

Effects of Perceived Workplace Spirituality, Perceived Teamwork and Personality on Community Academic Service Performance

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ABSTRACT

This study aims to examine and explain the effects of perceived workplace spirituality, perceived teamwork and personality on faculty members' community academic service performance (CASP). An explanatory sequential mixed methods research design was employed. In the quantitative phase, the sample consisted of 390 faculty members from 38 Rajabhat Universities in Thailand, and the data were analysed using Structural Equation Modelling. Subsequently, in the qualitative phase, in-depth interviews were conducted with 12 faculty members to further explain the quantitative findings, and the interview data were analysed using content analysis. The results revealed that personality had a significant positive effect on CASP, while perceived workplace spirituality and perceived teamwork had no significant effect on CASP. However, perceived workplace spirituality and perceived teamwork had indirect effects on CASP through personality. The study sheds light on organisational management so that the executives and staff are aware of how to promote a desirable environment in workplaces, which includes workplace spirituality and teamwork in such a way that the faculty members can express personalities appropriate to community academic service.

Keywords: Community academic service performance, perceived teamwork, perceived workplace spirituality, personality

INTRODUCTION

A hundred years ago, Person-Environment (PE) Fit Theory emerged with the assumption that people can work successfully when they are in an environment that is consistent with their values, needs, skills, interests, personalities and attributes (Milliman et al., 2017). Apart from this, adjusting oneself to suit the environment is a

ARTICLE INFO

Article history:

Received: 20 November 2025

Accepted: 16 June 2026

Published: 30 June 2026

DOI: <https://doi.org/10.47836/pjssh.34.3.22>

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process requiring continuous development, which stimulates responses in terms of behaviours, personalities, thoughts and emotions (De Cooman & Vleugels, 2022). This is consistent with the principle of personality development, indicating that the environment, which includes cultures, social classes, families and colleagues, plays a significant role in personality development (Cervone & Pervin, 2022). Upon this basis, within the context of work at present, the workplace environment has an impact on the expression of personality among personnel and is associated with their performance.

In Thailand, apart from several universities that focus on academic excellence to become world-class universities, there are 38 Rajabhat Universities across the country with the mission to promote local development and thereby encourage faculty members to provide academic services in the communities the universities are responsible for. This is in addition to their main duties of teaching, research, and cultural preservation (Council of Rajabhat University Presidents, 2018). The performance on community academic services is hence one of the goals every Rajabhat University must urgently achieve with the purpose of sustainably improving all people's quality of life.

Based on PE Fit Theory, the personality development principle and the context of Rajabhat Universities in Thailand can be utilised to develop a conceptual framework to enhance the performance on community academic services of Rajabhat University faculty members in Thailand. This framework addresses personnel perceptions of the workplace environment, including

workplace spirituality, which refers to an individual's inner life being fulfilled through doing meaningful work within a social context characterized by a strong sense of purpose, trust and respect, open-mindedness, and focus on personnel development (Robbins & Judge, 2007; Robbins & Judge, 2018), as well as teamwork, which refers to cooperation among individuals to achieve work through effective communication, cooperation, coordination, creative breakthrough, and continuous improvement components (Romig, 1996). The perception has an impact on how the personnel express their personality, including extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience (Costa & McCrae, 1992), which is associated with the faculty members' performance of community academic services, consisting of work quality, work quantity (Jones & George, 2024), and work behaviour (Griffin, 2022).

The study is one of the primary works attempting to examine and explain PE Fit Theory and a personality development principle in a way that challenges the existing assumption in which most researchers explore personality as a factor influencing spirituality in the workplace and teamwork to improve personnel's work performance. This study, however, holds a different assumption that the perception of workplace spirituality and teamwork determines an expression of personality in delivering community academic services to fulfil the research gap and enrich the body of knowledge related to PE Fit Theory and the personality development principle.

LITERATURE REVIEW

Hypotheses Development

Community academic services are an arrangement of activities or projects aimed at assisting and supporting communities, societies, and the country to achieve higher potential. Along with this, people are enabled to develop skills and can rely on themselves within appropriate contexts, depending on the areas of service. Thus, the services require expertise and skills from educational institutions. The activities can be organised both inside and outside universities (Saisuwan, 2025). The community academic service performance is a result of community academic services performed by faculty members, measured through three components: work quality, work quantity (Jones & George, 2024), and work behaviour (Griffin, 2022).

According to the Person-Environment Fit Theory, people can perform their tasks successfully when they are in an environment consistent with their values, needs, skills, interests, personalities, and attributes (Milliman et al., 2017). In addition, adjusting oneself to suit the environment is a continuous process which stimulates responses in terms of behaviour, personality, thought, and emotion (De Cooman & Vleugels, 2022). In this regard, it can be established that the perception of the work environment, including workplace spirituality and teamwork, is likely to affect responses in personality associated with personnel's performance.

