024) demonstrated that school-based service programs yield measurable improvements in academic engagement, including higher grade-point averages and reduced absenteeism. These outcomes align with service-learning paradigms that integrate community action with critical pedagogy to foster civic responsibility (Prentice, 2007).

In Thailand, however, declining adolescent civic engagement has emerged as a pressing concern. Nuangchalerm (2014), qualitative analysis of youth self-perceptions revealed minimal participation in communal or religious activities, signalling deficits in moral socialisation. This trend is further evidenced by Klakasikar's (2010) ethnographic observations, which highlight

pervasive public reminders (e.g., “Prioritise women and the elderly”) as markers of eroding prosocial norms. Recent investigations attribute this decline to the absence of systematised volunteer curricula in secondary education, advocating for pedagogical reforms to institutionalise service-learning frameworks.

Educational institutions are pivotal in reversing this trajectory. Rest’s Four-Component Model of moral behaviour—encompassing moral sensitivity, judgment, motivation, and character—provides a theoretical foundation for embedding ethical development within curricula (Bernack & Jaeger, 2008). Service-learning initiatives, when aligned with reflective pedagogy, have been shown to amplify civic virtues and critical consciousness (Boston College Boisi Centre, 2004). Supporting this, Halfon’s (2023) longitudinal survey of U.S. secondary students revealed that early exposure to structured volunteering predicts sustained civic participation in adulthood, underscoring the durability of such interventions.

Emerging research further elucidates psychosocial mechanisms underpinning volunteer motivation. He et al. (2025) identified self-efficacy and moral identity as critical mediators, wherein volunteer experiences bolster adolescents’ belief in their capacity to enact social change, thereby reinforcing ethical commitment. This reciprocal relationship between agency and altruism highlights the dual role of volunteerism as both a catalyst for personal growth and a conduit for societal benefit.

Within this context, student councils—a cornerstone of co-curricular leadership—present a strategic locus for systematising volunteer ethos development. Grounded in principles of participatory governance, such bodies can operationalise management models that harmonise strategic planning, network cultivation, reflective praxis, and iterative evaluation. Such frameworks not only enhance members’ moral competencies but also engender institutional cultures of collaborative stewardship (United Nations, 2016).

This study investigates the structural components and operational mechanisms of a volunteer spirit development model designed to augment the moral and ethical capacities of student council members. By synthesizing theoretical insights from moral psychology, educational management, and civic engagement, it seeks to advance a scalable framework for nurturing prosocial leadership within educational ecosystems.

Research Objectives

- 1) To study the components of volunteer spirit development management for enhancing student council morality.
- 2) To create a volunteer spirit development management model for enhancing student council morality.

Literature Review

This review synthesises scholarship across three interdependent domains essential for cultivating moral and civic development in student council systems: (1) theoretical conceptualisations of volunteerism, (2) systemic frameworks for volunteer program management, and (3) ethical principles foundational to effective student governance. Collectively, these domains inform a holistic model for fostering altruistic leadership and civic responsibility.

1. Conceptual Foundations of Volunteerism

Volunteerism is conceptualised as sustained, intentional prosocial engagement undertaken voluntarily to advance communal welfare without expectation of extrinsic compensation (Grönlund et al., 2011). Within Thai educational policy, this construct is operationalised as the contribution of time, skills, or resources to public benefit, prioritising collective needs over individual gain (Office of the Secretary of the Education Council, 2019). Psychological perspectives position altruism—defined as intrinsic motivation to enhance others' well-being—as the core driver of such behaviour, reinforcing both societal cohesion and individual psychosocial development (Batson et al., 2015).

