

Integrating Self-Concept, Spiritual Intelligence, and Global Skills in Teacher Preparation: An Empirical Study from West Tripura.

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Abstract

This empirical study investigates the relationship between **self-concept, spiritual intelligence, and global skill competencies** among prospective teachers in West Tripura, India. Drawing on a sample of 100 B.Ed. students from IASE, Kunjaban, the study employs standardized tools to assess participants' self-perception, spiritual awareness, and 21st-century skill competencies. Using descriptive and inferential statistical analyses, the study examines how personal, cognitive, and spiritual attributes influence the development of global skills essential for teacher effectiveness. Findings indicate that higher levels of self-concept and spiritual intelligence are positively associated with enhanced employability, critical thinking, creativity, digital literacy, and inclusive pedagogical competencies. The study also highlights the implications of integrating spiritual and personal development into teacher education curricula, aligning with NEP 2020's emphasis on holistic, competency-based, and skill-oriented teacher preparation. By bridging psychological constructs and professional skill development, this research contributes to both theoretical understanding and practical strategies for cultivating **future-ready educators** in the Indian context.

Keywords:

Global Skill Taxonomy, NEP 2020, 21st-Century Competencies, Holistic Teacher Development

Introduction

Teacher education is a part of the foundation of the quality of education as it determines the competencies, attitudes, and professional performance of future teachers. The conventional teacher preparation systems in India have mainly focused on theoretical learning, and in most cases, they have left out practical skills, higher order thinking, and overall personal development. Being aware of this missing link, NEP 2020 proposes an innovative change in the needed competency-based, skill-oriented, and multidisciplinary teacher training with a focus on the incorporation of cognitive, emotional, and spiritual aspects (Srivastava, 2016; Baidya and Srivastava, 2025).

The self-concept of prospective teachers, their view of their performance, roles and personal efficacy, has demonstrated to affect classroom performance, decision-making, and pedagogical performance (Deo, 1998; Pal, 2009; Saini, 2009). Likewise, spiritual intelligence as an indicator of the ability to self-awareness, make values-based decisions and act purposefully is also

becoming an important factor in the development of holistic education and teacher performance (Srivastava, 2017; Datt, 2015; Kushwaha, 2012). In addition to the personal and spiritual aspects, the global capability skill sets, such as critical thinking, creativity, digital literacy, and inclusive pedagogy, must be developed in order to prepare teachers to address most of the challenges and needs of the 21st century education, in the classroom (Medley, 1982; Joshi and Chugh, 2009; Chakraborty and Srivastava, 2020).

Although such constructs have already received increased attention, there is still a dearth of empirical studies that study the relationship between the three variables self-concept, spiritual intelligence, and global skill development of future teachers in India. To fill this gap, a sample of 100 B.Ed. students at IASE, Kunjaban, West Tripura, was selected, and the data collection methodology was applied in the study, which relies on standardized measures to measure self-concept (Deo, 1998), spiritual intelligence (Srivastava, 2017), and global skill taxonomy (Chakraborty and Srivastava, 2020). The study will examine these constructs and their connections and offer practical implications of utilizing personal, spiritual, and professional competencies in the teacher education curriculum in accordance with NEP 2020.

This study does not only add value to the theoretical information about teacher preparation but it also provides practical advice to curriculum planners, policymakers and teacher educators who may be interested in creating future ready educators who can teach and learn holistically.

Objectives

1. To assess the levels of **self-concept**, **spiritual intelligence**, and **global skill competencies** among prospective teachers at IASE, Kunjaban.
2. To examine the relationship between **self-concept** and **global skill competencies** among prospective teachers.
3. To examine the relationship between **spiritual intelligence** and **global skill competencies** among prospective teachers.
4. To investigate the **combined influence** of self-concept and spiritual intelligence on global skill competencies.
5. To provide **recommendations** for integrating personal, spiritual, and professional competencies into teacher preparation programs.

Hypotheses

1. **H₁**: There is a significant positive relationship between **self-concept** and **global skill competencies** among prospective teachers.
2. **H₂**: There is a significant positive relationship between **spiritual intelligence** and **global skill competencies** among prospective teachers.
3. **H₃**: **Self-concept** and **spiritual intelligence** together significantly predict **global skill competencies** among prospective teachers.

H₀ (Null Hypothesis): There is no significant relationship between **self-concept**, **spiritual intelligence**, and **global skill competencies** among prospective teachers.