Workplace spirituality or spirituality in the workplace has been developed from the

ideas related to values, ethics, motivation and leadership (Robbins & Judge, 2018). An organisation with a focus on workplace spirituality always realises that human beings desire to discover meanings and goals in work. They long for positive interactions with other members in the society (Fry, 2003). Workplace spirituality is an inner life of a person fulfilled by doing meaningful work under the social context, including a strong sense of purpose, trust and respect, open-mindedness, and focus on personnel development (Robbins & Judge, 2007; Robbins & Judge, 2018). Previous research revealed that workplace spirituality is an effective method in enhancing well-being, performance, appropriate staff behaviour (Lata & Chaudhary, 2021), and perceived organisational support (Nwanzu & Babalola, 2021). Meanwhile, workplace spirituality reduces the level of loneliness in work and turnover intentions of the personnel (Ghadi, 2017). With respect to the performance of university lecturers, it was found that workplace spirituality increases academic reputation, graduate employment rate, research, international recognition, Nobel prizes, research grants, resources, facilities, and community services (Sapra et al., 2022). Therefore, organisations are supposed to recognise the importance of enhancing an understanding of the benefits of workplace spirituality and designing a more meaningful work environment (Ghadi, 2017). Besides, workplace spirituality is associated with behaviour and characteristics of the personnel, such as innovative work behaviour (Chongvisal, 2020), relationship-

oriented selling characteristics (Chawla & Guda, 2013), employee silence (Chouhan, 2025) and personality traits (Tutar & Oruç, 2020; Tutar et al., 2020). It should be noted that most research primarily discovers the relationship between personality and workplace spirituality and afterwards examines the effect of personality on workplace spirituality in accordance with the assumption that personality is a distinguished trait of an individual having an impact on workplace spirituality (Tutar & Oruç, 2020; Tutar et al., 2020) as well as performance (Nam & Lan, 2023; Zell & Lesick, 2022). However, the present study relies on the assumption of PE Fit Theory and a personality development principle, arguing that personality can be adjusted based on the perception of the environment one encounters (Cervone & Pervin, 2022; De Cooman & Vleugels, 2022). The focus, as a result, is given to the effect of perceived workplace spirituality on personality and performance of the personnel to fulfil the gap existing in the previous research. Thus, the study posits as follows.

H1: Perceived workplace spirituality has a significant positive effect on community academic service performance.

H2: Perceived workplace spirituality has a significant positive effect on personality.

Currently, work in organisations requires opinions and cooperation of the personnel sometimes; teamwork is a

solution to organisational problems as team members with a variety of skills gather to brainstorm and cooperate. Effective teamwork consists of communication, cooperation, coordination, creative breakthrough, and continuous improvement components (Romig, 1996). In previous research, social skills, personality traits and teamwork knowledge were found to be related to contextual performance (Morgeson et al., 2005). Teamwork skills and behaviour are positively related to teamwork performance (Siassakos et al., 2011). Systematic review and meta-analysis by Schmutz et al. (2019) indicated that teamwork is related to performance. In a teamwork context, the relationship between personality and individual behaviour depends on the perceived team's confidence (Tasa et al., 2011). Personality traits are related to teamwork self-efficacy (Schaffer & Manegold, 2024). Personality traits of extraversion and conscientiousness are related to contributions to teamwork (Curşeu et al., 2019). Personality traits of extraversion and emotional stability affect teamwork skills (Brown et al., 2017). Notably, most research primarily covers the relationship between personality and teamwork and later examines the impact of personality on teamwork in accordance with an assumption that personality is a distinct trait of a person having an impact on work at both the individual and team levels. However, the present study relies on the assumption of PE Fit Theory and the personality development principle in which personality can be adjusted based

on the perception of the environment one encounters (Cervone & Pervin, 2022; De Cooman & Vleugels, 2022), thereby considering the effect of perceived teamwork on the personality and performance of the personnel. This is to fulfil the gap existing in previous research. Hence, this study posits as follows.

H3: Perceived teamwork has a significant positive effect on community academic service performance.

H4: Perceived teamwork has a significant positive effect on personality.

Personality is an inherent attribute distinguishing one person from another. It can be expressed through internal and external characteristics when responses or interactions take place. Paying attention to the personality traits of the personnel leads to an understanding of how personality is reflected in their behaviour (Cervone & Pervin, 2022). One of the most widely recognised concepts of personality is Big Five Personality, consisting of personality traits, namely extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience (Costa & McCrae, 1992). Previous research revealed that workplace spirituality and teamwork are related to personality (Schaffer & Manegold, 2024; Tutar & Oruç, 2020). Barrick et al. (2001) suggested that extraversion, openness, and agreeableness can precisely predict professional success in specific occupations, while emotional stability can predict the overall performance.