Empirical analyses further deconstruct volunteerism into discrete dimensions. Rungsang (2023), delineates eight components of civic consciousness, including collaborative visioning, empathetic engagement, participatory accountability, and ethical stewardship. Similarly, Yongwanichchit (2016) identifies harm prevention, resource custodianship, consensus-driven decision-making, and conflict resolution as critical behavioural markers. Phatthanaphol (2018) consolidates these into three pillars: avoidance of communal detriment, preservation of shared resources, and respect for collective agency. Synthesising these frameworks with Thailand's Education Council criteria—selfless aid, sacrificial commitment, and transformative intentionality—yields nine constitutive elements:

1. Non-harmful benevolence
2. Non-remunerative assistance
3. Resource stewardship
4. Collective-centric participation
5. Abstention from resource appropriation
6. Adherence to communal consensus
7. Gritudinal resource utilization
8. Empathetic conflict mediation
9. Shared problem-solving vision

This multidimensional typology underscores volunteerism's role as both a moral imperative and a mechanism for civic cohesion.

2. Systemic Frameworks for Volunteer Development Management

Volunteer development management entails the strategic application of organisational principles to optimise service-learning outcomes. Grounded in Deming's philosophy of continuous improvement (Deming Institute, 2002), the Plan–Do–Check–Act (PDCA) cycle provides a robust framework for institutionalising ethical volunteerism. Bodirat (2000) operationalises this model within educational contexts:

- **Planning:** Strategic alignment of volunteer objectives with institutional missions, coupled with needs assessments and resource mapping.
- **Doing:** Pilot implementation, capacity-building through targeted training, and stakeholder mobilisation.
- **Checking:** Metrics-driven evaluation against predefined benchmarks (e.g., participation rates, skill acquisition, community impact).
- **Acting:** Systemic integration of successful practices and iterative refinement of suboptimal processes.

When applied to student councils, PDCA ensures volunteer initiatives transcend ad hoc engagements, instead fostering cycles of reflective praxis that amplify ethical and civic outcomes.

3. Ethical Governance and Moral Development in Student Leadership

Effective student governance is predicated on principles that intersect legal, pedagogical, and ethical paradigms. Thailand's Office of the Basic Education Commission (2015) and Prime Minister's Regulations on Good Governance (1999) articulate six axiomatic tenets:

1. Rule of law
2. Moral integrity
3. Operational transparency
4. Inclusive participation
5. Accountable stewardship
6. Public-benefit prioritisation

These principles are actualised through legitimacy audits, participatory budgeting, and equity-focused policymaking. Complementing this, Kohlberg's (1975) stages of moral development posit that structured civic engagement, such as student council roles, accelerates progression from preconventional (rule-bound) to postconventional (principle-driven) ethical reasoning. Empirical studies corroborate that deliberative governance experiences enhance students' capacity for empathetic leadership, ethical dilemma navigation, and prosocial advocacy (Youniss & Yates, 1997).

Synthesis and Implications

The literature converges on three imperatives for cultivating a volunteer spirit in student councils:

1. **Conceptual Clarity:** A granular understanding of volunteerism's altruistic, civic, and behavioural dimensions.
2. **Systemic Rigour:** PDCA-driven management to ensure program sustainability, scalability, and impact measurement.
3. **Ethical Alignment:** Integration of good-governance norms and developmental psychology to scaffold moral maturation.

This tripartite framework not only bridges theoretical and practical domains but also positions student councils as microcosms of democratic citizenship, where experiential learning catalyses both individual virtue and collective civic renewal.

The reviewed literature demonstrates that cultivating a volunteer spirit within student councils requires (a) a clear, multidimensional understanding of volunteerism's

altruistic and social consciousness elements; (b) a management framework that systematically plans, implements, evaluates, and refines volunteer programming; and (c) alignment with established good-governance principles and moral-development theories. Integrating these domains provides a robust foundation for developing student leadership models that enhance both individual ethical capacities and collective civic engagement.