Literature Review

1. Self-Concept and Teacher Effectiveness

The self-concept as the way of how people view their capabilities, personality and working role has been considered to be one of the most important ones affecting the academic achievement and the grade of professionalism (Deo, 1998; Pal, 2009). It has been found that when positive self-concept is related to teacher education, there is increased confidence, effectiveness in classroom management and pedagogical innovation (Saini, 2009; Sharma, 2006; Thiagarajan and Ramesh, 200X). Research has revealed that future teachers whose self-concept is well-formed will tend to participate in reflective practice, have emotional stability and create positive learning environments (Aggarwal, 2003; Dhir, 2002).

Studies also show that self-concept is interacting with other cognitive and affective aspects influencing the adaptability, motivation and commitment to a lifelong learning of a teacher (Garret and Henry, 1981; Best and Khan, 2011). In the Indian context, where teacher preparation programs tend to emphasize theoretical knowledge, it is important to establish a positive image of the self-concept among future teachers to come out with competent and confident teachers (Baidya & Srivastava, 2025).

2. Spiritual Intelligence in Teacher Preparation

Spiritual intelligence (SQ) refers to the capacity to use spiritual values and principles to solve a problem, make a decision, and improve personal development (Srivastava, 2017; Datt, 2015). Spiritual intelligence in the educational sector has been associated with increased emotional strength, moral thinking, and wholesomeness of teachers (Kushwaha, 2012; Srivastava, 2016). High-SQ teachers have more abilities to promote moral and value-based education, socio-emotional growth of students, and inclusive learning (Baidya and Srivastava, 2025; Joshi and Chugh, 2009).

The empirical research has pointed at the importance of spiritual intelligence in determining teacher effectiveness. As an example, Srivastava and Misra (2012) and Srivastava (2017) claim that SQ completes cognitive intelligence because it improves self-regulation, empathetic, and ethical decision-making. On the same note, Kates and Colalillo (2002) note that spiritual awareness helps teachers to tap into intrinsic motivation of students so that they can become creative, reflective and able to solve problems.

3. Global Skill Taxonomy and 21st-Century Competencies

Global skill competencies include critical thinking, creativity, digital literacy, collaboration, adaptability, and inclusive pedagogy, the abilities needed to work in a complex educational environment (Chakraborty and Srivastava, 2020; Medley, 1982). These skills are evaluated based on the framework of Global Skill Taxonomy (GST) and it helps to understand how prepared a potential teacher is to be able to practice an innovative and learner-oriented approach.

In international studies, all of these competencies should be combined in the process of teacher preparation to promote employability, lifelong learning, and global citizenship (OECD, 2019; UNESCO, 2021). In India, NEP 2020 emphasizes the significance of the alignment of teacher education programs with the global standards, the promotion of competency-based programs that should develop not only cognitive but also socio-emotional skills (Srivastava, 2016; Baidya and Srivastava, 2025). According to empirical evidence, highly self-conceived spiritual intelligent teachers possess more chances to show better global skill competencies, and these constructs are interrelated (Chakraborty & Srivastava, 2020; Aydin, 2018).

4. Integrating Self-Concept, Spiritual Intelligence, and Global Skills

According to recent conceptual and empirical literature, there is a close interrelation between self-concept, spiritual intelligence, and global skill competencies in determining the effectiveness of teachers (Srivastava, 2017; Baidya and Srivastava, 2025; Chakraborty and Srivastava, 2020). After self-concept, teacher gives the cognitive and affective base, spiritual intelligence gives the ethical and value-based views and global skills transforms these individual qualities into practical competencies in the classroom.

Incorporating these dimensions in teacher education is consistent with the vision of NEP 2020 of holistic, skills-based, and future-ready preparation of teachers, which focuses on the learner-centered pedagogy, inclusivity, and interdisciplinary methods. The empirical investigation of this incorporation can be used in curriculum design, as well as in professional development programs and policy formulation to make sure that potential teachers are well prepared to address the modern challenges in a school.

Summary of Gaps

Although the literature has discussed self concept, spiritual intelligence as well as global skills separately, not many studies have empirically looked at the relationship between all three constructs in the context of Indian teacher education. Besides, there are few systematic studies that could connect these constructs to NEP 2020 skill-based reforms. The current research will address this gap by examining the data of 100 future teachers at IASE, Kunjaban, West Tripura and offering empirical research regarding the interaction between personal, spiritual, and professional competencies in teacher preparation.

