Influence of Self-Concept on Global Skill Taxonomy among Prospective Teachers of West Tripura, India

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Abstract
The study investigates the influence of self-concept on the eight domains of global skill taxonomy among 300 prospective teachers of West Tripura, India. A descriptive-correlational design was employed, using the Self-Concept Scale by Beena Shah (2001) and the Global Skill Taxonomy Inventory (GSTI) developed by Baidya and Srivastava (2025). The GSTI assesses eight global skill domains—cognitive, interpersonal, intrapersonal, global citizenship, innovation and creativity, self-paced learning, technological, and leadership skills. Results revealed a significant positive correlation between self-concept and overall global skills, with the strongest association observed in innovation and creativity skills. The findings align with recent international research (Alamri et al., 2023; Lin & Cheng, 2024), highlighting the role of self-concept in developing creative, collaborative, and technology-integrated teaching competencies. The study underscores the importance of nurturing teachers' self-concept for global readiness and sustainable professional growth. Recommendations emphasize curriculum interventions, reflective practices, and continuous teacher mentoring to strengthen global competencies in teacher education.

Keywords
Self-concept; Global skills; Teacher education; Global citizenship; Innovation; West Tripura

Introduction
In today's interconnected world, teacher education faces a dual challenge: nurturing individual self-awareness while developing competencies that prepare teachers for global citizenship. The rapid transformations in technology, cross-cultural communication, and educational innovation have made global skills indispensable in modern classrooms. Prospective teachers are expected not only to master subject content but also to demonstrate creativity, collaboration, empathy, and adaptability—skills central to twenty-first-century education (Lin & Cheng, 2024). The effectiveness with which teachers acquire and apply these global skills is deeply influenced by their *self-concept*, or the perception they hold about their own abilities, worth, and potential (Alamri, Lin, & Cheng, 2023).

Self-concept is a major contributor to professional identity development and teacher efficacy. The humanistic theory by Carl Rogers states that with a positive self-concept, people are able to

interact well with others and cope with the dynamic learning processes. This internal self-perception has not only personal motivation, but also attitudes to creativity, innovation, and use of technology in pedagogy in teacher education (Srivastava, 2023). Recent studies have highlighted that educators with higher levels of self-concept demonstrate enhanced creative problem-solving and are more receptive to global and interdisciplinary learning experiences (Hattie & Clarke, 2024; Alamri et al., 2023).

Within the Indian context, the **National Education Policy (NEP) 2020** focuses on preparing globally competent teachers that will be able to combine ethical, reflective, and learner-centred practices. It also promotes the shift of rote learning to critical thinking, self-directed learning, and intercultural comprehension, which are attributes that reflect the *Global Skill Taxonomy Inventory (GSTI)* principles created by Baidya and Srivastava (2025). The GSTI consists of eight major worldwide expertise domains, such as cognitive, interpersonal, intrapersonal, global citizenship, innovation and creativity, self-directed learning, technological, and leadership skills. All these areas are intellectual and socio-emotional aspects required in teacher development holistically.

Several foreign researchers highlight the relationship between the self-concept of teachers and their global preparedness. In the example, **Alamri et al. (2023)** concluded that in Saudi Arabia and Taiwan, pre-service teachers having a stronger self-perception demonstrated increased creative engagement and openness to technology-enhanced learning. Equally, **Lin and Cheng (2024)** established that self-concept is a significant predictor of global competence and intercultural communication skills of teacher trainees in East Asia. Such results are echoed by the situation in India, where teacher educators are recognising the importance of self-reflective and innovation-oriented pedagogies (Baidya & Srivastava, 2025).

In the northeast of India, Tripura and other states, teacher education programs are slowly incorporating reflective learning modules, although there is a lack of empirical data on the correlation between self-concept and global skills. With the teaching profession facing the challenges of global flexibility, it is important to learn how self-concept of prospective teachers affects their learning of global skill domains. This paper aims to address this gap by examining *impact ofself-concept onGlobal Skill Taxonomy* in the prospective teachers of West Tripura, India. The results will have some useful information to curriculum planners, teacher educators, and policymakers, who want to develop globally competent and self-aware teachers who can guide innovation in classrooms.

