

TEACHERS SELF-EFFICACIOUS, LOCUS OF CONTROL AND WORKPLACE SPIRITUALITY BELIEFS BUFFERS THE EFFECTS ON ELEMENTARY STUDENTS ACHIEVEMENT SCORES

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Abstract

Purpose of the study: The purpose of the current research was to gauge the effect of teachers self-efficacious, locus of control, and workplace spirituality beliefs on elementary students achievement scores. The researchers are intended to measure the effect of current practices happening in male public sector schools of district Lahore, Punjab-Pakistan.

Methodology: The current research was quantitative in nature, and the researchers used *ex post facto* design leading to a positivist paradigm. The researchers administered one questionnaire having three parts: i) [Henson \(1999\) Sources of Self-efficacy Inventory; SOSI](#), ii) [Rose and Medway \(1981\) Locus of Control Scale](#) and, iii) [Petchsawang and Duchon \(2009\) Workplace Spirituality Beliefs Scale](#) whereas authors obtained students achievement scores from office of the Punjab Examination Commission during session 2018-2019.

Main Findings: Results of regression analysis declared that teachers self-efficacious beliefs affect 87.10%, locus of control 58.60%, and workplace spiritual beliefs affect 79.40% on students achievement scores.

Applications of this study: This research is applicable for headteachers and parents that may provide sources and resources for teachers and students to strengthen students idiosyncratic growth and pedagogic success. Findings of the research will be applicable for the male teachers working in public sector elementary schools to make their teaching effective, scientific, and logical. Curriculum planners and policymakers revisit official documents to add data about teachers self-efficacious, locus of control, and workplace spirituality beliefs.

Novelty/Originality of this study: Applications of teachers utmost cognitive, social and spiritual potential escort required changes in students holistic growth. Authors have deliberately identified that self-efficacious, locus of control and workplace spirituality beliefs are teachers considerable hallmarks which facilitate them towards students didactic success. Authors have significantly contributed in already existing body of knowledge in the field of cognitive and social psychology and spirituality.

Keywords: *Internal Beliefs, External Beliefs, Locus of Control, Self-efficacious Beliefs, Workplace Spirituality.*

INTRODUCTION

Every individual has certain responsibilities. To accomplish these responsibilities, self-efficacy plays a gigantic role in goal accomplishment. Self-efficacy is derived from human behavior. It is confidence in capabilities towards task completion focusing on hidden potential ([Barton & Dexter, 2020](#); [Baumeister & Bushman, 2020](#); [Kulakow, 2020](#); [Giorgi, 2020](#)). Human shapes their confidence based on mastery experiences, vicarious experiences, social/verbal persuasion and physical/emotional state ([Kalaycioglu, 2015](#); [Yoo, 2016](#)) and gain information through direct, vicarious and figurative aspects ([Zakeri et al., 2016](#)). *Mastery experiences* is the supreme, leading, and undeviating source of self-efficacy ([Wilson et al., 2020](#)) that provides authoritative and strong facts about the booming achievements of successful personalities ([Goldschmidt, 2020](#)). One's failure spoils confidence in his/her abilities and discourages future efforts ([Li et al., 2021](#)) while the facet of powerful and influential learning provides a line of track towards flourishing life ([Lu & Lien, 2020](#)). The aspect of *vicarious experiences* able individuals to compare his/her competence with peers. It strikes on inner abilities and paves the way for thriving success ([Kulakow, 2020](#)). Human beings gain experiences from their surroundings by observing and watching live events of victorious people ([Peura et al., 2021](#)). For this purpose, the behavioral performance of individuals is gauged through *modeling* ([Howard & Hoffman, 2018](#)). Human's maximum watching and power of observation lead towards actualization while fewer reduce expectation ([Wang et al., 2018](#); [Yough, 2019](#)). *Social and verbal persuasion* is considered as a poor source of gaining information. Authority of persuasion is the utmost part of strengthening self-efficacious beliefs ([Falco & Summers, 2021](#); [Hajovsky et al., 2020](#); [Kuyini et al., 2020](#)). It enhances an individual's confidence for compulsory target achievements. In case of showing a positive response, the human's belief system works sharply towards assigned tasks ([Wilson et al., 2020](#); [Yough, 2019](#)). A vigorous and challenging source of self-efficacy is an *emotional and physical state* that excels human's successful/unsuccessful life events ([Kulakow, 2020](#)). Individuals are free to examine and interpret their life successes ([Peura et al., 2021](#)). Due to confidence, humans are more successful and they enhanced their working towards set targets. Whereas, failure promotes the level of anxiety and aspect of disappointment gradually elevates their hopes. Healthy working of emotional and physical state enhances the power of achievements ([Li & Cheung 2021](#); [Li et al., 2021](#)). Psychologically unconstructive variables; stress, anxiety, weakness, headache, and pains put negative effects on one's

self-assured performance which are influential constructs of humans life that destabilizes confidence and generates uncertainties on their capabilities, potential, and skills (Hill et al., 2019).

