A Study On The Role Models Chosen By Pupil Teachers In Relation To Their Career Preferences

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DECLARATION

1 hereby declare that the dissertation entitled **"A Study on Role models chosen by Pupil teachers in relation to their career preferences"** has been carried out by me during academic year 2023-2025 in partial fulfillment of the requirement for the Degree of M.Ed. of Barkatullah University, Bhopal (M.P.)

The study has been conducted under the guidance and supervision of Dr. Saurabh Kumar, Associate Professor. Department of Education, Regional Institute of Education (NCERT), Bhopal (M.P.).

I also declare that the research work done by me is original. This dissertation has not been submitted by me for the award of any degree or diploma in any University.

Date   **Pranita Uprale**

Place: RIE BHOPAL   Two year M.Ed.

CERTIFICATE

This is to certify that **Pranita Uprale** , student of Two year M.Ed. Course in the academic years 2023-2025 of Regional Institute of Education, Bhopal has worked under my guidance and supervision for her dissertation **"A study on Role models chosen by pupil teachers in relation to their career preferences"** I further certify that this work is original and worthy of submission of the requirement of degree of M.Ed. of Barkatullah University, Bhopal (M.P.)

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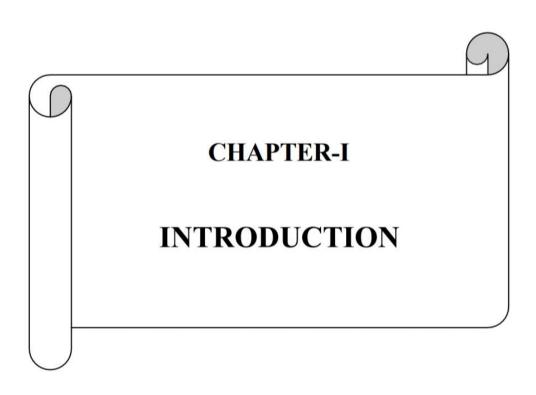

Date: Two year M.Ed.

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INTRODUCTION

CHAPTER -1
INTRODUCTION

1.1 Background of the Study

The selection of role models is a crucial factor in the professional development of pupil teachers. Role models influence an individual's values, behavior, and professional choices in significant ways. Pupil teachers, who are in the formative phase of their careers, often look up to individuals who exemplify qualities they admire or aspire to develop. These role models may be experienced educators, personal mentors, historical figures, or even media personalities who inspire through their actions, values, or achievements. The relationship between the pupil teacher and the role model is not one of passive admiration but active internalization, where observed qualities begin to shape the observer's teaching philosophy, identity, and approach to the profession.

Role models serve as guiding figures, reflecting the attributes one wishes to embody. In teacher education, where future educators are not only acquiring academic knowledge but also forming ethical and professional identities, the influence of role models is profound. Pupil teachers often draw motivation from individuals who exhibit dedication, creativity, empathy, leadership, or innovation. Whether consciously or unconsciously, they tend to emulate behaviors, attitudes, and approaches that resonate with their values and aspirations. For instance, a teacher known for their innovative classroom methods or dedication to social causes may become a source of inspiration for pupil teachers aspiring to make a difference in their future classrooms.

The process of choosing a role model is deeply personal and reflective of the pupil teacher's own developmental needs and goals. This choice is rarely random; rather, it involves a selective and meaningful identification with qualities perceived as desirable or worthy of imitation. In the classroom, these influences manifest in various ways—from teaching styles and classroom management techniques to communication strategies and professional decision-making. As pupil teachers adopt these observed practices, they begin to construct their own identities, shaped in part by the models they admire.

Beyond pedagogy, the influence of role models extends to broader aspects of educational engagement such as leadership, advocacy, and community involvement. Pupil teachers who admire figures known for educational reform or social justice may also develop a commitment to such causes, envisioning their roles not just within the classroom but in shaping the educational system at large. Thus, role models contribute to the holistic development of pupil teachers, inspiring them to think critically, act ethically, and engage meaningfully in their professional communities.

From a developmental perspective, the tendency to emulate admired individuals begins early in life and evolves with age and experience. During childhood and adolescence, role models are often drawn from immediate environments—parents, teachers, elders—but as exposure

broadens, individuals start identifying with public figures, authors, cultural icons, and educators whose lives or work resonate with their beliefs and ambitions. This modeling process—central to social learning—allows individuals to learn vicariously through observation, retaining and reproducing behaviors that are reinforced socially or emotionally. In the context of teacher education, this learning is magnified, as pupil teachers consciously observe and absorb the traits of those they look up to, while also preparing to become role models themselves.

The modern digital landscape has diversified the range of available role models. Social media, films, online platforms, and global access to information expose pupil teachers to an array of personalities, some constructive and others potentially misleading. While this offers diverse sources of inspiration, it also necessitates critical reflection. Not all widely admired figures exemplify values compatible with the ethics of teaching, and uncritical imitation can lead to superficial or conflicting professional behavior. Therefore, encouraging reflective engagement with chosen role models is essential in shaping a mature, responsible educator.

In teacher education, the importance of understanding who pupil teachers admire and why becomes especially relevant. The individuals they choose to emulate reveal much about their professional inclinations, ethical orientations, and educational philosophies. This understanding can help teacher educators provide more targeted mentorship and foster an environment where future educators develop a strong sense of purpose. Aligning teacher education with this awareness promotes thoughtful engagement, encouraging pupil teachers to explore their inspirations in meaningful and ethically grounded ways.

As pupil teachers transition into full-fledged professionals, the imprint of their role models continues to influence their practice. Whether in lesson planning, classroom interaction, or broader professional conduct, the echoes of admired figures remain present. Recognizing the power of this influence, teacher education programs must integrate opportunities for guided reflection, dialogue, and critical engagement with role modeling. Doing so supports the formation of educators who are not only skilled but also grounded, reflective, and inspirational.

In conclusion, the selection of role models by pupil teachers is not a trivial matter. It is a dynamic and meaningful process that shapes their evolving identity, informs their professional conduct, and inspires their lifelong journey as educators. Understanding this process enriches teacher education and supports the broader goals of building a competent, ethical, and inspired teaching workforce, as envisioned in national educational policies and global frameworks alike

Importance of Personality Development and Role Models

Personality development is a lifelong process influenced by various internal and external factors. Among these, the selection and impact of role models play a crucial role, especially during the formative years. Role models provide behavioral, emotional, and moral examples that young individuals often observe, imitate, and internalize. As students navigate through different stages of growth, the role models they choose significantly shape their character, attitudes, and interpersonal relationships.

Role of Modeling in Social Learning

The concept of modeling, as discussed in social learning theory by Bandura and others, emphasizes that individuals learn through observation and imitation. Modeling involves adopting behaviors, emotions, and attitudes exhibited by others. When individuals perceive a role model as successful, admirable, or authoritative, they are more likely to imitate their actions. This observational learning becomes a powerful tool in personality formation and social adjustment.

Impact of Role Models on Adolescents

Adolescence is a particularly sensitive stage where identity formation, emotional growth, and cognitive development are at their peak. During this time, students are more susceptible to the influence of role models. Whether the influence is positive or negative depends largely on the characteristics of the role model. As students internalize behaviors without always critically analyzing them, there is a risk of adopting detrimental habits if the model promotes such behavior.

Pupil Teachers as Observers and Future Models

Pupil teachers are in a transitional phase—they are both learners and emerging educators. They not only seek role models for their own personal and professional development but also prepare to become role models themselves. Understanding the types of role models they choose offers insights into their values, ethical perspectives, and personality traits. These influences have long-term implications for how they will guide and inspire their future students.

Types of Role Models Chosen

Young individuals, including pupil teachers, may choose their role models from diverse spheres—family, teachers, peers, public figures, fictional characters, and increasingly, social media influencers. While traditional models like parents and educators typically promote ethical and goal-oriented behavior, media figures might present idealized or misleading images. The variety in role model sources reflects both the diversity of influence and the complexity of modern personality development.

Positive and Negative Influences

The behavior adopted from role models can lead to positive traits such as confidence, empathy, and responsibility. However, when role models exhibit aggression, dishonesty, or shallow fame, those traits can be mirrored by the observer. Imitating without understanding can hinder

critical thinking and identity clarity. Therefore, it is important to analyze not just who is being modelled, but also why and how their behaviors are influencing students.

Relevance to NEP 2020 and Teacher Education

The National Education Policy 2020 emphasizes holistic development, character-building, and value-based education. In this context, the role of teachers as role models becomes even more vital. For teacher education programs, understanding the personality traits of pupil teachers and their role model preferences can help in designing curricula that foster responsible, ethical, and effective educators. It also aligns with the NEP's focus on reflective, empathetic, and inspirational teaching practices.

Role Model Selection as a Reflection of Identity Formation

Role models are deeply linked to an individual's identity formation, especially during the late adolescent and early adult stages. According to Erik Erikson's psychosocial theory, individuals at this stage are navigating the "identity vs. Role confusion" conflict. The people they admire and attempt to emulate become blueprints for their future selves. For pupil teachers, the role models they select—be it a caring school teacher, an empowering professor, or a social reformer—indicate the kind of educator and person they are trying to become. Thus, role model selection is not random; it is a symbolic representation of their aspirations, self-perception, and personal goals.

Role Models and Moral Development

Lawrence Kohlberg's theory of moral development suggests that individuals progress through stages of moral reasoning, from obedience and punishment to universal ethical principles. Role models, particularly those demonstrating high moral standards, play a key role in this development. For pupil teachers, being exposed to ethical mentors—those who model fairness, integrity, and empathy—can enhance their moral reasoning skills. Conversely, negative or unethical role models may hinder the development of moral judgment or encourage rationalization of unethical behavior.

Gender Differences in Role Model Preferences

Research shows that gender identity and social conditioning influence whom individuals choose as role models. Female pupil teachers may prefer role models who display emotional intelligence, resilience, and nurturing behavior—often women in education or social service. Male pupil teachers, in contrast, might be drawn to authoritative figures or those who exhibit confidence, achievement, and leadership. These gendered preferences are shaped by cultural narratives and expectations. Understanding these patterns can help educators and institutions design inclusive and responsive mentorship programs.

Influence of Cultural and Social Backgrounds

Cultural upbringing and socioeconomic status greatly impact the choice of role models. Pupil teachers from rural or traditional backgrounds may idealize family elders, local teachers, or spiritual leaders who embody wisdom and simplicity. Those from urban or affluent backgrounds might admire celebrities, entrepreneurs, or global change-makers. These differences reflect diverse value systems—collectivist versus individualist orientations, for

example. Recognizing such cultural influences ensures that teacher education programs respect and integrate diverse inspirations rather than imposing a single model of success.

The Gap Between Ideal and Real Role Models

There is often a psychological gap between the idealized traits pupils admire and the realities of the individuals they choose as role models. For instance, a teacher may seem inspiring from afar but may not consistently practice what they preach. This dissonance can lead to confusion or disappointment in pupil teachers. However, it can also prompt reflection, leading to a more grounded understanding of human complexity and professional expectations. Teacher education programs should prepare students to critically analyze the traits of their role models and learn selectively.

1.2 Need and Justification of the Study

The present study aims to explore the relationship between the role models chosen by pupil teachers in relation to their career preferences. In the context of teacher education, this area of research holds significant importance. Teachers are not only facilitators of knowledge but also influential figures who shape the attitudes, values, and behaviors of their students. As future educators, pupil teachers are in a critical phase of professional and personal development. Understanding the kind of role models they look up to and the influence these figures have on their personalities can provide deeper insights into their future roles as teachers.

In today's rapidly changing socio-cultural and technological environment, young people are exposed to a wide range of influences. Traditional role models such as parents and teachers now share space with celebrities, social media influencers, and fictional characters. These diverse sources of influence can have both positive and negative effects on personality development. With the increasing prevalence of digital media and online platforms, the process of role model selection has become more complex. Therefore, it is essential to study how pupil teachers navigate these choices and what impact such modeling has on their personality traits.

Moreover, the personality of a teacher plays a crucial role in classroom management, student motivation, communication skills, and overall teaching effectiveness. Teachers with well-developed personalities are more likely to create positive learning environments and establish meaningful relationships with students. Hence, investigating the personality traits of pupil teachers in relation to their role model preferences can contribute to the enhancement of teacher education programs.

Another justification for this study lies in the implementation of the National Education Policy (NEP) 2020, which places strong emphasis on the holistic development of learners and the role of teachers as mentors and role models. The policy advocates for the professional growth of teachers through self-awareness, reflective practices, and value-based education. This study aligns with these goals by examining how the modeling behaviors of pupil teachers reflect their internalization of values, aspirations, and teaching philosophies.

Despite the significance of role models in shaping the personality and values of future teachers, there is a lack of comprehensive research in the Indian context that directly explores this relationship. Most existing studies either focus on general student populations or do not establish a link between personality traits and role model selection. This study attempts to

bridge this gap by providing empirical evidence and meaningful interpretations relevant to the domain of teacher education.

Therefore, the study is both timely and relevant. It not only addresses a theoretical gap in the field of educational psychology but also has practical implications for curriculum design, teacher training modules, and policy-making in education. By highlighting the impact of role models on personality development, the findings of this research may contribute to developing more self-aware, responsible, and effective educators who can inspire the next generation.

Pupil teachers are not only expected to acquire pedagogical skills but also develop a strong, balanced personality. Their emotional stability, social adaptability, moral reasoning, and leadership qualities are crucial in shaping them into effective educators. Studying their choice of role models helps understand the psychological and social influences shaping their personality.

The National Education Policy stresses character building, ethical values, and responsible citizenship. To align with these goals, teacher education programs must understand how pupil teachers' personality traits are influenced by their choice of role models and whether they resonate with the NEP vision.

The National Education Policy (NEP) 2020 emphasizes the importance of holistic development in education, underscoring the need to nurture well-rounded individuals who are not only academically proficient but also ethically and emotionally intelligent. In line with this policy, the role of the teacher is seen as integral to student development. Teachers are expected to be mentors who guide students not only in academic pursuits but also in personal growth. This makes the study of role models and personality traits especially relevant in the context of teacher education. Understanding the factors that shape a pupil teacher's personality can help design more effective curricula that foster emotional intelligence, empathy, and ethical responsibility—qualities that are essential for a successful educator.

In conclusion, the need and justification for this study are grounded in the understanding that role models play a pivotal role in shaping the personalities of pupil teachers, who will go on to influence generations of students. By examining the relationship between role model preferences and influencing traits, this study contributes to the broader understanding of teacher identity formation, professional development, and the future trajectory of teacher education. The insights gained from this study can help in developing more personalized, effective, and value-oriented teacher training programs that align with the goals of NEP 2020 and contribute to the creation of ethical, empathetic, and reflective educators.

