

Model Of The Correlated Effects Among Workplace Spirituality And Efficacy Of Teacher Volunteers In Pre-School Children Development Centers, Bangkok, Thailand

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Abstract

The research aimed to study whether and how much-correlated effect of workplace spirituality and psychological well-being affected the job satisfaction of teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand. Data of this research was collected through a questionnaire with 340 teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand. Results of the research revealed that the efficacy of teacher volunteers had a direct effect on workplace spirituality, psychological well-being, and job satisfaction. Furthermore, the psychological well-being had a direct effect on the workplace spirituality factor. Hence, the results of this research ascertained that workplace spirituality can lead teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand to increase their work efficacy.

Keywords: workplace spirituality, psychological well-being, job satisfaction, efficacy of teacher volunteers.

I. INTRODUCTION

Nowadays, Thai society has rapidly changed. Technology advancement, information technology, and modern innovation play a more important role, causing continual changes both in the economy, society, politics, and culture. This fosters Thai citizens to see the influence of Thailand's education system increasingly. That is the result of the education as the most important stepping stone in contributing to the advancement and mobilizing of Thai children's development in all aspects together with the problem-solving in the society and the process of

continual children's self-development.

The Ministry of Education has an emphasis on educational management giving the significance of strengthening Thai children's development in intelligence, knowledge, morality, and mental goodness. They can be good at their work capacity and critical thinking precisely, acquire knowledge, together with use their knowledge intelligibly (Sirijantapan, Pawabutra & Pailai, 2013). Especially, it aims to promote children to gain more skills and develop their growth as their generations, strength, high emotional quotient (E.Q.), good problem-solving, good disciplines,

and good morality followed by the 12th National Economic and Social Development Plan in the 1st Strategic issue. The contribution and development of human capital are one of all significant perspectives that aim to develop preschool students to develop their growth as their full performance in accordance with Thailand's Education Plan for 2017 to 2036. This plan aims to mobilize the educational policy and strategic plan for Pre-school Children's Development relying on the collaboration of all parties and emphasizing Preschool children's development with full efficacy and effectiveness under the integrated collaboration to develop them to be high-qualified Thai citizens in near future (Ministry of Education, 2018).

The administrative management systems of the Pre-school Children Development Centers are different from those under the Ministry of Education and those under Subdistrict Municipality, Ministry of Interior. The Pre-school children development centers under the Subdistrict Municipality, Ministry of Interior face various problems. For instance, teacher volunteers lack teaching manuals, teaching materials for their pre-school children, activity management manuals, teaching materials, and equipment to manage the sharing experienced corner for each classroom learning. Furthermore, teacher volunteers have no experience in teaching preschool students both in assessment and no updated presented information on children's development. All of these cause teacher volunteers to have no effectiveness in teaching and they influence the ineffectiveness of children learning quality as well (Ministry of Education, 2019). Hence, to enhance the efficacy of teacher volunteers with full job performance must rely on a variety of aspects that are directly correlated together as a guideline for human behavior as they expected their role. This was measured by the job efficacy both intentionally and unintentionally occurred among assessment processes. (Tripathietal, 2015) It is to achieve job performance as the importance of fundamental mechanisms for maintaining the effective

quality of administrative organization efficacy to enhance the organizational goals continually (Shiquan, 2018). In the study of Hasannejad, Hasannejad & Ghodsi (2017) defined workplace spirituality as a meaningful job, harmony, and the correlation of core values affecting psychological well-being. This is considered as the balance of work-life and sufficient and rightful remuneration. All of them are part of happiness in accordance with job satisfaction in various dimensions. It changes the way of work of each person to build the job efficacy of their organization (Wadhawan, 2016). This must consider the satisfaction in feeling, belief, and behavior together with the obvious action to promote the job satisfaction and to mobilize psychological conditions followed by each individual emotional condition to promote their job efficacy and excellence (Abdullah & Ling, 2016; Wadhawan, 2016).

Based on the above issues, the researcher aims to study the model of the relationship between workplace spirituality and the efficacy of teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand by focusing on the causes and the factors that are considered correlated factors towards their efficacy of the teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand, exploring levels of workplace spirituality, psychological well-being, job satisfaction, the efficacy of teacher volunteers, and model of the relationship between workplace spirituality and efficacy of teacher volunteers. All of the results of the study aim to apply to develop and increase the efficacy of administrative management of teacher volunteer organizations in the Pre-school Children Development Centers in Bangkok with full work efficacy further.