Conceptual Framework

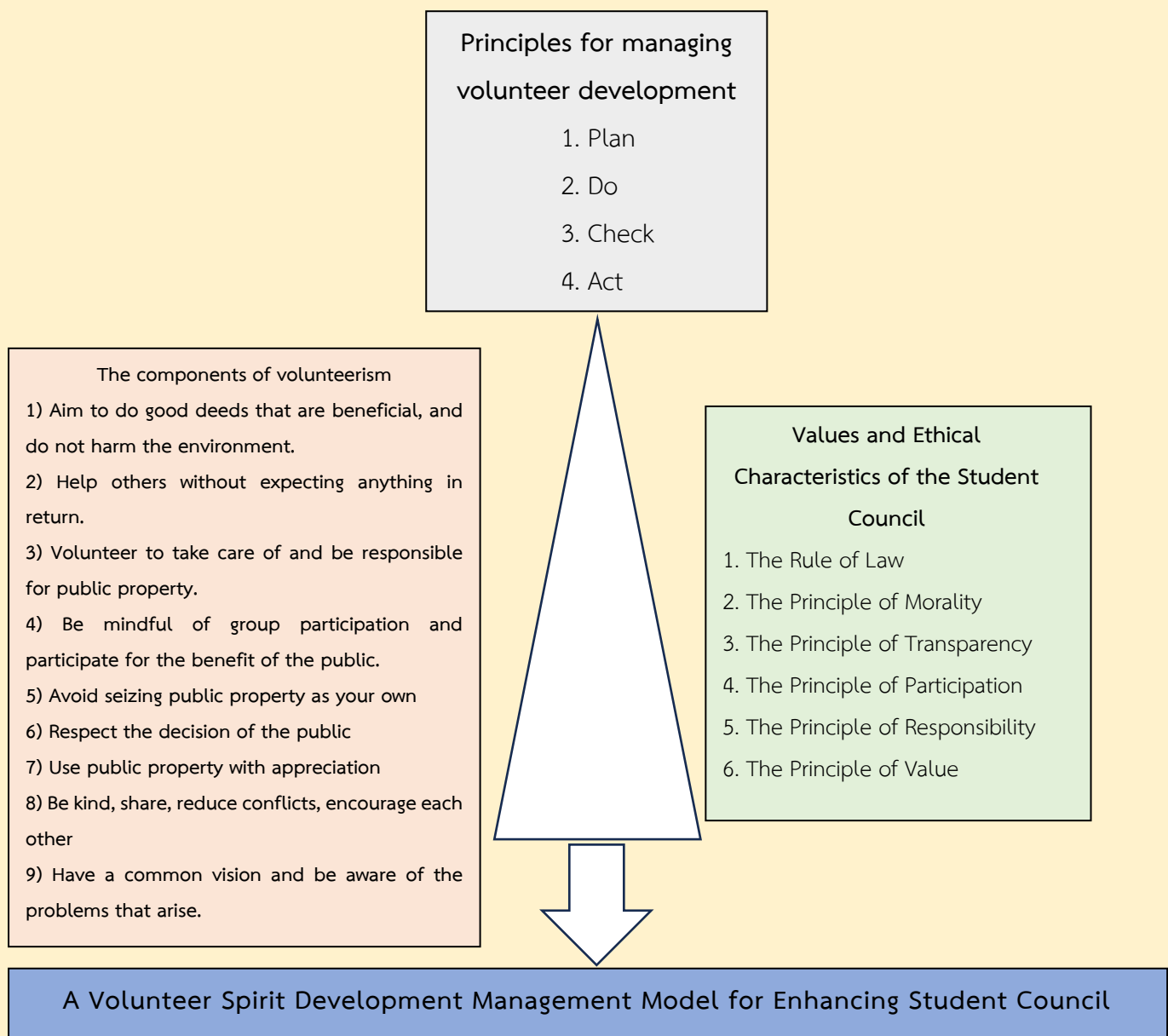


Figure 1: Conceptual Framework

Research Methodology

This study employed a mixed-methods sequential explanatory design, integrating quantitative and qualitative approaches to investigate the components and operational pathways of a volunteer spirit development management model for student councils. The methodology comprised two phases:

1. Study the components of the volunteer spirit development management model for enhancing values and Moral Characteristics of the Student Council of the School under the Office of the Basic Education Commission.

