CHAPTER-II

REVIEW OF RELATED LITERATURE

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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.