2. Literature Review

2.1 Work Spirituality

Work spirituality is defined as an individual attitude that is recognized and perceived as their organizational values within their soul. This

causes core values and organizational cultures that each individual wants to take part in with other human beings (Ashmos & Duchon, 2000). However, the workplace spirituality of individuals is differed by their feeling and perceived process (Kinjerski & Skrypnek, 2004). Those perceptions can be the guideline for their job efficacy and work happiness. Additionally, Gatling (2015) stated that workplace spirituality is the inner emotional mind perceiving reinforcement and support through meaningful work. This can take place when the organizational environment was in the same alignment to build the perception of individuals, it contributed to the positive power, peacefulness, and unity at work. Furthermore, this influences individuals to focus on their organizational efficacy (Liang et al., 2017).

2.2 Psychological Well-Being

Psychological well-being is considered possible self-psychological well-being that has impacted his/her inner process such as personality, emotional well-being, and advancement (Pourebahim & Rasouli, 2019). Additionally, it can affect professional factors such as profession, work environment, and job satisfaction reflecting the positive effect on self-psychological well-being (Leite et al., 2019). Furthermore, psychological well-being is well-known as the greatest self-work and leads to positive relationships with other individuals in relation to increasing emotional capacity, compassion, love of humanity, love capacity, and good friendship (Caroli & Sagone, 2016). This reflects on his/her self-satisfaction and self-life. Overall, subjective psychological well-being plays an important role in a high level of psychological well-being efficacy, higher psychological living, and health (Kalinnikova, Shaplavska & Zavodilov, 2016).

2.3 Job Satisfaction

Job satisfaction is regarded as an individual's positive attitude toward his/her work and is as his/her motivation fostering his/her vigor at work effectively (Sypniewska, 2014). To achieve an individual's psychological and

physiological feelings in response to his/her job satisfaction, he or she must perform his/her various aspects -- work performance, work achievement, job opportunities, and opportunities for thinking, creativity, and morality, job advancement – to achieve his/her organizational goals with his/her full capabilities voluntarily. (Sree & Satyavathi, 2017) All of these aspects are regarded as key factors in evaluating individuals' job satisfaction that influences individual and organizational development. Furthermore, it can contribute to the relationship in social status in accordance with organizational performance as well (Mishra, 2013). Job satisfaction is called the contribution of attitudes at work concerning feelings, beliefs, and correlated behaviors and actions to promote this satisfaction at work and to contribute to the effectiveness of work performance (Tripathy, 2017).

2.4 Efficacy of Teacher Volunteers

Efficacy of teacher volunteers is considered a model of workplace behavior in connection with the positions, roles, job responsibilities, and activity requirements to achieve the outcomes that can support both direct and indirect organizational productivity. Also, it can support a mobilized technical process in direct relation to the work and duties of each individual followed by his/her level of capabilities and work performance to enhance the expected organizational goals (Kelidbari, Fadaei & Ebrahimi, 2016). The workplace efficacy can be measured by the quality of work performance shown skill acquisitions, and good work performance with high standard quality in accordance with reasonable cost value, cost-saving, large productivity, followed by the organizational standardization both in the quantitative and qualitative level of organization and individuals (Sivalai & Rojniruttikul, 2018). This is a difference in mobility of roles and responsibility to achieve the work efficacy in the ultimate outcomes (Saeed, 2016).

3. Research Hypotheses

3.1 The relationship between workplace

spirituality and psychological well-being

Workplace spirituality, therefore, is defined as a mainstream of individual feelings to contribute to the positive association toward their psychological well-being (Garg, 2017). The results of Boonyoo's study (2021) proved that individuals overall had a high level of workplace spirituality and psychological well-being. Furthermore, workplace spirituality has a direct effect on psychological well-being. Likewise, Awan & Sitwat (2014) revealed that workplace spirituality was positively related to the psychological well-being of psychological professionals with statistical significance. Similarly, Mahipalan & Sheena (2019) defined workplace spirituality as resources of each individual's soul, showing the positive association with psychological well-being in an inverse pattern continually. Furthermore, Liang et al. (2017) found that teachers mostly gave significance to workplace spirituality with constant soul and their meaningful work life. That is to say, workplace spirituality can increase teachers' psychological well-being (Jnaneswar & Sulphay, 2021). Therefore, to make it clear and understandable for the influence, the researcher defined the hypotheses as follows:

Hypothesis 1: The workplace spirituality directly influences the psychological well-being.