- 1.1 Study principles, concepts, theories, documents, textbooks, and related research both domestically and internationally, and synthesize content to obtain variables for volunteer development to strengthen values and moral and ethical characteristics of student councils, and use all conclusions to create operational definitions to create questionnaires with advice from experts and qualified persons and check content validity with content consistency index (IOC), the value is between 0.67-1.00.

- 1.2 The questionnaire was tested with a group of personnel with similar characteristics to the sample group, but not the sample group in this research. The collected data was then analysed to find the reliability of the questionnaire by calculating the Cronbach's alpha coefficient (Cronbach, cited in Thanin Sinlapacharu, 2017). The reliability of the entire questionnaire was 0.984, and the discrimination power of the questions was between 0.486-0.828.

- 1.3 The completed questionnaires were collected at the analysis unit, which was schools under the Office of the Basic Education Commission. There were a total of 288 respondents, and 235 questionnaires were returned, representing 81.29 per cent.

2. Creating a management model for volunteer spirit development management model for enhancing values and Moral Characteristics of the Student Council of the School under the Office of the Basic Education Commission.

- 2.1 The researcher used data from the questionnaires for exploratory factor analysis (EFA) to group the variables into groups or components and to identify the relationships between the groups. The components were named by the variable groups, and the variable weights were selected to be between 0.30 and 1.00.

2.2 Confirmatory factor analysis (CFA) is a test of the hypothesis of the relationship structure between the specified variables to see if it is consistent with empirical data using a ready-made statistical analysis program.

2.3 Content analysis of the components of volunteer development administration to strengthen the values and moral characteristics of student councils in schools under the Office of the Basic Education Commission. Data from the component analysis were used to draft a school administration model according to the guidelines for cannabis practices in educational institutions. Volunteer development administration to strengthen the values and moral characteristics of student councils in schools under the Office of the Basic Education Commission. The principles of volunteer development administration were used with the PDCA quality cycle.

Population and sample

The population and sample used in this research were 18 schools under the Nonthaburi Secondary Education Area Office. The informants were 1 teacher who was the head of the student council project, 5 student council presidents and committee members, and 10 high school students (M.4 - M.6). The total number of informants was 288 people using purposive sampling. By selecting only those involved in the student council's operations, the number of informants was limited, and we proceeded with requesting a research ethics certificate for the research proposal, along with a document explaining the research participants and a letter of intent to participate in the research.

Research tools

The researcher used a questionnaire on the administration of volunteer development to enhance values and moral and ethical characteristics of student councils in schools under the Office of the Basic Education Commission, which the researcher created using a 5-point rating scale questionnaire and a semi-structured interview form to interview experts' opinions.

Data collection

The researcher conducted an online questionnaire and sent it to the sample schools. The researcher also requested permission to collect data by interviewing 3 experts and qualified persons. The researcher collected the data himself.

Data analysis and statistics are used to analyse the data.

1. Content analysis. From studying concepts, theories, documents, textbooks and related research, and content analysis from semi-structured interviews, the data was summarised into the studied variables.

2. Analysis of general status data of the informants from the questionnaires by statistical analysis using frequency distribution and percentage.

3. Analysis of data on the variable of the management model of volunteer development to strengthen values and moral characteristics of student councils, schools under the Office of the Basic Education Commission, by analysing the mean (\bar{x}) and standard deviation (Standard deviation: S.D)

4. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) using ready-made programs.

Research results

Objective 1: The revised findings elucidate a model comprising four principal dimensions. First, volunteer development planning entails the systematic establishment of objectives, resource allocation, and organisational frameworks for student volunteer initiatives. Effective implementation necessitates delineated roles and expectations; for instance, comprehensive position descriptions—specifying duties, training protocols, and temporal commitments—enable students to contextualise their service within broader programmatic goals (Gummere, 2003).

The second dimension, network participation, involves the strategic engagement of student council representatives with community stakeholders and alumni to cultivate collaborative networks. These partnerships facilitate resource-sharing and sustained volunteer engagement through mutually supportive structures. Third, integration of volunteer activities emphasises embedding service-oriented projects within curricular and co-curricular contexts (e.g., service-learning frameworks). This alignment ensures that experiential contributions reinforce academic competencies and civic consciousness.