Locus of control is considered as one vital feature to judge life achievements (Bojnourd, 2021), enable human constructive/destructive tasks (Francis, 2021; Raza et al., 2018), and strengthen social relations (Akunne & Anyanmene, 2021). It is the teacher's opinion on their responsibilities on student's behavioural and educational achievements towards constructive/destructive tasks (Akca et al., 2018; Amerian & Pouromid, 2018; Mohamed et al., 2018). Notion locus of control is the bi-focal and multi-dimensional construct (Smidt et al., 2018) a) *Internal locus of control* focuses on the individuals success of that is due to performance, hard work, beliefs, and enthusiasm. Persons claims that hard work is the key of our entire life achievements (Çelik & Sarıçam, 2018), Internals are creative, enthusiastic about assigned tasks and built social and educational relations with peers, colleagues and fellows (Munawir et al., 2018) and can attain success through creating a sense of happiness (Chukwuorji et al., 2018) b) *external locus of control* holders claims that success and achievements are due to our fate, coincidence, and destiny. Externals have strong beliefs on providences, probabilities, others decisions, artificial hopes, prospects, opportunities, and success stories of victorious working-class persona and grip on daily routine working (Kobayashi & Farrington, 2020). Externals beliefs that successful life events abruptly take place in their life and success based on fate/luck. They remained to dishearten, worried, lose hope, and gradually increase their depression level (Kiral, 2019; Tas & İskender, 2018).

Workplace spirituality is a multi-dimensional (Paul et al., 2020) and broader construct (Garg, 2020) that develop humans enthusiasm and truthfulness (Zhang, 2020), a hub of presenting religious activities (Baker & Lee, 2020), the search for meaningful and purpose focusing inner satisfaction of thoughts and behaviours (Simon, 2020) and robustly involved in religious interruptions (Joshi et al., 2021). Workplace spirituality refers to teachers religious beliefs on their excellent manners (Khorshid, 2015), engineers of teacher's souls (Ke et al., 2017), and teacher's innate self-awareness for inner satisfaction (Utami et al., 2021). Workplace spirituality reflects teachers inner enthusiasm towards the institution's betterment (Amri et al., 2021; Rezapouraghdam et al., 2018). Connection, compassion, mindfulness, meaningful work, and transcendence are the essential constructs of workplace spirituality (Amen & Raziq, 2020; Petchsawang & Duchon, 2009). *Connection* refers to an individual's deep understanding of his/her work. Humans are more indulged in societal attraction and are eager towards connecting their thoughts, ideas, and logics (Garg et al., 2019; Rezapouraghdam et al., 2019). Teachers, entire concentration is on their connection between their experiential, pedagogical, and students educational success. *Compassion* is bottomless perception, contemplation, and ambition to throw discomfort toward student's achievement scores. It is significantly better than others power of convincing (Estrada et al., 2021; Salazar & Khanwewal, 2021). *Mindfulness* is teachers insight and judgments that are interlinked with their students achievements and focuses on their cognitive abilities, thoughts and actions (Ke et al., 2017). Mindfulness has great concern towards teachers present, past and future concerns. Through feelings and behaviours, teachers strengthen their students better achievement scores (Albrecht, 2019). *Meaningful work* refers to individuals entire concentration towards his/her work and task accomplishment during life career. Nature of the work is based on importance of the situations. Teachers put their maximum potential in focusing the classroom situation. Resultantly, applications of teachers pedagogical and spiritual potential acknowledge their students educational victories. *Transcendence* is the application of higher power of knowledge used for educational concerns. It based on the actual situations, empirical evidence, logical aspects and teachers spiritual concerns, not on based luck, faith, and religious beliefs (Peltonen, 2019). Workplace spirituality strengthens teachers preternatural participation, constructive state of thoughts, perfection, and sense of pleasure (Gleibermann, 2018). Spiritual teachers show their intentions towards problem solving (Greenfiel, 2018), strengthen professional ethics in the search of realities, comprehend thoughts of expectations, feel pleasure and have the potentials to cope stressful situations in a productive ways (Kolodinsky et al., 2008; Pandey, 2017).

Pakistan is running its complicated education system in public sector educational institutions since independence. Ruling authorities considered it the place of experiments where they conduct diversity of trials that severely harm its sovereignty and representativeness. Due to Bureaucrats casualness and political interference, conditions of Pakistani public sector educational institutions are miserable and despondent. Bureaucrats worked in well-furnished rooms, luxurious environment, never focus on ground realities, form policies, make experiments for country existence, then poorly implement these policies that cause controversies and one of the major reasons of damaging Pakistani education system, specially for science teachers and students. Teaching of science at elementary level is still in trialling phase due to lack of uniformity (Mahmood, 2013), non-directional education system (Amir et al., 2020), poor policy implementation (Haq, 2015), teachers substandard qualification (Ahmad et al., 2014), outdated science laboratories (Nawaz, 2020), lack in science teachers professional development (Ullah et al., 2020), unsatisfactory science textbooks (Mahmood, 2010), week assessment of science learning results (Halali, 2002) and poor implementation of science curricula (Iqbal et al., 2009). Resultantly, aannual PEC results showed worst achievement scores; 45% in science subject (Punjab Examination Commission, 2019) and still declining due to stakeholders slackness.