1.3 Statement of the Problem
This study seeks to examine the relationship between role models chosen by pupil teachers with their career preferences. It investigates how specific dimensions influence the type of role models selected and how this selection could influence their career preferences .

1.4 Research objectives
1. To determine role models selected by pupil teachers.
2. To find out characteristics by considering which pupil teachers have chosen their role models.

3. To study the relationship between role models chosen by pupil teachers and their career preferences.

1.5 Research Questions
1. Who are the role models selected by pupil teachers?
2. To find out those characteristics by considering which pupil teachers have chosen their role models?
3. What is the relationship between role models chosen by pupil teachers and their career preferences?

1.6 Delimitation of the Study
1. Target Group: The study focuses exclusively on the B.Ed.-M.Ed. integrated students of the Regional Institute of Education (RIE), Bhopal. The findings will be based solely on the role models chosen by this specific group of teacher education students, who are in various stages of their integrated program.

2. Geographical Limitation: The study is conducted within the geographical confines of the Regional Institute of Education, Bhopal, and does not extend to other teacher education institutions or regions. The results of the study are thus contextualized within this particular educational environment.

3. Academic Focus: The study is limited to the role models chosen by students enrolled in the B.Ed.-M.Ed. integrated program. Therefore, it does not include students from other educational programs, such as undergraduates, postgraduates in other disciplines, or students from different fields of study.

4. Sample Size: The study is delimited to the students enrolled in the B.Ed.-M.Ed. integrated program at RIE Bhopal. The sample size is based on the total number of students within this program during the study period, which may limit the generalizability of the findings to other teacher education institutions.

5. Methodological Limitation: The study relies on survey-based data collection (Google Forms), which is confined to self-reported responses from the participants. As such, the study does not include direct observational or longitudinal data, which could provide a more comprehensive understanding of the influences on role model selection over time.

1.7 Definition of key terms

1. Role Model: A role model refers to an individual who is admired and looked up to by others, particularly for their qualities, achievements, or behaviors. Role models serve as examples that others, especially students, may seek to emulate or imitate in their personal and professional lives. In the context of this study, a role model is someone whom pupil teachers choose to admire and model their behavior after, influencing their values, character, and teaching approaches.

2. Pupil Teachers -Pupil teachers are students enrolled in teacher education programs, such as the B.Ed.-M.Ed. integrated program at the Regional Institute of Education (RIE) Bhopal. These individuals are in the process of acquiring professional teaching skills and knowledge to become educators. Pupil teachers are both learners and prospective teachers, which means they are simultaneously undergoing academic training and preparing to take on teaching roles.

3. Role Model Selection- Role model selection refers to the process of choosing someone as an example or influence to follow. It involves identifying individuals whose characteristics, achievements, and behaviors are admired and whose qualities are seen as desirable. This term pertains to the ways in which pupil teachers decide which figures to look up to and emulate in shaping their teaching philosophy, personality traits, and professional identity.

CHAPTER-II

REVIEW OF RELATED LITERATURE

CHAPTER- 2
REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature is an essential component of any research study. It helps the researcher to understand the background of the topic, identify gaps in existing research, refine research questions, and build a strong theoretical foundation. In this chapter, an extensive review of literature is presented related to the concepts of role models, difference influencing traits, and their interrelation, especially in the context of teacher education.

The selection of role models by pupil teachers is deeply influenced by their personality traits, which shape their teaching methodologies, classroom interactions, and professional aspirations. Understanding this relationship is crucial as it provides insights into how emerging educators develop their teaching identities and adopt pedagogical strategies.

Role models play a crucial role in the professional development of pupil teachers by shaping their perceptions of effective teaching and ethical conduct. Pupil teachers often choose mentors whose personality traits align with their own or represent qualities they wish to develop. For example, those with high openness tend to admire educators known for creativity and adaptability, while those with high agreeableness may look up to mentors who display empathy and strong interpersonal skills. By internalizing these traits and behaviors, pupil teachers refine their instructional strategies and classroom management techniques. Moreover, studies suggest that the presence of positive role models in teacher education programs enhances self-efficacy and motivation among trainee teachers, ultimately improving their teaching effectiveness and commitment to the profession (Smith & Johnson, 2021).

The impact of teachers' personality traits and their role models extends beyond their own professional growth and directly influences student outcomes. Teachers who exhibit patience, fairness, and enthusiasm create an encouraging learning environment that fosters student motivation and engagement. Research on students' perceptions of effective teachers has found that approachability and fairness are among the most valued traits, as they contribute to a sense of trust and inclusivity in the classroom. Pupil teachers who select role models demonstrating these characteristics are more likely to adopt teaching styles that support positive student interactions and academic success. Furthermore, studies have shown that teachers who maintain high emotional stability and strong interpersonal skills are better equipped to handle classroom diversity, making them effective in managing inclusive education settings (Anderson & Lee, 2022).

Cultural context also plays a significant role in determining the relationship between personality traits and the selection of role models. In collectivist societies, where community and social harmony are emphasized, pupil teachers may prioritize role models who demonstrate collaboration, patience, and group-oriented teaching strategies. Conversely, in individualistic

cultures that value independence and self-expression, role models who exhibit innovation, leadership, and assertiveness tend to be more influential. Recognizing these cultural differences is essential in designing teacher training programs that are sensitive to the diverse expectations and teaching philosophies shaped by cultural backgrounds. Understanding how cultural values influence role model selection can help teacher education programs tailor mentorship and training experiences to better meet the needs of future educators (Kumar, 2020).

The implications of these findings for teacher education programs are substantial. Encouraging self-awareness among pupil teachers regarding their personality traits can help them make informed decisions about their professional growth. By guiding them toward role models whose teaching philosophies complement their strengths and areas of improvement, teacher training programs can create more effective learning experiences. Additionally, exposing pupil teachers to a variety of role models allows them to develop a well-rounded set of skills and approaches, increasing their adaptability in diverse educational settings. Mentorship programs should take into account the personality compatibility between mentors and mentees to maximize professional development outcomes. By fostering meaningful mentor-mentee relationships, teacher education programs can enhance the preparedness of future educators and contribute to long-term improvements in teaching quality (Williams & Chen, 2023).

For instance, teachers exhibiting high levels of conscientiousness are often diligent, well-organized, and reliable, traits that contribute significantly to effective teaching practices. Such individuals are likely to seek role models who exemplify meticulousness and a strong work ethic, thereby reinforcing their predisposition towards structured and efficient classroom management. [idpublications.org]

The term "role model" was first introduced by sociologist Robert K. Merton in 1957, referring to individuals whose behaviors, attitudes, and achievements are emulated by others. In the context of education, role models are individuals—often teachers, parents, peers, or public figures—who inspire students by demonstrating desirable qualities such as integrity, knowledge, leadership, and empathy.

Role models serve both cognitive and emotional functions. They help learners envision their future selves, model ideal behavior, and influence students' academic choices, career aspirations, and character formation. Particularly for pupil teachers, who are in a transformative phase of developing their professional identities, role models become significant figures shaping their beliefs about teaching, ethics, and personal development.

A study by Gibson (2004) emphasized the importance of role models in learning and career development. He classified role models into three categories: positive role models, negative role models, and anti-role models. Positive role models demonstrate behaviors worth emulating, negative ones show what not to do, and anti-role models provoke reflection and identity redefinition.

In the Indian context, educators such as Dr. A.P.J. Abdul Kalam, Swami Vivekananda, and Dr. Sarvepalli Radhakrishnan are widely regarded as role models due to their intellectual depth, moral integrity, and contribution to society. Many pupil teachers admire such personalities for their wisdom, spirituality, and dedication to education.

2.3 Review of literature Numerous studies have examined the influence of role models on learners.

Aykac, N.& Bilgin, H. (2022)

Pedagogical Analysis of the Role Models Chosen by High School Students
This study explored the types of role models selected by high school students and the reasons behind their selection. Findings revealed that students often chose teachers, parents, and public figures who demonstrated fairness, leadership, empathy, and confidence. The study emphasized the influence of educational figures in shaping student behavior and goals.

Lockwood,P. & Kunda, Z. (1997)

Superstars and Me: Predicting the Impact of Role Models on the Self
This study analysed how individuals are influenced by role models who are either highly successful or moderately successful. It found that relatable role models had a stronger motivational impact compared to those perceived as distant or unrealistic.

Yancey, A. K. (1998)

Building Positive Self-Images in Adolescents in Culturally Diverse Communities
This study highlighted the need for culturally and personally relatable role models among adolescents. It concluded that accessible role models improve self-esteem, motivation, and goal-setting in youth, including prospective teachers.

Goodwin, A. L. & Kosnik, C. (2013)

Quality Teacher Educators = Quality Teachers?
This research emphasized that teacher educators often serve as role models in teacher preparation programs. The qualities demonstrated by teacher educators significantly shape the professional identity and aspirations of pupil teachers.

Hoyle, R. H., Kernis, M. H., Leary, M. R., & Baldwin, M. W. (1999)

Selfhood: Identity, Esteem, Regulation This work analysed how individual personality traits impact self-regulation and the choice of role models. It suggested that traits such as conscientiousness and openness are associated with the preference for role models who are disciplined, innovative, and ethically grounded.

Judge, T. A. & Bono, J. E. (2001)

Relationship of Core Self-Evaluations Traits—Self-Esteem, Generalized Self-Efficacy, Locus of Control, and Emotional Stability—with Job Satisfaction and Job Performance
The study linked personality traits with professional choices and satisfaction, revealing that pupil teachers with high emotional stability and conscientiousness are more likely to choose role models with similar traits.

Bussey, K. & Bandura, A. (1999)

Social Cognitive Theory of Gender Development and Differentiation
This study provided insights into how gender roles and social learning shape the selection of

role models. It underlined that pupil teachers tend to choose role models who reflect their personal values and social identities.

Basow, S. A., & Howe, K. G. (1980)
Role-model influence: Effects of sex and sex-role attitude in college students This study found that students often selected role models of the same gender and those who reflected non-traditional or progressive attitudes. It showed how gender identity and social attitudes shape the perception and selection of role models.

The selection of role models by pupil teachers is not solely influenced by individual personality traits but is also shaped by the perceived effectiveness of these models in fostering student success. Teachers who serve as positive role models significantly impact students' academic performance and personal development. A study examining the characteristics of effective teachers in strengthening character education identified key traits such as the ability to act as a friend, serve as a role model, understand lessons deeply, maintain discipline, and respect students. These findings suggest that pupil teachers are likely to emulate mentors who embody these qualities, recognizing their importance in promoting holistic student development. ([files.eric.ed.gov](https://files.eric.ed.gov/fulltext/EJ1299226)
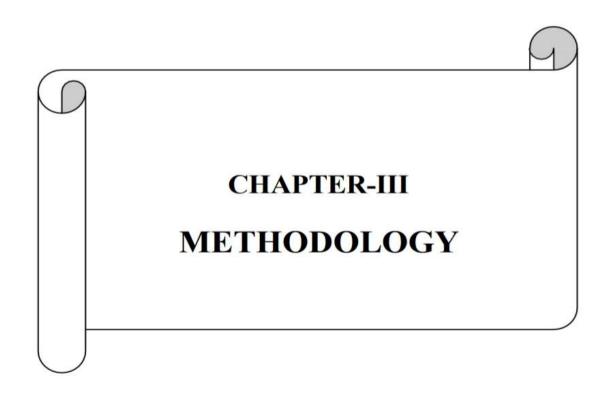
Yancey et al. (2002) conducted a study among adolescents in the United States and found that the presence of identifiable and accessible role models correlated with higher self-esteem, better academic performance, and healthier lifestyle choices. Importantly, the study indicated that same-gender and same-ethnicity role models had a stronger impact.

In India, role model preferences among students often align with cultural values and social roles. A study by Narayan and Bhaskar (2014) found that students admired individuals who had overcome personal and professional challenges, especially those who contributed to social change or nation-building.

While these studies provide valuable insights, most of them focus on school-going adolescents. There is relatively less research exploring role model selection by pupil teachers—individuals at a transitional stage between being learners and educators.

2.3 Summary of Reviewed Literature
The literature reviewed in this chapter underscores the Role models significantly influence personal development, career choice, and value systems. Personality traits play a crucial role in shaping preferences, including whom individuals admire or emulate. While ample research exists on adolescent role model preferences, there is limited focus on pupil teachers. Cultural context, accessibility, gender, and personality traits are all factors influencing role model selection. The need for teacher training programs to incorporate personality development and reflective practices is evident.

CHAPTER-III

METHODOLOGY

Chapter- 3
Research Methodology

Introduction

Research methodology is the cornerstone of any empirical investigation. It provides a systematic framework that guides how a study is conducted, ensuring that the results are credible, valid, and replicable. It is through the research methodology that the objectives of the study are operationalized and achieved.

The present study seeks to examine the role models chosen by pupil teachers in relation to their career preferences. This involves not only identifying who these role models are but also analyzing how the traits of the pupil teachers influence their choices. For this purpose, a structured methodological approach has been followed by descriptive techniques. This chapter outlines in detail the research methodology employed in the study. It includes the overall methodology, research design, population and sample, variables involved, tools and techniques of data collection, procedures followed during data collection, and the techniques employed for data analysis. Each of these components has been critically considered to suit the objectives of the study and to derive meaningful conclusions from the data collected.

3.2 Research Methodology

The present study is based on the quantitative research paradigm. It utilizes a descriptive survey method to assess the role model selection among pupil teachers. The descriptive approach is employed to identify and classify the types of role models chosen by the respondent and to determine the extent to which different personality traits influence the selection of particular types of role models.

The study is non-experimental in nature, as it does not involve manipulation of variables but focuses on studying naturally occurring associations. The use of standardized tools and validated questionnaires ensures objectivity, reliability, and replicability of findings. Google Forms was used for administering the tools, ensuring ease of access, higher participation rates, and digital data accuracy.

3.3 Design of the Study

The research design is a descriptive- survey design. The choice of this design is suitable for studies aiming to collect data from a large sample to explore existing patterns and relationships between variables.

The study seeks to describe:

The types of role models selected by pupil teachers.

The characteristics by considering which pupil teachers have chosen their role models.

The patterns of association between specific career influence and chosen role models.

The study was cross-sectional in nature, with data collected at one point in time from a representative sample of B.Ed.- M.Ed. students.