Among all, conscientiousness can most reliably predict performance in all occupations. Aside from this, personality has a positive effect on positive attitudes towards working (Nam & Lan, 2023), organisational citizenship behaviour (Bourdage et al., 2012; Leephaijaroen, 2016), work performance (Nam & Lan, 2023; Tett et al., 1991), and academic performance (O'Connor & Paunonen, 2007). In addition, results from meta-analyses in more than 500 pieces of research confirm that personality has a positive effect on overall work performance (Zell & Lesick, 2022). Therefore, this study posits as follows.

H5: Personality has a significant positive effect on community academic service performance.

H6: Perceived workplace spirituality indirectly affects community academic service performance through personality.

H7: Perceived teamwork indirectly affects community academic service performance through personality.

METHODS

This study employed an explanatory sequential mixed methods design, beginning with a quantitative phase aimed at examining the effects of perceived workplace spirituality, perceived teamwork, and personality on community academic service performance among the faculty members of Rajabhat Universities in Thailand. This

was followed by a qualitative phase aimed at explaining the observed effects. The research passed the ethical review of Ubon Ratchathani Rajabhat University Research Ethics Committee, with the approval number HE682056.

Quantitative Method

Sample and Data Collection

The population of this research was 15,298 faculty members from 38 Rajabhat Universities, Thailand. Calculated using Yamane's (1973) formula at a confidence level of 95% and a $\pm 5\%$ margin of error, the sample size was equivalent to 390. According to the Structural Equation Modelling (SEM), an appropriate sample size ranges from 10 to 20 times the number of variables included in an analysis (Hair et al., 2019). In the present research, the number of variables was 17, and 17 times 20 equals 340. Therefore, the sample size of 390 was considered sufficient for SEM analysis. Proportional stratified random sampling was then adopted. The sample consisted of faculty members from Rajabhat Universities, which could be classified into 85 from the North, 49 from the South, 118 from the Northeast, 34 from the West, 46 from the Central part, and 58 from Bangkok. The questionnaire was distributed in paper format, and respondents were given the option of completing it online via a QR code linked to Google Forms or returning the completed questionnaire by post. A total of 390 completed questionnaires were received, resulting in a response rate of 100 per cent.

Measures

The questionnaire consisted of five sections. Section 1 covered respondents' characteristics, including gender, age, academic status, work experience, and education. For Sections 2-5, all items were measured on a five-point Likert scale ranging from 1 ("Strongly disagree") to 5 ("Strongly agree").

Section 2 measured perceived workplace spirituality (PWS) using 16 items developed based on the concepts proposed by Robbins and Judge (2007, 2018). The overall scale demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of .945. PWS comprised four dimensions: strong sense of purpose (SEN1-SEN4; $\alpha = .844$), trust and respect (TRU1-TRU4; $\alpha = .927$), open-mindedness (MIND1-MIND4; $\alpha = .904$) and focus on personnel development (DEV1-DEV4; $\alpha = .920$).

Section 3 measured perceived teamwork (PT) using 16 items developed based on the concepts proposed by Romig (1996). The overall scale demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of .963. PT comprised five dimensions: communication (COM1-COM3; $\alpha = .969$), cooperation (COP1-COP4; $\alpha = .889$), coordination (COR1-COR3; $\alpha = .929$), creative breakthrough (CRE1-CRE3; $\alpha = .926$) and continuous improvement (CONT1-CONT3; $\alpha = .917$).

Section 4 measured personality (PN) using 15 items developed from Costa and McCrae (1992) and Griffin (2022). The overall scale demonstrated good internal

consistency, with a Cronbach's alpha coefficient of .852. PN comprised five dimensions: extraversion (EXT1-EXT3; $\alpha = .787$), agreeableness (AGR1-AGR3; $\alpha = .764$), conscientiousness (CON1-CON3; $\alpha = .861$), emotional stability (EMO1-EMO3; $\alpha = .861$) and openness to experience (OPEN1-OPEN3; $\alpha = .787$).

Section 5 measured community academic service performance (CASP) using 9 items developed from Ubon Ratchathani Rajabhat University (2025)'s official performance evaluation form. The overall scale demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of .930. CASP comprised three dimensions: work quality (QL1-QL3; $\alpha = .815$), work quantity (QN1-QN3; $\alpha = .872$) and work behaviour (BH1-BH3; $\alpha = .889$).

The reliability coefficients indicated that all scales demonstrated satisfactory internal consistency. In addition, the content validity of the questionnaire was assessed by three experts using the Index of Item-Objective Congruence (IOC), and all items achieved acceptable IOC values of .67 or higher. The complete questionnaire is provided in Appendix A.