The final dimension, promotion of moral and ethical awareness, explicitly links volunteerism to character development. Empirical evidence substantiates that structured volunteer programs function as innovative pedagogical tools for moral education. For example, longitudinal studies demonstrate that sustained participation in service initiatives

significantly elevates ethical discernment, public service motivation, and prosocial reasoning (Lv et al., 2024).

An exploratory factor analysis (EFA) was conducted to validate the model's structural coherence. Following the Kaiser criterion (Kaewwan, 2013, p. 108), factors with Eigenvalues exceeding 1.00 and variable loadings ≥ 0.50 —represented by three or more variables—were retained. The analysis distilled the variables into four components, ordered as follows (Table 1): (1) volunteer development planning, (2) network participation and development, (3) integration of volunteer activities, and (4) promotion of moral and ethical awareness. This empirically derived framework aligns with theoretical constructs positing that structured volunteerism enhances both educational outcomes and ethical maturation, as shown in the order of components in Table 1.

Table 1. Sequence of the components of volunteer spirit development management for enhancing student council morality

Factor	Eigenvalues	% of Variance	Cumulative % of Variance
1. Volunteer development planning	9.121	76.011	76.011
2. Participation and creation of volunteer networks	5.649	13.739	89.750
3. Integration of volunteer activities	1.519	4.322	94.072
4. Promotion of morality and ethics into the mind	1.308	2.565	96.637

The factor analysis outcomes delineate a four-component framework that collectively accounts for a substantial proportion of variance (96.637%) in the volunteer spirit development management model, which seeks to amplify values and moral attributes within student councils.

1. *Volunteer Development Planning emerges* as the predominant component, with an eigenvalue of 9.121, explaining 76.011% of the variance. This underscores the centrality of strategic planning—articulating institutional vision, establishing

measurable objectives, and systematising resource allocation—as the foundational mechanism for structured and impactful volunteer programming in student governance.

2. *Participation and Creation of Volunteer Networks* constitutes the second component (eigenvalue = 5.649; 13.739% variance), highlighting the critical role of collaborative ecosystems. This dimension stresses the cultivation of intra-institutional and community partnerships to bolster engagement, shared accountability, and programmatic sustainability, thereby reinforcing the interdependence of stakeholder networks in advancing volunteerism.
3. *Integration of Volunteer Activities* (eigenvalue = 1.519; 4.322% variance) underscores the pedagogical imperative of embedding service initiatives within curricular and co-curricular frameworks. Such integration bridges experiential learning with academic objectives, enhancing both civic consciousness and moral reasoning through contextually relevant service engagements.
4. *Promotion of Morality and Ethics* (eigenvalue = 1.308; 2.565% variance), while contributing marginally to variance, remains theoretically vital. This component reflects the internalisation of ethical principles, fostering empathy, social responsibility, and cognitive-affective alignment between service actions and moral identity.

The cumulative explanatory power of these components (96.637%) affirms the model's structural coherence. The pronounced influence of the first two factors—strategic planning and network participation—signals their primacy in operationalising volunteer initiatives. Meanwhile, curricular integration and ethical internalisation function as complementary mechanisms, ensuring service experiences transcend transactional participation to cultivate enduring civic and moral competencies.

The analysis validates the structural integrity of a parsimonious yet comprehensive model for volunteer spirit development. The dominance of strategic planning and network engagement underscores their role as primary determinants of program efficacy, while curricular and ethical dimensions ensure alignment with broader educational missions. These findings posit the framework as both a diagnostic tool and a blueprint for institutions seeking to harmonise student leadership development with value-based civic engagement.

Objective 2: The implementation model uses a PDCA (Plan–Do–Check–Act) cycle to guide practice (Realyvásquez-Vargas et al., 2018). For example, a New York school district applied PDCA to strategic planning, curriculum design and evaluation; similarly, iterative PDCA cycles in volunteer programs embed continuous improvement. This means formalising volunteer program planning, integrating service with classroom goals, and conducting regular reviews. By institutionalising volunteerism as a structured character education strategy, schools can foster students’ internalisation of values and civic responsibility. This approach is supported by evidence that greater frequency, duration and variety of volunteer service are positively associated with gains in moral education outcomes (He et al., 2025).