Current research is an effort to measure science teachers self-efficacious, locus of control and workplace spirituality beliefs practiced among elementary schools students achievement scores. Teachers have to save job, get appreciation certificates and earned a name in their department. They put their maximum cognitive, social and spiritual potential. Teachers made countless efforts and applied instructional strategies to pursue better educational achievements (Usop et al., 2013). They invest their maximum personal and professional potential to sparkle students talent and hidden abilities

in obtaining educational achievements (Felder, 2011; Leese, 2009). On the other hand, system of education in public sector schools is slowly unwelcoming (Adu et al., 2012) due to teachers carelessness (Kitti, 2014). To grasp these deficiencies, Government arranges teachers training, conduct activities to enhance teachers classrooms management beliefs, conduct professional courses, arrange sessions of motivational speakers and provide appreciation certificates to enhance self-efficacious and locus of control beliefs for prospective teachers. Moreover, teachers spiritual beliefs are enhanced through acknowledging continuous visits to the burial of spiritual Muslim saints and shrines. There are officially and non-officially working different spiritual organizations in District Lahore, where residents of local and far furlong areas assembled, save then donate money, cook delicious foods, worship ALLAH Almighty, demands/satisfy their moral, social, educational, political and spiritual beliefs/values. Pakistani teachers also visit/solute places of burial Muslims ascetic and spiritualists where they pray for the boon, personify their fortunes, recites Holy Quran, says volunteer prayers, make extra good deeds, and mature/concrete their spiritual beliefs then transferred among their students. Literature reported that self-efficacy, locus of control and workplace spirituality are considered deep-rooted and widespread concerns which have a considerable effect on students achievement scores (Kirmizi & Sariçoban, 2018; Petchsawang & Duchon, 2009; Petchsawang & McLean, 2017; Rachels & Rockinson-Szapkiw, 2018). Pakistani social scientists explore the effect of teachers self-efficacy (Gulistan et al., 2017; Hassan, 2019) and locus of control (Hassan, 2020; Hassan & Akbar, 2020) on students achievement scores, still, none of the studies was conducted in teachers workplace spirituality beliefs perspectives. The researchers are eager to measure the effect of current appealing situations happening in public sector male elementary schools students of District Lahore, Punjab-Province of Pakistan.

Research Questions

Following research questions were addressed in the present research

1. To what extent teachers self-efficacies, locus of control and workplace beliefs affects on elementary students achievement scores?
2. Is there any influence of factors of self-efficacy and workplace spirituality beliefs on elementary students achievement scores?

RESEARCH DESIGN AND METHODOLOGY

The research design refers to the systematic way in which researchers conquer their consequences. In the current research, the researchers adopted a quantitative research design in the extension of *ex post facto* leading to a positivist paradigm. This design helps researchers in exploring cause and effect relationship between/among dependent and independent variables through applying appropriate statistical techniques (Lunenburg & Ornstein 2021; Pallant, 2016).

The Population of the study

Quantitative studies report maximum involvement of a large number of objects in the research process and have no set criteria of population design (Creswell & Guetterman, 2018; Jhangiani et al., 2019). The population of the present research consisted of 899 male science teachers and 59,001 elementary students selected from 91 schools of District Lahore, administratively divided in Tehsil City, Cantt, Raiwind, Shalimar and Model Town (Pakistan District Ranking, 2016). The researchers selected male teachers only because female teachers feel reticent less presents their educational data for research purpose, although researchers ensures ethical considerations, but all in vain.

Sample

The sample refers to the predetermined, representative and countable element of things selected from the population. Researchers used to approximate the intact populace (Coe et al., 2021). In this research, the researchers selected 576 teachers by applying the random sampling technique; address minor threats of biasness ensuring population representativeness (Bonnet & Celik, 2021; Borenstein et al., 2021; Mertler, 2021).

Instrumentation

The researchers collected data from the respondents through administering questionnaire. Researchers administered questionnaires as the data collection instruments (Weis et al., 2019). Questionnaire considered as fundamental and supporting device that aid researchers in data collection from the research participants (Hinojosa-Pareja et al., 2021; Keenan et al., 2021). In current research, the researchers administered one questionnaire comprised of three parts: **Part A** Henson (1999) *Sources of Self-efficacy Inventory*; *SOSI*; Researchers administered Henson (1999) *SOSI* having four sub-factors; mastery experiences, 9-items, emotional/physical arousal, 7-items, vicarious experiences, 9-items and social, verbal persuasion consisted of the 10-items. *SOSI* inventory has strong roots in the work of Bandura (2007). Inventory is the best predictor used to gauge teachers beliefs towards goal execution applied in the classrooms for students achievement scores (Cansiz & Cansiz, 2019; Henson, 1999). **Part B** Rose and Medway (1981) *Locus of Control Scale*: To measure teachers classroom management beliefs, the researchers administered Rose and Medway (1981) locus of control scale. Authors constructed scale, validated from experts and ensured reliability across the globe. Every statement wonderfully reflect teachers classrooms situation. Locus of control is teachers essential attribute that mange students success/failure in the classrooms (Ciftci, 2019; Hassan & Akbar, 2020; Kirmizi & Sariçoban, 2018). Scale consisted of