Qualitative Method

To provide an explanation for the quantitative results regarding the effects of perceived workplace spirituality, perceived teamwork, and personality on faculty members' community academic service performance, in-depth interviews were conducted with 12 faculty members from 4 Rajabhat Universities (3 from each university). The

selection criteria were faculty members with at least 5 years of experience in community academic service activities because they were expected to have a sound understanding of the community academic service context and be able to deliver clear explanations. Following this, the key informants were contacted to arrange interview appointments. They were given the option of participating in either face-to-face or telephone interviews, depending on their preference and convenience. Each interview lasted no longer than 40 minutes. Examples of the guiding questions included the following: "In your opinion, how does workplace spirituality (e.g., a strong sense of purpose) influence lecturers' personality traits? Please explain based on your experience." and "In your opinion, how do personality traits, such as openness, agreeableness, and emotional stability, affect community academic service performance? Please explain based on your experience." The complete interview guide is presented in Appendix B. Finally, the data were examined for credibility through data triangulation across individual sources. The data were then analysed using content analysis to identify recurring patterns and categories and to systematically synthesise the findings from the interview data (Casimir et al., 2022).

RESULTS AND DISCUSSION

Sample Characteristics

The respondents comprised 198 women (50.8%) and 192 men (49.2%). The respondents had an average age of

45.52 years ($SD = 6.41$) and an average work experience of 15.37 years ($SD = 6.77$). The respondents 47.4% were lecturers, while 45.1% were assistant professors, and 7.4% were associate professors. Most respondents (61%) completed a doctoral degree, while 39% completed a master's degree.

Variable Correlations

All 17 observed variables indicated a slight difference within the group and conformed to a normal distribution. The bivariate correlations ranged from .100 to .868, remaining well below the .90 threshold suggested by Tabachnick and Fidell (2013). Therefore, the analysis indicated no evidence of multicollinearity.

Measurement Model

Construct validity was accepted with factor loadings above .50 (Hair et al., 2019), composite reliability (CR) values above .60 and average variance extracted (AVE) values above .50 (Diamantopoulos & Siguaw, 2000). Nevertheless, according to Fornell and Larcker (1981), it is still acceptable when AVE is less than .50 if CR is higher than .60.

The results in Figure 1 are presented as follows: First, perceived workplace spirituality (PWS), consisting of a strong sense of purpose (SEN), trust and respect (TRU), open-mindedness (MIND) and focus on personnel development (DEV), demonstrated factor loadings of .992, .780, .813 and .892, respectively, with a CR of .927 and an AVE of .762. Second,

perceived teamwork (PT) consisting of communication (COM), cooperation (COP), coordination (COR), creative breakthrough (CRE) and continuous improvement (CONT) demonstrated factor loadings of .744, .807, .855, .714 and .744, respectively, with a CR of .882 and an AVE of .506. Third, personality (PN) consisting of extraversion (EXT), agreeableness (AGR), conscientiousness (CON), emotional stability (EMO) and openness to experience (OPEN) demonstrated factor loadings of .549, .678, .625, .651 and .515, respectively, with a CR of .742 and an AVE of .368. Fourth, community academic service performance (CASP), consisting of work quality (QL), work quantity (QN) and work behaviour (BH), demonstrated factor loadings of .820, .876 and .850, respectively, with a CR of .886 and an AVE of .721. Therefore, the measurement model meets the specified criteria.

The Effects of Perceived Workplace Spirituality, Perceived Teamwork and Personality on Faculty Members' Community Academic Service Performance

The results in Table 1 revealed that only personality (PN) had a significant positive direct effect on faculty members' community academic service performance (CASP). Though perceived workplace spirituality (PWS) and perceived teamwork (PT) had no significant direct effect on CASP, they indirectly affected faculty members' CASP through personality

(PN). All variables could explain the change of faculty members' community academic service performance by 53.8 per cent, and the model fitted the empirical data (χ^2 (98, n = 390) = 263.387, p = .000, χ^2/df = 2.688, CFI = .960, TLI = .944, RMSEA = .066, SRMR = .050).