3.2 The relationship between workplace spirituality and job satisfaction

Workplace spirituality is defined as a society and community basis that can change the working environment and acceptance of employees having self-spirituality with their meaningful work. This can manifest in their social context (Mukherjee & Singha, 2019). Consequently, the results of Garg, Punia & Jain (2019)'s study, examining the relationship between workplace spirituality and job satisfaction, indicated that spirituality at work was each individual's psychological well-being and can level up job satisfaction. Similarly, Astuti, Maryati & Harsono (2020) articulated

that spirituality at work had a direct effect on job satisfaction. Workplace spirituality is the interpersonal understanding as the entire core values leading to increase job satisfaction with high expectations and emotional responses. Also, Hasannejad, Hasannejad & Ghodsi (2017) indicated the effect of workplace spirituality values could lead to job satisfaction in association with the work happiness of employees (Mukherjee & Singha, 2019). Therefore, to make it clear and understandable for the influence, the researcher defined the hypotheses as follows:

Hypothesis 2: The workplace spirituality directly influences the job satisfaction.

3.3 The relationship between workplace spirituality and efficacy of teacher volunteers

This workplace spirituality is defined as psychological well-being and is resulted from the inner soul of human beings – (1) values of work (2) unity and (3) balance of core organizational ethics. All of these factors can lead to high work efficacy (Garg, Punia & Jain, 2019; Hasannejad, Hasannejad & Ghodsi, 2017). Furthermore, Khorshid's study (2015) studied the contribution of workplace spirituality in the teaching profession had a positive direct effect on his/her work efficacy because it could promote and support his/her perceived self-efficacy belief in his/her job satisfaction and lead to enhance his/her work effectiveness further. Similar to Anvari et al (2017) discovered workplace spirituality had an impact on the work efficacy of individuals that generally both physiological and psychological characteristics of individuals were linked to their work. Mostly, all of them focused on their self-work spirituality. This can contribute to a new guideline for organizational efficacy and achievement (Mahipalan & Muhammed, 2019). Therefore, to make it clear and understandable for the influence, the researcher defined the hypotheses as follows:

Hypothesis 3: The workplace spirituality directly influences the efficacy of teacher volunteers.

3.4 The relationship between psychological well-being and job satisfaction

Quality of employees' experiences and work defined as his/her inner psychological well-being, namely physical, psychological, and social well-being, are linked to the good work-life of employees and organizational health (Pawar, 2016). Moreover, Ashraf & Siddiqui's study (2020) discovered that psychological well-being was considered as a high level of positive emotion which had a directly positive correlated direction toward job satisfaction. Employees with a high level of psychological well-being can have higher experience as professionals, freedom from working situations, emotional balance, and job satisfaction attitudes. Additionally, Shanmugam & Ganapathi's study (2019) found that psychological well-being was considered an individual's emotional assessment that leads to his/her job satisfaction. Psychological well-being is a correlated factor with his/her personal mind, body, society, and emotion. All of them have an impact on his/her job satisfaction and work efficacy to contribute to business success further (Lubis, Dalimunthe & Sinulingga, 2020). Therefore, to make it clear and understandable for the influence, the researcher defined the hypotheses as follows:

Hypothesis 4: The psychological well-being directly influences the job satisfaction.

3.5 The relationship between psychological well-being and efficacy of teacher volunteers

Psychological well-being is happiness in an individual's work life and personal life, covering the relationship of psychological feelings. This is the main factor that determines his/her attitude at work in consistent with his/her role at work and collaboration shown in his/her physical actions, understanding, and emotions followed by his/her role and responsibility effectively (Boonyoo, 2021). In addition, Abun et al.'s study (2020) showed that psychological well-being with good living and complicated structure was linked with employees' work life and can build their inner inspiration to support their work efficacy. It shows more positive than negative effects on their organization. Likewise, Cansoy, Parlar & Turkoglu's study (2020)

discovered that psychological well-being provided a positive relationship affecting the continual work efficacy further (Lee & Sim, 2021). Therefore, to make it clear and understandable for the influence, the researcher defined the hypotheses as follows:

Hypothesis 5: The psychological well-being directly influences the efficacy of teacher volunteers.

