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## Spiritual Intelligence and Locus of Control : as Determinants of Teachers' Commitment

**Abstract :** Teachers' commitment is a crucial factor in the success of any educational system. It reflects the degree of emotional attachment; it shows how much teachers care about their work, how interested they are in it, and how responsible they feel for doing it well. However, this commitment is shaped various personal and psychological factors. This article has focused on two important determinants that have received growing attention in educational psychology are **Spiritual Intelligence** and **Locus of Control**. Spiritual Intelligence enables teachers to act with compassion, purpose and integrity, while Locus of Control determines whether they attribute success to internal efforts or external circumstances. This explores how these two psychological determinants influence teachers' commitment. Drawing upon theoretical perspectives and existing research, the paper argues that teachers with high spiritual intelligence and an internal locus of control are more likely to show resilience, motivation, and long-term commitment to their profession. The paper concludes with recommendations for teacher training and school leadership to foster these attributes among educators.

**Keywords :** Spiritual Intelligence, locus of Control, Teachers' Commitment, Teachers.

**1. Introduction :** "The Teacher is considered to have wisdom coupled with spirituality. He perceived to be capable of leading humanity to dignity." Dr. S. Radhakrishnan.

Education is the foundation of human development, and teachers are the central figures in this process. The commitment of teachers to their profession significantly influences students' academic achievement, classroom climate, and the overall performance of educational institutions. Teachers' commitment refers to the degree of psychological attachment and dedication that teachers demonstrate towards their students, their profession and their school organization (Firestone and Rosenblum-1988). However, maintaining teachers' commitment has become increasingly challenging in the modern world. Factors such as work overload, lack of recognition, stress and limited professional growth opportunities often lead to teacher burnout and reduced engagement. In this context, understanding the personal and psychological factors that sustain teachers' motivation and loyalty becomes crucial. Among such factors, **Spiritual intelligence** and **Locus of Control** have emerged as key determinants. Spiritual Intelligence provides teachers with a sense of inner purpose and meaning in their work. It allows them to see their role as a calling or occupation rather than merely a job. Locus of Control, on the other hand, determines how teachers interpret the causes of their successes and failures.

The interaction between these two determinants can strongly influence how teachers cope with challenges, maintain enthusiasm and stay committed to their profession. This

paper seeks to explore these relationships in depth from a theoretical perspective.

## 2. Concept of Teacher Commitment

**Teachers' Commitment : Teachers' Commitment** means how dedicated and responsible teachers are towards their work, students and school. Committed teachers care deeply about their students' learning and always try to do their best. They prepare lesson well, help student with patience and work hard to make learning enjoyable. Such teachers also stay loyal to their profession and keep improving themselves. Their strong commitment helps students succeed and creates a positive learning environment. Teachers' commitment is multidimensional. (Firestone, 1988)

1. Commitment to the profession- the teacher's emotional attachment to teaching as a lifelong career.
2. Commitment to the students- the teacher's dedication to the academic and personal development of the learners.
3. Commitment to the organization- the teacher's loyalty to the school, its vision and collective goals.

Committed teachers are more likely to exhibit professional responsibility and enthusiasm, adopt innovative teaching methods, stay motivated despite challenges, inspire and influence their students positively. (Day, 2004) Teachers' commitment, therefore, is not only about duty but also about identity, values and purpose. This is the point where spiritual

intelligence and locus of control become very important.

**3. Spiritual Intelligence: Meaning and Importance :** The concept of Spiritual intelligence was introduced by Emmons (2000) and later popularized by Zohar and Marshall (2000). It refers to the ability to use spiritual values and insights to solve problems and lead a meaningful life. Unlike religious intelligence, spiritual intelligence does not depend on any specific faith; rather, it concerns inner wisdom, self-awareness, compassion and moral sensitivity. Emmons identified key components of spiritual intelligence: -

1. The capacity for transcendence of the physical and material.
2. The capacity to experience heightened states of consciousness.
3. The ability to sanctify everyday experience.
4. The capacity to utilize spiritual resources to solve problems.
5. The ability to behave virtuously and maintain a sense of integrity.

For teachers, these abilities lead to a balanced life, honest teaching, and strong, caring relationships with students. A spiritually intelligent teacher sees education not just as sharing knowledge but as helping students grow in both mind and spirit. This kind of intelligence helps teachers stay calm, positive and satisfied with their work. It also gives them strength to handle stress and find peace and purpose, even when teaching becomes difficult.

**3.1 Spiritual Intelligence and Professional Life :** In the workplace,

spiritual intelligence affects how teachers make decisions, behave ethically and build relationships with others. Teachers with high spiritual intelligence are usually kind, patient and understanding towards their students. They act honestly and take moral responsibilities for their actions. Their motivation comes from inner values, not just from rewards or recognition. These qualities help strengthen their commitment to teaching because their personal values match their professional duties.

**4. Locus of Control: Concept and Educational Implications : Locus of Control,** developed by Rotter (1966), refers to the degree to which individuals believe they can control the outcomes of events in their lives. Individuals with an **internal locus of control** believe that success or failure is the result of their own efforts and abilities and individuals with an **external locus of control** attribute outcomes to external forces such as luck, fate or powerful others. Individuals with an **external locus of control** attribute outcomes to external forces such as luck, fate, or powerful others.

**4.1 Internal Locus of Control and Teaching: -** Teachers who have an internal locus of control believe that their own actions and efforts shape what happens in the classroom. They take responsibility for both success and failure and do not blame others for problems. Such teachers see challenges as chances to learn and grow. They also believe that what they do can make a

real difference in their student's lives. Because of this positive attitude, they often use active and creative teaching methods to help students learn better.