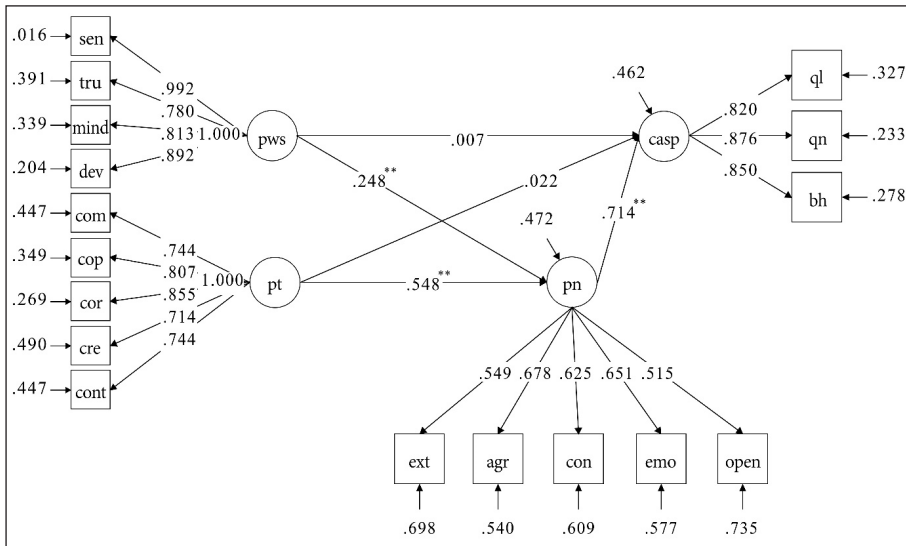


Figure 1. Structural equation model

Table 1
Direct and indirect effects

Direct Effect					
H	Effect	Path Coefficient (β)	t-value	p-value	Test Result
H1	PWS → CASP	.007	.125	.901	Rejected
H2	PWS → PN	.248	4.203	.000	Accepted
H3	PT → CASP	.022	.267	.789	Rejected
H4	PT → PN	.548	8.679	.000	Accepted
H5	PN → CASP	.714	8.736	.000	Accepted
Indirect Effect					
H	Effect	Path Coefficient (β)			Test Result
H6	PWS → PN → CASP	.248 * .714 = .177			Accepted
H7	PT → PN → CASP	.548 * .714 = .391			Accepted

The quantitative results were further explained by the in-depth interviews with the 12 faculty members from 4 Rajabhat Universities (3 from each university) in Thailand, and discussed as follows:

First, perceived workplace spirituality had no significant effect on faculty members' community academic service performance. The result is not consistent with the previous research of Lata and Chaudhary (2021) and Sapra et al. (2022), both stating that workplace spirituality enhances performance. However, this can be explained by the qualitative results, in which workplace spirituality, especially a recognition of Rajabhat University's goal in developing their local communities, is not entirely aligned with the individual professional goals of the faculty members. Therefore, some of the faculty members can successfully deliver community academic services, yet the success is not derived from their desire to complete the tasks or a sense of pride in their achievements. Such a circumstance reflects that workplace spirituality does not directly affect their performance in providing community academic services in the context of Rajabhat University lecturers in Thailand. This is well illustrated in the interview statement of Key Informant D1, who said,

I am in the Faculty of Education, but the university policy is that every faculty needs to serve the local communities. The problem is that people in the community where my university is located rely on processing snake-skin gourami, making Thai pastes, and

preparing Thai desserts to earn a living, and I am not skilled in these. As a lecturer in the Faculty of Education, I do not have expertise in these fields. I feel that I am forced to serve the community. I must gather a lot of information and find resource persons. I also need to handle communication and coordination to facilitate the arrangement of activities to meet the requirements of the university. It seems that the performance is considered successful, but as a person involved in the task, I don't feel happy because it is neither my value nor what I want to do.

In this sense, it is recommended that the university's goals be adjusted to better align with the professional goals of the staff. The university goals should be clear but flexible, open to change, and practical so that the staff are satisfied and happy in delivering community academic services. Upon this point, Key Informant D1 further suggested that

...the universities 1) assess the willingness of the staff to organise activities in the local communities to better respond to the university indicators, and 2) select appropriate fields and faculties with sufficient expertise in the services the universities intend to deliver to the local communities. The services will provide relatively more tangible benefits to the local communities compared with the services delivered merely to meet the university's indicators for the

university's benefit. If we consider Rajabhat Universities as universities for local communities, the communities should primarily benefit from us. However, it seems that the activities we deliver have become more beneficial to the universities themselves, while the communities may receive only partial or minimal benefits. The benefits are not as substantial as they should be. Therefore, it would be more appropriate to implement community academic services based on staff members' willingness and to assign faculties and disciplines that are well-suited to working with communities.

Second, perceived workplace spirituality had a significant effect on faculty members' personality. This finding is in line with previous studies by Tutar and Oruç (2020) and Tutar et al. (2020). The qualitative data revealed that when personnel truly understand and internalise the mission of being a university for local development, they tend to demonstrate personality traits that support successful community academic services in alignment with the university's goals. This is illustrated by Key Informant B1, who stated,

If lecturers can truly absorb and understand why we are Rajabhat Universities and what the missions of Rajabhat are, they will feel more engaged. Naturally, this will influence the way their personalities are expressed. Simply put, awareness and understanding of the university's

mission affect their behavioural expressions.

This is also consistent with the interview statement of Key Informant C3, who said,

My idea is that the university should first bring out the value within people. The university should hold workshops or activities that help lecturers recognise the value of being part of a Rajabhat University. Once they can see the value of the mission and the role of Rajabhat Universities in local development and connect that value to their own, they will exhibit personality traits that are more conducive to effectively driving community academic service activities.