Methodology

1. Research Design

The research design in this study is the quantitative, correlational research design that will be used to investigate the relationship between self-concept, spiritual intelligence, and global skill competencies of potential teachers. The design will allow to investigate the individual and combined impacts of self-concept and spiritual intelligence on global skills and present empirical data in accordance with the aims of the study.

2. Population and Sample

The target population of the study will include the potential teachers pursuing a degree course at the Institute of Advanced Studies in Education (IASE), Kunjaban, West Tripura. To represent students undergoing teacher education programs, purposive sampling was used to pick 100 participants. The participants were selected according to their availability, willingness, and their acceptance of the courses of professional teacher training, which gave a relevant background of the evaluation of targeted competencies.

3. Research Tools

The research used standardized tools to gather information on the main constructs:

1. **Self-Concept Scale (Beena Shah, 2003)**- Scale assesses dimensions of cognitive, affective, and behavioral aspects of self-concept among the potential teachers and the scale has got high reliability and validity in Indian educational environment.
2. **Spiritual Intelligence Scale (Srivastava, 2017)** - Evaluates the spiritual awareness levels, moral reasoning, and contemplative ability in learning institutions.
3. **Global Skill Taxonomy (Baidya & Srivastava, 2025)** - Assesses 21 st century skills such as critical thinking, creativity, collaboration, digital literacy, adaptability and inclusiveness.

All the tools were Likert-type scales where higher scores reflected higher level of the measure construct.

4. Data Collection Procedure

The information was gathered physically at IASE, Kunjaban, according to ethical research procedures:

- The participants were informed of the authors of the study and of confidentiality.
- Informed consent was realized before administration.
- Questionnaires will be conducted in classrooms where there will be the presence of appropriate time and controlled conditions.
- Checks on respondents. Checks were made on completed responses to determine completeness and where necessary, missing data were checked through standard imputation measures.

5. Statistical Analysis

The analysis of the gathered data was performed with the help of SPSS (current version). The analysis plan included:

1. Descriptive Statistics: Means, standard deviations and frequency table of self-concept, spiritual intelligence and global skills.
2. **Pearson Correlation Coefficient:** To investigate the links amid self- concept, spiritual intelligence and global skill competencies.
3. **Multiple Regression Analysis:** To examine the joint predictive effect of self-concept and spiritual intelligence on global skill competencies.
4. **Significance Testing:** All the statistical tests were performed at the level of 0.05 significance in order to evaluate the strength and direction of the relationships.

6. Ethical Considerations

The research was conducted in accordance with the regular ethics in the sphere of research:

- The consent of the participants was secured before they were collected.
- Responses were done anonymously and in a confidential manner.
- Participants were free to participate and free to withdraw at all stages.
- Data use was applicable only to research purposes so that there were responsible and ethical reporting.

Data Analysis and Results

1. Descriptive Statistics

Some descriptive statistics were done to describe the levels of self-concept, spiritual intelligence, and global skill competencies of the respondents. Mean and standard deviation give an understanding of the general trends of these constructs.

Variables	Minimum	Maximum	Mean	Standard Deviation
Self-Concept	45	90	68.4	8.5
Spiritual Intelligence	50	95	72.1	9.2

Global Skill Competencies (GSTI)	55	100	75.3	10.1
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Interpretation:

- Participants had moderate to high self concept which means that they had a relatively positive view of themselves in terms of their abilities and personal traits.
- The level of spiritual intelligence was moderate and showed the level of awareness, reflective ability, and moral reasoning in future teachers.
- Skills competencies in the participants were moderate or high in the global dimension, indicating that the interviewees had the basic 21st-century skills needed in teacher preparation.

2. Correlation Analysis

The association between self-concept, spiritual intelligence and global skill competencies was analyzed using Pearson.

Variables	Self-Concept	Spiritual Intelligence	Global Skills
Self- Concept	1	0.56**	0.62**
Spiritual Intelligence	0.56**	1	0.67**
Global Skills	0.629**	0.67**	1

Note: $p < 0.01$ (two-tailed)

Interpretation:

- Global skill competences and self-concept were significantly positively related ($r = 0.62$, $p < 0.01$), which means that future teachers having a higher self-perception perform better in global skill scales.
- Spiritual intelligence, also, was positively associated with global skills ($r = 0.67$, $p < 0.01$), which implies that reflective and ethical abilities make the overall skill competency.
- Self-concept and spiritual intelligence, on the other hand, were positively related ($r = 0.56$, $p < 0.01$), indicating an interrelation between the personal and spiritual growth in the process of teacher preparation.