3.6 The relationship between job satisfaction and efficacy of teacher volunteers

Furthermore, the individual needs are considered as one of the employee's job satisfaction related to his/her psychological working conditions to enhance his/her good work efficacy. Job satisfaction will be the ultimate outcome of the likeliness of those employees-work content, adjustment, and interpersonal relationship of those employees (Shanmugam & Ganapathi, 2019). Okpako's study (2020), the comparative investigation of job motivation toward teacher efficacy among public and private secondary schools in Nigeria, showed private secondary school teachers had higher job satisfaction than those of public secondary schools. Also, it revealed that job satisfaction had a positive impact on teachers' work efficacy both in private and public secondary schools. Similarly, Wongtatom & Boonyoo (2019) investigated the job satisfaction towards the team efficacy. The study revealed that when the employee had higher job satisfaction, they could focus on the effectiveness of resource allocations with the ultimate outcomes and could contribute more advantageous remunerations than the disadvantageous ones (Saeed, 2016). Therefore, to make it clear and understandable for the influence, the researcher defined the hypotheses as follows:

Hypothesis 6: The job satisfaction directly influences the efficacy of teacher volunteers.

From the above previous literary reviews to investigate the accuracy of the conceptual framework in teacher volunteers in pre-school children development centers, Bangkok, Thailand the researcher developed the research

framework by adapting the conceptual frameworks of Mahipalan & Sheena (2019); Boonyoo (2021); Astuti, Maryati & Harsono (2020); Anvari et al. (2017); Cansoy, Parlar &

Turkoglu (2020); Wongtatam & Boonyoo (2019) Based on the aforementioned literature review; the researcher has created the conceptual framework of this study as shown in Figure 1.

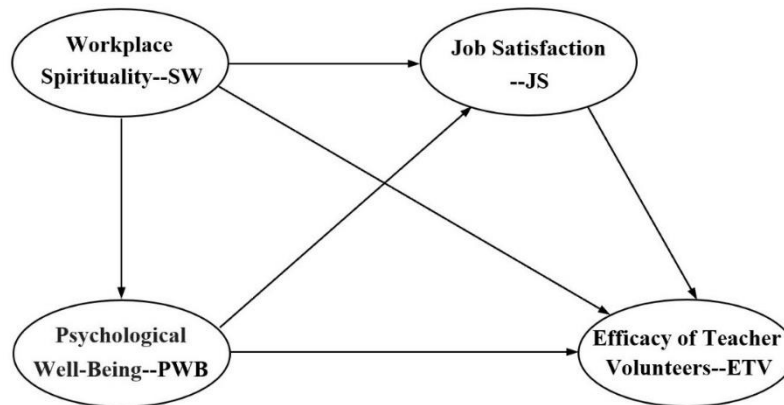


Figure 1. Conceptual Framework

4. Methodology

This quantitative study implemented a questionnaire to collect the data of the study. The participants in this study were 2,018 teacher volunteers in pre-school children development centers, Bangkok, Thailand (Office of Social Development, 2020). To identify the appropriate size of samples in accordance with structural equation modeling (SEM) to measure the research hypotheses using ‘the Rule of Thumb’ followed by the theoretical concept of Hair et al (1998). This concept is identified as a guideline to analyze the samples in possibility samplings. Twenty samples per indicator were implemented in this research and there were 17 indicators. Hence, there were not fewer than 340 samples in this research. To randomize the samples in this research, the researcher selected teacher volunteers in Pre-school Children Development Centers in Bangkok, Thailand. The researcher investigated the samplings followed by a stratified random sampling frame, categorized by 45 districts in total with allocating the scales of sampling and population in ratio.