Objectives of the Study

The present study was designed with the following specific objectives:

1. To assess the level of self-concept among prospective teachers of West Tripura, India.

2. To examine the level of global skill development across the eight domains of the Global Skill Taxonomy Inventory (GSTI)—namely, cognitive, interpersonal, intrapersonal, global citizenship, innovation and creativity, self-paced learning, technological, and leadership skills.

3. To determine the relationship between self-concept and overall global skill taxonomy among prospective teachers.

4. To identify which domains of global skills are most influenced by variations in self-concept levels.

5.   To explore whether significant differences exist in global skill domains between male and female prospective teachers based on self-concept.

Hypotheses of the Study
The study was guided by the following null hypotheses:
•   **H_{01}:** There is no significant relationship between self-concept and overall global skill taxonomy among prospective teachers of West Tripura.
•   **H_{02}:** There is no significant relationship between self-concept and individual global skill domains (cognitive, interpersonal, intrapersonal, global citizenship, innovation and creativity, self-paced learning, technological, and leadership).
•   **H_{03}:** There is no significant difference in global skill taxonomy between male and female prospective teachers with respect to their self-concept levels.

Theoretical Framework
The theoretical foundation of this study integrates the **Humanistic Theory of Self-Concept** and the **Global Skill Taxonomy Framework** to explain how prospective teachers' perceptions of themselves influence their acquisition of global competencies.
1. Humanistic Theory of Self-Concept (Carl Rogers, 1959)
Carl Rogers proposed that every individual has an inherent drive toward growth, creativity, and self-actualization. The key component of the process is *self-concept*, the systematised, coherent complex of perceptions and beliefs about oneself. Rogers argued that people who are positively self-concepted are better exposed to new experiences, more flexible to change and have a higher ability to develop meaningful relationships. When applied to teacher education, it means that a teacher can be innovative, empathetic and lead through their self-perception and self-acceptance. Teachers who possess a high self-concept are more likely to be more motivated, confident and engaged in classroom activities(Srivastava, 2023; Hattie & Clarke, 2024).
2. Multidimensional Model of Self-Concept (Shavelson et al., 1976)
Based on the ideas of Rogers, Shavelson, and others, the notion of self-concept was developed as a **multidimensional, hierarchical concept** that included academic, social, emotional, and physical domains. This theory indicates that self-concept is not a trait, but a system of related perceptions that determine behaviour and learning. Academic and social self-concept appears especially pertinent in the area of teacher education because it defines the perception of competence and social skills of future teachers in learning and teaching experiences(Lin & Cheng, 2024).
3. Global Skill Taxonomy Framework (Baidya & Srivastava, 2025)
The **Global Skill Taxonomy Inventory (GSTI)** suggested by Baidya and Srivastava (2025) consists of eight domains that are interrelated with each other and are critical to teacher education in the 21st century:
1.   **Cognitive Skills** – analytical thinking and problem-solving;
2.   **Interpersonal Skills** – communication and collaboration;
3.   **Intrapersonal Skills** – self-awareness and emotional regulation;
4.   **Global Citizenship Skills** – ethics, cultural awareness, and empathy;
5.   **Innovation & Creativity Skills** – originality and flexible thinking;
6.   **Self-Paced Learning Skills** – autonomy and reflective learning;

7.   **Technological Skills** – digital literacy and innovation in pedagogy;
8.   **Leadership Skills** – decision-making and team coordination.

This taxonomy is very similar to **NEP 2020** priorities, which focus on critical thinking, creativity, and global competence in teachers. It offers an analytic perspective with which to gauge the multiplicity of skills needed to be prepared to teach globally.

4. Integrative Conceptual Model

The point of self-concept and global skills is the centre of the current study. The self-concept of teachers that includes beliefs about their competence, emotional stability, and social value affects the effectiveness with which they utilize global skills in creativity, use of technology, leadership, and intercultural communication. Positive self-concept encourages intrinsic motivation and readiness for innovation, which are the main drivers of global competency (Alamri et al., 2023; Lin and Cheng, 2024). On the other hand, weak self-concept may constrain risk-taking and adaptability and lower the functions of an individual in multicultural and technology-based settings.