The volunteer spirit development management model for enhancing student council morality consists of 4 steps: 1) Administrative planning, 2) Operation, which consists of 4 components of volunteer development administration, 3) Inspection and 4) Improvement. As shown in Figure 2.

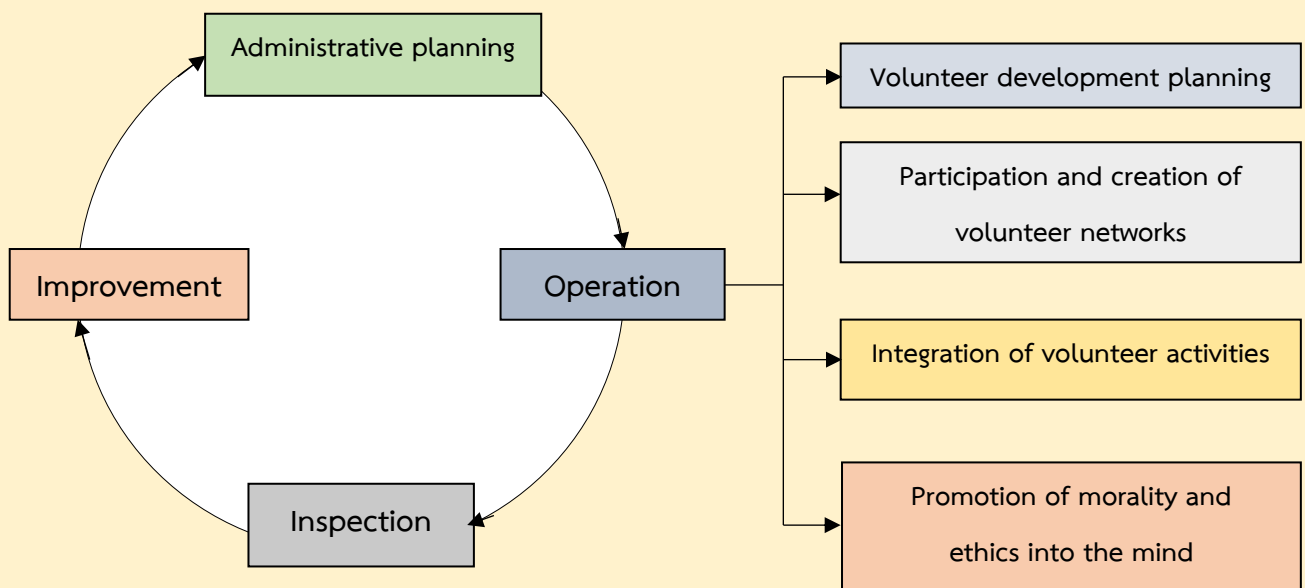


Figure 2: The volunteer spirit development management model for enhancing student council morality

Figure 2 presents a comprehensive, cyclical framework for cultivating volunteer spirit and moral character within student councils. At its core are four interrelated components:

1. **Volunteer Development Planning**, which establishes the strategic vision, objectives, and resource allocation necessary to launch and sustain volunteer initiatives.
2. **Participation and Creation of Volunteer Networks**, emphasising the formation of collaborative linkages among student councils, community organisations, and alumni to broaden engagement and resource sharing.
3. **Integration of Volunteer Activities**, which embeds service projects into both curricular and co-curricular domains, ensuring that volunteerism reinforces academic learning and civic education.
4. **Promotion of Morality and Ethics into the Mind**, a deliberate focus on internalising ethical principles through guided reflection and character education.