Research instruments used in the study can be

categorized into 4 parts. The first part comprises of respondent’s demographical data. The second to fifth part exhibits questionnaire

items to measure the 5 levels of workplace spirituality, psychological well-being, job satisfaction, and efficacy of teacher volunteers. A 5-point Likert (1932) was applied for measuring all responses (1 = the lowest; 2 = low; 3 = neutral; 4 = high; and 5 = the highest scores) To find the reliability of the study, the 5 experts were asked to validate the consistency of the questionnaire items and the variables; which the index of consistency (IOC) of the items was at 0.60-1.00. Then, the validity of the quality of the content was tested with 30 of the teacher volunteers by applying random samplings. Cronbach’s alpha reliability coefficient scales were at 0.965-0.,982, and all factors were measured at 0.70 as the acceptable reliability coefficient scale. Additionally, the researcher investigated the quality of research instrument after the actual observation by using the scales of convergent validity to test the validity of the measurement of the latent variables having the same structural equation modelling. The convergent validity scales used to measure each questionnaire item whether each of them was consistent with other

item or not by considering loading of factors (positive rate with higher than 0.707 and had the statistical significance). (Fornell & Larcker,

1981; Henseler, Ringle, & Sinkovics, 2009) as shown in Table 1.

Table 1. The following processes to investigate the convergent validity

	Indicator	Mean	loading	t-statistic	CR	AVE
	Workplace Spirituality--SW	4.48			0.913	0.724
SW1	continual awareness of self-recognition toward the teacher profession	4.44	0.940	39.174		
SW2	strictly work performance followed by policy orientation	4.47	0.860	37.176		
SW3	eagerness for the work efficacy measured by concrete evaluation	4.50	0.799	27.029		
SW4	work with organizational awareness virtually	4.52	0.797	30.227		
	Psychological Well-Being--PWB	4.48			0.935	0.785
PWB1	teaching plan to achieve teaching goals	4.46	0.919	42.856		
PWB2	acceptance of occurred mistakes and readiness to manage self-development	4.41	0.867	31.600		
PWB3	finding problem-solving guidelines to solve a bulk of teaching problems tactfully	4.50	0.888	48.418		
PWB4	management of emotional control for changing organizational plans always	4.55	0.869	30.997		
	Job Satisfaction--JS	4.47			0.944	0.777
JS1	continual challenges in job duty provided by knowledge acquisition and experience	4.42	0.825	25.238		
JS2	opportunities for creativity in new teaching methods continually	4.44	0.877	38.962		
JS3	opportunities in training and developing their professions continually	4.49	0.901	43.666		
JS4	job responsibility provided by knowledge and skill capabilities	4.51	0.908	47.997		
JS5	the achievement of work performance followed by the organizational plan	4.50	0.893	42.883		
	Efficacy of Teacher Volunteers--ETV	4.50			0.907	0.707
ETV1	up-to-date teaching methodology development always	4.50	0.884	20.831		
ETV2	continual allocation of various activity plans for students	4.48	0.811	23.064		
ETV3	applicable experiences and knowledge acquisition to adjust in teaching activities vividly	4.51	0.840	26.225		
ETV4	rapid problem-solving management at work	4.52	0.828	22.732		

To collect the data in this study, 340 questionnaires were submitted to the teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand from 1st July to 31st December, 2021. Then, the data were analyzed by using structural equation modelling (SEM) analysis. The data were categorized as follows: (1) descriptive statistics was implemented by using means, standard

deviation (S.D.) to measure levels of workplace spirituality, psychological well-being, job satisfaction, and efficacy of teacher volunteers. Best (1981) concept was implemented to analyze means scores (1.00-1.49 = the lowest; 1.50-2.49 = low; 2.50-3.49 =

middle; 3.50-4.49 = high; and 4.50-5.00 = the highest); whereas (2) inferential statistics was conducted to analyze structural equation

modelling analysis to test the hypotheses and find out the structural equation modelling factors affected to the efficacy of teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand.

