A Comparative Study of Personality Traits in Female Integrated Teacher Education Programme (ITEP) and B.Ed. Students

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ABSTRACT

The personality of a teacher plays a crucial role in shaping classroom environments, influencing student performance, and determining overall teaching effectiveness. With the introduction of the Integrated Teacher Education Programme (ITEP) under the National Education Policy (NEP) 2020, teacher preparation in India has undergone major reform. This study aimed to compare the personality traits of female students enrolled in the four-year ITEP and those in the two-year Bachelor of Education (B.Ed.) programme. A total of 100 participants (50 ITEP and 50 B.Ed. female students) from Hemvati Nandan Bahuguna Garhwal University, Uttarakhand, were selected using disproportionate stratified random sampling. The NEO Five-Factor Inventory (NEO-FFI) developed by Costa and McCrae (1992) was used to assess five dimensions of personality: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Data were analyzed using descriptive statistics and independent t-tests using SPSS version 26. The Results showed that ITEP students scored significantly higher in Openness, Conscientiousness, and Extraversion, while no significant differences were observed in Agreeableness and Neuroticism. It was concluded that the ITEP better supports the development of creativity, responsibility, and sociability among teacher trainees, aligning with the vision of NEP 2020 to produce reflective and innovative educators. Meanwhile, both programmes equally nurture empathy and emotional stability, highlighting their continued relevance in teacher preparation.

INTRODUCTION

That is why the history of teacher education in India can be characterised by changes that occurred under the influence of society's needs, education policy, and national development plan. Previously, the students used to undertake a bachelor's degree in a general field and then undergo a professional B.Ed. (Srivastava & Sharma, 2017). These programs would, however, fail to give a seamless view of the subject matter and the pedagogy, creating a massive gap in the teachers' preparedness and their skills in the classroom (NCTE, 2009; Kaur, 2016).

The Indian Government came into action with the National Education Policy (NEP) 2020, which offered the Integrated Teacher Education Programme (ITEP). This 4-year multidisciplinary undergraduate course covers subject knowledge and training (Ministry of Education, 2020). The ITEP will eliminate the diverse and inconsistent teacher preparation approach to generate skilful, thoughtful, and holistic teachers. This transition to an international standard of teacher education provides individual preparation with the skills necessary, as well as introductory words on ethics and professional identity formation (NCTE, 2021). The key aspects of teacher readiness platforms highlighted by the program are foundational literacy, numeracy, multilingualism, classroom management, and inclusive education (Ministry of Education, 2020). The characteristics of personality are one of the factors that significantly influence or determine how teachers perform their work in the classroom, how they interact with the students, and how they deliver material, influencing the learning performance of the students (Hakim, 2015). Emotional stability, openness to new experiences, and conscientiousness are related to

sound teaching (Kim et al., 2018). Such a teacher is also more responsible, orderly, and reliable, bringing discipline and trust in the learning environment. Creativity and flexibility are often the attributes of highly open teachers who introduce a new approach to teaching to engage students better and help them learn more (Zee & Koomen, 2016).

The personality also determines effective classroom management. Agreeable and widely emotionally regulated teachers can more easily form relationships based on trust with the students, resolve conflicts peacefully, and ensure discipline with pupils without applying cruel disciplinary codes (Jennings & Greenberg, 2009). Such qualities make the classroom environment safe and supportive, imperative to learning. Also, extraversion helps educators remain enthusiastic, encourage active involvement, and stay engaged, which are key things that help keep students motivated (Klassen & Tze, 2014). All in all, the personality of a teacher is not only what determines the way in which he delivers his instruction, but it also has a huge role to play in determining the way in which students react to his instruction which affects motivation, engagement and academic performance and eventually learner attitudes to learning (Caprara et al., 2006).

These simple differences between the two programs regarding the duration of the programs, the structure and the teaching method offer a good reason to compare ITEP students with the B.Ed. Students. Integrated Teacher Education Programme (ITEP) is a multidisciplinary curriculum that lasts four years, starting at the undergraduate degree level, and subjects' specialization and pedagogical training are given to a student simultaneously (Ministry of Education, 2020). Such an extended and early contact with both teaching theory and practice positively benefits overall growth because it teaches self-discipline, adaptability, emotional intelligence, and even critical thinking (NCTE, 2021).

On the contrary, the B.Ed. The programme is a 2-year programme that one undertakes after a general bachelor's degree. Because of its generally shorter and more compact form, it is more likely to require a small amount of time to grow as a professional and simultaneously work on figuring out the personality (Kaur, 2016). Such structural and teaching discrepancies could, to a great extent, cause the personality profiles of future teachers and their preparedness. Such structural differences will affect the personal and professional growth of potential teachers. Students at ITEP, who immediately after the enrollment of the students into the training process start working in the field, doing joint projects, and learning based on their values, are more likely to experience the relevant conditions that can help develop traits like conscientiousness, openness to experience, and agreeableness (NCTE, 2021)—conversely, B.Ed. Students are likely to experience a long-term inclination towards the role of teachers and a broken learning process because of the division of the study topics in the domain of discipline and educational faculty. It can negatively influence the emergence of the critically important personality traits and skills obligatory to perform efficiently as a teacher (Srivastava & Sharma, 2017).

