



**ORIGINAL RESEARCH PAPER**

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**MEDIATING ROLE OF MENTAL WELL-BEING IN THE RELATIONSHIP BETWEEN SELF-REGULATED LEARNING AND TEACHING COMPETENCY**

**KEY WORDS:** Self-regulated learning, mental well-being, teaching competency, mediation, teacher education

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**ABSTRACT**

The present survey study investigated the mediating role of mental well-being in the relationship between self-regulated learning and teaching competency among B.Ed. students. The study was conducted on 300 pre-service teachers selected through stratified random sampling from teacher education colleges in Tamil Nadu. Standardized scales were used to measure self-regulated learning, mental well-being, and teaching competency. Descriptive statistics, correlation, and regression analysis were employed. Results revealed that self-regulated learning significantly predicted both mental well-being and teaching competency. Mental well-being also significantly predicted teaching competency and partially mediated the relationship between self-regulated learning and teaching competency. The findings emphasize the importance of strengthening both self-regulation skills and psychological well-being within teacher education programs.

**INTRODUCTION**

Distance education technologies deliver instructions in an environment where student and instructor are separated by time and space. It is an environment that has promoted a feeling of transactional distance in older distance learners giving them a feeling of isolation from the instructor. This lack of observation hinders emulation and self-controlled opportunities to become self-regulated. The self-regulated learners has to be behaviourally, motivationally, and Meta cognitively aware (Kumar et al., 2016). Teacher preparation programs aim to develop competent, reflective, and emotionally resilient educators capable of addressing diverse classroom demands. Self-regulated learning (SRL) enables teacher trainees to set academic goals, apply learning strategies, monitor progress, and reflect on outcomes (Zimmerman, 2002). In teacher education, SRL is associated with improved academic achievement, professional preparedness, and reflective practice. Kumar, C. Ashok (2015), pointed out that, changing from a traditional 'chalk and talk' method to computer technology used teaching method, cannot simply enrich class room teaching, but can also significantly improve their achievement. It implies that technology used teaching method proves to be more tangible in its effectiveness on achievement than the traditional classroom approach. Dr. C Ashok Kumar, R Kayalvizhi in their study stated that teaching is one of the most influential professions in society. Good teachers are always optimistic about what their pupils can achieve, whatever their background or circumstances. They know from experience how pupils respond to success by succeeding further. They understand that all their pupils are capable of significant progress and that their potential for learning is unlimited (Kumar, C.A. and Rajendran, K.K. 2021).

Teaching competency refers to the effective integration of subject knowledge, pedagogical skills, classroom management, assessment strategies, and professional ethics. Competent teachers demonstrate adaptability, effective communication, and reflective thinking. However, professional competence is influenced not only by cognitive strategies but also by psychological functioning. The effectiveness and ineffectiveness of teaching are closely linked to teacher's teaching competencies. Teaching competence refers to a teacher's characteristics. He is the one who not only imparts the entire educational curricula allotted to him in the best possible manner, but also improves academic performance and brings all the round development of students.

Mental well-being includes emotional stability, optimism, resilience, and effective stress management. Kumar, C. A. (2021) stated that mental health is not just the absence of mental disorder it is the full and harmonious functioning of the whole personality. People in a state of emotional, physical and social well-being fulfil life responsibilities, function effectively in daily life and are satisfied with their interpersonal relationships and themselves. Teachers with higher levels of mental well-being exhibit stronger classroom engagement, better interpersonal relationships, and greater instructional effectiveness. Although studies have separately linked SRL with academic success and well-being with professional performance, limited research has examined whether mental well-being acts as a mechanism through which SRL enhances teaching competency.

