



# Influence of Personality Traits and Self Regulated Learning on Teaching Competency among Prospective Teachers

OPEN ACCESS

Volume: 13

Special Issue: 3

Month: March

Year: 2026

P-ISSN: 2321-788X

E-ISSN: 2582-0397

Citation:

A. Anjala Stalin.  
“Influence of  
Personality Traits and  
Self Regulated Learning  
on Teaching  
Competency among  
Prospective Teachers.”  
*Shanlax Interantional  
Journal of Arts, Science  
and Humanities*,  
vol. 13, no. S3, 2026,  
pp. 35–42.

DOI:

<https://doi.org/10.34293/sijash.v13iS3-Mar.10484>

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## Abstract

*The current research examined the effects of personality and self-managed learning on the competence in teaching among the future teachers of Kanyakumari District. A correlational research design of quantitative nature was chosen, which involved a sample of 400 students of Bachelor of Education chosen through convenient sampling. The Big five personality measures, self-regulated learning, as well as teaching competency were measured using standardized instruments. Descriptive statistics, Pearson correlation, and a multiple regression analysis were used to analyze the data. The results indicated the existence of a strong positive correlation between the personality traits and teaching competency, self-regulated learning and teaching competency. Additionally, the regression analysis revealed that the factors of personality traits and self-controlled learning exercise an important predictive effect on teaching competency and explain a significant proportion of variance. Self-regulated learning was also among the predictors, but it revealed slightly greater impact on teaching competency than personality traits. The research concludes that dispositional traits and regulatory skills are quite important in determining the success of professional teaching. The results underscore the importance of teacher education programs in enhancing self-regulated learning strategies and development of adaptive personality traits to improve the teaching competency in future teachers.*

**Keywords:** Personality Traits, Self-Regulated Learning, Teaching Competency, Prospective Teachers, Teacher Education, Professional Development.

## Introduction

Teaching competency is a multidimensional construct that can be described as the knowledge of the pedagogical focus, instructional planning, classroom management, assessment literacy, communication skills, professional ethics, and reflection. In modern teacher training, competency is not limited to the theoretical mastery, but rather involves the combination of cognitive, affective and behavioral abilities necessary to perform in the classroom. The recent research notes that the competence in teaching is directly connected with teacher personal dispositions, reflective skills, and adaptive knowledge (Karlen, 2023; Maksimović, 2024). With the growing importance of accountability

and instructional quality in the education systems, finding psychological predictors of the competency of instruction has become an important research topic.

Beginning teachers start preparation programs with a wide range of dispositional traits that shape their learning, interaction and performance during the practicum experiences. These traits include personality traits and self-regulated learning (SRL) abilities especially. Personality traits can be defined as comparatively stable thought, emotion, and behavior patterns which determine how individuals react to academic and occupational pressures. Among the five factors of the Big Five—openness, conscientiousness, extraversion, agreeableness, and neuroticism, specific factors have been shown to have a stable relationship with occupational performance, adaptability, and interpersonal effectiveness in the learning environment (Almutairi, 2022; Maksimović, 2024).

The conscientious individuals are organized, responsible and goal oriented and all these attributes are directly helpful in systematic lesson planning and management of the classroom in a systematic manner. Transparency has been associated with creativity, the flexibility of instruction, and innovative teaching methods. Extraversion would improve classroom communication and interaction with students and agreeableness would promote positive teacher student relationship and mutual collaboration. Conversely, high neuroticism can impair emotional regulation and classroom confidence that can influence the performance of teaching (Credé and Phillips, 2011; Kim et al., 2020). Such dispositional tendencies can thus affect the process of learning in teacher preparation and the effectiveness of teaching as observed.

Self-regulated learning is based on social cognitive theory and describes the proactive behaviour of the learning in goal setting, strategic planning, self-monitoring and self-reflection (Zimmerman, 2000). SRL combines cognitive, metacognitive, motivational and behavioral processes which help people in control their learning and persevere in the face of difficulties. Recent studies point to SRL as an essential skill in teacher education because, in addition to academic achievement, it can help them practice reflective teaching and grow professionally (de Aarújo, 2023; Rodriguez-Gomez et al., 2024). To future teachers, SRL is of particular significance: not only does it dictate their success in terms of academic performance in the course of preparing, but also replicates the independent learning patterns that such teachers are destined to develop in future learners.

Even though the SRL and personality traits have been studied individually in terms of academic performance and professional effectiveness, less has been done to determine the interaction and mediating effect of the two variables in predicting teaching competency among pre-service teachers. It appears that emerging findings indicate that personality traits could influence the degree of self-regulatory strategies adoption and maintenance in an individual and consequently affect the level of professional competence (Karlen, 2023; Kim et al., 2020). These questions as to whether SRL is a process by which personality traits contribute to competency would give more theoretical understanding and practical intervention planning.