3.4 Population and Sample

3.4.1 Population

The population of the study includes pupil teachers enrolled in teacher education program (B.Ed.-M.Ed.) in Regional institute of Education Bhopal Madhya Pradesh. This population was chosen due to the relevance of the role model concept in teacher education and personality development, which are central components of professional identity formation among teacher trainees.

3.4.2 Sample

A stratified random sampling technique was used to ensure fair representation of different subgroups, particularly based course (B.Ed.- M.Ed.).

Total Sample Size: 60 Pupil Teacher Distribution

 B.Ed.-M.Ed. Students: 60

Table 1. Demographic Characteristics of Participants

Variable	Category	n	
Age Group	Under 25	45	
	25–35	15	
Occupation	Student	41	
	Self-employed	4	
	Professional	6	
	Other	9	
Qualification	Master's degree	60	

3.5 Variables of the Study

Independent variable

Role Models Chosen by Pupil Teachers

- This refers to the type or category of role model selected by the pupil teachers (such as teacher, actor, political leader, parent, fictional character, etc.)
- It may also include characteristics admired in the role model (e.g., confidence, knowledge, communication skills, etc.)

Dependent variable

Career Preferences of Pupil Teachers

- This refers to the professional fields or career paths the pupil teachers aspire to (such as., teaching, civil services, performing arts, entrepreneurship, research, etc.)

3.6 Tools and Techniques of Data Collection

To gather the necessary data, a primary tool were utilized:

3.6.1   Role Model Identification Questionnaire (Self-Developed Tool)- This tool was developed specifically for the study and includes:

- Personal Details of Respondent (anonymous)
- Name or Category of Role Model
- Characteristics admired in the role model
- Open-ended questions: "Why do you consider this person your role model?"

The tool was validated by experts in education and psychology for content validity, clarity, and cultural relevance.

3.7 Procedure of Data Collection

The procedure followed for data collection involved several systematic steps:

1. Permissions and Ethical Clearance- Necessary permissions were obtained from the concerned authorities of teacher education institutions. Ethical approval was also sought from the Research Ethics Committee of RIE, Bhopal.
2. Pilot Testing-   The self-developed Role Model Questionnaire was pilot-tested with 10 pupil teachers to refine question clarity and structure.
3. Administration of Tools- Tools were administered both physically and digitally using Google Forms Instructions were clearly given in both English and Hindi for better understanding. A 30–40 minute window was provided to each participant.
4. Data Recording- Responses were automatically recorded through Google Forms and exported to Excel. Any ambiguities in open-ended responses were clarified through short follow-up discussions.
5. Confidentiality and Anonymity- Participants were assured that their identities would not be disclosed. Participation was entirely voluntary.
6. Time Frame-The entire data collection process took three weeks, including initial briefings, tool distribution, follow-ups, and data collation.

3.8 Techniques of Data Analysis

Data analysis is a critical step in any research process as it provides the foundation for interpreting the results in light of the research objectives. In the present study, which focuses on "A Study of Role Models Chosen by Pupil Teachers in Relation to Their Career

Preferences," descriptive statistical techniques have been employed to organize, summarize, and present the data in a meaningful manner.

Descriptive analysis helps to represent the overall tendencies and patterns observed in the data, and allows the researcher to understand how the variables are distributed within the sample. The use of descriptive statistics is particularly appropriate in this study, as the objective is to identify and describe the personality traits of pupil teachers and the kinds of role models they prefer , rather than to predict or infer relationships through complex statistical methods.

The data collected through standardized and self-developed tools were processed using the following descriptive statistical methods:

3.8.1 Frequency Distribution

The first step in the data analysis involved the tabulation of frequency distributions. This technique was used to determine how often each response option was selected by the participants for various items in the questionnaire.

For the Role Model Questionnaires, frequencies were computed for:

- The types of role models chosen (e.g., teacher, parent, political leader, artist, spiritual leader, etc.)
- Traits admired in the role models (e.g., honesty, creativity, discipline, leadership, empathy)
- Career influence of role models on pupil teachers

This provided a clear and simple view of how many participants chose specific role models and what personality traits they exhibit more dominantly.

3.8.2 Percentage Analysis

Percentage analysis was used extensively to present the proportional data in a more understandable and comparable format. This allowed for an easier interpretation of:

- What percentage of pupil teachers selected a particular category of role model

Percentages were also used to describe demographic characteristics of the respondents, such as age group, gender, and educational qualification.

3.8.3 Tabular and Graphical Representation

To enhance clarity and presentation, the analysed data were organized in systematically labeled tables and visually presented using graphs and charts, such as:

- Bar Graphs showing the distribution of role models selected by pupil teachers.
- Pie Charts representing the proportion of admired traits.
- Histograms and line graphs for the personality traits distribution.

Graphical representations made the data easier to understand at a glance and served as effective tools to illustrate the findings in subsequent chapters.

3.8.6 Content Categorization (for open-ended responses)

Though primarily a quantitative study, one open-ended question in the Role Model Questionnaire invited participants to express why they chose a particular person as their role model. These qualitative responses were analysed through a basic content categorization technique:

- Recurring themes such as "inspiration", "discipline", "spiritual guidance", or "emotional support" were identified.
- Responses were grouped into broad thematic categories and then quantified.
- The number and percentage of responses in each category were then added to the descriptive analysis.

This technique enriched the numerical data with interpretative meaning and gave voice to the participants' personal choices.

CHAPTER-IV

DATA ANALYSIS AND
INTERPRETATION

CHAPTER- 4
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and interpretation of data collected from pupil teachers through a structured Google Form. The study was conducted to explore the role models chosen by pupil teachers, the characteristics that influenced their selection, and whether age influences their role model preferences.

4.2 Objective wise analysis, interpretation and discussion of the results

Objective 1: To determine the role models selected by pupil teachers.

.The first objective was aimed at identifying the categories or specific individuals whom pupil teachers consider their role models. The responses gathered indicate a diverse range of role models, which included teachers, parents, national leaders, social reformers, celebrities, spiritual leaders, and even peers. A significant number of pupil teachers selected teachers from their school or college life, demonstrating the profound influence educators have on aspiring teachers. These selections reflect the participants' admiration for attributes such as dedication, teaching style, moral values, supportiveness, and knowledge

Table 2 .1 Categorization of Role Models Chosen by Pupil Teachers

Category	Frequency (n)
Family Members	8
Political and Social Leaders	5
Spiritual and Religious Figures	5
Educators and Mentors	4
Scientists, Thinkers, and Entrepreneurs	7
Actors, Artists, and Musicians	8
Athletes and Sports Personalities	6
Fictional Characters (TV/Anime)	7
Others / Unique Mentions	3
Total	60

The objective *"To determine the role models selected by pupil teachers"* was addressed through the analysis of 60 responses collected from pupil teachers. These responses were examined and categorized to understand the patterns and preferences in role model selection. The results provide a comprehensive view of the various sources of inspiration that influence the identity formation, value orientation, and aspirational goals of pupil teachers.

A significant proportion of pupil teachers selected **family members** as their role models, including mothers, parents, siblings, and even individuals like a school bus driver. This category emerged as one of the most dominant, underscoring the deep-rooted emotional connection and daily life influence that family members have on young adults. The repeated selection of "mother" by several respondents reveals the pivotal role played by maternal figures in nurturing qualities such as unconditional support, resilience, selflessness, and moral strength. The importance of personal relationships in role model selection suggests that pupil teachers often look up to those who are directly involved in their upbringing and personal development. Family members offer lived examples of perseverance, sacrifice, and care, which are often internalized and admired by young individuals, especially those preparing for careers in teaching, where nurturing and caregiving roles are highly valued.

The next prominent category was that of **actors, artists, and musicians**, which included popular figures from the entertainment industry as well as regional and international artists. This reflects the widespread influence of mass media and social platforms in shaping the identities and aspirations of youth. Artists and performers are often associated with creativity, self-expression, fame, and success — traits that many young people admire and wish to emulate. Their stories of hard work, struggle, and eventual recognition serve as motivational narratives for pupil teachers, especially those who are also inclined towards co-curricular talents like music, dance, or public speaking.

A substantial number of pupil teachers also selected **scientists, thinkers, and entrepreneurs** as their role models. This category includes individuals known for their intellectual accomplishments, innovative thinking, and transformative contributions to society. These role models are often admired for their dedication to education, pursuit of excellence, vision for progress, and impactful work in the fields of science, technology, and leadership. Their selection by pupil teachers suggests a desire to internalize qualities such as critical thinking, problem-solving, innovation, and a lifelong commitment to learning. These attributes are central to the role of a teacher and indicate that pupil teachers value not only moral and emotional inspiration but also cognitive and intellectual guidance.

The responses also show that **athletes and sports personalities** hold a considerable place in the minds of pupil teachers. Sports figures are often viewed as icons of discipline, perseverance, teamwork, and physical and mental strength. Their journeys from struggle to achievement serve as real-life examples of goal-setting and success through hard work. These qualities are relevant for teachers, who must often exhibit persistence, patience, and leadership in guiding students through challenges.

Political and social leaders emerged as another significant category. Leaders who have contributed to national development, social reform, and empowerment have inspired pupil teachers to admire values like justice, equality, patriotism, courage, and visionary thinking. Their impact on the minds of youth indicates a sense of social responsibility and a desire to contribute to the betterment of society, which is a key characteristic expected of future educators and nation-builders.

Spiritual and religious figures were chosen by a number of pupil teachers, reflecting the role of moral, ethical, and spiritual ideals in shaping character. These role models are often revered for their teachings, compassionate actions, and spiritual guidance. Their selection highlights the inner world of values, peace, and philosophical insight that many pupil teachers seek to

develop in themselves. Such inspiration often provides emotional strength and a sense of purpose, especially in challenging times.

An interesting finding was the selection of **fictional characters from television and anime**, including animated heroes and characters from popular culture. Though fictional, these characters are often designed to represent strong moral values, resilience, intelligence, and emotional depth. The fact that pupil teachers relate to them indicates the impact of storytelling and imagination in forming ideals. These characters may provide psychological comfort, entertainment, and symbolic representation of the virtues that young individuals aspire to, such as courage, loyalty, and justice.

The category of **educators and mentors**, including school teachers and motivational figures, highlights the enduring impact of good teachers on the lives of their students. Their inclusion as role models among pupil teachers is particularly significant, as it reflects the professional alignment and admiration for those already in the field of education. It suggests that pupil teachers value qualities such as dedication, knowledge-sharing, compassion, and personal connection with students — attributes they wish to embody in their future roles as educators.

Finally, a few responses fell under the **others or unique** category, including self-selection as a role model. These responses reflect growing self-awareness, confidence, and autonomy among pupil teachers. When individuals choose themselves as their role models, it may suggest a high level of self-motivation, reflection, and commitment to personal growth. It can also indicate that these individuals are striving to become the best version of themselves, using their own life experiences as a guide.

In conclusion, the role models chosen by pupil teachers reflect a rich and diverse set of influences ranging from close personal relationships and public figures to fictional characters and inner aspirations. This diversity illustrates that pupil teachers draw inspiration from both their immediate environments and the broader cultural, spiritual, and intellectual world. Their selections are shaped by personal values, professional goals, emotional experiences, and social awareness, which together contribute to the formation of their identities as future educators.
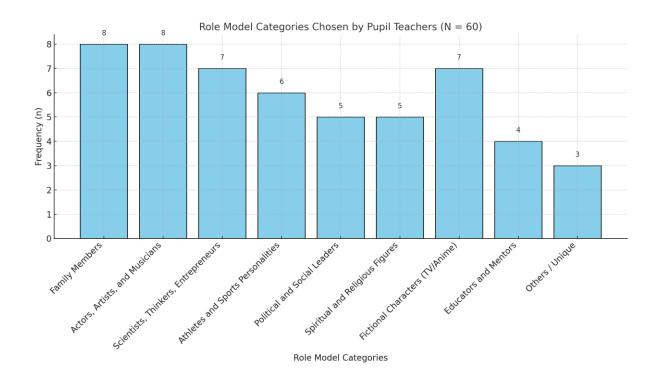
Role Model Categories Chosen by Pupil Teachers (N = 60)

Figure 1.1 Role model categorise chosen by pupil teachers

The data collected from 60 pupil teachers reveals a rich diversity in the selection of role models, suggesting that inspiration among future educators is drawn from various realms of personal, professional, and social life. Each response reflects an inner alignment with certain values, attributes, or life journeys that pupil teachers admire and aspire to emulate in their own lives.

One of the most frequently occurring types of role models is from **the family domain**, with several respondents citing their *mother*, *parents*, *elder sister*, and even a *school bus driver*. The mother alone was mentioned multiple times, underscoring her position as a central figure in the emotional, moral, and psychological development of the individual. Mothers are often seen as symbols of selfless love, strength, multitasking, endurance, and silent sacrifice. For pupil teachers—who are being trained for a nurturing profession—these maternal qualities become aspirational. Similarly, other family members like fathers, siblings, or guardians reflect the values of support, real-life guidance, and emotional bonding. The mention of a school bus driver is equally significant; it implies that even individuals outside the immediate family, who demonstrate consistency, dedication, or care, can become influential role models through their conduct and presence in a child's life.

Another striking category includes **public figures from the entertainment and music industry**, such as *Kylie Jenner*, *Priyanka Chopra*, *Sushant Singh Rajput*, *Arijit Singh*, *Maithili Thakur*, *Aamir Khan*, and *Taylor Swift*. The inclusion of such celebrities illustrates the modern influence of media, fame, and public personality on the aspirations of youth. These figures are often admired for their perseverance, self-made success, confidence, talent, and ability to connect with large audiences. For pupil teachers, these qualities may represent visibility, communication skills, determination, and the courage to dream big—traits that are valuable in both teaching and life.

Responses also include a notable number of **sports personalities**, such as *MS Dhoni*, *Sachin Tendulkar*, *Virat Kohli*, *Serena Williams*, and *Yuvraj Singh*. These athletes are often idolized for their grit, discipline, focus, leadership, and ability to rise after defeat. MS Dhoni, for example, is revered not only for his cricketing achievements but also for his calm demeanor, decision-making ability, and team spirit. For pupil teachers, who will need to demonstrate patience, resilience, and guidance, such sports figures provide real-life templates of performance under pressure and dedication to excellence.