Surrounding these components is a four-phase PDCA cycle—Administrative Planning, Operation, Inspection, and Improvement—that operationalises continuous quality enhancement. In the Administrative Planning phase, stakeholders collaboratively define goals and protocols; the operation phase executes volunteer programs using the four components; Inspection entails systematic monitoring of participation, learning outcomes, and ethical growth; and the Improvement phase integrates feedback to refine both strategy and practice.

By interweaving strategic planning with network-building, curricular integration, and explicit ethics promotion, and anchoring these within an iterative PDCA process, the model provides a robust roadmap for schools seeking to enhance student-led volunteerism and moral development.

Discussion of results

The findings of this study reveal four key components of volunteer-spirit development for strengthening student-council morality: (1) volunteer development planning, (2) participation and network building, (3) integration of volunteer activities, and (4) internalisation of moral and ethical values. These components suggest that school administrators must articulate a clear policy, vision, mission, and operational plan that foster a shared identity and collaborative problem-solving between student councils and community stakeholders. When administrators and student leaders align their objectives, recognising the societal value of volunteerism and the mechanisms for its implementation, coordination becomes more effective. This aligns with Chanasuwan et al. (2018), who demonstrated that participatory models (e.g., committee meetings, parent engagement, fundraising, collaboration with local

organisations, savings programs, and adherence to the sufficiency-economy philosophy) enhance public consciousness at the pre-primary level by embedding community–institution partnerships in everyday activities.

The proposed management model comprises four sequential steps: (1) administrative planning, (2) operationalisation (through the four components of volunteer development administration), (3) monitoring, and (4) continuous improvement, underscoring the necessity of joint planning and ongoing evaluation. Ralph Teran’s (2011) study of strategic planning in urban school districts found that formalised strategic plans bolster administrators’ commitment, enthusiasm, and cooperative culture with community leaders. Similarly, Pattanaphol (2018) identified four strategies for cultivating public consciousness in primary schools—policy promotion, integration of consciousness-focused learning activities, optimisation of instructional time for civic engagement, and empowerment of student councils—illustrating how targeted strategies can sustain volunteer morale over time. Continuous monitoring and iterative enhancement of volunteer programs encourage students to internalise volunteerism intrinsically rather than through external compulsion. This perspective resonates with Anekbun et al. (2018), who found that Buddhist-informed volunteerism cultivates mindfulness, self-efficacy, and altruism, serving both individual and societal well-being.

Practically, these results can guide implementation in schools under the Office of the Basic Education Commission and similar contexts. For schools differing in cultural or institutional setting, further research should examine the role of social capital—comprising human, institutional, intellectual, and cultural capital—in volunteer-spirit development (Lueangwilai et al., 2021). Specifically, vertical interactions (e.g., relationships between individuals and institutional actors such as government agencies and educational bodies) and horizontal networks (e.g., familial, community volunteer groups, and informal civic associations) both contribute to the formation and expansion of social capital critical for sustainable volunteer engagement (Putnam, 2000).

Knowledge from Research

The volunteer management model of the student council uses the PDCA (Plan-Do-Check-Act) cycle, which is a management approach leading to sustainable development. This model allows the student council to manage itself systematically, not just as an event

organiser, but also as a planner and evaluator. The components of volunteer management in the context of the student council include 1) planning for volunteer development, 2) participation and creation of volunteer networks, 3) integration of volunteer activities, and 4) promotion of morality and ethics to the mind, demonstrating the role of the student council as a platform for cultivating volunteerism. Research indicates that student councils are not only a democratic mechanism in schools, but can also be an area for effectively creating morality and volunteer values. Training students to play a role as volunteer leaders affects their sense of self-worth, teamwork, and social skills. In addition, volunteer work is also linked to academic achievement. From the research of Truskauskaitė-Kunevičienė et al. (2024), it was found that volunteer work in schools has a positive effect on GPA and students' commitment to learning, which supports the idea that the development of morality does not conflict with academic achievement, but can complement each other. Therefore, it can be concluded that the volunteer management model of the student council can become an educational tool that promotes both morality and students' potential through a systematic process, and truly connect with the community.