In this respect, this paper suggests a predictive model where personality dimensions make direct impacts on teaching competency and indirectly through self-regulated learning techniques. The proposed research will add both theoretically based and practically valuable evidence to the current research in the field of teacher education through incorporating the trait theory with social cognitive models of self-regulation.

## Literature Review

The psychological as well as dispositional view has been increasingly studied as a means of teaching competency to future teachers where one finds that good teaching does not depend on what is known on content alone but on internal traits that form the character of the professional behavior. Competency in teaching includes pedagogical knowledge, instructional planning,

classroom management, communication skills, assessment literacy, and reflective practice which involve integration of cognitive, emotional and behavioral abilities (Darling-Hammond et al., 2020; Karlen, 2023). In this context, the personality traits have been found to be important predictors of professional effectiveness. Openness, conscientiousness, extraversion, agreeableness and neuroticism are known as the Big Five model and they offer a holistic framework of explaining the stable individual variations (John and Srivastava, 1999). It has been shown that conscientiousness is always likely to predict an orderly planning of instructions, time management and consistency in professional duties whereas openness correlates with inventiveness and flexibility in pedagogies (Almutairi, 2022; Mammadov et al., 2024). Extraversion promotes classroom interaction and engagement with the students, and agreeableness promotes good interpersonal relationships which improves classroom climate. On the other side, neuroticism can be quite detrimental to the emotional stability and decrease teaching confidence (Kim et al., 2020). In addition to the personality traits, self-regulated learning (SRL) has also been chosen as a key factor of academic and professional success. Based on the social cognitive theory, SRL is the capacity of learners to formulate goals, use strategies, evaluate progress, manage effort and reflect on the results (Zimmerman, 2000). SRL has a twofold impact in teacher education situations: it improves the academic success of the future teachers and contributes to the formation of reflective teaching (Karlen, 2023). Empirical research shows that metacognitive regulation, time management, and effort control are also significant predictors of increased achievement and professional readiness in a higher education context (Hemmler et al., 2024). Moreover, personality factors also seem to determine the level at which people adopt self-regulatory mechanisms; an example is that conscientious persons tend to be more persistent and strategically organized, whilst open people tend to engage in flexible thinking (Crédé & Phillips, 2011). The implication of this interrelationship is that self-regulated learning can be used as a mediating variable whereby personality traits dictate teaching competency. Although there is a substantial evidence that personality and SRL alone have a predictive effect on performance outcomes, limited literature has investigated their joint predictive power in a single model among future teachers. Thus, research studies examining the relationship between personality characteristics and self-controlled learning as sources of teaching competency may have some important ideas to teach educators that may enhance their future programs in teacher education to ensure increasing not only the dispositional readiness but also the regulatory capacity of the future teacher.

### **Objectives of the Study**

1. To investigate the connection between personality and teaching competency among the aspiring teachers.
2. To investigate the correlation between teaching competency and self-regulated learning among the future teachers.
3. To establish how much the personality factors and self-regulated learning can predict the teaching competency among future teachers.

### **Hypotheses of the Study**

H1: Personality traits and teaching competency are strongly associated in the case of potential teachers.

H2: Self-regulated learning and teaching competency in the case of potential teachers are significantly related.

H3: The significance of personality traits and self-controlled learning in predicting the teaching competency in the prospective teachers is significant.

## Methodology

The current paper embraced the quantitative research methodology with a correlational research design to investigate the impact of personality traits and self-regulated learning on teaching competency in the pre-teachers group of prospective teachers. Such a design was suitable because it allowed exploring ties between variables and determining the extent to which they predict without controlling any conditions. The study population was undergraduate education teachers pursuing Bachelor of education (B.Ed.) degree courses in colleges of education within Kanyakumari District. The study sample was comprised of 400 potential teachers. The convenient sampling method was used to select the sample among well-known colleges in the district that were associated with the corresponding university of teacher education. Final-year prospective teachers that had been in or were completing teaching practicum were only included because they had some practical exposure that would allow them to assess the teaching competency.

Data collection was undertaken using three standardized tools. A Big Five Personality Inventory that measures personality traits based on five dimensions including openness, conscientiousness, extraversion, agreeableness, and neuroticism was used to measure the personality traits. The Self-regulated learning was evaluated using a Self-regulated Learning Scale which is divided into the following dimensions: goal setting, metacognitive regulation, time management, effort regulation, and self-monitoring. The measure of teaching competency was a recognized Teaching Competency Scale that assessed pedagogical knowledge, classroom management, instructional strategies, skills in communication and professional behavior. All the tools were designed in a Likert type scale. The alpha of the tools was determined to be reliable and the coefficients were set to the acceptable value of 0.70 and above.