Another important group of role models includes **national leaders, social reformers, and intellectuals**, such as *Dr. B.R. Ambedkar*, *Dr. APJ Abdul Kalam*, *Swami Vivekanand*, *Kalpana Chawla*, *Nelson Mandela*, *Narendra Modi*, *Captain Vikram Batra*, and *Malala Yousafzai*. The popularity of these figures among pupil teachers reflects a deep respect for leadership, knowledge, service to society, social justice, and transformation through education and bravery. For instance, Dr. Ambedkar is admired for his vision of equality and empowerment through education, while Dr. Kalam is celebrated for his simplicity, scientific thinking, and inspiring vision for youth. Their presence in this list indicates that pupil teachers are not only looking up to celebrities or personal relations, but are also aware of larger societal issues and inspired by those who have brought about systemic change.

Several responses also include **spiritual and religious leaders**, such as *Prophet Mohammed*, *Mother Teresa*, and *Sadgurudev Dr. Narayan Dutt Shrimali Ji*. These figures are valued for their teachings, moral conduct, service to humanity, compassion, and inner discipline. For many pupil teachers, these role models offer a sense of inner direction, peace, and purpose. Their lives and philosophies provide guidance during personal challenges and help shape the ethical compass of future educators.

An interesting trend observed in the data is the mention of **fictional and animated characters** such as *Naruto*, *Doraemon*, *Nobita*, *Iron Man*, *Zoro*, *Spongebob Squarepants*, *Mok*, and *Paris Geller* (from Gilmore Girls). Although fictional, these characters often portray moral lessons, emotional strength, or unique talents. For example, Naruto represents perseverance and overcoming loneliness, Iron Man symbolizes intelligence and innovation, and Doraemon and Nobita reflect the importance of friendship, creativity, and emotional support. These selections highlight the impact of storytelling, imagination, and symbolic characters on the minds of youth. They also reveal that pupil teachers are influenced not only by real-life achievements but also by ideas and characters that resonate with their emotional and imaginative world.

The presence of **teachers and educators** as role models—including figures like *Khan Sir*, *Avneesh Sir*, and *Mrs. Laxmi*—is an affirming reflection of the impact teachers have on shaping the minds and aspirations of students. Pupil teachers choosing their own educators as role models suggests the importance of mentorship, classroom relationships, and academic inspiration. These selections imply a strong professional alignment and admiration for those who already embody the qualities they hope to acquire.

There are also a few unique and individualistic responses, such as *"I have myself as a role model"* and *"None"*. These responses are significant because they indicate growing self-awareness and independence in identity development. Selecting oneself as a role model might suggest confidence, introspection, and a deep desire for self-improvement. It reflects an inward focus, where the individual relies on personal growth, experience, and internal values rather than external admiration alone.

The data collected from 60 pupil teachers presents a comprehensive view of the kinds of individuals they consider as role models. A significant portion of respondents have chosen their mothers as role models, indicating a deep emotional connection and admiration for the nurturing, resilient, and morally grounded nature of maternal figures. Mothers were mentioned repeatedly, highlighting their influence as consistent sources of support, care, and inspiration. Other family members such as fathers, siblings, and parents collectively were also named, showing that personal relationships continue to play a central role in shaping the values and aspirations of future teachers.

Beyond the family domain, many pupil teachers identified great national leaders, reformers, and thinkers such as Dr. B.R. Ambedkar, Dr. A.P.J. Abdul Kalam, and Swami Vivekanand. Their choices reflect a deep respect for individuals who contributed significantly to education, equality, and nation-building. These figures are not just admired for their achievements, but also for their intellectual depth, integrity, and visionary contributions to society, especially in the areas of social justice, scientific progress, and youth empowerment. Their frequent appearance in the data suggests that pupil teachers idealize qualities like determination, leadership, and service.

Additionally, several respondents chose celebrities and entertainers like Sushant Singh Rajput, Priyanka Chopra, and Taylor Swift. Their appeal seems to lie in their personal journeys, struggles, and public success—qualities that evoke admiration for self-belief, courage, and hard work. This indicates that pupil teachers are influenced by public personalities not only for fame but also for resilience and the ability to stay true to oneself in challenging circumstances. Similarly, sports personalities like MS Dhoni, Virat Kohli, and Serena Williams were also cited, pointing to admiration for qualities such as discipline, persistence, leadership under pressure, and dedication.

An interesting and unique feature of the data is the presence of fictional and animated characters such as Naruto, Iron Man, Doraemon, Nobita, and Paris Geller. These choices reflect the imaginative and emotional associations that pupil teachers have with fictional stories and heroes. These characters often symbolize courage, intelligence, emotional depth, humor, or perseverance—traits that are subconsciously internalized and idealized by young minds.

Spiritual and religious figures such as Prophet Mohammed, Mother Teresa, and Sadgurudev Dr. Narayan Dutt Shrimali Ji were also mentioned, suggesting that some pupil teachers derive strength and guidance from faith-based values. These role models represent moral clarity, service to humanity, compassion, and spiritual discipline—qualities that deeply align with the ethical responsibilities of a teacher. Furthermore, a few pupil teachers mentioned their own educators or mentors such as Khan Sir and Mrs. Laxmi, which points to the direct influence of teachers in shaping students' aspirations and professional values.

Notably, some respondents selected themselves as role models, indicating a sense of self-reliance, confidence, and a growing awareness of personal growth and self-improvement. The presence of the response "none" in a few cases may suggest either a lack of strong external influence or a stage of self-exploration where the individual is still shaping their identity.

In totality, the analysis reveals that pupil teachers are influenced by a rich and varied set of role models, encompassing personal relationships, societal icons, cultural symbols, and inner ideals. Their selections reflect a balance between emotional bonding, intellectual admiration, moral grounding, and aspirational traits. This diversity in role model preference not only highlights

the holistic development of pupil teachers but also underscores the need for teacher education programs to recognize and nurture the values and inspirations these future educators bring with them.

In conclusion, the analysis of pupil teachers' role model choices reflects a holistic picture of who and what influences their values, aspirations, and goals. Their role models span across emotional relationships, social figures, intellectuals, performers, spiritual icons, and even fictional heroes. This diversity illustrates that future teachers are shaped by both intimate life experiences and larger cultural narratives. The common thread in these choices is the pursuit of qualities such as empathy, strength, intelligence, creativity, leadership, and service—core ideals that align with the very essence of being an educator in the 21st century.

The analysis of role models chosen by pupil teachers presents a vivid and multifaceted picture of the influences that shape the minds and aspirations of future educators. It reveals that pupil teachers do not look to a single source for inspiration; instead, they draw upon a diverse spectrum of figures—ranging from personal relationships and national heroes to celebrities, educators, fictional characters, and spiritual leaders. This breadth in role model selection reflects the dynamic interplay between personal experience, cultural exposure, social ideals, and internal aspirations that collectively contribute to the formation of a teacher's identity.

A significant portion of the respondents identified **family members**, particularly mothers, as their role models. This repeated emphasis highlights the foundational role of familial influence in the moral and emotional development of pupil teachers. Mothers, in particular, are admired for their patience, strength, nurturing nature, and unconditional support. These attributes resonate deeply with the qualities expected of a teacher, suggesting that pupil teachers find their first exposure to selfless care, empathy, and responsibility within the household. The inclusion of other family members such as fathers, siblings, and even a school bus driver demonstrates that inspiration often stems from consistent acts of love, service, and duty, regardless of the individual's social status or recognition.

The presence of **entertainers and public personalities** such as actors, musicians, and influencers indicates the growing impact of media in shaping aspirations. Celebrities like Priyanka Chopra, Sushant Singh Rajput, Kylie Jenner, and Taylor Swift are seen not just as performers, but as individuals who have overcome struggles, made significant achievements, and gained public admiration through talent, confidence, and perseverance. For pupil teachers, these figures embody the courage to dream, express themselves, and persist in the face of challenges—qualities that are increasingly important in an education system that values creativity, adaptability, and public engagement.

Sports personalities like MS Dhoni, Sachin Tendulkar, Serena Williams, and Yuvraj Singh symbolize dedication, hard work, and the ability to stay focused under pressure. The admiration for these athletes reveals that pupil teachers value discipline, consistency, and mental toughness—traits that align closely with the professional expectations in teaching, where challenges such as time management, performance pressure, and adaptability are routine.

The frequent selection of **national leaders, scientists, and social reformers** like Dr. B.R. Ambedkar, Dr. APJ Abdul Kalam, Swami Vivekanand, Kalpana Chawla, Nelson Mandela, and Narendra Modi reflects a deeper connection to historical, intellectual, and transformative

ideals. These individuals have left indelible marks on society through education, reform, governance, and innovation. Their influence on pupil teachers highlights a respect for knowledge, visionary thinking, justice, and service. These are not just admired personalities; they represent the transformative power of education and leadership, aligning strongly with the aspirations of pupil teachers who aim to inspire change and promote equity in classrooms and society.

The inclusion of **spiritual and religious figures** such as Prophet Mohammed, Mother Teresa, and Sadgurudev Dr. Narayan Dutt Shrimali Ji reveals the profound role of faith and inner guidance in the lives of pupil teachers. These figures are revered for their compassion, wisdom, selflessness, and unwavering commitment to humanity. For many future educators, spiritual ideals serve as guiding lights that inform their sense of ethics, empathy, and purpose in life. These qualities are essential for teachers, who often serve not only as academic guides but also as moral compasses for their students.

The presence of **fictional and animated characters** like Naruto, Iron Man, Nobita, Doraemon, Paris Geller, Zoro, and Spongebob Squarepants points to the strong influence of storytelling, imagination, and symbolic role models. These characters may not exist in reality, yet they embody values such as perseverance, loyalty, intelligence, humor, emotional resilience, and innovation. Their popularity among pupil teachers suggests that narratives—whether in literature, anime, or television—offer powerful models of behavior and problem-solving that shape young minds as effectively as real-world figures.

It is also noteworthy that some pupil teachers selected **educators and mentors**, such as Khan Sir, Avneesh Sir, and their school teachers. This reflects the tangible, day-to-day influence that teachers have in shaping student aspirations. When pupil teachers cite their own educators as role models, it highlights the importance of mentorship, personal connection, and professional excellence in influencing career choices. This reinforces the need for quality teacher education, where instructors serve not only as curriculum guides but as living examples of the values and practices they teach.

Finally, the choice of oneself as a role model, and even the response "none," offers insight into growing self-reliance and introspection among pupil teachers. Choosing oneself as a role model signifies a sense of agency, confidence, and commitment to self-growth. It reflects an emerging generation that seeks to define its own identity, not merely by imitating others, but by learning from experience, reflecting on personal values, and setting individual goals.

In summary, the role model selections of pupil teachers reveal a beautifully complex portrait of evolving teacher identity. These future educators are influenced by love, struggle, excellence, justice, creativity, and vision. Their choices highlight the importance of both emotional bonds and intellectual ideals, the power of imagination and the value of real-life impact. As these pupil teachers prepare to step into classrooms, they carry with them a mosaic of inspirations—each one contributing to their values, behavior, and commitment to shaping future generations. Understanding their role models not only offers a glimpse into their inner world but also provides a foundation upon which teacher education programs can build character, leadership, and a deep sense of professional responsibility.

Objective 2 : To find out the characteristics by considering which pupil teachers have chosen their role models.

The analysis of the data collected for Objective 2, which aims to find out the characteristics by considering which pupil teachers have chosen their role models, reveals a deep and insightful understanding of the values and qualities pupil teachers admire and aspire to emulate. The findings demonstrate that certain characteristics are particularly significant in the selection of role models among pupil teachers, reflecting their perceptions of ideal personal and professional attributes.

The most frequently cited quality was **confidence**, with 47 respondents (87.0%) selecting it as a crucial trait of their role models. This high percentage indicates that pupil teachers value individuals who demonstrate self-assurance and decisiveness. Confidence is likely perceived as an essential trait for effective leadership, classroom presence, and personal growth. It implies that pupil teachers are inspired by figures who exhibit inner strength and are capable of facing challenges with poise and determination.

Following closely is **knowledge and expertise**, chosen by 44 participants (81.5%). This reflects the strong emphasis pupil teachers place on intellectual capability and mastery in one's field. It suggests that role models are often selected based on their academic and professional competence, as pupil teachers look up to individuals who have a deep understanding of their subjects or domains. Such individuals likely influence their followers by their ability to provide guidance, share insights, and demonstrate a commitment to lifelong learning.

Communication skills and **patience** were both identified by 42 respondents (77.8% each), indicating that these qualities are also highly valued in role models. The importance of communication skills suggests that pupil teachers are drawn to individuals who are effective in expressing ideas clearly and engaging with others meaningfully. Meanwhile, the equal emphasis on patience shows that emotional control, calmness under pressure, and the ability to nurture others without frustration are seen as inspirational. This is particularly relevant for future educators, for whom patience is a vital trait when dealing with diverse student needs and learning paces.

Leadership was cited by 40 respondents (74.1%), signifying that many pupil teachers admire individuals who take initiative, guide others, and bring about change. This supports the idea that pupil teachers are inclined to follow those who lead by example and create a positive impact in their surroundings, whether it be in educational institutions, communities, or broader social contexts. These respondents selected their role models based on career or professional excellence.

P4: "He has achieved great things in his career despite all odds."

P9: "I want to be a successful teacher like her."

P17: "She built her business from scratch and is now a leader in her field."

P21: "He topped in his university and is now a professor

Another prominent trait was **creativity and innovation**, selected by 38 respondents (70.4%). This reflects an appreciation for originality and the ability to think outside conventional boundaries. It suggests that pupil teachers are influenced by role models who inspire them through new ideas, inventive approaches to problem-solving, and the courage to try unconventional methods in their professional or personal lives.

Empathy, with 35 responses (64.8%), also ranked high among the qualities, indicating that pupil teachers highly regard individuals who are compassionate and understanding. This suggests that the capacity to relate to others' feelings and experiences is seen as a hallmark of admirable character, especially in fields like teaching where emotional intelligence plays a significant role. Respondents in this category identified traits such as helpfulness, emotional strength as key reasons for selecting their role models.

P1: "My role model is my mother because she is honest, caring, and has faced every situation with courage."

P7: "He is patient and always listens to others with empathy."

P19: "I admire her humility and dedication to others' well-being."

P25: "She motivates me by her positive attitude and hardworking nature."

P30: "He is calm, focused, and leads by example

Integrity, cited by 31 participants (57.4%), highlights the importance of honesty, ethical behavior, and moral consistency in the eyes of pupil teachers. This suggests that many of them are guided by role models who act with a strong sense of right and wrong, uphold values even in challenging situations, and maintain trustworthiness in all aspects of life.