Third, perceived teamwork had no significant effect on faculty members' community academic service performance. The result is not consistent with the previous research of Morgeson et al. (2005), Schmutz et al. (2019), and Siassakos et al. (2011), which claims that teamwork is related to performance. However, the result of the present study can be explained by the qualitative findings in which working as a team based on the division of labour and responsibilities, as well as task allocation for each member, is found to bring about success in community academic service performance. The members do not actually work together; each handles their designated tasks. In this scenario, getting together and working as a team does not affect the performance in delivering academic services to the local communities within the context of Rajabhat University lecturers in Thailand.

This is illustrated by Key Informant B1, who stated,

Dividing tasks without cooperating does not have any negative impact. We can still achieve the goals.

This is consistent with the statement of Key Informant A2, who said,

Suppose I am assigned a responsibility. Even though I know that someone on the team might take advantage of me and I may end up working harder than others, I don't want to leave the work unfinished. I must complete it because other tasks are waiting.

However, if teamwork involves genuine collaboration, it can foster a shared sense of positivity in carrying out community academic services and enhance the team's pride in their accomplishments. As Key Informant B1 further explained,

If we can truly get everyone to collaborate out of their willingness, it will yield far better results than simply dividing up the tasks. When we genuinely work together, we feel collective pride in the success. There are added social, emotional, and psychological dimensions.

Fourth, perceived teamwork had a significant effect on faculty members' personalities. This finding is consistent with previous studies by Brown et al. (2017), Curşeu et al. (2019), Morgeson et al. (2005), Schaffer and Manegold (2024), and Tasa et al. (2011). This can be explained by the

qualitative findings, which revealed that teamwork characterised by active listening, trustworthiness, cooperation, and mutual support encourages personnel to display more open, agreeable, and emotionally stable personality traits. This is illustrated by Key Informant A2, who stated,

When working in a team, if the team is good and communicative, it gives me positive energy. It makes me willing and happy to work, without feeling that anyone is taking advantage of me. It's like we're working together, sharing information and opinions. This is probably the key point that makes me become more open, emotionally stable, and able to talk about anything. Even when problems arise, we can solve them through discussion, which ultimately makes it easier for our work to succeed.

This is consistent with the statement of Key Informant B2, who said,

If we are in a good and familiar team where we trust each other, we become more confident in our work because we know we will be supported. As a result, we will exhibit greater confidence and expressiveness in our personality.

Conversely, when personnel work in teams with low levels of cooperation, communication, and support, they tend to be reserved and exhibit withdrawn personality traits. As Key Informant D2 stated,

If I'm in a good team, I'll show my positive side. But if I'm in a team that

doesn't care about my opinions, doesn't accept me, or doesn't offer help, I'll probably just stay quiet and shut down.

Fifth, personality had a significant positive effect on faculty members' community academic service performance. This finding is consistent with previous studies by Nam and Lan (2023), O'Connor and Paunonen (2007), and Tett et al. (1991). The qualitative findings further revealed that open and accommodating personality traits create a favourable first impression on community members, encourage their cooperation, and facilitate coordination with them. This is illustrated by Key Informant A1, who stated,

Community academic services involve interacting with people, and there are various kinds of people we need to deal with. If lecturers are not open or find it difficult to get along with community members, their manner will be considered overly academic. When they work with local communities, it becomes apparent that coordinating with people will be difficult, and their communication style differs from that of the community members. Being too academic, the lecturers have a hard time communicating with the members.

This is consistent with the statement of Key Informant D2, who said,

Being accommodating and cheerful when we work with the communities creates a good first impression, and

people in the local communities tend to cooperate more. If we do not have such personality traits, we can immediately sense that community members are less willing to cooperate.

In addition, emotional stability helps lecturers remain focused in coping with the problems that arise during the provision of community academic services. As Key Informant D1 explained,

When we deliver community academic services and need to work with large groups of diverse people, including those we do not know personally, having emotional stability allows us to manage our own emotions when operating with a lot of people, enabling the work to proceed smoothly.

Sixth, perceived workplace spirituality had an indirect effect on faculty members' community academic service performance through personality. The result is consistent with the previous research of Tutar and Oruç (2020) and Tutar et al. (2020), stating that personality is related to workplace spirituality, and with that of Nam and Lan (2023), O'Connor and Paunonen (2007), and Tett et al. (1991), stating that personality has a positive effect on performance. Based on the result, it can be explained that the lecturers adjust their personality to suit their perception of workplace spirituality, which will lead them to successfully deliver academic services to the local communities. Once they understand and recognise that Rajabhat Universities have a mission to

enhance local community development, they will express such personality traits as being open, accommodating, and emotionally stable so that they are able to communicate, coordinate, and solve problems in providing community academic services. This is exemplified in the interview statement of Key Informant C3, who said,

Although during our time as students, some of us studied at universities aiming for global rankings, it is undeniable that we must at least recognise the value of nurturing and empowering local communities on an academic foundation. This is the philosophy and core mission of all Rajabhat Universities. It truly plays a crucial role in national development. I believe this perspective enables lecturers to express appropriate personality traits, experience genuine happiness, and gain the energy to contribute to the communities.

