CHAPTER-IV DATA ANALYSIS AND INTERPRETATION

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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.

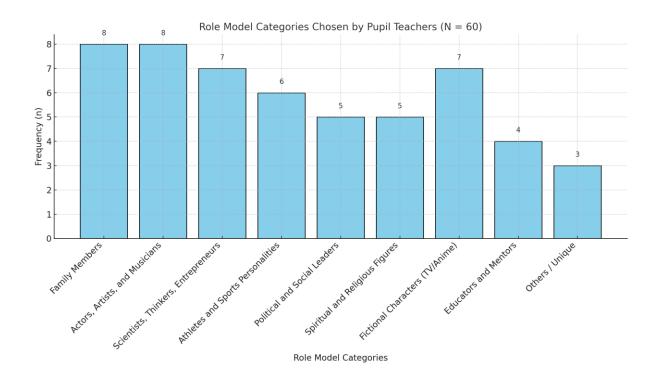


Figure 1.1 Role model categorise chosen by pupil teachers

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 maledominated 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.

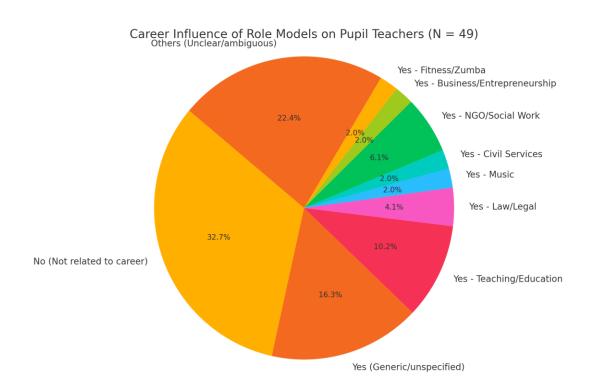


Figure 1.2 Career influence by role models among pupil teachers

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, socioeconomic 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 mentormentee relationships and foster environments where students can openly explore and recognize the role of personal and professional influences in shaping their career paths.