**4.2 External Locus of Control and Professional challenges:** - Teachers who have an external locus of control often believe that their success or failure depends on things they cannot control, like students family backgrounds or school rules. Because of this belief, they may feel less motivated and find it harder to stay strong when facing problems. This can also reduce their commitment to their work. Such teachers may feel more stressed and tired because they think they cannot change what happens in the classroom.

### **5. Theoretical Relationship among the Variables: -**

**5.1 Spiritual Intelligence and Teachers' Commitment:** - Spiritual intelligence nurtures values such as compassion, purpose and integrity, all essential for teachers' commitment. When teacher view their work as a moral and spiritual mission, they are more likely to remain dedicated. Day (2004) noted that teachers who find deeper meaning in their work show higher engagement and less burnout.

**5.2 Locus of Control and Teachers' Commitment:** - An internal locus of control fosters a sense of personal responsibility and agency. Teachers who believed that their efforts shape their student outcomes are more resilient and self-motivated, leading to stronger organizational commitment (Cheng, 1994). In contrast, external locus often

leads to feelings of helplessness, reducing professional engagement.

**5.3 Interaction between Spiritual Intelligence and Locus of Control:** - Spiritual intelligence can reinforce an internal locus of control by helping individuals recognize their inner power and responsibility. Likewise, individuals with an internal locus of control are more likely to use spiritual resources to manage stress. Together, these traits create a strong foundation for teacher commitment by combining inner wisdom with a sense of control over professional outcomes.

**6. Implications for Educational Practice :** Understanding how spiritual intelligence and locus of control influence teachers' commitment has several practical implications:-

- 1. Teacher Training Program:** - Professional development should include sessions on emotional intelligence, spiritual intelligence or well-being, reflective practice and mindfulness. These can strengthen spiritual intelligence and locus of control (internal).
- 2. School Leadership:** - Principals and administrators should create supportive environments that encourage teachers to take initiative and feel empowered. Recognition, autonomy and trust can strengthen an internal locus of control.
- 3. Counselling and Mentorship:** - Mentorship programs can help teachers develop self-awareness, resilience and a sense of purpose, fostering both spiritual and professional growth.

4. **Curriculum Design:** - Teacher education curriculum should include courses that explore ethics, self-awareness and values based education. These promote reflective thinking and commitment.

**7. Importance of this research paper in attainment of the objectives of Nation Education Policy 2020 :** The Research paper titled “**Spiritual Intelligence and Locus of Control as Determinants of Teachers’ Commitment**” holds significant relevance in the attainment of the objectives outlined in the Nation Education Policy (NEP) 2020. NEP 2020 emphasizes holistic and multidisciplinary education, the development of life skills, and fostering ethical and human values among teachers and learners. The study aligns with these objectives in the following ways :

1. **Enhancing teachers’ personal and professional development:** By exploring, spiritual intelligence and locus of control as determinants of teachers’ commitment, the paper highlights essential attributes that contribute to the professional and personal growth of teachers. This aligns with NEP 2020’s focus on continuous professional development of teachers through robust training programs and reflective practices.

2. **Promoting holistic education:** Spiritual intelligence fosters self-awareness, empathy and ethical decision-making, which are critical for the holistic development of students. By emphasizing spiritual intelligence, the paper provides insights into how

teachers can embody and imparts these qualities, supporting NEP 2020’s vision of nurturing well-rounded individuals.

3. **Strengthening Teachers’ role as changing agent:** Teachers’ commitment to their profession is crucial for transforming the educational landscape. The papers’ exploration of this aspect underscores how committed educators can act as catalysts for implementing NEP 2020’s reforms, such as integrating technology, developing innovative pedagogies and creating inclusive classrooms.

4. **Sustainable Development in Education:** The concept of sustainable development highlighted in the research aligns with NEP2020’s goal of creating an equitable and vibrant knowledge society. By addressing teachers’ long-term growth and their ability to adapt to challenges, the paper reinforces the policy’s emphasis on sustainability in education.

5. **Value based education:** NEP 2020 calls for the integration of moral and ethical values into the education system. This research contributes to this objective by emphasizing Spiritual intelligence as a mean to instill these values in teachers, enabling them to effectively integrate them into their teaching practices.

**9. Conclusion :** Teachers are the heart of any education system, and their commitment is vital for achieving quality education. This paper has discussed two determinants, Spiritual intelligence and Locus of Control, that strongly influence teachers’ commit-

ment. Spiritual intelligence gives teachers meaning, compassion and inner strength, while Locus of control shapes their sense of responsibility and motivation. Together, they determine how teachers perceive challenges, manage stress and stay dedicated to their profession.

Spiritually intelligent and internally controlled teachers have a very positive effect on students. They stay calm, kind and understanding in every situation. Such teachers teach with love, patience and fairness. They help students feel safe, respected and motivated to learn. Their peaceful attitude also inspires students to develop good values like honesty, self-control and compassion. In this way, these teachers not only teach lessons from books but also help students become better human beings. In nutshell, the research paper contributes valuable insights into how Teachers' commitment, Spiritual intelligence and Locus of Control can play a pivotal role in realizing NEP 2020's transformative vision for education. It provides a framework for enhancing the quality and sustainability of teaching, ensuring the holistic development of educators and learners alike.

Building spiritually intelligent and internally controlled teachers is not only desirable but essential. Educational leaders, policymakers and training institutions should integrate these concepts into professional development programs to enhance teachers' emotional well-being and long-term

commitment.

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