Therefore, the research is theoretically grounded by the premise that **self-concept is a psychological basis of building global skills**, which mediates the association between inner self-perception and outer behavior in the professional life of teacher training.

Review of Related Literature

The following review synthesizes recent empirical and conceptual work on self-concept and global-skill development in teacher education, with special attention to studies from 2019–2025 and to both international and Indian contexts. The review is structured to show (a) the conceptual and empirical status of self-concept in education, (b) contemporary research on global skills and their measurement, and (c) studies that directly or indirectly connect self-concept with global competencies in pre-service teacher populations.

5.1 Self-Concept in Educational Research

Self-concept remains a central construct in educational psychology because of its influence on motivation, academic behavior, and professional identity formation (Marsh &Shavelson, 1985; Rosenberg, 1979). Bandura's (1997) work on agency and self-efficacy complements the self-concept literature by showing how beliefs about capability translate into action. Empirical studies in the recent past validate this concept by asserting that self-concept is multidimensional and predictive of both cognitive and affective school results. As an example, Kumar and Rani (2021) found positive relationships between self-concept and academic success in teacher trainees, whereas Bala and Kaur (2020) established the connections between self-concept, emotional intelligence, and teaching competency. Such studies highlight the fact that self-perception affects classroom performance and professional adjustment.

Contemporary cross-cultural studies have further refined the concept of self-concept among pre-service teachers. A cross-cultural comparison was made by Alamri, Lin, and Cheng (2023), and it was concluded that cultural contexts mediate the effectiveness of self-perception to facilitate creativity and classroom engagement. Likewise, Lin and Cheng (2024) recorded that self-concept is predictive of pedagogical change, as well as adopting digital teaching tools. Collectively, this literature underscores self-concept as a precursor of adaptive professional practices - a concept that is currently the focus of the study.

5.2 Global Skills: Definitions, Frameworks, and Measurement

"Global skills" refer to a collection of cognitive, socio-emotional, and technological skills that are necessary to teach in a globally connected society. Such international frameworks as Education 2030 by OECD and guidance on the global citizenship provided by UNESCO have highlighted critical thinking, creativity, intercultural competence and lifelong learning as important aspects (OECD, 2018; UNESCO, 2015). Responding to this, recent applied studies have suggested consolidated taxonomies and inventories to assess teacher preparedness to globalised classrooms.

Baidya and Srivastava's (2025) Global Skill Taxonomy Inventory (GSTI) is one such instrument tailored for B.Ed. trainees; it operationalizes eight domains—cognitive, interpersonal, intrapersonal, global citizenship, innovation and creativity, self-paced learning, technological, and leadership skills. Internationally, Fernández-Batanero et al. (2023) provided a systematic review indicating that teacher preparation programs that explicitly target global competencies show improved outcomes in intercultural sensitivity and student-centered pedagogy. Zhou and Li (2025) further linked teacher identity development to the enhancement of global competencies, reinforcing the view that global skills are not merely technical proficiencies but are embedded in personal and professional identity.

5.3 Empirical Links Between Self-Concept and Global Competencies

An increasing amount of research has been conducted on the correlation between internal beliefs (self-concept/self-efficacy) and external pedagogical competencies. Alamri et al. (2023) and Lin and Cheng (2024) proved that self-perception among the pre-service teachers has a significantly positive correlation with both creativity and collaboration, and the use of technology in education. These results indicate a direction in which positive self-believers promote risk-taking, initiative and openness behaviours needed to enact a global skill. In a series of Indian studies, Srivastava (2021; 2022; 2023) claimed that global teacher skills correlate with increased professional competence and that self-directed learning and creative thinking intervene in such a relationship. Additional evidence is provided by the intervention-based research: the programs of professional development incorporating the elements of reflective practice and confidence building tend to deliver both self-concept and skill-based gains (Hattie and Clarke, 2024). This collective outcome places self-concept as a predictor as well as an adjustable goal to interventions which are directed at empowering international competencies.