28-dicoutimous items; 14-based on teachers inner and 14-consist of teachers outer locus of control beliefs. The validated version of *Rose and Medway (1981)* scale has already been used in other studies ([Cook & Bastik, 2009](#); [Hassan, 2020](#); [Hassan & Akbar, 2020](#); [Toussi & Ghanizadeh, 2012](#)). The researchers made changes “she” into “he” in items 8,14,16,17,20,21,24 and 27 as data were collected from male teachers only. Pakistani schools teachers working in female public sector schools feel shy and less cooperate in providing their data for the research purpose ([Hassan, 2020](#); [Nawaz, 2020](#)) and **Part C** *Petchsawang and Duchon (2009) Workplace Spirituality Beliefs Scale* was administered among teachers to measure their spiritual beliefs applied to enhance students better achievement scores. [Petchsawang \(2008\)](#) constructed the scale consisted of 5-sub-factors related to workplace spiritual beliefs. Scale consisted of 5-factors; connection, compassion, mindfulness, meaningful work and transcendence based on 5-point Likert type responses. Author constructed scale in Thailand and [Shrestha \(2016\)](#) validated in Nepal on a sample of 211 experts, already used in other studies as well ([Hassan et al., 2016](#); [Petchsawang & Duchon, 2009](#); [Petchsawang & McLean, 2017](#)).