Lastly, a small fraction, 3 participants (5.6%), selected **others** as the qualities, which they specified beyond the predefined list. This indicates that while a majority resonate with commonly recognized traits, a few pupil teachers identify unique personal characteristics in their role models based on individual perspectives or life experiences.

In summary, the data illustrates that pupil teachers select their role models based on a comprehensive mix of personal, emotional, and professional qualities. Traits such as confidence, knowledge, communication, patience, and leadership dominate their preferences, reflecting their aspirations to embody these qualities in their own lives. This alignment of personal ideals with the attributes of role models shows a thoughtful and purposeful approach in their role model selection, which could ultimately influence their growth as educators and human beings.

These findings not only highlight what pupil teachers admire in others but also indirectly suggest the kind of individuals they wish to become. Since role models serve as guiding figures, the characteristics emphasized by pupil teachers indicate the values they intend to cultivate in their professional and personal journeys. The prominence of confidence and knowledge suggests that they prioritize competence and assurance as central to their identity formation as

future educators. These traits are fundamental in the teaching profession, where teachers are not only knowledge providers but also decision-makers and motivators in the classroom setting.

The dual significance given to communication skills and patience suggests a strong understanding of the interpersonal demands of teaching. Pupil teachers appear to be aware that teaching is not limited to delivering content, but also involves building meaningful relationships with students, maintaining classroom harmony, and adapting to different learning styles and emotional needs. Their role models, therefore, are not just achievers but are seen as emotionally intelligent individuals who manage relationships thoughtfully and effectively.

Leadership, ranked fifth in frequency, points to the aspirational dimension of the pupil teachers' professional goals. It is likely that pupil teachers associate leadership not merely with positions of authority but with the ability to inspire, mentor, and guide others in a positive direction. This reflects the growing recognition of teachers as change-makers and leaders within educational settings and communities. Their admiration for leadership qualities could also stem from witnessing transformative practices implemented by school principals, reformers, or even senior teachers who have played influential roles in their academic development.

The importance attributed to creativity and innovation signifies that pupil teachers are not just looking to replicate existing models but are inspired by those who bring newness, imagination, and dynamic thinking to their fields. This is crucial in the current educational context, where adaptability and creativity are essential for responding to diverse student needs and rapidly changing educational environments. Their preference for role models who are innovative indicates a readiness to move beyond traditional methods and embrace more learner-centered and technology-integrated teaching approaches.

Empathy and integrity, while slightly lower in percentage, remain critical values reflecting moral and emotional aspects of a role model's character. Empathy points to an underlying belief in human connection and care, essential for nurturing relationships with students, colleagues, and society. Similarly, integrity signals a deep respect for ethics, transparency, and fairness, which are foundational in the teaching profession. The emphasis on these values shows that pupil teachers do not merely idolize achievement but appreciate the ethical conduct and emotional warmth of their role models.

The small percentage of "others" indicates a diversity of individual opinions and the personal nature of role model selection. Some pupil teachers might have found inspiration in qualities such as humility, resilience, dedication, or spirituality, which were not explicitly mentioned in the given options but hold unique meaning for them. This suggests that role model choice is also deeply contextual and personal, influenced by individual experiences, cultural background, and specific aspirations.

In conclusion, the analysis of Objective 2 reveals a multi-dimensional understanding of what pupil teachers value in their role models. The predominance of qualities like confidence, knowledge, communication, and patience illustrates that pupil teachers are drawn to individuals who balance intellect with emotional depth and professional responsibility with ethical conduct. The preferences expressed in this data reflect their own aspirations for identity development, future teaching practices, and life philosophies. These insights are instrumental in understanding how the formation of professional self-concept among pupil teachers is shaped by the qualities they admire and strive to emulate in their role models.

Table 2.2 Characteristics by considering which pupil teachers have chosen their role models

Quality/Characteristic	Frequency (n)	Percentage (%)
Confidence	47	87.0%
Knowledge and Expertise	44	81.5%
Communication Skills	42	77.8%
Patience	42	77.8%
Leadership	40	74.1%
Creativity and Innovation	38	70.4%
Empathy	35	64.8%
Integrity	31	57.4%
Others (please specify)	3	5.6%

Furthermore, these findings hold significant implications for teacher education programs and curriculum designers. Understanding the traits that pupil teachers admire in their role models allows teacher educators to intentionally foster these same qualities during pre-service training. For example, if pupil teachers strongly value confidence, communication skills, and leadership, then training modules and classroom engagements can be structured to build self-efficacy, public speaking, and decision-making abilities. Role-play exercises, peer teaching sessions, and leadership responsibilities within classroom settings can nurture these desired characteristics and reinforce their importance through lived experience.

Likewise, the high frequency of traits such as knowledge and expertise, as well as creativity and innovation, signals that pupil teachers appreciate both mastery of content and flexibility in teaching methods. This aligns well with the pedagogical demands of the 21st-century classroom, which calls for subject knowledge delivered through creative, student-centered approaches. Thus, a shift toward more experiential and inquiry-based learning methods in teacher education may help pupil teachers internalize these admired traits, making them an authentic part of their future teaching practice.

In terms of personality development, the prominence of empathy, patience, and integrity among the role model characteristics suggests that pupil teachers do not just value performance-oriented attributes but deeply respect moral and emotional dimensions of a person's character. These findings suggest that they are more likely to emulate individuals who are emotionally available, non-judgmental, and ethically grounded. Teacher education programs, therefore, should emphasize values education, emotional intelligence workshops, and reflection-based activities to ensure that pupil teachers are not only skilled but also morally responsible and compassionate in their future roles.

Another important point that emerges from this analysis is the holistic nature of the role model concept for pupil teachers. Their selections reflect a desire to grow into well-rounded individuals who balance knowledge, creativity, ethics, and emotional intelligence. The role models they choose are likely individuals who inspire growth across all domains of human development — cognitive, social, emotional, and moral. This holistic aspiration reveals a mature understanding of what it means to be an educator in the contemporary world.

Moreover, the qualitative nature of the characteristics chosen also provides a glimpse into the socio-cultural expectations surrounding teachers in Indian society. Traits such as patience, empathy, and integrity reflect the traditional image of a teacher as a calm, morally upright, and nurturing guide — someone who plays a formative role in a child's life beyond academics. On the other hand, the appreciation for leadership, innovation, and confidence shows that modern pupil teachers also value progressive and reform-oriented identities, indicating an evolving understanding of teaching as both a caring and transformative profession.

The inclusion of "Others" by a few respondents should not be underestimated. Though the percentage is small (5.6%), it shows that role model selection is not limited to a fixed set of characteristics. It reminds us that the pupil teachers' choices are also shaped by individual stories, unique life experiences, and subjective values that may not always align with generalized categories. These unique inputs could include admiration for resilience in hardship, spiritual depth, simplicity in living, or activism in social causes — all of which broaden the definition of what a role model can be. Future studies might consider giving more space to such open-ended responses to capture the full richness of role model selection.

To sum up, the characteristics considered by pupil teachers while selecting their role models reflect a balanced combination of personal values, emotional intelligence, professional aspirations, and moral integrity. These admired traits are not randomly chosen but are deeply connected to how pupil teachers view their future selves and their roles in society. The analysis of this objective thus not only fulfills the academic requirement of identifying characteristics behind role model selection but also offers deep insight into the identity formation, values, and motivations of the next generation of educators. This understanding can be fruitfully applied to policy, curriculum, and pedagogical reforms in teacher training institutions, ultimately shaping a teaching force that is not only competent but also inspired by meaningful and socially relevant ideals.

The detailed analysis of Objective 2 has provided significant insights into the psychological, emotional, and professional dimensions underlying the selection of role models by pupil teachers. The data collected through the Google Form survey reveals a well-defined pattern in the types of characteristics that resonate most strongly with pupil teachers. Their choices are not arbitrary or trend-driven; rather, they are grounded in a clear understanding of the traits that they perceive as crucial for personal growth, professional excellence, and social contribution.

Among the various characteristics presented, **confidence** emerged as the most frequently selected trait, with 87% of the respondents identifying it as a key reason for choosing their role models. This finding underscores the importance pupil teachers place on self-assurance and decisiveness, which are essential not only in classroom teaching but also in managing diverse learners, handling responsibilities, and facing challenges with determination. Confidence as a quality signifies inner strength and reflects a belief in one's abilities — a trait that pupil teachers evidently admire and aspire to develop within themselves.

Closely following this is **knowledge and expertise**, selected by 81.5% of the respondents. This highlights the emphasis that future educators place on intellectual depth, subject mastery, and the capacity to guide others with authority and clarity. Knowledgeable individuals earn respect and admiration because of their ability to inspire learning, promote curiosity, and lead by example. In the context of teacher education, this suggests that pupil teachers are drawn to role models who demonstrate academic excellence and lifelong learning — traits that are foundational to the teaching profession.

Communication skills and **patience**, both acknowledged by 77.8% of respondents, further affirm the multidimensional nature of admired qualities. Effective communication is central to the role of a teacher, enabling them to interact meaningfully with students, peers, and the wider community. Likewise, patience is vital in managing students with diverse learning styles, behavioral challenges, and emotional needs. The equal importance given to both traits indicates a strong understanding among pupil teachers that teaching is as much about relationship-building and emotional regulation as it is about delivering content.

The emphasis on **leadership** (74.1%) demonstrates that pupil teachers look up to figures who are proactive, inspiring, and capable of driving change. It reflects their awareness of the evolving role of teachers as not just facilitators of knowledge, but also as leaders, mentors, and reformers within educational systems. The admiration for leadership qualities suggests a readiness among pupil teachers to take initiative, assume responsibility, and contribute meaningfully to academic and social development.

Creativity and innovation, valued by 70.4% of participants, highlight the shift in educational thinking towards dynamic, learner-centered, and technology-integrated teaching methods. Pupil teachers' admiration for these traits indicates a desire to go beyond conventional teaching models and embrace more interactive, imaginative, and flexible approaches in their future classrooms. This reflects an alignment with modern pedagogical practices and the demands of contemporary education systems.

Additionally, **empathy** (64.8%) and **integrity** (57.4%) point to the moral and emotional expectations that pupil teachers have of their role models. These qualities reflect deep respect for human connection, ethical behavior, and emotional intelligence. They indicate that pupil teachers value not just effectiveness, but also goodness — the ability to understand others, act fairly, remain honest, and maintain strong principles even in difficult situations. These values are foundational to the character of a good teacher and show that pupil teachers seek role models who live with compassion, humility, and righteousness.

The presence of **'others'**, albeit a smaller percentage (5.6%), suggests that some pupil teachers are influenced by unique or context-specific traits that may not fall within predefined categories. These might include qualities like spiritual depth, resilience in adversity, humility, dedication, or simplicity. This diversity of responses reminds us that role model selection is also a highly personal and individualized process, shaped by one's experiences, aspirations, cultural background, and emotional needs.

In a broader sense, this objective provides much more than a statistical snapshot — it offers a window into the aspirations, value systems, and professional ideals of the next generation of teachers. The characteristics admired by pupil teachers are a direct reflection of the kind of educators they wish to become. These qualities represent the benchmarks against which they measure themselves and the standards they set for their future growth. This also suggests that role models serve not only as external inspirations but as internal compasses guiding pupil teachers on their path to becoming reflective, ethical, and effective educators.

The implications of these findings are profound. They suggest that teacher education institutions must go beyond content delivery and skill development, and focus on cultivating the very qualities pupil teachers admire — such as confidence-building, ethical reasoning, empathetic understanding, innovative thinking, and effective communication. Workshops, mentoring programs, peer-led activities, and reflective practices should be embedded into the

curriculum to nurture these qualities. Moreover, the role models within teacher education institutions — the teacher educators themselves — must embody these admired traits to create a living model of the professional ideals pupil teachers seek to adopt.

In conclusion, the analysis of this objective affirms that role model selection among pupil teachers is rooted in a thoughtful, value-based, and aspirational process. The characteristics they admire reflect their understanding of what it means to be an ideal teacher — not just in terms of performance, but in terms of human character, relational ability, and visionary leadership. These insights are invaluable for shaping teacher preparation programs that aim to develop not only skilled professionals but also morally grounded, emotionally aware, and socially responsible individuals who will positively influence generations to come.

Objective 3: To find out if role models have any influence on the career choices of pupil teachers.

The relationship between the role models chosen by pupil teachers and the career paths they wish to pursue is a significant area of investigation in understanding how young educators in training derive inspiration and motivation. In this study, out of 49 pupil teachers, **32 respondents (65.3%) acknowledged that their career preferences were influenced by their role models**, while **17 respondents (34.7%) stated that their career choices were not influenced** or were unrelated to their role models. This clearly shows that for a majority of the pupil teachers, their role models played a vital role in shaping their aspirations, suggesting that role modeling acts not just as an emotional or moral inspiration but also as a cognitive and professional guide in career formation.

Table 2.3 Response category of pupil teachers on their career choices

Response Category	Frequency (n)	Percentage (%)
Yes (Role model had career influence)	32	65.3%
No (Role model had no career influence)	17	34.7%
Total	**49**	**100%**

A closer examination of the career paths chosen by those influenced by role models reveals **education and teaching as the most prominent domain**, with **9 participants** explicitly stating that they were motivated to become teachers, educators, or communicators due to the influence of an inspiring figure. These role models were often educators themselves or personalities who promoted values aligned with education, such as holistic learning, child-centered approaches, technological integration in pedagogy, and emotional intelligence in classroom management. Respondents appreciated how their role models emphasized not only academic development but also the emotional and social growth of learners. For these pupil teachers, teaching was not just a profession but a mission—one in which they hoped to make a lasting impact on future generations. The fact that so many pupil teachers gravitated toward education underlines the transformative power of a mentor or role model in reinforcing the dignity and purpose of teaching as a career.

Another interesting area of influence was the **legal field**, with two respondents referring directly to role models in the judiciary. One female participant specifically mentioned Justice B.V. Nagarathna as a powerful influence, especially because of her encouragement to young

women and first-generation learners entering the legal profession. This speaks volumes about how the visibility of strong, determined, and articulate women in positions of legal and moral authority can inspire similar ambitions in young minds. The legal profession, often seen as intimidating or restricted to those with strong socio-economic backgrounds, becomes more accessible when young individuals see someone from a relatable background or with a compelling personal story making strides in the field. This illustrates how role models break barriers and expand the imagination of what is possible, especially in fields like law that require resilience and conviction.