5.4 Indian Context: Teacher Education and Regional Studies

In India, policy shifts such as NEP 2020 have foregrounded the need for teachers who are reflective, ICT-literate, and globally aware. However, empirical studies focusing on regional contexts, particularly the Northeastern states, are limited. Existing Indian research (Beena, 1986; Bala& Kaur, 2020; Srivastava, 2021) demonstrates that self-concept interventions improve classroom confidence and teaching efficacy but often do not explicitly link these improvements to a comprehensive global-skill framework. Recent conceptual contributions from Baidya (2025a–c) articulate a philosophical and sociological grounding for integrating self-awareness and global competencies in teacher education, yet field-based validation in regions such as West Tripura remains scarce.

5.5 Gaps and Justification for the Present Study

Several gaps emerge from this review: (a) many studies examine self-concept or global skills in isolation rather than through an integrated framework; (b) few large-sample empirical studies employ a multidomain global-skill inventory (like GSTI) in Indian regional contexts; and (c) longitudinal or intervention-based research connecting changes in self-concept to improvements in specific global-skill domains is limited. The present study addresses these gaps by using a validated instrument (GSTI) alongside Beena Shah's Self-Concept Scale to examine relationships across eight concrete domains in a representative sample (N = 300) of West Tripura prospective teachers. By coupling quantitative correlation and group comparisons with qualitative reflections, the study aims to elucidate not only whether self-concept relates to global skills but also how specific domains (e.g., innovation & creativity or technological skills) are differentially associated with self-beliefs.

This literature synthesis establishes both the theoretical and empirical foundation for the present research. The next sections present the methodology and results that operationalize the conceptual links described above, and later discussion will explicitly weave current findings back to the international and Indian studies cited here (Alamri et al., 2023; Lin & Cheng, 2024; Baidya & Srivastava, 2025; Srivastava, 2021–2023; Fernández-Batanero et al., 2023).

6: Methodology

Research Design

The study adopted a **descriptive-correlational research design** to investigate the influence of self-concept on global skill taxonomy among prospective teachers. The design was selected because it enables the exploration of association between the psychological and behavioural variables without manipulation. It was a quantitative approach with a background of qualitative thoughts gained using open-ended responses, which offered a more in-depth insight into self-perceptions and learning orientations of the participants (Creswell & Creswell, 2022).

Population and Sample

The sample included around **1,200 prospective teachers** who were attending B.Ed. Colleges in **West Tripura, India**. A representative sample of **300 prospective teachers** (150 male and 150 female) was taken using stratified random sampling technique. The sampling was based on proportional representation of governments, private and aided institutions to represent institutional diversity. The mean age of the participants was 24.3 years, and there were slight differences between male and female trainees.

Instruments Used
1. Self-Concept Scale (Beena Shah, 2001)
The Self-Concept Scale has been applied to assess self-perception of the participants in various areas, including academic, social, temperamental, moral and physical self. The instrument is composed of **51 items** that should be rated on a Likert scale of five points, where *strongly agree* (5) and *strongly disagree* (1) are the possible extremes. The sum of the scores reflects the level of positive self-concept; the higher the score, the more positive the self-concept. The author has presented reliability coefficient of **0.82** and validity index of **0.78**, which were re-established in this study in pilot testing on 30 respondents.

2. Global Skill Taxonomy Inventory (GSTI)
Developed by **Baidya and Srivastava (2025)**, the GSTI measures global skill development in teacher education. It consists of **80 items** distributed across eight subscales:
1. Cognitive Skills
2. Interpersonal Skills
3. Intrapersonal Skills
4. Global Citizenship Skills
5. Innovation & Creativity Skills
6. Self-Paced Learning Skills
7. Technological Skills
8. Leadership Skills
The Global Skill Taxonomy Inventory (GSTI) uses a five-point Likert scale with the response options Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). Higher scores reflect a higher level of competence in each global skill domain measured by the inventory. The instrument demonstrates strong internal consistency, with a Cronbach's alpha of 0.89, and its construct validity has been supported through factor-analytic procedures

Data Collection Procedure
Institutional heads were contacted beforehand, and ethical clearance was taken. The purpose of the research, confidentiality and voluntary participation were explained to the participants. The questionnaires were conducted in the classroom, where they took approximately 3035 minutes to complete. Incomplete responses were dropped, leaving behind a final dataset consisting of **N = 300** valid responses.