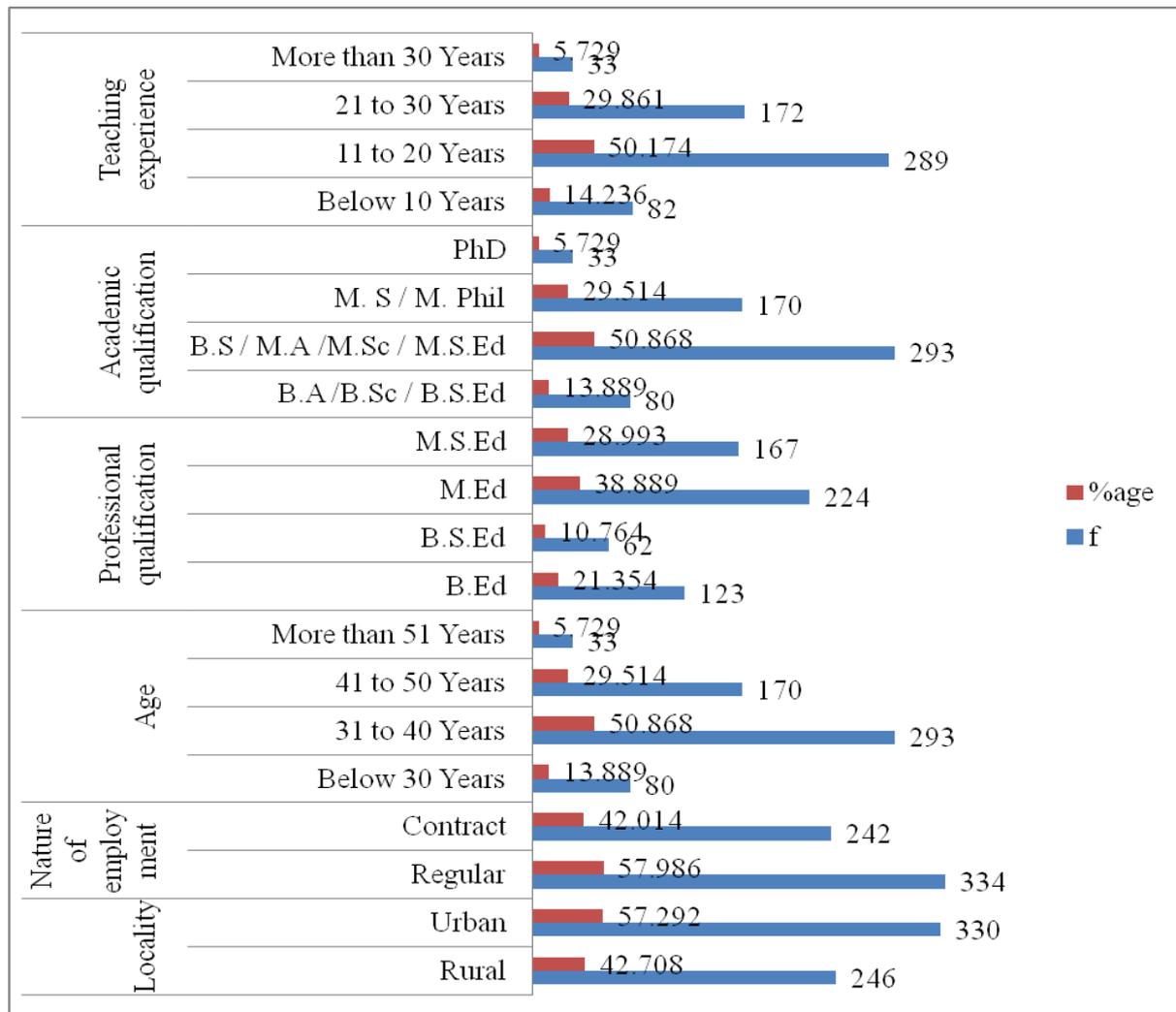


Figure 1: Sample of teachers with demographic information

Note: N = 576

The researchers obtained *elementary students achievement scores* from Punjab Examination Commission; PEC based on students enrollment during 2018-2019 ([Punjab Examination Commission, 2019](#)). Government of the Punjab established PEC to gauge students achievement scores at the end of every academic year in February-March. Teachers with strong science background taught science students with zeal and zest to fortify students moral, ethical, scientific, cognitive, social and spiritual development. Yearly Punjab Examination Commission conduct papers in entire province of Punjab. After passing elementary level education, students enrolled in secondary classes based on students and parental choice, students cognitive level and socio-economic status.

The researchers piloted a questionnaire on a 10-30% sample of the participants to confirmed Cronbach’s Alpha Reliability Statistics of self-efficacy, locus of control scale and workplace spirituality scale; .786, .873 and .819 respectively. Data collected from pilot testing were not entered in final data.

Data Collection Procedure

After ensuring reliability, the researchers personally collected data from the respondents. For this purpose, researchers obtained the list of public sector schools, obtained cell numbers of headteachers, make them telephonically calls, described the purpose of the study and scheduled date and time. On the prescribed date and day, the researchers met with heads of the institutions and assured ethical consideration; informed consent, personal dignity, privacy, anonymity, confidentiality, no physical and psychological harm in case of respondents volunteer participation for data collection. Ethical considerations promote research intends in knowledge expansion, sustain societal, moral values and arouse the sense of fairness among research participants (Coe et al., 2021; Head, 2020; Thompson et al., 2021).

RESEARCH RESULTS

The researchers applied regression analysis techniques to measure the effect of independent variables; teachers self-efficacy, locus of control and workplace spirituality on dependent variables; students achievement scores.

Table 1: Effect of teachers self-efficacious, locus of control and workplace spirituality beliefs on students achievement scores

No	Model	F	R	R ²	B	SE	β	t	p
1	SAS (Constant)				445.028	.822		541.418	.05
2	SE beliefs	3860.979	.933 ^a	.871	.353	.006	.933	62.137	.05
3	LOC beliefs	813.314	.766 ^a	.586	1.050	.037	.766	28.519	.05
4	WPS beliefs	2218.525	.891 ^a	.794	.230	.005	.891	47.101	.05

Note: $R = .863$, $R^2 = .750$, $\beta = .863$; ($F(3, 573) = 2297.606$, $p < .05^a$)

As ascertained in Table 1, researchers run regression technique to measure the effect of teachers self-efficacious, locus of control and workplace spirituality beliefs on students achievement scores which show overall .750 value of R^2 with 75.50% explained variations stating ($\beta = .863$) value of regression coefficient which were significant predictors, $t(574) = 541.418$, $p < .01$ on students achievement scores. The interpretation further yielded that teachers self-efficacious beliefs possess .871 value of R^2 with 87.10% to explicate variant observed concerning ($\beta = .933$) value of regression coefficient, teachers locus of control beliefs reported .586 value of R^2 with 58.60% explained variations shown supporting ($\beta = .766$) value of regression coefficient and teachers workplace spirituality beliefs stated .794 with 79.40% elucidated difference was reported considering ($\beta = .891$) value of regression coefficient. The elementary schools students predicted achievements were equal to $445.028 + .353 + 1.050 + .230$ scores where teachers self-efficacies, locus of control, and workplace spirituality beliefs were determined through their cognitive, classroom management and workplace spirituality beliefs applied in the classroom. It is concluded that students predicted achievements increased 1.633 scores through applying teachers self-efficacious and workplace spiritual beliefs in the classrooms for effective teaching.