Equally compelling are responses that highlight interest in **civil services**, **entrepreneurship**, and **social work**. One respondent declared their aspiration to pursue the UPSC civil services, attributing this to the broad vision and patriotic values of their role model. Civil services are often admired not only for the power and prestige they offer but also for their capacity to effect social change. When a role model embodies those values—integrity, public service, justice— it often motivates others to contribute similarly. Likewise, some pupil teachers were inspired to work in **NGOs or social entrepreneurship** after observing their role model's compassion, selflessness, and focus on the upliftment of marginalized communities. A total of **three respondents** explicitly stated their intention to work in the NGO sector or peace education, showcasing that role models in social service can ignite a deep sense of responsibility and a commitment to societal transformation. These pupil teachers did not merely view their future in terms of personal success, but in terms of their potential to influence lives and build inclusive systems.

Notably, the data also revealed unique and creative career choices influenced by role models. One respondent, for instance, aspires to become a **Zumba instructor**, indicating the influence of a fitness-oriented or body-positive role model. Another noted their commitment to the **music field**, inspired by a role model's artistic and devotional journey. These outliers are important because they highlight how **non-conventional career paths** can be legitimized and celebrated through the presence of a strong role model. In cultures where traditionally secure or high-status careers are often prioritized, seeing someone successfully pursue a passion-based career can provide the courage to follow one's own unconventional dreams. These responses are significant as they demonstrate the increasing diversity of career aspirations among young adults when empowered by examples that normalize individuality, passion, and creativity.

It is equally crucial to interpret the responses of those participants who stated that their career paths were not related to their role models. A total of **17 participants (34.7%)** either responded with a clear "No" or offered vague or uncertain statements like "Not related to career," "Slightly," or "Yes, maybe." Some described how their role model inspired values such as honesty, discipline, perseverance, or kindness, but did not necessarily influence a specific career decision. This suggests that while role models significantly impact **value orientation and personal development**, this may not always translate into concrete career choices. The career path of a pupil teacher may also be influenced by other strong variables such as academic aptitude, financial conditions, parental expectations, social constraints, or institutional guidance. This highlights the complexity of career decision-making, where role models act as **one of many factors** rather than the sole determinant.

Interestingly, a small number of responses reflected a more philosophical or emotional connection to their role model rather than a practical or vocational one. For instance, a participant mentioned being inspired by the "struggles" of their role model and learning the importance of "not getting success without facing challenges." Another stated that the

principles and morals upheld by their role model helped them develop a stronger humanistic understanding, rather than guiding them toward a specific job. These types of responses affirm that the influence of role models can be multifaceted, extending beyond career preferences into broader life outlooks, emotional resilience, and moral frameworks. These influences may not result in an immediate career choice but may nonetheless serve as internal motivators throughout one's professional and personal journey

Table 2.4 Career preferences of role models on pupil teacher

Career Field / Preference	Frequency (n)	Percentage (%)
Education / Educator / Teaching	9	18.4%
Law / Legal Field	2	4.1%
Civil Services / UPSC	1	2.0%
Music / Performing Arts	1	2.0%
Social Sector / NGO / Peace Education	3	6.1%
Entrepreneurship / Business	1	2.0%
Fitness / Zumba Instructor	1	2.0%
General Inspiration / Values but not specific to a career	14	28.6%
No Career Influence / Not Related / Uncertain	17	34.7%
Total	**49**	**100%**

This data highlights a significant reality for teacher education programs and educational planners: **role models—whether personal, public, or fictional—are powerful agents of career socialization**. They do not merely guide students in choosing a profession but influence **how they conceptualize success, approach challenges, and define their future roles in society**. For example, when a pupil teacher is inspired to join the teaching profession not simply because of job security but because their role model represented a compassionate, innovative, or student-centered approach to education, it indicates a deeper, values-driven career motivation. Such teachers are more likely to remain committed, continuously improve their practice, and inspire their own students in the future.

Furthermore, this study presents a notable implication for **gender and social equity in career inspiration**. The reference to Justice B.V. Nagarathna by a female respondent reflects how visibility of women in leadership and power can empower others to step into traditionally male-dominated fields. Similarly, role models who represent **first-generation success stories or marginalized identities** often become symbolic of breaking systemic barriers. Teacher education institutions must recognize this and intentionally include narratives, case studies, and guest interactions with such figures to broaden the aspirational landscape of pupil teachers, especially those from underserved communities.

Another vital observation is that while many pupil teachers are influenced by **public figures**, several respondents also mentioned **family members** like parents or elder siblings as their career role models. This underlines the **importance of informal role modeling within the household**, where values like hard work, resilience, and self-sacrifice are observed consistently. In some responses, participants mentioned that they admired their role model not for a specific profession, but for life lessons such as perseverance in the face of struggle, commitment to truth, or emotional strength. These influences, although not tied to a specific career, significantly shape how young adults make decisions, handle failure, and maintain long-term motivation.

In teacher training environments, **integrating reflective practice** where pupil teachers are encouraged to write about or present on their role models can serve as a **powerful developmental exercise**. It allows them to consciously recognize the qualities they admire and internalize them. It also opens up peer learning, where students can be exposed to a variety of role models—teachers, social workers, musicians, entrepreneurs, athletes, even fictional characters like Krishna, Doraemon, or Naruto—thus expanding their imagination of who a role model can be and what a career path may look like.

Moreover, the diversity of career responses—even from within the same educational cohort—proves that **role models do not channel everyone into similar directions**. While some pupil teachers emulate their role models' careers directly, others derive values, styles, or philosophies from them and apply those qualities to different professions. For instance, a pupil teacher might not become a musician like their role model but may integrate music into their classroom to build emotional connection or cultural appreciation. This shows that the **influence of a role model can be both direct and indirect**, functional and emotional, career-specific or life-wide. It is this flexible influence that gives role models their lasting power.

A particularly important point from the data is the **emergence of non-traditional career choices**, such as fitness training, music, and social entrepreneurship. These choices reflect a **generational shift** where youth are increasingly confident in pursuing passion-based careers and seeking meaning, autonomy, and creativity in their work. Role models in these areas are crucial as they provide legitimacy, motivation, and a sense of possibility. For teacher educators, acknowledging this trend means **preparing pupil teachers to support the diverse aspirations of their own future students**, many of whom may not fit into conventional academic moulds.

The **34.7% of respondents who did not perceive career influence** from their role models still present a valuable insight. It indicates the need for more conscious career guidance and exposure. These pupil teachers may admire certain people but lack clarity in translating that admiration into vocational direction. This gap can be addressed by educational institutions through **career counselling, mentoring programs, and inspirational storytelling**, where students are encouraged to explore, reflect, and connect their internal admiration with external career paths. Such interventions can also address the problem of career indecisiveness or passivity, where students follow paths without a sense of ownership or passion.

Finally, the findings reinforce the need for **educators themselves to become role models** in the true sense. Pupil teachers are watching and learning not only from the textbook but from the way their professors and teacher educators conduct themselves, communicate, empathize, manage challenges, and remain committed to the profession. The **hidden curriculum of personality, behavior, and ethics** delivered through role modeling is perhaps as powerful, if not more, than any formal syllabus. By embodying the best practices, values, and attitudes, teacher educators can become the first and most significant role models in their students' professional journey.

The present analysis reveals a deep and dynamic connection between the role models chosen by pupil teachers and their career preferences. A significant number of pupil teachers expressed that their career aspirations were directly or indirectly influenced by the individuals they looked up to. These influences were not always rooted in professional similarities alone but often extended to the personal qualities, life struggles, philosophies, and values of the role models. Many pupil teachers reported choosing the path of teaching, social work, law, music, and public service because of the motivation and inspiration derived from observing their role model's

dedication, empathy, leadership, and resilience. In some instances, respondents articulated that their role models instilled in them a sense of purpose and direction, providing them with a living example of what it means to serve society, challenge limitations, or live with integrity. The inspirational power of these figures often acted as a guiding light in the face of personal or societal struggles.
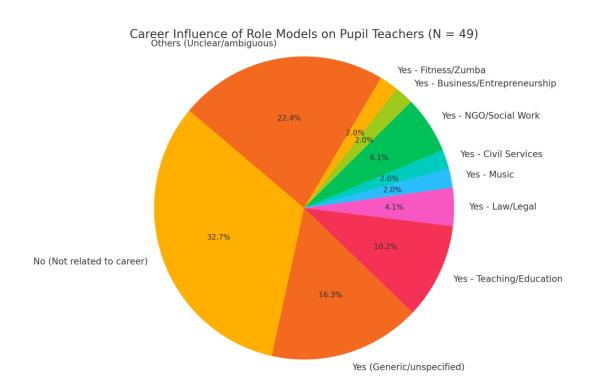

Figure 1.2 Career influence by role models among pupil teachers

It is also noteworthy that a substantial number of pupil teachers were influenced by people close to them—parents, siblings, teachers, or mentors—who may not be public personalities but had a lasting impact on their character and outlook. These role models contributed not only to the shaping of career goals but also to the internalization of important human values such as honesty, perseverance, compassion, and a sense of justice. At the same time, the data also brings forward the role of public figures like Dr. B.R. Ambedkar, M.S. Dhoni, Justice B.V. Nagarathna, and others who serve as beacons of excellence and determination. For some, fictional characters such as Shri Krishna or Naruto served as symbolic figures representing wisdom, courage, or moral strength. This suggests that both real and symbolic personalities contribute to identity construction, providing youth with models to emulate and guiding them toward meaningful aspirations.

However, a smaller yet significant portion of pupil teachers reported that their role models had no clear influence on their career choices. This indicates that while admiration exists, it does not always translate into vocational inspiration. This gap points toward a need for educational institutions to foster reflective practices that can help students make stronger links between their values, inspirations, and future professions. It may also reflect that some students admire general life qualities without yet having a clear vision of how those qualities can be applied professionally. The variation in responses also highlights that not all students have had access to active mentoring or career guidance, making the role of teacher education institutions even more crucial in bridging this gap.

The implications of these findings are multifold. Teacher education programs must integrate structured reflection, where pupil teachers are encouraged to explore and analyze the role models they admire. Such practices help in building self-awareness, value clarity, and a deeper connection to professional identity. There is also a need for institutions to expose students to a broader and more diverse range of role models, including women leaders, social activists, entrepreneurs, and educators from varied backgrounds. This would provide a richer and more inclusive spectrum of possibilities for career development. The introduction of mentorship programs can further bridge the aspiration-action gap, enabling students to receive practical advice and moral support from experienced professionals. Moreover, pupil teachers must be made aware of how they themselves will become role models for future generations, which necessitates not only academic training but also the nurturing of ethical, emotional, and leadership qualities

This analysis also suggests that teacher educators should be intentional in modeling the behavior, mindset, and passion they wish to instil in their students. As primary influences within the training period, their conduct has a long-lasting effect on how pupil teachers perceive the profession and their own roles within it. The presence of unconventional career preferences such as fitness training, Zumba instruction, or social entrepreneurship also points to a generational shift towards more personalized and passion-driven career paths. Teacher educators must therefore prepare future teachers to be open-minded guides for their own students, understanding that career success can take multiple forms beyond the conventional trajectories.

Future research can build on these insights by exploring how role model influence evolves over time and how institutional interventions such as career counselling or alumni interaction affect students' long-term career clarity. There is also scope for further examining how gender, socio-economic background, and access to media shape the kind of role models students look up to and the impact it has on their life goals. In the digital age, social media influencers, content creators, and virtual mentors are becoming increasingly relevant and may offer new dimensions to the traditional understanding of role models. Thus, the relationship between pupil teachers and their chosen role models is not only a reflection of personal admiration but also a powerful indicator of emerging career trends, societal influences, and the potential direction of future educators.

In conclusion, the analysis reveals a **strong and meaningful relationship** between role models and the career preferences of pupil teachers. While some responses indicate a direct and well-defined influence, such as becoming a teacher, lawyer, or NGO worker, others reflect more subtle inspirations related to values, principles, and life strategies. The role model, whether a

parent, educator, public figure, or fictional character, becomes a mirror through which pupil teachers envision their potential. This study underscores that role models not only inspire youth to choose certain careers but also influence how they intend to function within those careers—with integrity, empathy, courage, and purpose. For teacher education institutions, this insight holds great value: recognizing the role of admired figures can help mentors and educators intentionally model desirable professional and personal traits that young teachers can emulate in their future careers.

In contrast, only 5 respondents (8.33%) reported that their career choice was not influenced by any role model. This relatively small number suggests that while there are some individuals who perceive their career decisions as being entirely autonomous or shaped by other factors such as aptitude, job market considerations, or personal interests, the vast majority still attribute some level of influence to external figures. These students may view their professional journey as independent of admiration for any particular person, possibly guided more by logical reasoning, self-motivation, or circumstantial factors such as economic need or parental expectations. It is also possible that they had not encountered any figure significant enough to serve as a role model during their formative years.

A particularly interesting group is the 18 respondents (30.00%) who selected the "Not Sure" option. This group comprises nearly one-third of the total participants and points toward a grey area in the self-awareness of career motivation. The responses of this group highlight a degree of ambiguity, confusion, or lack of reflection on the part of these pupil teachers regarding what or who has influenced their career path. These individuals may admire certain people but have not consciously linked that admiration to their choice of becoming educators. Alternatively, they might feel that a variety of influences—both personal and external—have contributed to their decision in complex ways that are not easily categorized or articulated. This uncertainty could also be indicative of the need for better career guidance programs and reflective practices in teacher education institutions, which would help students become more aware of the motivations behind their professional choices.

Taken together, the results clearly indicate that role models play a pivotal role in shaping the career trajectories of most pupil teachers, with more than half recognizing their impact explicitly. This aligns with developmental theories that suggest adolescents and young adults often emulate figures they perceive as successful, admirable, or morally upright. It reinforces the importance of promoting positive role models—especially within educational institutions—since pupil teachers often look up to mentors, educators, and leaders who model behaviors they wish to adopt.

In conclusion, responses reflects a diverse yet insightful pattern regarding the influence of role models on career choice among pupil teachers. While a majority affirm this influence, a notable portion remains uncertain, and a small group denies any such effect. These variations offer valuable implications for teacher education programs, suggesting a need to enhance mentor-mentee relationships and foster environments where students can openly explore and recognize the role of personal and professional influences in shaping their career paths.