Conclusion

This study set out to develop and validate a comprehensive volunteer spirit development management model tailored for enhancing the moral capacities of student council members. Through mixed-methods analysis—combining thematic content analysis of interviews with confirmatory factor analysis of survey data—we identified four essential dimensions: strategic planning for volunteer engagement, participatory networking, curricular integration of service activities, and embedding ethical reflection within volunteer experiences. These components inform a four-phase management framework encompassing administrative planning, operationalisation, monitoring and evaluation, and continuous improvement.

The proposed model aligns closely with existing evidence demonstrating the positive influence of structured service-learning on moral reasoning and prosocial behaviour. For example, community service integrated into academic requirements has been shown to yield significant gains in students' moral judgment, while voluntary service participation correlates positively with moral education outcomes and well-being. Furthermore, contemporary frameworks for volunteer administration emphasise the importance of systematic planning, implementation, and feedback loops—principles mirrored in our four-phase cycle. The

model's focus on reflective practice also resonates with research highlighting self-efficacy and moral identity as key mediators between service experiences and public service motivation. Practically, this management model offers school leaders and student council advisors a scalable blueprint for embedding ethical development within co-curricular volunteer programs. By anchoring annual planning in the model's strategic phase and iteratively refining activities through ongoing evaluation, institutions can foster a school climate that prioritises empathy, responsibility, and civic engagement. Short-term action plans derived from the model can target specific competencies, such as leadership communication or network-building, to further strengthen council effectiveness.

However, several limitations warrant consideration. The sample was confined to eighteen schools within a single educational service area, potentially limiting generalizability across diverse cultural or institutional contexts. Additionally, the reliance on self-reported measures may introduce response biases, suggesting a need for future studies to incorporate behavioural observations or longitudinal tracking of moral development trajectories. Subsequent research should also explore the model's adaptability in primary and tertiary settings to assess its broader applicability.

In sum, integrating a structured approach to volunteer spirit development into student council operations holds considerable promise for nurturing ethically grounded, service-oriented student leaders. By systematically linking planning, action, reflection, and improvement, the model not only enhances individual moral growth but also cultivates a culture of collaborative stewardship within educational communities.

Suggestions

1. Policy and Planning

1. Annual Volunteer Programming

Student councils should adopt the Volunteer Spirit Development Management Model as the foundation for their yearly volunteer activity plans. By aligning each initiative with the model's strategic framework, councils can ensure that projects consistently reinforce core values and ethical principles.

2. Short-Term Strategic Initiatives

School leaders can leverage the same model to craft focused, short-term strategies that target specific aspects of moral and value development.

For example, administrators might set quarterly goals for student participation rates or reflective practice sessions to track and boost council members' ethical growth.

2. Capacity-Building Workshops

1. Network Development

Student council executives should facilitate partnerships with community organizations—such as local health promotion offices—to expand volunteer networks. Collaborative workshops (e.g., first-aid training for community residents) both broaden students' skill sets and deepen their civic engagement.

2. Curricular Integration and Ethical Reflection

Councils can co-design service-learning projects that weave volunteering into academic subjects (for instance, embedding community service themes in social studies or Buddhist ethics courses). Regular reflection sessions will help students internalize moral lessons and connect their volunteer work to personal values.

1. Directions for Future Research

1. Empirical Validation in School Contexts

While this study has articulated a comprehensive development model, its practical efficacy remains untested. Future research should employ experimental or quasi-experimental designs to evaluate how implementing the model influences students' volunteer behaviors, teamwork skills, and value orientation over time. Clear outcome indicators—such as frequency of service participation or measures of prosocial attitudes—will be essential for rigorous assessment.

2. Incorporating Affective and Social Dimensions

The current model emphasizes procedural management via the PDCA cycle but does not explicitly address students' emotional experiences or social learning processes. Subsequent studies should explore hybrid frameworks that integrate social-emotional learning (SEL) competencies—such as empathy, self-awareness, and interpersonal skills—into each phase of volunteer

development. This approach may yield richer insights into how affective engagement deepens moral commitment and sustainable volunteerism.

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