Thus, comparing these two types will define which educational pattern is more effective in providing future teachers with appropriate psychological readiness and building up their personalities to foster their longterm professional success. Studies apply limited research in studying the effectiveness of personality traits on teacher performances and how the performance is effective in the old education course; that is, a Bachelor of Education (B.Ed.) degree course, compared to the more recent education programme, the Integrated Teacher Education Programme (ITEP). A gap in the research remains in the impact of personality traits inteacher development, especially in India (Kaur, 2016; Srivastava & Sharma, 2017). Even the already available literature is primarily concerned with pedagogical skills, teaching aptitude, and academic achievement and has largely disregarded the effects of personality traits (Kaur, 2016; Srivastava & Sharma, 2017). This research will attempt to fill the gap above by investigating how educational experiences with the two types of schools, i.e., traditional and integrated, impact the personality profiles of a potential teacher and how they affect their possible practice and outcomes in the classrooms. Since the integrated education models such as ITEP are incrementally being adopted under the National Education Policy (NEP) 2020, understanding their long-term effects on the quality and performance of teachers is of special concern to the present study (Ministry of Education, 2020).

The personality of a teacher is essential because it determines the characteristics of the classroom environment, affects students' performance, and assists in shaping an entire educational setting (Kim et al., 2018). Under the

national education policy (NEP) 2020, the integrated teacher education programme (ITEP) is a four-year integrated curriculum that will develop competent, thoughtful, and multidimensional undergraduate teachers (Ministry of Education, 2020). In contrast to the conventional two-year Bachelor of Education (B.Ed.) degree, usually taken after completing a general undergraduate education that is based on research and teaching skills, ITEP is a more comprehensive program that combines academic and education training right out of the box (NCTE, 2021). This comparative research intends to address how the two different teacher education preparation programs can potentially impact the formation of the most crucial personality traits among future teachers, and how their personality traits can impact their readiness and level of preparedness to educate and define themselves as teachers.

Purpose Of the Study

To compare the personality traits of ITEP and B.Ed. Female Students need to assess the impact of

different educational pathways on teacher preparation.

METHODOLOGY

Research Design**:** for the present study, a comparative study design was used to analyze the differences in personality traits between ITEP and B.Ed. Female Students.

Population and Sample

For the present study, the target population comprised the ITEP and B.Ed. Female students studying in Hemvati Nandan Bahuguna Garhwal University (A Central University), Srinagar, Uttarakhand (India). The study was conducted with a sample size of 100, selected from the Birla Campus of H.N.B.G.U. The sample was further divided equally into 50 ITEP and 50 B.Ed. Female students. The aged range between 19 to 25 years. The sample was selected by using a disproportionate stratified random sampling technique. The sample size of 100 (50 per group) is consistent with exploratory comparative studies in teacher education. The choice of the sample was made to control for gender as confounding variable, as gender can significantly influence personality trait scores.

Research Tool Used

The NEO Five-Factor Inventory (NEO-FFI), developed by Costa & McCrae (1992), was used to measure the personality of ITEP and B.Ed. Students. It was the standardized personality questionnaire (short version) was administered to measure five core personality dimensions. The NEO Five-Factor Inventory has five dimensions, namely Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism. The NEO-FFI contains 60 items. The instrument uses a five-point Likert response format. Data were collected from both groups after obtaining students' consent. Responses were scored and analyzed using statistical methods.

Statistical Technique

For analysis of data, the descriptive statistics, an independent t-test was applied to analyse and compare the differences in personality traits between ITEP and B.Ed. Female Students. The level of significance was set at 0.05 level.

RESULTS

Table 1 Mean and Standard Deviation of Personality Traits of Female ITEP and B.Ed. Students

From Table 1 it is evident that the mean and SD of ITEP and B.Ed. female students on Openness are 34.60 ± 4.12 and 30.26 ± 3.95 and Conscientiousness are 33.84 ± 4.05 and 31.10 ± 3.88 respectively.

It is also showed that the mean and SD of ITEP and B.Ed. female students on Extroversion are 32.48±4.25 and 29.62±4.18 and Agreeableness are 30.76±3.92 and 31.28±3.71 respectively.

It is also showed that the mean and SD of ITEP and B.Ed. female students on Neuroticism are 28.52±4.30 and 29.44±4.11.