Seventh, perceived teamwork had an indirect effect on faculty members' community academic service performance through personality. The result is consistent with the previous research of Brown et al. (2017), Curşeu et al. (2019), Morgeson et al. (2005), Schaffer and Manegold (2024), and Tasa et al. (2011), stating that personality is related to teamwork, and with that of Nam and Lan (2023), O'Connor and Paunonen (2007), and Tett et al. (1991), stating that personality has a positive effect on performance. It can be explained that the lecturers express their personalities

based on their perceived teamwork, which affects their performance in community academic services. In case the lecturers are assigned to work with a team where they can express their opinions, as well as assist and enthusiastically cooperate, they tend to express such personality traits as being open, accommodating, and emotionally stable in communication, coordination, and problem-solving activities. The characteristic increases the likelihood of success in cooperating to deliver academic services to the local communities. This is congruent with the interview statement of Key Informant B1, who said,

...having a team and being able to communicate with team members is associated with the feeling of safety. The way we dare to express opinions affects our personality traits. When we work, we don't have to worry about creating conflicts or discomfort among the team members. The success in delivering academy services to the local communities is highly foreseeable.

THEORETICAL CONTRIBUTIONS

This study fills a gap in previous research, in which most scholars have tended to conceptualise personality as an antecedent that determines work environment, such as workplace spirituality and teamwork. In contrast, this study draws on the assumptions of PE Fit Theory and the personality development principle, which posit that the environment stimulates individuals'

personality expressions (Cervone & Pervin, 2022; De Cooman & Vleugels, 2022). The findings shed light on the initiation of research that examines and explains how individuals' personality traits can be adjusted to align with organisational needs, provided that organisations understand how to foster an environment, such as workplace spirituality and teamwork, that are open, creative, and stimulating to employees' appropriate perceptions, thereby contributing to organisational success. The organisations should not be subject to the traditional belief that personality is innate and resistant to change.

MANAGERIAL IMPLICATIONS

First, university executives should increase their awareness of the need to adjust organisational environments, particularly about workplace spirituality and teamwork, to stimulate employees to exhibit personality traits that are aligned with organisational expectations, thereby contributing to the success of community academic service performance. Second, there should be an alignment between the university goals and the professional goals of individual staff. The university's goals should be clear, yet flexible and open in practice, so that faculty members experience greater satisfaction and happiness in performing community academic services. Third, greater emphasis should be placed on team-based performance evaluation indicators to encourage personnel to better understand and actively engage in teamwork. This will ultimately enhance the community's academic service performance.

CONCLUSION

This study has yielded key findings that support PE Fit Theory and the personality development principle in the sense that employees' perceptions of their work environment, namely workplace spirituality and teamwork, influence the adjustment of their personality expressions, which in turn impacts community academic service performance. However, this study has limitations. As the quantitative data were collected through self-assessment of faculty members' performance, it may be subject to self-serving bias. Therefore, in future research, it is advisable that performance be evaluated through other external sources, such as supervisors, colleagues, or service recipients, to reduce potential bias from self-assessment. In addition, it is recommended that other environmental predictors, such as organisational climate, perceived organisational support, and leadership, be investigated in future research to provide a more comprehensive understanding of their effects on personality and faculty performance. In-depth studies should also be conducted in the context of different organisations or other countries to further examine and explain PE Fit Theory and the personality development principle more thoroughly on a broader scale.

ACKNOWLEDGEMENT

The author would like to thank all of the faculty members at various Rajabhat Universities in Thailand for their valuable information for this research.

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APPENDIX A.

Questionnaire Items

All items were measured on a five-point Likert scale ranging from 1 (“Strongly disagree”) to 5 (“Strongly agree”).

Perceived Workplace Spirituality (PWS) consists of 16 items developed based on the concepts of Robbins and Judge (2007, 2018).

- SEN1 : I feel that the organisation’s goals are the same as my goals.
- SEN2 : The organisation communicates its goals in a way that inspires me to perform my work.
- SEN3 : My organisation’s goal is to improve local communities.
- SEN4 : The organisation incorporates the core values of its goals into various activities in which personnel participate, helping them understand and share these values.
- TRU1 : My organisation fosters trust among its personnel.
- TRU2 : My organisation conducts its operations with honesty and transparency.
- TRU3 : My organisation treats its personnel with respect and dignity.
- TRU4 : My organisation is willing to disclose information to facilitate accountability and transparency in its operations.
- MIND1 : My organisation provides opportunities for personnel to express their opinions through various organisational channels.
- MIND2 : My organisation encourages personnel to express their genuine feelings openly.
- MIND3 : My organisation listens to personnel when they have concerns that may affect their well-being at work.
- MIND4 : My organisation allows personnel to express differing opinions without fear of criticism or retaliation.
- DEV1 : My organisation continuously supports training and professional development to enhance my knowledge and competencies.
- DEV2 : My organisation supports the adoption of new technologies to continuously enhance my knowledge and competencies.
- DEV3 : My organisation supports training and professional development to advance my career progression.
- DEV4 : My organisation recognises that my potential contributes to organisational development.