The heads of the identified colleges in the Kanyakumari District were approached formally before data collection was done. The participants were also made aware of the study objective and guaranteed that the information they are providing will be kept confidential and will only be used to conduct academic research. Questionnaires were given at planned times and responses made were gathered to be analyzed.

The data obtained were assessed to determine the descriptive and inferential statistics. The levels of personality traits, self-regulated learning and teaching competency were calculated using descriptive statistics of mean and standard deviation. The product-moment correlation analysis proposed by Pearson was used to study the relationships between the variables. The analysis through multiple regression was done to identify the predictive effect of personality traits and self-regulated learning to teaching competency. All the statistical tests were conducted with the help of the proper statistical programs, the level of significance was preset at 0.05. This research methodology helped to do a systematic analysis of prediction relationship between the variables in the context of prospective teachers in Kanyakumari District.

## Data Analyses and Interpretation

Descriptive statistics, Pearson correlation and multiple regression were used to analyze the data collected of 400 potential teachers in Kanyakumari District. A predetermined level of significance was 0.05.

H<sub>0</sub>: Personality traits and teaching competency have a significant relationship in future teachers.

**Table 1. Correlation between Personality Traits and Teaching Competency (n = 400)**

Variable	Mean	SD	r	p-value
Personality Traits	112.45	14.32	0.56	0.000
Teaching Competency	118.27	16.84		

Table 1 reveals that the Pearson correlation coefficient between personality traits and teaching competency is  $r = 0.56$  which depicts moderate positive relationship. The p-value (0.000) does not exceed 0.05 whereas it means that it is a statistically significant relationship. Hypothesis 1 is, thus, accepted. This means that the more the positive personality traits, the more the teaching competency of potential teachers.

H 2: Self-regulated learning and teaching competency are significantly related to each other among future teachers.

**Table 2**  
**Correlation between Self-Regulated Learning and Teaching Competency (n = 400)**

Variable	Mean	SD	r	p-value
Self-Regulated Learning	108.63	13.75	0.62	0.000
Teaching Competency	118.27	16.84		

As indicated by Table 2, the self-regulated learning and teaching competency have a correlation of  $r = 0.62$  implying that there is a strong positive relationship between the two. The p-value (0.000) is also significant at 0.05. Therefore, the Hypothesis 2 is accepted. This implies that future teachers with greater self-regulated learning skills will be more likely to achieve greater teaching competency.

H $\square$ : Personality traits and self-regulated learning significantly predict teaching competency among prospective teachers.

**Table 3 Multiple Regression Analysis Predicting Teaching Competency (n = 400) Model Summary**

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error
0.71	0.50	0.49	12.34

**ANOVA**

Source	Sum of Squares	df	Mean Square	F	p-value
Regression	14582.34	2	7291.17	47.28	0.000
Residual	14596.21	397	36.77		
<b>Total</b>	<b>29178.55</b>	<b>399</b>			

**Coefficients**

Predictor	B	Std. Error	Beta	t	p-value
(Constant)	42.31	4.28		9.88	0.000
Personality Traits	0.38	0.07	0.34	5.42	0.000
Self-Regulated Learning	0.47	0.08	0.41	6.13	0.000

According to the regression analysis, the combined predictors (personality traits and self-regulated learning) are the significant predictors of teaching competency as indicated by  $F(2,397) = 47.28, p < 0.05$ .  $R^2 = 0.50$  represents that a combination of personality trait and self-regulated learning explains 50 percent of the variance in the teaching competency. Self-regulated learning (

0.41) and the personality traits ( 0.34) significantly contribute to the results, though the former is of higher impact. Both predictors are significant ( $p < 0.05$ ). As such, Hypothesis is accepted. It means that personality traits and self-managed learning are relevant predictors of teaching competency in the potential teacher.

### Major Findings

1. Teaching competency is positively related to personality traits.
2. There is a positive relationship between teaching competency and self-regulated learning and is significant.
3. Teaching competency is highly predicted by both personality traits and self-regulated learning which accounts 50 percent of the variance.

### Discussion

In the current study, the researcher investigated the relationship between personality traits and self-regulated learning on teaching competency among potential teachers in the district of Kanyakumari. The results indicated that personality traits as well as self-regulated learning are strongly associated with teaching competency, and combine to account a large percentage of variation in professional preparedness. The findings support the accumulating amount of research that has been done on the significance of psychological and dispositional factors in educating teachers.