Personality Traits	Groups	No. of Subjects	Mean	Std. Deviation	Std. Error Mean
Openness	ITEP	50	34.60	4.12	0.07
	B.Ed	50	30.26	3.95	0.05
Conscientiousness	ITEP	50	33.84	4.05	0.14
	B.Ed	50	31.10	3.88	0.26
Extroversion	ITEP	50	32.48	4.25	0.12
	B.Ed	50	29.62	4.18	0.19
Agreeableness	ITEP	50	30.76	3.92	0.13
	B.Ed	50	31.28	3.71	0.23
Neuroticism	ITEP	50	28.52	4.30	0.32
	B.Ed	50	29.44	4.11	0.21

Graph 1 Graphical Representation of Mean and Standard Deviation of Personality Traits of Female ITEP and B.Ed. Students
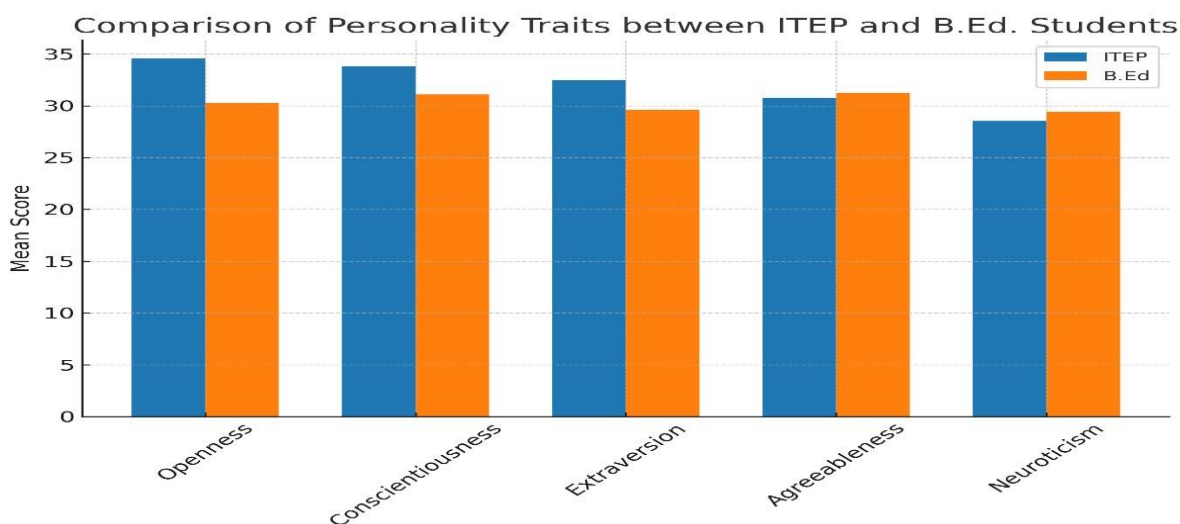

Table 2 Independent sample t-test for Personality Traits of Female ITEP and B.Ed. Students

Personality Traits	Groups	No. of Subjects	't' Value	df	p-Value
Openness	ITEP	50	5.38	98	0.01

	B.Ed	50			
Conscientiousness	ITEP	50	3.45	98	0.01
	B.Ed	50			
Extroversion	ITEP	50	3.39	98	0.02
	B.Ed	50			
Agreeableness	ITEP	50	0.68	98	0.497
	B.Ed	50			
Neuroticism	ITEP	50	1.09	98	0.277
	B.Ed	50			

**significant at 0.05 level, t.05 (98) = 1.98

It is evident from Table 2 that there was a significant difference on personality traits of ITEP and B.Ed. female students. The obtained value of Openness 't' (5.38), which was greater than the tabulated value of 't' (1.98), the obtained value of Conscientiousness 't' (3.45), which was greater than the tabulated value of 't' (1.98) and the obtained value of Extroversion 't' (3.39), which was greater than the tabulated value of 't' (1.98) at (98) degree of freedom with 0.05 level of significance.

It is revealed from Table 2 that there was no significant difference on Agreeableness of ITEP and B.Ed. female students. The obtained value of 't' (0.68) was lesser than the tabulated value of 't' (1.98) and the obtained value of Neuroticism 't' (1.09) was lesser than the tabulated value of 't' (1.98) at (98) degree of freedom with 0.05 level of significance.

DISCUSSION

The study compared the personality traits of Female students from the Integrated Teacher Education Programme (ITEP) and the B.Ed. programme. The results revealed significant differences in some traits, while others remained comparable across groups.

The most notable finding was that ITEP Female students scored significantly higher in openness than B.Ed. Female students. This indicates that ITEP nurtures creativity, imagination, and curiosity among its participants. Since the programme integrates disciplinary knowledge, pedagogy, and field-based practices from the outset, students are more likely to be exposed to diverse perspectives and innovative teaching methods. Costa and McCrae (1992) emphasized that openness is linked to intellectual curiosity and adaptability, both of which are indispensable qualities for teachers in rapidly changing educational contexts.

