



## **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.

#### **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.