CHAPTER-V

RESULTS AND FINDINGS

CHAPTER- 5
SUMMARY FINDINGS AND SUGGESTIONS

5.1 Introduction

This chapter brings together the key insights derived from the data analysis and presents a comprehensive understanding of how the role models chosen by pupil teachers relate to their career preferences. This chapter also discusses the broader implications of these findings in the context of teacher education, while offering meaningful suggestions for future educational practices and research. The data revealed that role models play a pivotal role in shaping the values, motivations, and professional aspirations of pupil teachers. These influences are not limited to career choices alone but extend to personal development, moral orientation, and social responsibility. While a majority of respondents acknowledged a clear and direct influence of their role models on their career paths—particularly in the fields of teaching, law, public service, social work, music, and entrepreneurship—a few also indicated no specific career connection, which highlights the diversity of individual experiences and thought processes.

It begins with a synthesis of the main findings from the objectives of the study, exploring how the categories of role models, their characteristics, and the nature of their influence have impacted the career thinking of pupil teachers. The subsequent sections delve into the educational implications of these findings, suggesting how teacher education institutions can foster more purposeful engagement with role models through structured reflection, exposure, and mentorship. Finally, the chapter concludes with targeted suggestions for future research and educational planning that can further deepen the understanding of how role modeling functions in the lives of pre-service teachers. By grounding the analysis in the lived experiences of pupil teachers, this chapter aims to contribute to a more holistic and responsive framework for teacher development that values both professional competence and personal inspiration.
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5.2 Summary

The summary of findings of the present study highlights the significant relationship between the role models chosen by pupil teachers and their career preferences. The data collected from 60 pupil teachers through a Google Form-based survey revealed diverse role model selections, ranging from family members and teachers to public figures such as leaders, actors, sportspersons, and even fictional characters. Among these, the most frequently chosen category was actors, followed closely by leaders and sportspersons, indicating that public visibility and perceived success have a strong impact on impressionable minds. However, a considerable number of pupil teachers also selected personal figures like parents, siblings, or educators, reflecting the powerful influence of close and emotionally supportive relationships in shaping identity and aspirations. This diversity of role models demonstrates that pupil teachers are influenced by both aspirational and emotional factors when identifying individuals they admire.

In terms of characteristics, the study found that attributes such as confidence, knowledge and expertise, communication skills, patience, leadership, creativity, empathy, and integrity were the most valued traits. Confidence was the most cited quality, followed closely by knowledge and communication skills. These findings suggest that pupil teachers are drawn to role models who not only demonstrate professional competence but also possess strong interpersonal abilities and ethical grounding. These traits serve as internal benchmarks for pupil teachers, guiding their personal development and shaping their understanding of the qualities they themselves hope to embody in their future careers. The alignment of these traits with those expected in the teaching profession—such as patience, empathy, leadership, and communication—further confirms the role of admired individuals in reinforcing professional ideals.

Additionally, the study explored whether role models had a direct impact on the career choices of pupil teachers. It was found that the majority of respondents reported a clear influence of their role model on their chosen or aspired career path. Careers in teaching and education were prominently mentioned, along with law, civil services, social work, music, fitness, and business. In many cases, pupil teachers cited that the life story, struggles, or achievements of their role model inspired them to pursue similar paths or adopt certain values in their professional journey. However, a small percentage of participants stated that their role model did not influence their career, which may be attributed to the role model's qualities being admired for personal reasons rather than vocational ones, or due to a lack of career clarity among the respondents. Overall, the findings emphasize that role models act as both inspirational figures and practical guides, significantly shaping how pupil teachers perceive themselves, their potential, and their future contributions to society.

The findings also bring to light the nuanced nature of role model influence. For some pupil teachers, the impact of their role model was not confined to a particular profession but extended to broader life lessons such as perseverance, moral integrity, social responsibility, and self-confidence. These pupils derived strength and motivation from the struggles, failures, and values of their role models, using them as a compass during times of doubt and decision-making. In several cases, pupil teachers noted how their role model helped them overcome personal limitations, social challenges, or economic barriers, and thus guided them to believe in themselves and set higher goals. This indicates that role models not only inspire career paths but also play a formative role in shaping emotional resilience and personal belief systems.

Interestingly, while many pupil teachers drew inspiration from public figures, celebrities, and national icons, others found deep inspiration in everyday individuals such as their mothers, fathers, teachers, and elder siblings. These personal role models were often appreciated not for their fame or public recognition but for their silent strength, sacrifices, consistent support, and day-to-day guidance. The presence of fictional characters like Shri Krishna or animated personalities such as Naruto and Doraemon also reflects the imaginative and emotional world of pupil teachers, where symbolic figures are internalized for their courage, wisdom, or kindness. Such findings expand the traditional understanding of role models by including emotional, symbolic, and moral dimensions alongside professional influence.

The analysis of career influence revealed that teaching emerged as a popular career preference, often chosen by those who admired educators or socially conscious figures. Similarly, those inspired by leaders, judges, or social reformers expressed interest in civil services, law, and NGO work, highlighting how values such as justice, equality, and public service are carried forward through role modeling. Creative and alternative career choices like music, business,

and fitness training were also mentioned, suggesting that today's pupil teachers are exploring non-conventional paths based on their passions and the inspiration received from admired individuals. This reflects a shift from rigid career frameworks to more fluid and interest-driven career planning, guided by emotional connection and aspirational alignment.

This understanding calls attention to the critical role of teacher education programs in facilitating reflective engagement with role models. It is evident that while many pupil teachers are influenced by role models consciously, others may be inspired at a subconscious level, without explicitly connecting their admiration to their career goals. Structured reflection sessions, classroom discussions, and mentorship opportunities can help students recognize and articulate these connections, enabling them to make more intentional and informed career decisions. Moreover, these findings underscore the need for institutions to broaden students' exposure to diverse and inclusive role models, particularly those who represent various social, cultural, and professional backgrounds. Such exposure not only widens the horizon of possibilities for pupil teachers but also fosters respect for diversity and social equity—an essential trait for future educators.

Additionally, the study indicates a growing openness among pupil teachers to choose careers aligned with their passions, values, and personal experiences, rather than being limited by traditional expectations. The presence of responses related to law, civil services, music, business, and fitness training reveals the evolving career mindset among today's youth. Their inspiration comes not only from success but also from struggle, authenticity, and a sense of purpose. This evolving pattern signals a need for career counselling within teacher training institutions that recognizes the interplay of emotional, social, and aspirational factors in career choice, and supports individualized career planning. Encouraging students to explore how their role models reflect or contrast with their evolving identities can also foster greater self-awareness and confidence.

Furthermore, the finding that a notable portion of pupil teachers did not find their role models to be related to their careers emphasizes that admiration and career planning are not always linear or directly correlated. It is possible that some pupil teachers are still in the exploratory phase of professional identity formation, or that their role models influence their values and character more than their vocational path. This highlights the need for longitudinal engagement with the concept of role modeling throughout the teacher education journey, not just as a one-time reflection but as an ongoing dialogue. Through this, role models can serve not only as inspiration for career selection but also as touchstones for personal and ethical growth during the professional journey.

Altogether, the findings present a rich and complex landscape of role model influence on pupil teachers, revealing that career preferences are shaped not only by practical considerations or job markets, but deeply rooted in personal admiration, values, and emotional resonance. These insights, therefore, call for a more holistic approach to teacher education—one that integrates character development, moral reasoning, personal storytelling, and the power of lived experiences. This approach can transform teacher education into a process that not only builds skills but also moulds future educators who are thoughtful, inspired, and guided by meaningful role models in both their personal and professional lives.

In conclusion, the summary of findings illustrates that role models, whether real or fictional, public or personal, influence pupil teachers at multiple levels—emotionally, ethically, and professionally. The career preferences of pupil teachers are deeply interwoven with the values and life stories of the individuals they admire. This relationship not only shapes their immediate educational goals but also their long-term vision of the kind of professionals and citizens they wish to become. The insights drawn from this study underline the importance of nurturing positive role modeling within teacher education institutions, family settings, and the wider community.

Chapter 5.3 : Findings

The present study titled *"A Study of Role Models Chosen by Pupil Teachers in Relation to Their Career Preferences"* yielded several important findings that contribute to the understanding of how admiration and personal influence play a significant role in shaping the professional aspirations of pre-service teachers. These findings were derived from the responses of 60 pupil teachers through structured survey questions, and reflect both qualitative and quantitative dimensions of role model influence.

One of the key findings of the study was that pupil teachers selected a wide variety of role models, including actors, national leaders, sportspersons, educators, parents, siblings, friends, fictional characters, and social reformers. Among them, actors (24.4%), leaders (20.4%), and sportspersons (18.3%) were the most frequently mentioned categories. However, personal figures like parents, teachers, and siblings were also significantly represented, showing that inspiration can come not only from widely known public personalities but also from individuals within one's close personal environment. The presence of fictional characters such as Shri Krishna, Naruto, and Doraemon as role models also revealed the emotional and imaginative influence such figures have on young minds, particularly in terms of values like courage, wisdom, and emotional intelligence.

Another major finding was the identification of key characteristics that pupil teachers admired in their role models. The most valued qualities included confidence (87.0%), knowledge and expertise (81.5%), communication skills and patience (both 77.8%), leadership (74.1%), creativity and innovation (70.4%), empathy (64.8%), and integrity (57.4%). These traits clearly indicate that pupil teachers are not only inspired by outward success or recognition but are also deeply influenced by internal attributes that reflect moral strength, emotional stability, and interpersonal skills. It was observed that the traits admired in role models often reflected the same qualities pupil teachers wished to develop in themselves, especially those essential for effective teaching, such as empathy, communication, patience, and leadership.

Furthermore, the study explored whether role models had a direct impact on the career preferences of pupil teachers. The analysis revealed that a significant number of pupil teachers (over 67%) stated that their role model had indeed influenced their career choices. Among these, teaching and education were the most preferred career fields, followed by law, music, civil services, social work, fitness (e.g., Zumba training), and entrepreneurship. Respondents often linked their career choice with specific traits, struggles, or accomplishments of their role models, suggesting that admiration was deeply rooted in a desire to emulate not just what their role models achieved, but how they conducted themselves and overcame challenges. Conversely, a smaller percentage of respondents (approximately 33%) reported that their role

model did not have a direct career influence, indicating that while the person may be admired for personal or ethical reasons, it did not necessarily translate into a vocational direction.

Another key finding was that pupil teachers' admiration often stemmed from real-life interactions and emotional experiences rather than just public image. For example, those who selected parents or teachers as their role models expressed appreciation for everyday acts of resilience, support, discipline, and encouragement. This shows that the influence of close relationships is profound, and such role models serve not only as career inspirations but also as moral and emotional anchors. The influence of motivational public figures such as Dr. B.R. Ambedkar, Justice B.V. Nagarathna, and Mahendra Singh Dhoni was also noted, as they inspired pupil teachers by their perseverance, justice-oriented mindset, and leadership.

In summary, the findings reveal a strong and multidimensional connection between role model selection and career preference among pupil teachers. Role models are admired not merely for their public image or accomplishments but for their values, characteristics, personal journeys, and the impact they create. This influence shapes the self-perception, ethical grounding, and future aspirations of pupil teachers, making role models a vital factor in career orientation and identity development within the teacher education context.

These findings underscore the fact that role models serve as a mirror for pupil teachers to reflect upon their own life goals, ethical values, and personal ambitions. Whether through the admiration of public figures known for their achievements or through the emotional connection with family members and mentors, role models provide a framework through which pupil teachers begin to shape their own identities and visualize their future roles in society. The presence of admired qualities such as confidence, knowledge, empathy, and leadership in role models indicates that pupil teachers not only idealize professional success but also place high value on moral character and social contribution.

It is evident from the responses that the influence of role models goes beyond superficial admiration. For many pupil teachers, role models ignite a sense of direction, determination, and emotional strength. The chosen role models, whether they belong to traditional professions like teaching, law, and public service, or unconventional fields like music and fitness, represent a source of motivation, resilience, and purpose. The pupil teachers' inclination toward education-related careers also suggests that when role models demonstrate values aligned with teaching—such as patience, communication, and a commitment to learning—they reinforce the pupil teachers' decision to pursue a profession that nurtures others.

At the same time, the study also highlights the complexity of role model influence. While a majority of participants acknowledged a career link to their role models, a notable number did not, implying that career decision-making is a multifaceted process influenced by personal interest, situational factors, and social environment alongside role modeling. This layered interaction suggests the need for educational institutions to recognize and engage with these diverse influences, and to create opportunities for students to explore, reflect, and articulate how their inspirations relate to their life choices.

In conclusion, this study affirms the powerful role of admired individuals in the career orientation of pupil teachers. Role models shape not only what these future educators aspire to become professionally but also how they wish to live meaningfully and contribute ethically to society. Their influence is foundational in developing personal conviction, professional clarity, and a socially responsible outlook. Therefore, integrating structured role model reflection into

teacher education programs can help nurture self-aware, motivated, and value-driven educators who are inspired not only to teach but to lead by example.

5.4 Educational Implications

The findings of this study carry several important educational implications, particularly for teacher education programs and institutions involved in shaping the future educators of the nation. The deep connection between role models and career preferences suggests that the influence of admired figures—both real and symbolic—can be harnessed as a pedagogical tool to support the personal and professional development of pupil teachers. Educational settings must recognize that role modeling is not just a personal experience, but a significant psychological and motivational force that can be purposefully integrated into the curriculum and teacher training practices.

First, teacher education programs should include structured opportunities for pupil teachers to reflect on their role models and identify the qualities they admire in them. This reflection can be facilitated through activities like journal writing, peer discussions, and self-assessment tasks, which can help pupil teachers become more aware of the values and personality traits they are inclined to internalize. Such self-reflection promotes personal growth and professional identity formation, enabling pupil teachers to consciously adopt traits such as empathy, confidence, patience, and leadership that they consider essential in their role models.

Second, educators and mentors in teacher training institutions should actively function as positive role models themselves. Faculty members must be aware that their attitudes, teaching styles, interpersonal behavior, and ethical standards are constantly being observed and often emulated by pupil teachers. Hence, consciously demonstrating professionalism, integrity, care, and enthusiasm for the teaching profession can leave a lasting impact on pre-service teachers. Through consistent mentorship and modeling of best practices, teacher educators can directly contribute to the development of responsible, compassionate, and skilled educators.

Third, the inclusion of diverse, inspiring role models from various fields—including education, social service, arts, law, science, and public leadership—within the educational discourse can widen pupil teachers' perspectives and help them envision a range of career possibilities. Inviting guest speakers, organizing seminars, sharing biographical narratives, and using documentaries can serve as practical strategies to expose students to a variety of successful individuals who have demonstrated resilience, purpose, and social commitment. These role models can be selected to represent different genders, cultures, regions, and socio-economic backgrounds, helping pupil teachers relate to them more personally and inclusively.