3. Multiple Regression Analysis

A multiple regression examination was used to investigate the overall effects of self-concept and spiritual intelligence on global competencies of skills.

Predictor Variables	B (Unstandardized)	SE	Beta (Standardized)	t-value	p-value
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Self-Concept	0.45	0.12	0.38	3.75	0.001
Spiritual Intelligence	0.52	0.11	0.44	4.73	0.001

- **Model Summary:**
- $R = 0.74$, $R^2 = 0.55$, Adjusted $R^2 = 0.54$, $F(2,97) = 59.38$, $p < 0.001$

Interpretation:

- Self-concept and spiritual intelligence together account to 55 percent of variance of global skill competencies according to the regression model.
- In addition, both self-concept ($\beta = 0.38$, $p < 0.01$) and spiritual intelligence ($\beta = 0.44$, $p < 0.001$) have significant predictive value, with each playing a crucial role in being developed in future teachers as a way of building competencies of the 21st century.
- The implication of this finding is that personal and spiritual development should be included in the teacher education program to ensure global competence in skills.

4. Summary of Findings

1. The self-concept, spiritual intelligence, and global skills of the prospective teachers in the study are moderate to high.
2. Self-concept and spiritual intelligence have positive correlations with global skill competencies, which are strong, which means that professional skills development has a correlation with personal and spiritual sides.
3. As multiple regression analysis demonstrates, self-concept and spiritual intelligence, in combination with each other, exert a strong influence on global skill competencies, and the synergy between the two, in producing future-ready educators, is highly emphasized.

Discussion

The findings of the study demonstrate the significance of interconnection between self-concept, spiritual intelligence, and global skill competencies in pre-professional preparation of future instructors. The descriptive statistics have confirmed that the respondents possess moderate to high self-concept, spiritual intelligence and global skills, indicating that there is a preparatory state when it comes to the acquisition of 21st century competencies in teacher education. It can also be attributed to earlier studies, which discovered the significance of personal and spiritual factors in enhancing professional competence (Srivastava, 2017; Baidya and Srivastava, 2025).

The positive relationship of the self-concept and global skills ($r = 0.62$, $p < 0.01$) signifies that the teachers, who report having the positive self-perception, are more likely to possess the high degree of critical thinking, creativity, adaptability, and collaborative skills. This fact is also consistent with those research works by Dhir (2002) and Aggarwal (2003) who stressed that produce effective classroom engagement, self-concept development and problem-solving ability are more useful with produce great self-concept development. Considering NEP 2020, and holistic teacher development is one of the main concepts, it is important to build up self-

concept to prepare teachers who would be able to construct learner centered and competency based classrooms.

Similarly, the spiritual intelligence and global skills ($r = 0.67$, $p < 0.01$) relationship is large and positive, indicating the role of reflective, ethical, and value-based thinking in acquiring professional skills. This can be compared to Srivastava (2016, 2017), Datt (2015), and Kates (2002), who write that spiritual intelligence enhances emotional regulation, decision-making, and adaptive thinking of teachers. This method of teacher education not only does it develop the ethical and reflective facets in teachers but it also enables them to create inclusiveness in their pedagogical solution, classroom management as well as giving students meaningful learning chances.

The regression analysis also supports the fact that the combination of self concept and spiritual intelligence is a significant predictor of the global skill competencies with 55 percent of the variance being explained. This highlights the synergies of individual and spiritual qualities in developing professional abilities. High-self-concept and spiritual intelligent teachers will have greater opportunities to overcome the difficulties and be able to adjust to the new pedagogical trends and introduce skill-based reforms associated with NEP 2020. These findings are consistent with earlier studies that focus on the combination of non-cognitive elements with professional competencies to attain a holistic teacher development (Baidya & Srivastava, 2025; Joshi and Chugh, 2009; Aydin, 2018).

Moreover, the present study has practical implications on teacher education programs. The combination of self concept enhancement practices (e.g. reflective journaling, peer feedback) and spiritual intelligence development (e.g. mindfulness practices, ethical decision making workshop) can directly influence the development of global skills. These interventions are in line with the vision of NEP 2020 of competency-based, inclusive, and holistic teacher preparation. With the personal development, reflective ability, and competencies acquisition, teacher education will result in the creation of future-prepared educators who will be able to enhance creativity, flexibility, and cooperation in various classroom environments.