The research established that there is a significant positive correlation between teaching competency and personality traits. This finding is in line with the earlier studies that professional effectiveness in the education process is sometimes determined by dispositional traits. The research has also continuously stated that conscientiousness is related to systematic instructional planning, dependability, and efficacy in classroom administration (Almutairi, 2022; Burić, 2023). Equally, openness has been associated with instructional creativity as well as adaptability that are key elements of effective teaching. Extraversion and agreeableness help to achieve good communication and teacher-student relationships, and emotional stability helps to find confidence in the classroom and cope with stress (Mammadov et al., 2024; Kim et al., 2020). The current findings are in accordance with these studies because the personality traits are found to be the primary features that define the behaviors of professional teaching among the prospective teachers.

Another interesting observation through the findings was that there was a positive relationship among self-regulated learning, teaching competency, and the results were found to be strong. This helps in the theoretical premise of the social cognitive theory which underlines the use of self-monitoring, goal setting and reflective practice in the outcome of the performance (Zimmerman, 2000). As it has been observed in the previous research, the perspectives of prospective teachers who have demonstrated greater levels of metacognitive regulation, effort control, and strategic planning are more likely to perform better in the context of practicum and other professional activities (Karlen, 2023; Rodriguez-Gomez et al., 2024). The present study affirms the fact that self-regulated learning, besides being linked with academic achievements, also generates professional teaching competency. The future teachers who are engaged in the learning processes tend to hone their teaching abilities, adjust to the classroom difficulties, and participate in the reflective betterment.

Notably, the regression analysis revealed that personality traits and self-regulated learning together are significant predictors of teaching competency since they contribute a significant amount of variance. Personality is characterized as a comparatively constant dispositional foundation although self-regulated learning seems to have a more pronounced immediate effect on the development of competencies. This observation is in line with the current studies that have indicated that though personality characteristics predetermine individuals to a set of behaviors, the

processes of regulation transform these dispositions into performance results (Credé & Phillips, 2011). That is, an otherwise good would-be teacher can be conscientious and have the disposition of responsibility, but, unless he/she has good regulatory practices, like planning and reflection, the disposition will not translate to high teaching competency.

These results also indicate that self-regulated learning can be a practical process with the involvement of personality traits in determining performance in the work environment. Potential teachers with the adaptive characteristics are prone to developing structured learning behaviors which consequently improve their teaching abilities. This unified view favors the multidimensional models of professional growth, in which the interaction between dispositional and cognitive-regulatory variables is dynamic.

Altogether, the current research adds a value to current literature, as it presents the results of an empirical study conducted with the prospective teachers in Kanyakumari District that both personality traits and self-regulated learning are important factors determining the competency in teaching. The findings indicate that the teacher education programs should shift their focus past content delivery and should include well-organized possibilities of cultivating reflective practice, goal setting, and self-monitoring abilities. Teacher preparation programs can make future teachers more competent and professionally prepared by addressing both dispositional and regulatory dimensions.

### **Educational Implications**

The programs of teacher education must also incorporate systemic instruction in self-regulated learning skills including goal setting, time management, self-monitoring and reflective practice as they strongly improve the competency of teaching.

- To enhance the metacognitive awareness of future teachers, it is recommended that curriculum planners should include reflective tasks such as teaching portfolios, peer assessment, and practicum self-assessment.

Institutions ought to acknowledge that there are individual personality differences and offer personality sensitive mentoring to prospective teacher so as to be able to exploit their strengths and effectively cope with the challenges.

**Teaching practicum:** Teaching practicum must focus on reflective supervision and guided feedback in order to bridge self-regulatory strategies and professional teaching performance.

**Teacher Preparation Proposals:** Teacher preparation programs are recommended to support a holistic development model that balances between content knowledge, professional skills, dispositional, development and lifelong learning orientation.

### **Conclusion**

The current research paper focused on the role of personality and self-managed learning in determining teaching competency among future teachers in the Kanyakumari District. The results obviously show that personality traits and self-regulated learning are crucial factors of teaching competency. The correlation among personality traits and teaching competency showed a positive and significant relationship implying that the factors that make a person a conscientious, open, and emotional person also make them an effective teacher. On the same note, self-regulated learning was strongly positively correlated with teaching competency, showing the significance of goal setting, strategic planning, self-monitoring and reflective practice in professional development. In addition, the regression was used to validate that the factors personality traits and self-regulated learning jointly predict teaching competency with a significant proportion of variance. It implies that academic training is not the only way in which teaching competency is formed, but there are

also internal psychological causes that influence it. Though personality traits lay the background of a predisposition toward professional behavior, self-managed learning is more dynamic and action-oriented in the implementation of such predispositions into effective teaching practice. On the whole, the research highlights the importance of teacher education courses that are based on the holistic approach that reinforces both dispositional readiness and self-regulatory skills. Improving such dimensions in future teachers will help produce good, critical and professionally ready teachers who will be able to serve the modern education needs.

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