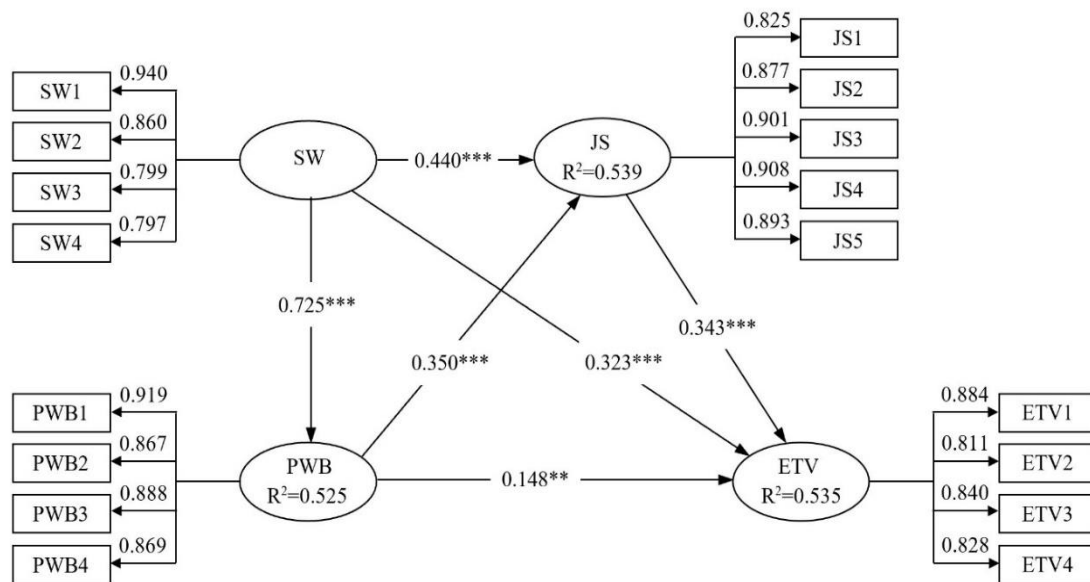
5. Results

The results in this study showed the results of level of opinions toward workplace spirituality, psychological well-being, job satisfaction, and efficacy of teacher volunteers that the Teacher

Volunteers had efficacy of teacher volunteers at a highest level of 4.50 with the standard deviation of 0.569. Furthermore, Teacher Volunteers had workplace spirituality, psychological well-being and job satisfaction at a highest level of 4.48, 4.48 and 4.47 with the standard deviation of 0.554, 0.603 and 0.577 respectively.

The results of analyzing the overall structural equation model were the regression coefficient analysis affecting both direct and indirect effects as shown in Figure 2

Figure 2. The results of analyzing the relationship of the structural equation model



The Figure 2 showed relationship within the structural equation model revealing that (1) workplace spirituality (SW) had a direct impact toward psychological well-being (PWB), job satisfaction (JS), and efficacy of teacher volunteers (ETV) had path coefficient scales at 0.725, 0.440, and 0.323. More specifically, the workplace spirituality (SW) had an indirect impact in by job satisfaction (JS), and efficacy of teacher volunteers (ETV) with those path coefficient analyses ranging at 0.253, and 0.345 respectively. (2) psychological well-being (PWB) had a direct impact toward the job satisfaction (JS), and efficacy of teacher volunteers (ETV) with those path coefficient analyses ranging at 0.350, and 0.148, whereas

the psychological well-being (PWB) had an

indirect impact toward the efficacy of teacher volunteers (ETV) with the path coefficient analysis ranging at 0.120; and (3) the job satisfaction (JS) had a direct impact toward the efficacy of teacher volunteers (ETV) with its path coefficient analysis ranging at 0.343.

Based on the correlated structural equation modeling (SEM), it could be summarized that workplace spirituality could contribute to teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand with higher effectiveness. When promoting psychological well-being and job satisfaction, it could level up the efficacy of teacher volunteers as shown in Table 2.

Table 2. A summary of results of hypothesis testing

Hypothesis	Coefficient (Coef.)	t-test	Results
H1: SW → PWB	0.725***	23.888	Supported
H2: SW → JS	0.440***	7.231	Supported
H3: SW → ETV	0.323***	4.411	Supported
H4: PWB → JS	0.350***	5.631	Supported
H5: PWB → ETV	0.148**	1.998	Supported
H6: JS → ETV	0.343***	5.247	Supported

Notes: (** refers to p-value ≤ 0.05 or $t \geq 1.96$) (***) refers to p-value ≤ 0.01 or $t \geq 2.58$)

Table 2 revealed that (1) workplace spirituality (SW) had a direct impact toward psychological well-being (PWB), job satisfaction (JS) and efficacy of teacher volunteers (ETV) by its path coefficient analysis ranging at 0.725, 0.440, and 0.323 and its t-test statistics analysis was at 23.888, 7.231, and 4.411 respectively; (2) psychological well-being (PWB) had a direct impact toward job satisfaction (JS) and efficacy of teacher volunteers (ETV) with the path coefficient analysis ranging at 0.350, and 0.148 and the t-test scores were at 5.631, and 1.998 respectively; and (3) job satisfaction (JS) had a direct impact toward efficacy of teacher volunteers (ETV) with the path coefficient analysis ranging at 0.343 and the t-test scores were at 5.247.