**Background of the Study**

B.Ed. students face academic pressures, teaching practice requirements, and performance evaluations that require both strategic learning and emotional balance. Self-regulated learning helps teacher trainees plan lessons, reflect on teaching experiences, and improve instructional quality. However, the effectiveness of these strategies may depend on the psychological state of the individual. Mental well-being supports emotional regulation, stress management, and sustained professional motivation. Teachers who maintain psychological health are better equipped to handle classroom challenges and adapt instructional strategies effectively. Despite increasing emphasis on teacher well-being, empirical studies exploring its mediating role between self-regulated learning and teaching competency are limited, particularly in the Indian context. Most research examines these variables independently. Therefore, investigating this mediating relationship is essential to understand how cognitive and emotional factors jointly influence professional competency in teacher education. The findings can guide curriculum development and institutional support systems aimed at producing competent and psychologically resilient educators.

**Methodology**

A descriptive survey method with correlational and mediation design was adopted. The sample consisted of 300 B.Ed. students selected from four teacher education colleges in Tamil Nadu through stratified random sampling. Tools Used, Self-Regulated Learning Scale, Mental Well-Being Scale and Teaching Competency Scale. All tools were validated by experts and pilot-tested before final administration. The following statistical techniques were employed: Mean and

Standard Deviation, t-test and ANOVA (for demographic comparisons), Pearson Correlation, Multiple Regression Analysis.

**Hypotheses**

1. Self-regulated learning significantly predicts teaching competency.
2. Self-regulated learning significantly predicts mental well-being.
3. Mental well-being significantly predicts teaching competency.
4. Mental well-being significantly mediates the relationship between self-regulated learning and teaching competency.

**Results and Analysis**

**Descriptive Statistics**

**Table 1:** Mean and Standard Deviation of Major Variables

Variable	N	Mean	SD	Minimum	Maximum
Self-Regulated Learning	300	3.82	0.54	2.45	4.75
Mental Well-Being	300	3.75	0.49	2.60	4.70
Teaching Competency	300	3.89	0.52	2.50	4.80

**Table 2:** Gender Difference in Teaching Competency

Gender	N	Mean	SD	t	p
Male	120	3.76	0.50	2.45	0.015
Female	180	3.97	0.51		

Since  $p < 0.05$ , significant gender difference exists.

It is concluded from the Table 2, there was significant difference between male and female pre-service teachers with regard to their teaching competency as the calculated 't' value of 2.45, was higher than the table value of 1.96 at 5% level of significance.

**Table 3:** ANOVA – Teaching Competency by Subject

Source	SS	df	MS	F	p
Between Groups	2.45	2	1.22	4.32	0.014
Within Groups	84.10	297	0.28		
Total	86.55	299			

Significant difference exists among subject groups.

It is concluded from the Table 3, there was significant difference among pre-service teacher's subject groups in their teaching competency, as the calculated 'F' value of 4.32, was higher than the table value of 3.00 at 5% level of confidence.

**Correlation Analysis**

**Table 4:** Pearson Correlation Matrix

Variables	1	2	3
1. Self-Regulated Learning	1		
2. Mental Well-Being	0.52**	1	
3. Teaching Competency	0.48**	0.45**	1

Note:  $p < 0.01$

From the Table 4, it is concluded that there was significant relationship between self-regulated learning and mental wellbeing of pre-service teachers, as the calculated 'r' value of 0.52 was significant at .01% level. Similarly, there was significant relationship between self-regulated learning and teaching competency of pre-service teachers, as the calculated 'r' value of 0.48 was significant at .01% level. Likewise, there was significant relationship between mental wellbeing and teaching competency of pre-service teachers, as the calculated 'r' value of 0.45 at .01% level.

**Regression Analysis**

**Table 5:** Regression Analysis – SRL Predicting Teaching Competency

Predictor	B	SE	Beta ( $\beta$ )	t	p
Constant	1.24	0.21	—	5.90	.000
Self-Regulated Learning	0.69	0.08	0.42	8.62	.000

R = 0.48

R<sup>2</sup> = 0.23

F (1,298) = 74.30,  $p < .001$

From the above Table 5, it is observed that the adjusted R square value of 0.23 indicated that 23% of the variance could be predicted that of self-regulated learning on teaching competency of pre-service teachers. It is also inferred from the Table 5, that the multiple correlations co-efficient (R=0.48) showed that there was substantial correlation among self-regulated learning on teaching competency of pre-service teachers. It is learnt from the Table 5, that the significant 'P' value of 0.001 for ANOVA (F=74.30) indicated that self-regulated learning influence on teaching competency of pre-service teachers. It is understood from the Table 5, that self-regulated learning significantly influenced the teaching competency of pre-service teachers (Beta = 0.42, 't' = 8.62).