Statistical Techniques
Descriptive and inferential statistics were used for data analysis.
- **Descriptive statistics** (mean, standard deviation, minimum, and maximum) were computed for each GSTI domain and for self-concept.
- **Pearson's correlation coefficient (r)** was applied to determine the relationship between self-concept and global skill taxonomy scores.
- **One-way ANOVA** was conducted to examine differences in global skills across varying levels of self-concept (high, average, and low).
- The significance level was set at $p < 0.05$. All analyses were performed using **SPSS version 28.0**.

Table 1: Descriptive Statistics of GSTI (N = 300)

Subscale	No. of Items	Mean	SD	Min	Max
Cognitive Skills	10	38.2	4.8	25	50
Interpersonal Skills	10	37.5	5.0	22	50
Intrapersonal Skills	10	36.9	5.2	20	50
Global Citizenship Skills	10	35.8	5.1	18	50
Innovation & Creativity Skills	10	38.7	4.7	26	50
Self-Paced Learning Skills	10	37.2	4.9	24	50
Technological Skills	10	36.5	5.3	19	50
Leadership Skills	10	37.0	5.0	21	50
Total Scale	80	**297.8**	**21.1**	**220**	**400**

Summary of Methodology
The methodological structure ensured both validity and reliability of findings. The Self-Concept Scale, as developed by Beena Shah and the GSTI, offered a wholesome picture of the perceptions of the potential teachers with themselves and the nature of how those perceptions relate to the fundamental competencies required globally. The design, tools and methods of analysis chosen were appropriate in answering the objectives and hypotheses set in the study.

7: Results
Descriptive Overview
All eight domains of the Global Skill Taxonomy Inventory (GSTI) were converted into descriptive statistics. The average overall GSTI score was **297.8** (SD = 21.1) (N = 300), which showed a moderate degree of global skill development as prospective teachers. The highest mean was found in the area of **Innovation & Creativity Skills** (M = 38.7, SD = 4.7), and the lowest mean was in the area of **Global Citizenship Skills** (M = 35.8, SD = 5.1). This trend indicates that even though the participants display high levels of creativity and mental involvement, their consciousness of global citizenship and intercultural responsibility is relatively lower.

Relationship between Self-Concept and Global Skill Domains
To test the relationship between self-concept and eight global skill domains, **Pearson's correlation coefficients (r)** were calculated.
Table 2 shows the correlation values between Self-Concept and GSTI domains.
Table 2: Correlation between Self-Concept and Global Skill Domains (N = 300)

GSTI Domain	r-value	Significance (p)
Cognitive Skills	0.42	**p < 0.01**
Interpersonal Skills	0.38	**p < 0.01**
Intrapersonal Skills	0.47	**p < 0.01**
Global Citizenship Skills	0.34	**p < 0.01**

Innovation & Creativity Skills	0.44	**p < 0.01**
Self-Paced Learning Skills	0.41	**p < 0.01**
Technological Skills	0.36	**p < 0.01**
Leadership Skills	0.40	**p < 0.01**
Overall GSTI Total	**0.49**	**p < 0.01**

All the correlations were **positive and statistically significant** at the 0.01 level. This means that the increased self-concept scores are always linked to stronger global skills in all the domains. **Self-Concept and Intrapersonal Skills** showed the highest association (r = 0.47), then the least relation with **Innovation & Creativity Skills (r = 0.44)**, indicating that self-awareness and creativity could be a result of positive self-beliefs and confidence (Alamri, Lin, & Cheng, 2023; Tan, 2024).

Differences in Global Skill Taxonomy by Level of Self-Concept
One-way ANOVA was used to determine whether there is a significant difference in global skill development at various levels of self-concept (Low, Average, and High).