Perceived Teamwork (PT) consists of 16 items developed based on the concepts of Romig (1996).

- COM1 : Members listen to and understand one another regarding work-related problems when working as a team.
- COM2 : Members openly share information promptly to help solve problems when working as a team.
- COM3 : Members have the freedom to share information with other members of the team.
- COP1 : Members consistently cooperate when working as a team.
- COP2 : Members always help each other when working as a team.
- COP3 : Members work together to solve problems to achieve team goals.
- COP4 : Members are consistently involved in decision-making when working as a team.
- COR1 : Team members hold meetings to appropriately plan and allocate work responsibilities.
- COR2 : Team members depend on one another while working under appropriate organisational guidance and supervision.
- COR3 : The team coordinates with other departments to ensure the successful accomplishment of its objectives.
- CRE1 : Members consistently generate creative ideas when working in a team.
- CRE2 : Members consistently propose innovative ideas, methods, or approaches for solving work-related problems when working in a team.
- CRE3 : Members implement new methods for solving problems and applying solutions in practice when working in a team.
- CONT1 : Work methods and processes are continuously improved to increase efficiency and reduce completion time by working as a team.
- CONT2 : Work methods and processes are continuously improved to enhance work quality when working as a team.
- CONT3 : Members learn from mistakes to continuously improve team performance.

Personality (PN) consists of 15 items, developed from Costa and McCrae (1992) and Griffin (2022).

- EXT1 : I can easily start a conversation with a person I have just met.
- EXT2 : I maintain a large circle of friends.
- EXT3 : I enjoy socialising and interacting with others.

- AGR1 : I can make others feel comfortable in my presence.
- AGR2 : I prefer collaborative work over competitive work.
- AGR3 : Even when I disagree with others, I tend not to express my disagreement openly.
- CON1 : I plan and prepare for my work in advance.
- CON2 : I follow the plans that I have made.
- CON3 : I prioritise my tasks and complete them as planned.
- EMO1 : I do not worry unnecessarily.
- EMO2 : I generally feel calm and confident.
- EMO3 : I am not easily stressed or anxious.
- OPEN1 : I enjoy exploring new technologies that can enhance convenience in my daily life.
- OPEN2 : I am open-minded toward learning new things.
- OPEN3 : I actively seek and keep up with new and useful knowledge.

Community Academic Service Performance (CASP) consists of 9 items, developed from Ubon Ratchathani Rajabhat University (2025)'s official performance evaluation form.

- QL1 : I can successfully deliver community academic services in accordance with the quality measures set by the university.
- QL2 : I perform community academic service activities in compliance with the university's policies and regulations.
- QL3 : I have a thorough understanding of community academic service activities, enabling me to perform them effectively and maintain high-quality outcomes.
- QN1 : I accomplish the assigned volume of work related to community academic service activities.
- QN2 : I complete community academic service activities within established deadlines.
- QN3 : I effectively prioritise my workload to achieve success in community academic service activities.
- BH1 : I consistently demonstrate a strong commitment to community academic service activities.
- BH2 : I collaborate effectively with others in delivering community academic service activities.
- BH3 : I continuously explore and apply new knowledge and technologies to enhance community academic service activities.

APPENDIX B.

Interview Guide

1. (H1) The quantitative findings indicated that workplace spirituality (e.g., a strong sense of purpose) did not significantly influence community academic service performance. In your opinion, why might workplace spirituality not have a significant impact on community academic service performance?
2. (H2) In your opinion, how does workplace spirituality (e.g., a strong sense of purpose) influence lecturers' personality traits? Please explain based on your experience.
3. (H5) In your opinion, how do personality traits, such as openness, agreeableness, and emotional stability, affect community academic service performance? Please explain based on your experience.
4. (H6) The quantitative findings indicated that workplace spirituality (e.g., a strong sense of purpose) indirectly influenced community academic service performance through personality traits, including openness, agreeableness, and emotional stability. In your opinion, how can this indirect relationship be explained? Please explain based on your experience.
5. (H3) The quantitative findings indicated that teamwork did not significantly influence lecturers' community academic service performance. In your opinion, what might explain this finding? Please explain based on your experience.
6. (H4) In your opinion, how does teamwork affect lecturers' personality traits? Please explain based on your experience.
7. (H7) The quantitative findings indicated that teamwork indirectly influenced community academic service performance through personality traits, such as openness, agreeableness, and emotional stability. In your opinion, how can this indirect relationship be explained? Please explain based on your experience.