Fourth, the emotional and symbolic impact of fictional and spiritual role models identified in the study should not be overlooked. Many pupil teachers cited inspiration from characters like Shri Krishna, Naruto, or even animated figures like Doraemon, which implies that storytelling, literature, and visual media have a powerful role in moral and emotional development. Educational programs can integrate value-based stories, mythological references, and ethical dilemmas into their curriculum to help students derive deeper meaning and develop emotional intelligence. This approach also supports the NEP 2020 emphasis on holistic and value-based education.

Fifth, career guidance and counselling services within teacher training institutes should consider the role of personal inspirations when helping pupil teachers make career decisions. Counsellors can use role model analysis as a method to understand students' career inclinations, strengths, and hidden aspirations. By discussing the qualities admired in role models, students can gain clarity on their own professional goals and align them with their individual passions and values. This person-centered approach to career counselling can foster more confident and purposeful career planning.

Lastly, the study's findings imply that educational leadership at all levels—policy makers, administrators, and curriculum developers—must recognize the indirect yet influential role of social and emotional experiences in professional preparation. Encouraging programs that cultivate self-belief, moral clarity, and resilience—qualities commonly admired in role models—will result in the training of not only competent but also compassionate teachers. This vision is aligned with the broader goals of 21st-century education, where teachers are not only knowledge providers but also nation-builders and role models for future generations.

5.5 Suggestions for Future Research

Based on the scope and findings of the present study, several avenues for future research can be recommended to further explore and deepen the understanding of the influence of role models on pupil teachers, especially in relation to their personality traits and career preferences.

Firstly, future research may be expanded to include a larger and more diverse sample across different geographical regions, socio-economic backgrounds, and cultural settings. This would allow researchers to identify regional or cultural variations in role model preferences and their corresponding influence on career aspirations. Such comparative studies may help to generalize findings more accurately and reveal patterns of influence that are shaped by local societal norms or community-specific values.

Secondly, a longitudinal research design could be adopted to trace the influence of role models over time. Instead of relying solely on cross-sectional data, future studies can observe how the influence of a role model evolves throughout a pupil teacher's academic journey and into their early professional life. This approach may shed light on whether role models have a lasting impact or if new experiences and mentors gradually reshape career goals and personal values.

Thirdly, future studies may also focus more specifically on the psychological mechanisms involved in the process of role modeling. For example, research could explore how identification with a role model affects self-concept, motivation, decision-making, and emotional resilience in pupil teachers. The use of psychometric tools or qualitative interviews can provide deeper insights into how these internal processes function and what conditions enhance or hinder positive modeling.

Fourth, future research could explore the negative aspects or limitations of role model influence. While the current study focused on admiration and inspiration, it would also be important to understand instances where pupil teachers may feel disillusioned by their role models, or when idealization leads to unrealistic expectations and internal conflict. Studying

such experiences may offer a more balanced perspective on how role models impact personal and professional development.

Fifth, more focused studies could examine the role model influence within specific fields of teaching, such as science education, performing arts, social studies, or physical education. This would help determine whether certain qualities or types of role models are more commonly associated with particular teaching disciplines and whether those associations affect pedagogical preferences and teaching styles.

Sixth, integrating interdisciplinary perspectives, such as sociology, psychology, and cultural studies, in future research could provide a broader theoretical understanding of the phenomenon. For example, combining educational research with media studies might reveal how popular culture and social media shape the role model choices of modern youth, and how these influences intersect with real-life mentorship.

Lastly, future researchers may explore the impact of institutional interventions—such as role model workshops, mentorship programs, and guest lectures—on pupil teachers' identity formation and career clarity. Experimental or action research in this direction could offer evidence-based strategies for educational institutions to purposefully use role modeling as a developmental tool within teacher education programs.

In conclusion, while the present study offers valuable insights into the influence of role models on pupil teachers' career preferences, the topic holds vast potential for further exploration. Continued research in this field will not only deepen academic understanding but also enhance the practices of teacher education, making it more reflective, personalized, and aligned with the evolving needs of future educators.

5.6 Conclusion

The present study explored the selection of role models by pupil teachers, with a view to understanding the underlying motivations and significance behind their choices. The research was rooted in the broader understanding that the role models a person admires often reflect their ideals, aspirations, and personal values. This is especially relevant in the case of pupil teachers, who are in the formative stages of developing their professional identities as educators. Role models serve not only as figures of admiration but also as mirrors through which pupil teachers perceive, evaluate, and shape their evolving selves—both personally and professionally.

Throughout the data collection process, which involved detailed responses gathered via a Google Form, it became evident that pupil teachers tend to identify role models who embody the ideals they value most. These individuals were not restricted to famous personalities alone; rather, they included a diverse spectrum of figures such as parents, teachers, siblings, national leaders, saints, spiritual guides, authors, freedom fighters, social reformers, and even close friends. This range indicates that role model selection is a subjective, personal, and context-driven process influenced by lived experiences, emotional bonds, cultural background, and individual reflections.

One of the most significant findings of the study was the recurring presence of teachers—especially school or college educators—as role models. Many pupil teachers recalled specific instances where a teacher's behavior, words, or dedication left a lasting impression on their minds. They admired such educators for qualities like patience, compassion, integrity, fairness, clarity in communication, and commitment to students' learning. The admiration of educators by future educators affirms the cyclical nature of teaching as a vocation, where inspiration is passed down from one generation to another through human connection, empathy, and ethical conduct. This also underscores the long-term impact a teacher can have on a student's life—extending far beyond the classroom and into their professional choices and ideals.

Another powerful conclusion that emerged from the analysis was that pupil teachers valued not just the accomplishments of their role models, but their character traits and moral values. Respondents consistently mentioned attributes like kindness, honesty, simplicity, spiritual depth, resilience, selflessness, and dedication to society as key reasons for admiring someone. This reflects an internalized aspiration among pupil teachers to not merely succeed professionally but to lead meaningful, value-driven lives. The tendency to choose role models who exhibit moral strength and emotional stability points to the depth of reflection pupil teachers engage in as they contemplate the kind of teachers—and individuals—they wish to become.

Moreover, the data suggested a subtle but notable influence of age and maturity on the nature of role model selection. Younger pupil teachers often chose role models who were more immediate in their surroundings—teachers they had recently interacted with, celebrities they followed, or friends who demonstrated strength in challenging situations. In contrast, slightly older pupil teachers gravitated toward role models drawn from historical, spiritual, or national narratives, suggesting a more contemplative and philosophical lens shaped by life experiences. This observation reflects the dynamic evolution of identity, where role model selection is not static but changes in accordance with the individual's stage in life, exposure to diverse ideas, and growing responsibilities.

It is also important to note that many pupil teachers named multiple role models, each admired for different reasons. This plurality demonstrates that role model selection is not monolithic; individuals draw inspiration from different people for different facets of life—some for moral guidance, some for intellectual growth, some for spiritual direction, and others for emotional support. Such multiplicity reflects a holistic view of self-development and points toward a growing maturity among pupil teachers in understanding that no single person embodies perfection, but each person can offer something valuable to learn from.

This study reaffirms the significance of role models in shaping teacher identity, educational philosophy, and life perspectives. It suggests that teacher education programs must provide opportunities for future educators to engage in guided reflection on their role models, not only to understand themselves better but to consciously nurture the qualities they admire in others.

Structured activities like autobiographical writing, discussion circles, mentorship interactions, and case studies of exemplary educators can enhance this process of self-inquiry and growth.

In conclusion, the act of choosing a role model is a profound psychological and moral exercise that mirrors a pupil teacher's journey toward idealism, self-awareness, and transformation. It is through these admired figures—whether personal or public, living or historical—that pupil teachers visualize who they are, what they value, and what kind of educators they aspire to become. The implications of these findings extend beyond individual development—they highlight the collective responsibility of educational institutions, mentors, and society at large to nurture, model, and uphold the values that inspire future generations of teachers.

The study successfully achieved its objectives by identifying the role models chosen by pupil teachers, analyzing the characteristics behind their selection, and examining age-wise variations in preferences. The findings affirm the centrality of inspirational figures in the lives of pupil teachers and the role such figures play in shaping their professional identities and goals.

Teachers, both past and present, emerged as the most frequently cited role models, indicating the enduring impact of classroom interactions on aspiring educators. Participants displayed a preference for qualities that align with good teaching practice—dedication, empathy, leadership, and a love for learning. The study also revealed that age plays a subtle role in influencing whom pupil teachers consider role models and why.

Overall, the results underscore the importance of consciously cultivating positive role models within teacher education programs, encouraging self-reflection, and fostering environments where student-teachers can both observe and become role models in their own rights

Moreover, the conclusions of this study highlight the significant interplay between personal inspiration and professional identity among pupil teachers. In an era where education systems are rapidly evolving and the role of teachers is expanding beyond traditional classrooms, the emotional and aspirational foundations of teacher development must not be overlooked. This study brings to light that pupil teachers often look up to individuals who not only demonstrate academic or professional excellence, but who also embody resilience, compassion, and authenticity. These are the very traits that modern educators need in order to meet the demands of inclusive, value-based, and socially responsive education as envisioned in policies like the National Education Policy (NEP) 2020.

The influence of role models is not merely aspirational but deeply transformative—it allows pupil teachers to visualize the type of educator and human being they wish to become. Whether inspired by a parent's sacrifices, a public figure's integrity, a teacher's encouragement, or even the courage of a fictional character, pupil teachers internalize these inspirations as guiding forces in their own lives. This internalization affects how they set goals, make career decisions, interact with students, and contribute to society at large.

In this context, teacher education must move beyond technical training and incorporate reflective practices that allow pupil teachers to engage with their inspirations meaningfully. When educational institutions provide space for self-reflection, mentorship, and value integration, they empower pupil teachers not only to become skilled professionals but also to grow as grounded, motivated individuals ready to lead by example. This shift in training will
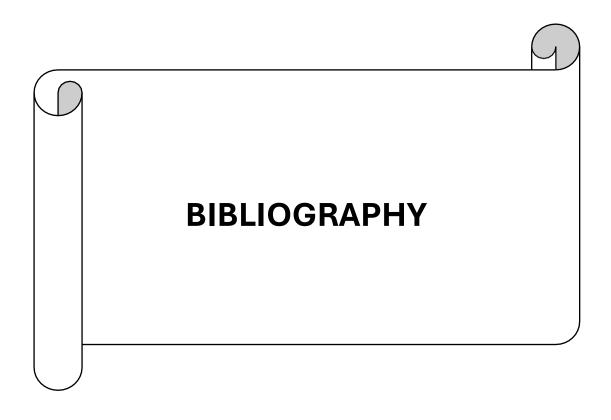
ensure that the next generation of educators is equipped not just with pedagogy, but with a moral compass and a sense of purpose inspired by the role models they deeply admire.

Ultimately, the study affirms that role models play a vital and often under-recognized role in shaping the professional journeys of future teachers. Recognizing this influence, channelling it constructively within teacher preparation programs, and continuously engaging pupil teachers in conversations about values, inspiration, and identity can create a more holistic and human-centered foundation for the teaching profession. Through this approach, the education system can cultivate not just teachers, but future role models themselves—educators who will go on to inspire and influence countless students, just as they were once inspired.

In conclusion, the study firmly establishes that role models serve as powerful influences in the lives of pupil teachers, significantly shaping their career preferences, values, and professional identities. Whether these role models come from personal life, public domains, or fictional representations, their impact is rooted in the deep admiration of qualities such as confidence, empathy, knowledge, and resilience. For many pupil teachers, the choice of a role model is not just symbolic but a guiding force that motivates them to pursue careers in education, law, music, social service, and beyond.

The research underscores the importance of recognizing and harnessing this influence within teacher education. By encouraging reflection on role models and integrating value-based learning and mentorship into educational programs, institutions can foster a generation of educators who are not only skilled and knowledgeable but also inspired, ethically grounded, and socially responsible.

Thus, role models are not just figures of admiration—they are catalysts for transformation. Their presence in the psychological and emotional world of pupil teachers helps bridge the gap between aspiration and action, between who one admires and who one becomes. If nurtured thoughtfully, this influence can become a cornerstone in preparing future educators who lead with purpose, inspire with integrity, and teach with heart.

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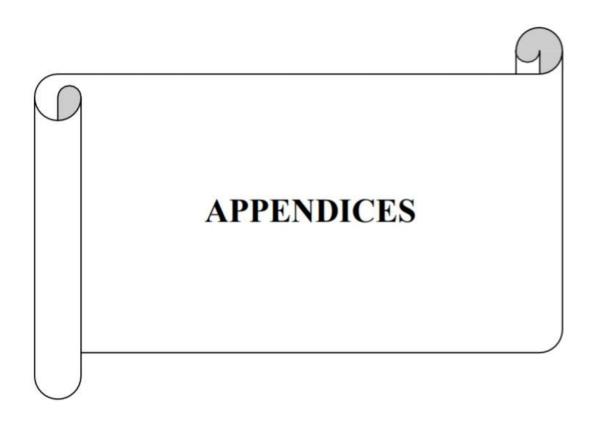
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APPENDICES

Role Model Selection by Pupil teacher: A Questionnaire

The questionnaire is anonymous, and your participation is voluntary. Please answer all questions honestly and to the best of your ability Thank you for your time and valuable input!

1.What is your age?

1. Under25
2. 25-35
3. 35-45
4. 45+

2. What is your current occupation

1. Student

2.Professional

3.Self employed

3. What is your highest level of qualification?

1.Bachelor's degree

2. Master's degree

3.Doctorate

4.Who is your role model? (Kindly fill no further if you don't have any role model).

5.Why did you selected the person (whether real or imaginary)as your role model a short description ?

6.At what age you selected your role model

7.What qualities make this person a role model for you?

- Integrity

- Empathy

- Leadership

- Knowledge and expertise

- Communication skills

- Creativity and innovation

- Patience

- Confidence

- Others)

8. To what extent do you think a role model's personality influences our success or effectiveness in their role.

- Strongly influences

- Moderately influences

- Slightly influences

- Does not influences

9. Do you believe that role models should exhibit similar personality traits to the ones they aim to Inspire in others?

- Yes

- No

- Not sure

10. Can you recall an instance where your role model's personality trait directly influenced your decisions or actions?

11. Have you ever changed your perception of a role model due to discovering more about their personality?

- Yes

- No

- Not applicable

12. Do your role model have any carrier influence on you? If yes please elaborate in what carrier will you go by getting inspired by that person.

13. Do you have any other thoughts on how personality traits impact the selection of role models in your life? Give your suggestions.