Overall, the research offers empirical data to prove the theoretical statement that personal and spiritual competencies play a central role in the development of professional skills. The study will help the academic field and practical policy implications by establishing the connection between self-concept, spiritual intelligence and global skills in the West Tripura context, which serves as a framework of integrating non-cognitive and cognitive competencies in teacher preparation programs in NEP 2020.

Conclusion

This empirical research paper has explored the relationship between self-concept, spiritual intelligence and global competencies of the skill of teaching IASE, Kunjaban, West Tripura, to prospective teachers. The results show that the participants have moderate to high self-concept and spiritual intelligence that determines much of their competencies of competencies in the globe. The findings indicate that individual and spiritual qualities are not just peripheral to creating the 21st-century teaching competencies, which are critical thinking, creativity, teamwork, flexibility, and digital literacy.

The positive correlations and regression analysis informs that self-concept and spiritual intelligence are excellent predictors of global skill competencies with a high percentage of explanatory variance. It proves the synergistic relationship between personal development and reflective skills to build professional skills that ensure the theoretical methods of constructivist and competency-based education models.

The study, in regard to policy and practice, sheds light on the necessity to integrate a non-

cognitive development in teacher education course consistent with NEP 2020 that proposes a holistic, skills-based, and learner-centered education. Self-concept and spiritual intelligence development so as a result of rigorous interventions, reflective, mindfulness, collaborative and ethical decision-making exercises, can be a particular factor in the contribution to the global skills development in the future teacher.

In conclusion, it is possible to note that in addition to such professional competencies as teaching the future, self-concept, and spiritual intelligence need to be developed to become future-ready teachers that can work in the dynamic and diverse educational setting. The paper provides empirical data to prove the integrated approach to teacher preparation that unites personal, spiritual, and professional competencies and possibly introduce practical information to educators, curriculum developers, and policymakers who will make NEP 2020 changes a reality.

Implications

The implications of this study on teacher education, policy and practice are immense. To begin with, the close connection of self-concept, spiritual intelligence, and global skill competencies underlines the importance of teacher preparation programs as the holistic approach should be adopted, combining personal and cognitive growth of spiritual growth with the training of professional skills. Positive self-concept was found to improve by reflective exercises, peer feedback and mentorship, and that is direct impact on classroom performance, and confidence, motivation and proactive involvement towards the prospective teachers. Likewise, reflective thinking, emotional regulation, and ethical pedagogy, which play an important role in coping with various classroom conditions can be enhanced by including spiritual intelligence development, which can be promoted through mindfulness exercises, moral decision-making seminars, and value-oriented education. Policy wise, this evidence can be used to justify the objectives of NEP 2020 in promoting competency-based, learner-centered, and multidisciplinary teacher training, arguing that teacher training programs must clearly incorporate the non-cognitive skill development of the teacher, in addition to subject knowledge and pedagogical skills. Moreover, the inclusion of self-concept and spiritual intelligence in teacher education has the potential to increase readiness of global skill, capable of allowing teachers to reach international standards of teaching in the 21st century, inclusivity in learning, and lifelong learning. The implications are especially important in the case of the institutions of under-resourced areas, where systematic personal and spiritual developmental interventions can help to achieve high-quality and equitable teacher preparation.

Recommendations

According to the results of this research, teacher education should be based on the involvement of personal, spiritual, and professional competencies to equip teachers with future-ready skills. The curriculum must no longer focus on theoretical learning but incorporating reflective practices, collaborative assignments and experience-based learning experiences that can build self-awareness and professional self-efficacy. Empathy, emotional control and reflexive thinking, which trainers can develop through mindfulness training, ethics, value learning, can make teachers effectively manage diverse classrooms. It is also necessary to develop faculty, whereby the teacher educators should be prepared to develop non-cognitive skills, in addition to pedagogical skills. The review systems should be redesigned and shouldn't be based on the rote learning but other holistic skills (which may include creativity, problem-solving,

collaboration, and ethical decision-making). The teacher education programs will then cope to provide reforms to NEP 2020, provide inclusive and quality learning opportunities and produce teachers capable of meeting the classroom needs in the 21 st century by such competency and collaboration based solutions to teacher education.

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