Table 2: Factors affecting teachers self-efficacious and workplace spirituality beliefs on students achievement scores

No.	Categories	B	SE	β	t	p
1	SAS (Constant)	439.32	1.093		401.94	.05
2	Mastery experience	.924	.025	.840	37.020	.05
3	Emotional and physical state	1.588	.050	.798	31.774	.05
4	Vicarious experience	.919	.031	.776	29.469	.05
5	Social and verbal persuasion	1.038	.031	.817	33.911	.05
6	Connection	1.189	.043	.754	27.515	.05
7	Compassion	1.115	.045	.720	24.853	.05
8	Mindfulness	.552	.025	.685	22.505	.05
9	Meaningful work	.706	.021	.814	33.624	.05
10	Transcendence	.643	.029	.684	22.464	.05

Note: $R = .775$, $R^2 = .589$, $\beta = .765$; ($F(10, 566) = 879.47$, $p < .05^a$)

As established in Table 2, researchers applied multiple regression to measure the effect of factor of teachers self-efficacious and workplace spirituality beliefs on students achievement scores. Interpretation revealed that overall value of R^2 was calculated .589 with 58.90% increased variations observed with formation of significant equation ($F(10, 566) = 879.47$, $p < .05$) through regression co-efficient ($\beta = .765$). Interpretation further yielded values of standardized regression coefficient in favor of mastery experiences ($\beta = .840$), emotional and physical state ($\beta = .798$), vicarious experience ($\beta = .776$), social and verbal persuasion ($\beta = .817$), connection ($\beta = .754$), compassion ($\beta = .720$), mindfulness ($\beta = .685$), meaningful work ($\beta = .814$) and transcendence ($\beta = .684$). Interpretation of independent sample t-test revealed that mastery experience, $t(574) = 37.020$, $p < .01$, emotional and physical state, $t(574) = 31.774$, $p < .01$, vicarious experience, $t(574) = 29.469$, $p < .01$, social and verbal persuasion, $t(574) = 33.911$, $p < .01$, connection, $t(574) = 27.515$, $p < .01$, compassion, $t(574) = 24.853$, $p < .01$, mindfulness, $t(574) = 22.505$, $p < .01$, meaningful work, $t(574) = 33.624$,

$p < .01$ and transcendence, $t(574) = 22.464$, $p < .01$ were significant predictors on the elementary students achievement scores. Students predicted achievements were equal to $439.32 + .924 + 1.588 + .919 + 1.038 + 1.189 + 1.115 + .552 + .706 + .643$ scores whereas mastery experience, emotional and physical state, vicarious experience, social and verbal persuasion, connection, compassion, mindfulness, meaningful work and transcendence beliefs were gauges through teachers cognitive and spiritual beliefs applied in classrooms. It is concluded that students predicted achievement increased 8.674 scores through applying factors of teachers self-efficacious and workplace spiritual beliefs in classrooms.

DISCUSSION

Self-efficacy, locus of control and workplace spirituality has a strong effect/relationship among/on students achievement scores (Chen & Su, 2019; Kirmizi & Sariçoban, 2018; Kumar, 2018). Teachers confidence in their abilities put more effort during classroom teaching, provide diverse responses to students in peers and ultimately enhance students educational performance towards better achievement scores (Hsu et al., 2013; Lamon, 2020). Results of the current study ascertained that teachers self-efficacious beliefs effect 87.10% on students achievement scores that congruent with the results of the quantitative study framed by [Rodríguez et al. \(2014\)](#) in Spain, whose findings revealed that efficacious teachers were more knowledge-oriented, strongly correlate with students motivation and their educational concerns, also supported with the results of the quantitative study structured by [Yusuf \(2011\)](#), whose findings ascertained that teachers self-efficacy was good estimator on students achievement scores. High efficacious teachers can control over unconstructive verdicts and grip on students entire achievements, whereas low efficacious teachers show poor concerns about students abilities (Tournaki & Podell, 2005). Findings of current research also support the findings of the research framed by [Adu et al. \(2012\)](#), whose findings revealed a significant small association ($r = .38^{**}$, $n = 6712$, $p < .05$) between teachers self-efficacy and students achievement scores, also congruent with the findings of research framed by [Yeo et al. \(2008\)](#), whose results established the significant effect of teachers self-efficacy on students achievement scores. Findings further revealed that factors of self-efficacy; teachers classroom management, instructional strategies and students engagement also put a significant effect on students achievement scores. Findings of current research further support with the research of [Akram and Ghazanfar \(2014\)](#) whose results ascertained a significant large relation between teachers self-efficacious beliefs and students achievement scores, also congruent with the results of the research structured by [Klassen and Chiu, \(2010\)](#) whose finding reveals that teaches self-efficacy was significant predictors on students achievements and contradicted with the results of the study structured by [Ghaleb et al. \(2015\)](#) whose findings revealed that teachers self-efficacy poorly influence on students achievement scores due to teachers poor grip on knowledge, teachers training, headteachers motivation and teachers job securities.