Table 3: ANOVA Results for Global Skill Taxonomy by Levels of Self-Concept

Source	SS	df	MS	F	Sig.
Between Groups	5480.32	2	2740.16	9.24	**0.000**
Within Groups	87964.41	297	296.18		
Total	**93444.73**	**299**			

It was determined that the **F-value (9.24)** was significant at **p < 0.01,** implying that the global skill scores are significantly different among the subjects representing different levels of self-concept. The analysis of post-hoc (**Tukey HSD test**) indicated that:
• Prospective teachers with **high self-concept** scored significantly higher on all GSTI domains than those with **low self-concept**.
• Differences between the **average** and **high** self-concept groups were moderate but still statistically meaningful (p < 0.05).
These findings demonstrate that individuals with positive self-perceptions tend to exhibit enhanced global skills, creativity, and leadership — aligning with similar conclusions from recent cross-cultural studies (Alamri et al., 2023; Cheng & Chan, 2022).

Interpretation of Findings
The findings confirm that self-concept has a **major predictive and associative role** in the development of global skills in future teachers. The results are similar to those that have been previously studied worldwide, encompassing:
• **Alamri, Lin, and Cheng (2023)**, who reported that pre-service teachers with higher self-perception demonstrated better creativity and adaptability across cultural contexts.
• **Tan (2024)**, who emphasized that teacher self-concept strongly predicts reflective practice and innovation in multicultural learning environments.

- **Hattie and Clarke (2024)**, who discovered that teachers' beliefs regarding their competence influence how efficiently they nurture global citizenship as well as student-driven learning.

Intrapersonal and innovation skills in the current study were most influenced by self-concept, implying that self-confidence and knowledge lead to improvement in creativity, leadership, and life-long learning dispositions.

8: Discussion and Interpretation

Overview of Findings

The current research examined the **role of self-concept on global skill taxonomy** among prospective teachers of West Tripura, India. The findings showed a **strong and positive relationship** between self-concept and all eight areas of global skills: cognitive, interpersonal, intrapersonal, global citizenship, innovation and creativity, self-paced learning, technological, and leadership skills. These results confirm clearly that people who have **stronger and more positive self-concepts** exhibit greater levels of adaptability, creativity and leadership in global educational settings.

This is consistent with **Alamri, Lin, and Cheng (2023),** who found that there are similar cross-cultural tendencies in which pre-service teachers with better self-perception and confidence demonstrated better creative and communication skills. Similarly, Tan (2024) emphasized that self-belief adds to the reflective practices as well as adaptability in the globally oriented classrooms.

Interpretation in Light of Theoretical Framework

The **Self-Theory of Carl Rogers (1959)** is used to explain that self-concept is the source of personality formation and behavioural expression. Teacher trainees will tend to experience self-directed learning and creative exploration when they feel positively about themselves. The current paper confirms this hypothesis, as higher self-concept prospective teachers received higher scores in **innovation, intrapersonal, and self-paced learning abilities**, which implies internal motivation and self-efficacy.

In addition, the results are also in tandem with those of Bandura (1997) in the Social Cognitive Theory, stating that the beliefs of individuals in their abilities are a direct basis for their learning decisions and perseverance. The significant and positive correlation between self-concept and technological and leadership skills in this paper indicates that confident learners are ready to use digital tools and take up collaborative tasks, which are fundamental in contemporary global classes.

Domain-wise Interpretation

1. **Cognitive and Intrapersonal Skills:**
The significant relationship between self-concept and these domains highlights that teachers who understand their own strengths and limitations tend to think more critically and reflectively. As **Cheng and Chan (2022)** noted, intrapersonal awareness forms the basis for sustainable professional growth.

2. **Interpersonal and Leadership Skills:**
Positive self-concept promotes communication and relationship-building skills. Teachers who

strongly believe in themselves are more apt to work as a team and become leaders, which is aligned with the findings of **Hattie and Clarke (2024)**, who claimed that self-aware teachers boost collective efficacy in schools.

3. **Global Citizenship and Innovation Skills:**
The common aspect of the lower mean score in global citizenship, as opposed to creativity, is that, although Indian teacher trainees demonstrate potential for innovation, they need greater exposure to intercultural competencies. The focus **of UNESCO (2023)** was to combine global citizenship and ethical sensitivity in the training programs of teachers to balance the aspects of innovation and empathy and communicate inclusivity.

4. **Technological and Self-Paced Learning Skills:**
The relationship between self-concept and these areas indicates that self-directed learners have a higher adaptability to technology. The results of the GSTI match the reports of **OECD (2022)** that the belief in independent learning is a predictor of digital adaptability and resilience in teachers.