6. Discussion

To sum up, the research results aimed to investigate the correlated effect of workplace spirituality, psychological well-being, and job satisfaction on the efficacy of teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand. Results of the research revealed that the workplace spirituality had directly affected psychological well-being, job satisfaction, and efficacy of teacher volunteers. Psychological well-being had directly affected job satisfaction, and efficacy of teacher volunteers; meanwhile, job satisfaction had directly affected the efficacy of teacher volunteers. All of these results revealed that when teacher volunteers in the Pre-school Children Development Centers, Bangkok, Thailand focused on the contribution of

workplace spirituality, psychological well-being, and job satisfaction, it could lead to the work efficacy and the achievement of planned organizational goals, followed by the hypotheses of the study. Therefore, the

researcher could conclude the results of the hypotheses based on path analysis of structural equation modeling (SEM) affecting the efficacy of teacher volunteers. Teacher volunteers in the Pre-school Children Development Center in Bangkok, Thailand have the workplace spirituality contribution as the organizational awareness and recognize their self-awareness. This could contribute to psychological well-being - i.e. organizational loyalty-and foster the appropriate level of job satisfaction. All of them could encourage the work efficacy to level up the organizational goals higher. Likewise, Boonyoo's study (2021), it was found that workplace spirituality had a positive effect on psychological well-being for psychological professionals at a statistical significance (Awan & Sitiwat, 2014). It ranged in the inverse variation continually (Mahipalan & Sheena, 2019) With their stable mind affected their psychological well-being increase (Jnaneswar & Sulphrey, 2021; Astuti, Maryati & Harsono, 2020; Anvari et al., 2017). Additionally, Ashraf & Siddiqui (2020) affirmed that psychological well-being including positive psychological, physical, and social feelings were linked to self-and job satisfaction for each individual and it could promote the organizational unity (Lubis, Dalimunthe & Sinulingga, 2020; Abun et al., 2020; Cansoy, Parlar & Turkoglu, 2020). This influenced the eagerness to work for individuals to achieve the organizational efficacy further (Okpako, 2020;

Wongtatam & Boonyoo, 2019) and it could help allocate the resources for the highest benefits to reach the surplus remunerations more than the wastes (Saeed, 2016).

7. Conclusion

To sum up, the research results aimed to investigate the correlated effect of workplace spirituality, psychological well-being, and job satisfaction on the efficacy of teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand. The results of the research could be briefly summarized as (1) teacher volunteers in the Pre-school Children Development Centers had overall averaged the effectiveness of work efficacy at the highest level whereas workplace spirituality, psychological well-being, and job satisfaction had overall averaged at a high level; and (2) workplace spirituality had directly affected psychological well-being, job satisfaction, and efficacy of teacher volunteers. Psychological well-being had directly affected job satisfaction, and efficacy of teacher volunteers; meanwhile, job satisfaction had directly affected the efficacy of teacher volunteers. All of these results revealed that when teacher volunteers in the Pre-school Children Development Centers, Bangkok, Thailand focused on the contribution of workplace spirituality, psychological well-being, and job satisfaction, it could lead to the work efficacy and the achievement of planned organizational goals.

For suggestions in this research, there were (1) other variables affecting the efficacy of teacher volunteers in the Pre-school Children Development Centers in Bangkok, Thailand should be investigated and the supported variables of the job performance of teacher volunteers should also be investigated to understand their requirements and brought the outcomes of the research to improve further; and (2) the Pre-school Children Development Centers in other districts should be investigated as a result that nowadays there are a large number of these centers in all provinces in our

country; therefore, it should be studied further to develop the efficacy of teacher volunteers in Thailand better.

8. References

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