The study also found that Conscientiousness was significantly higher in ITEP Female students. This suggests that ITEP trainees are more responsible, organized, and diligent in their academic and professional pursuits. Participants likely develop this sense of responsibility through ITEP's unique four year blend of classroom learning and real-world practice. According to Mangal (2009), conscientiousness is directly related to teachers' classroom effectiveness, particularly in planning, organizing, and executing lessons efficiently. The distinct four-year multidisciplinary structure of ITEP, which simultaneously integrates subject specialization and pedagogical training, may be the reason for the noticeably higher Conscientiousness scores among its students. ITEP offers early and ongoing contact with both teaching theory and field-based practice, in contrast to the condensed two-year B.Ed. format. This structural difference implies that higher levels of student organization and diligence may correspond with longer immersion in professional responsibilities beginning at the undergraduate level. Future

studies should thus examine the claim that trainees' organizational and responsibility skills significantly improve over time as a result of early exposure to field-based practices.

Similarly, ITEP Female students scored significantly higher in Extraversion. Extraversion is associated with sociability, assertiveness, and energy, all of which enhance classroom engagement and student-teacher interaction. This difference could be attributed to the prolonged training and interactive pedagogy that ITEP emphasizes. Previous studies have noted that teacher training environments strongly influence communicative competence and social confidence (Sharma & Tiwari, 2020).

By contrast, no significant difference was found in Agreeableness and Neuroticism. Both groups demonstrated comparable levels of agreeableness, reflecting the cooperative, empathetic, and respectful nature that teacher trainees typically possess. These interpersonal qualities are foundational to teaching and seem to be present irrespective of programme type. Neuroticism, which reflects emotional instability, also showed no significant difference, suggesting that both groups are equally capable of managing stress and maintaining composure in professional settings. Allport (1937) highlighted that personality traits, while influenced by environment, also have stable core tendencies that may explain the similarity across groups in these domains.

Taken together, these findings highlight the distinct strengths of the ITEP programme in nurturing openness, conscientiousness, and extraversion, while also confirming that essential interpersonal qualities such as agreeableness and neuroticism remain stable across teacher education models. These results support the vision of the National Education Policy (2020), which introduced ITEP as a holistic approach to developing reflective, innovative, and socially competent educators.

It is essential to acknowledge self-selection bias as a primary alternative explanation for the observed differences, yet these findings highlight distinct personality profiles. The higher Openness and Extraversion scores among ITEP trainees may indicate that students with these traits are inherently more likely to select a more recent, four-year multidisciplinary program, rather than being direct 'effects' of the curriculum. On the contrary other hand, students may choose to enroll in the two-year B.Ed. program if they would rather take a more traditional or condensed academic path. Therefore, rather than being conclusive results generated by the programs themselves, the results should be displayed as differences noticed between students currently enrolled in these two separate educational pathways.

CONCLUSION

Within the limitations of the present study and on the basis of available data, the following conclusions may be drawn: -

1. The study found that ITEP female students scored higher in Openness, Conscientiousness, and Extraversion, reflecting greater creativity, responsibility, and sociability, while both ITEP and B.Ed. Female students were similar in Agreeableness and Neuroticism.

2. These results suggest that ITEP better supports personality development aligned with NEP 2020 goals, while the B.Ed. continues to foster core interpersonal and emotional qualities essential for teaching.

3. Although this study offers insightful preliminary results, it also identifies a number of areas that require further research. Future studies should use longitudinal designs that follow students from the start of their first year until they graduate in order to better understand the developmental impact of teacher education. This will help to clarify whether certain personality traits change significantly or stay the same throughout the program.

4. The sample is taken from a single institution and is single-gender, the obtained results cannot be generalized to the entire population if teacher trainees in India.

5. The findings' generalizability would be improved by broadening the scope to include multi-institution data from different parts of India and mixed-gender samples.

6. Most importantly, in order to ascertain the practical implications of these traits on teaching effectiveness, future research should aim to correlate NEO-FFI personality scores with actual classroom performance using objective measures like peer reviews, supervisor evaluations, and student feedback.

Ethical Considerations

This study involved human participants through an anonymous survey. Permission was obtained from the Head of the Department of Education, Hemvati Nandan Bahuguna Garhwal University, Uttarakhand, India. Verbal informed consent was taken from all participants after explaining the study purpose. Participation was voluntary, responses were kept completely anonymous and confidential, and participants could withdraw at any time without any consequences. No personal identifying information was collected.

Conflict of Interests

The authors declare no conflict of interest.

Data availability

The datasets used and/or analysed during the current study are available from the corresponding author (Dr. Kuldeep Sharma, gurukuldeep@gmail.com) on reasonable request.

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