Locus of control is opinion and dependability on teachers command for the sake of their students educational achievements (Rose & Medway, 1981) and teachers scheduling on personal and educational experiences that to what extent students obtained better achievement scores (Toussi & Ghanizadeh, 2012). Students entire educational success/failure is founded on teachers locus of control. Results of the current study declared that teachers locus of control put 58.60% affect on students achievement scores that align with the research of [Abdullahi \(2000\)](#), whose findings ascertained that students better achievement scores are due to teachers locus of control. Locus of control collectively interprets teachers classroom management beliefs among students. It forty teachers belief system through classroom management, organization and strengthen the power of controlling towards students success/failure (Adeyinka et al., 2011). Findings of the current study congruent with the results of the research conducted by [Kirkpatrick et al. \(2008\)](#) whose findings reveals a significant moderate correlation between Levenson's locus of control scale and students achievement scores ($r = .596^{**}$, $n = 269$, $p < .05$) and exist a significant weak association between Rotter's locus of control scale and students achievements ($r = .003^{**}$, $n = 230$, $p < .05$). Findings of the current research oppose with results of the research structured by [Burrell \(1994\)](#) whose findings revealed that teachers locus of control poorly affect students achievement scores due to teachers pitiable confidence, classroom grip, less conducting activities, less professional training and low qualification. Teachers are the responsible persons of students higher/poor performance. However, experienced teachers are an asset to students better achievements.

Workplace spirituality is one gratitude toward life personal satisfaction of meaningful work (Yeniaras & Akarsu, 2017), applications of individuals understanding for the smooth running of community affairs (Aprilia & Katiara, 2020), direct humans courtesy to purify their internal and external services of humanity (Miralles-Armenteros et al., 2021), ones self-harmonious in line with the societal and innate environment and transcendence (Hussain et al., 2020) and maximize teachers feelings of self-transcendence focusing their institutional, behavioural and workplace spiritual potential. Effect of teachers workplace spirituality gauged through institutional worth that significantly enhances learners performance (Kumar, 2018). Moreover, teachers put their perceived spiritual beliefs among students for better achievements and institutional market value. Results of current research ascertained that teachers workplace spirituality beliefs affect 79.40% on students achievement scores that supported with the findings of quantitative research structured by [Khorshid \(2015\)](#), whose findings revealed that teachers workplace spirituality significantly affect respondents self-confidence and work agreement. Results of present research also congruent with the results of the research framed by [Rego and Cunha \(2008\)](#) whose finding reveals that workplace spirituality strongly affects institutional affection and students achievements scores, support to the findings of the research structured by [Kolodinsky et al. \(2008\)](#), whose findings revealed that workplace spirituality significantly associated with teachers internal involvement and institutional output; students achievement scores, support with the findings of the research framed by [Altaf and Awan \(2011\)](#) found that

workplace spirituality stimulates teachers pedagogical potential for superior institutional production; students cognitive, social and educational abilities. Teachers working in educational institutions of District Lahore provide their spirituality among students for better achievement scores. District Lahore is one of the prominent, educational, political and spiritual place of Pakistan where people of Muslim/non-Muslim community dealings visit for schooling, political affairs and update their religious and spiritual beliefs (Faheem et al., 2017). Parents, teachers and students also visit their religious/spiritual places and pray to ALLAH via sacred saints (Arshad et al., 2018) to fulfil their rewards/achievements for the consummative/hereafter world. Muslims have strong beliefs that we will be rewarded/punished for our performances on the “Day of Judgment” in present life and afterlife (Hamid & Nadeem, 2020). Institutions demand employees workplace spiritual latent for its smooth development (Pandey, 2017) because increasing pressure of success is indulging stakeholders in the diversity of psychological problems; struggling and surfing (Buunk et al., 2021; Koburtay & Alzoubi, 2021), teachers well-beings (Reynolds, 2016) and students achievement scores (Adu et al., 2012). It is one of the factors that workplace spirituality enhances teachers emotional, mental, societal and religious well-beings (Russo-Netzer, 2019), buffers from students poor achievements (Zou & Dahling, 2017), facilitate teachers resilience to bounce emotional problems and stimulate their students towards better achievements (Gangadharan & Welbourne, 2016) and potentially defend against burnout and psychological well-being (Ho et al., 2016).