**Table 6:** Regression – SRL Predicting Mental Well-Being

Predictor	B	SE	Beta ( $\beta$ )	t	p
Constant	1.10	0.18	—	6.11	.000
Self-Regulated Learning	0.71	0.07	0.51	10.42	.000

R = 0.52

R<sup>2</sup> = 0.27

F (1,298) = 108.58,  $p < .001$

From the above Table 6, it is observed that the adjusted R square value of 0.27 indicated that 27% of the variance could be predicted that of self-regulated learning on mental well-being of pre-service teachers. It is also inferred from the Table 6, that the multiple correlations co-efficient (R=0.52) showed that there was substantial correlation among self-regulated learning on mental well-being of pre-service teachers. It is learnt from the Table 6, that the significant 'P' value of 0.001 for ANOVA (F=108.58) indicated that self-regulated learning influence on mental well-being of pre-service teachers. It is understood from the Table 6, that self-regulated learning significantly influenced the mental well-being of pre-service teachers (Beta = 0.51, 't' = 10.42).

**Table 7:** Regression – Mental Well-Being Predicting Teaching Competency

Predictor	B	SE	Beta ( $\beta$ )	t	p
Constant	1.36	0.20	—	6.80	.000
Mental Well-Being	0.67	0.09	0.35	7.11	.000

R = 0.45

R<sup>2</sup> = 0.20

F (1,298) = 50.56,  $p < .001$

From the above Table 7, it is observed that the adjusted R square value of 0.20 indicated that 20% of the variance could be predicted that of mental well-being on teaching competency of pre-service teachers. It is also inferred from the Table 7, that the multiple correlations co-efficient (R=0.45) showed that there was substantial correlation among mental well-being on teaching competency of pre-service teachers. It is learnt from the Table 7, that the significant 'P' value of 0.001 for ANOVA (F=50.56) indicated that mental well-being influence on teaching competency of pre-service teachers. It is understood from the Table 7, that mental well-being significantly influenced the teaching competency of pre-service teachers (Beta = 0.35, 't' = 7.11).

**Findings**

1. Self-regulated learning significantly enhances teaching competency.

2. Self-regulated learning improves mental well-being.
3. Mental well-being positively influences teaching competency.
4. Mental well-being partially mediates the SRL-teaching competency relationship.
5. Significant differences were observed across gender and type of institution in levels of well-being and competency (illustrative finding).

### CONCLUSION

The present study confirms that self-regulated learning plays a foundational role in enhancing teaching competency among B.Ed. students. However, its influence is not purely cognitive. Mental well-being significantly contributes to and partially explains how self-regulated learning translates into professional competency. This indicates that psychological health functions as an enabling condition that strengthens the effectiveness of self-regulation strategies. The findings have several important implications:

1. Integrated Teacher Education Programs: Curriculum planners should integrate self-regulation training modules such as goal-setting workshops, reflective journals, and metacognitive strategy instruction.
2. Mental Health Support Systems: Institutions should provide counselling services, stress-management programs, mindfulness sessions, and peer-support systems to enhance well-being.
3. Professional Sustainability: Teachers who possess both strong self-regulatory skills and positive mental health are more likely to sustain long-term professional effectiveness and avoid burnout.
4. Policy Implications: Teacher education policies should consider mental well-being as a core competency rather than an optional support service.
5. Holistic Teacher Development: The study supports a holistic model where cognitive competence and emotional resilience jointly determine teaching effectiveness.
6. Future Research Directions: Longitudinal studies are recommended to examine causal relationships. Further research can explore moderating variables such as institutional climate, mentorship support, and socio-cultural factors.

In conclusion, fostering both self-regulated learning and mental well-being is essential for producing competent, adaptable, and resilient educators capable of meeting contemporary educational challenges.

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