Cross-Cultural Relevance
The connection found in this Indian scenario is in line with other cultural environments. In one example, **Alamri et al. (2023)** concluded that the self-perceptions of Saudi and Chinese pre-service teachers were related to their involvement in creative and collaborative learning settings. On the same note, **Tan (2024)** found that educators in Singapore who held a high level of self-belief were better placed to develop a sense of global competence and critical inquiry among their students. These similarities support the fact that self-concept is a universal psychological construct that is able to affect teacher success across cultures.

Educational Interpretation
The close relationship between self-concept and global skills implies that **teacher education programs should extend beyond cognitive preparations** and include reflective, value-oriented, and self-growth experiences. Mentorship and creative workshops, mindfulness activities, and intercultural conversations may assist the trainees in cultivating positive self-perception and lifelong learning attitudes (Hattie and Clarke, 2024; UNESCO, 2023).

Teacher educators need to regard **self-concept improvement** as part of professional development - not only as raising the self-esteem of teachers but also as giving them the capacity to develop global skills required in the 21st century teaching.

Summary of Discussion
In summary, the findings confirm that:

• Self-concept is a **significant determinant** of global skill proficiency among prospective teachers.

• The **highest correlations** occur between self-concept and intrapersonal as well as innovation skills, implying internal confidence drives creativity and adaptability.

• Results are consistent with the existing body of **international literature** (Alamri et al., 2023; Tan, 2024; Hattie and Clarke, 2024) and have theoretical foundations (Rogers, 1959; Bandura, 1997).

• Teacher education must **systematically integrate self-development practices** to strengthen global skill competencies.

9: **Conclusion**

This paper has analyzed the **effect of self-concept on global skill taxonomy** in prospective teachers in West Tripura, India, using the Self-Concept Scale created by Beena Shah alongside the *Global Skill Taxonomy Inventory (GSTI)* by Baidya and Srivastava (2025). The results show that there is a **statistically significant relationship between self-concept and all eight global skill domains**, such as cognitive, interpersonal, intrapersonal, global citizenship, innovation and creativity, self-paced learning, technological, and leadership.

The findings are consistent with previous research that indicates a **positive self-concept serves as a psychological basis** in building 21st-century teacher competencies. High self-concept showed individuals to be more adaptable, reflective, innovative, and good leaders- the fundamental areas of effective global teaching. The research confirms the **humanistic self-theory ofRogers (1959)** and the **social cognitive theory of Bandura (1997)**, as they both show the importance of self-perception and belief in influencing human performance and motivation.

Educational Implications

The findings have significant implications for teacher education policy and practice in India at the **national level**. B.Ed. programs ought to incorporate **self-concept enhancement modules** by use of reflective journals, personality development and value-based seminars. Teacher training, Feedback, and mentoring regularly can assist teacher trainees in identifying themselves and overcoming self-doubt, which will enhance professional identity and motivation.

The research is echoed by the interest of **UNESCO (2023)** and **OECD (2022)** in teacher self-awareness as a venture to deliver global citizenship and lifelong learning on the **international level**. Learning institutions in the global community should develop cultures that promote **self-reflection, cross-cultural sensitivity, and digital flexibility** among teacher-candidates. These qualities can be enhanced through teacher education that can create professionals who can morally and imaginatively lead in an interconnected world.

Furthermore, incorporation of global skills frameworks, such as GSTI and psychological frameworks, such as self-concept, presents a comprehensive approach in teacher development research. This framework could be applied to various cultural and institutional contexts in future to make sure that its validity as a universal can be verified.

Final Reflection

Altogether, the existing study provides empirical and theoretical evidence that clarifies the utmost importance of **enhancing self-concept to acquire global instructional competencies**. It also promotes the view that teachers should consider self-development as a professional responsibility not just as personal development but as well as within the context of what must be done to become a globally competent teacher. With empowered teachers who feel their own sense of worth, exhibit confidence in their abilities and willingness to learn, empowered teaching personnel will assist in creating equally skilled, innovative and responsible citizens of the world.

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