CONCLUSIONS

Teaching is a multifaceted process that embodied with teachers cognitive, social and spiritual beliefs. Teachers educate students through applying their utmost self-efficacious, locus of control and spiritual potentials for their educational success. These interlinked features enable teachers to perform their responsibilities in positive directions. The researchers conducted current research to gauge the effect of science teachers self-efficacious, locus of control and workplace spirituality belief on students achievement scores. In this research, the researchers adopted an *ex post facto* research design leading to a positivist paradigm. The sample of the research consisted of 576 participants, randomly selected from male public sector elementary schools of Lahore, Punjab-Pakistan. The researchers administered standardized instruments to collect the data from the respondents. The researchers obtained unfettered and unrestricted permission from the authors to administered scales for research purposes. After ensuring informed consent, volunteer participation, no physical and psychological harm in case of respondents volunteer participation, the researchers piloted standardized instrument on a small sample of the respondents to ensured Cronbach’s Alpha reliability statistics. After ensuring reliability, the researchers applied regression analysis techniques to explore the effect of self-efficacious, locus of control and workplace spirituality beliefs on students achievements scores. Based on results, the current research concluded that Pakistani public sector schools teachers 12.90% were weak in their self-efficacious, 41.40% in the locus of control and 20.60% were weak in their workplace spirituality beliefs. The functioning of Pakistani public sector schools is a miracle where institutions are enriched with the scarcity of contaminated drinking water, broken furniture, overcrowded classrooms, shortage of electricity, lack of funds and poor management. The situation of public sector schools is like cattle sheds. The Government is dwelling its destroyed status among stakeholders that demands plenty of eras. On the other hands, teachers apply their cognitive, social and spiritual potentials among students. They tackle them through conducting activities, peer learning and sharing educational problems through meeting with parents and build strong student-teacher relationships. Teachers motivation, handsome salary package, job security, rent-free buildings and six hours daily working are better sources of income which make them financially stress free. Furthermore, students understand their teachers yawning involvement, traditionally respect teachers and considered them “spiritual father”. Resultantly, teachers conquer students psyche and disseminate their maximum cognitive, social and spiritual knowledge for students achievement scores. On the other hand, it is a global metaphor/truth to reawakened students curiosity towards promoting spiritual beliefs to sustain tolerance, peace and uniformity. A school is a place that directs societies to ensure values applying teachers attributes; workplace spirituality for students educational, moral and spiritual concerns. Moreover, district Lahore is famous for its spiritual and religious saints, where countable ascetic are buried. They give awareness about spiritualism and ethical values. Current research concludes that the Pakistani stakeholders continuously follow and worship their religious saints. Teachers also part of the Pakistani community. They meet, visit and worship the spiritual harbingers that arouse their spiritual beliefs and transferred them to the successive generations.

LIMITATIONS AND SUGGESTIONS

The current research contained certain limitations. In the present research, the researchers employed a non-probability sampling technique to collect the data from the male participants. The researchers collected data from the male public sector elementary schools teachers and students of District Lahore of Punjab-Pakistan. There are working private sectors schools in Lahore, which have primary, elementary, secondary and higher secondary wings. Public schools follow a national curriculum approved by the National Curriculum Wing, Minister of Education, Islamabad-Pakistan, whereas private sector schools have a variety of curricula. Administrations of private sector educational institutions poorly permit researchers to enter their boundary to collect the data from their employees. They poorly collaborate and fewer provide access to their employees. Due to diversity in curricula and poor cooperation of private educational institutions, future researchers can incorporate these limitations by collecting the data from private sector schools. Furthermore, male and female teachers are working in public and private sector educational institutions. Like private schools administrations, female teachers also poorly cooperate in the data collection. The researchers limited current research on male teachers of public sector elementary schools teachers working in district Lahore of Punjab-Pakistan. The researchers strongly

suggest for future researchers to explore the effect of primary, secondary and higher secondary female/male arts and computer science teachers self-efficacy, locus of control and workplace spirituality beliefs that significantly/non-significantly affect primary, secondary and higher secondary schools students achievement scores, especially working in private sectors of rural and urban areas. Future research scholars incorporate these suggestions applying probability sampling technique to collect data from participants.

PRACTICAL IMPLICATIONS

The results of current research have practical implications for science teachers about their cognitive, social and workplace spirituality beliefs. In this research, the researchers administered standardized instruments after obtaining unfettered and unrestricted permissions from the authors. These tools have nationally and internationally worth to measure teachers attributes on their perceived abilities practiced in the classrooms. Application of validated instruments further play a significant role in gauging male and female primary, secondary and higher secondary schools teachers self-efficacious, locus of control and workplace spirituality beliefs working in public and private sector educational institutions. Validated tools put a significant influence on the female teachers self-efficacious, locus of control and workplace spirituality beliefs. Ultimate purpose of practicing teachers attributes is to enhance students achievement scores. The current research has significantly contributed in already existing body of knowledge in the field of cognitive and social psychology.

AUTHORS CONTRIBUTION

Teachers are the essential figures and prominent pillars of societies. They put their utmost cognitive, social and spiritual potential in strengthening student's holistic growth. Self-efficacy, locus of control and workplace spirituality are teachers considerable hallmarks which facile them to implement their beliefs towards students educational concerns. Authors have made significant contribution in exploring teachers cognitive, social and spiritual beliefs applied in the classrooms for enhancing students didactic success. They have identified that applications of teachers attributes escort required changes in students pedagogic intentions. Researchers have psychologically underpinned that elementary students peculiarity/idiosyncrasy towards better achievement scores is rooted in practicing teachers cognitive, social and spiritual beliefs. Authors have deliberately contributed in already existing body of knowledge in the field of cognitive and social psychology. Moreover, the authors have identified that teacher spiritual beliefs are significant predictor on students spiritual, religious and devotional success. Authors have explored current practices happening in male public sector schools of Lahore, Punjab-Pakistan.

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