Cardiff School of Sport
DISSERTATION ASSESSMENT PROFORMA:
Empirical

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<tr>
<th>Student name:</th>
<th>Nathan Edwards</th>
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<td>ST1000996</td>
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<td>Programme:</td>
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<td>Supervisor:</td>
<td>Daniel Milton</td>
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CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

SPORT & PHYSICAL EDUCATION

TITLE
Teachers as role models: Perceptions of key stage 3 children and teachers.

(Dissertation submitted under the discipline of Pedagogy)

NAME
Nathan Edwards

UNIVERSITY NUMBER
ST10000996
NATHAN EDWARDS

ST10000996

SCHOOL OF SPORT

CARDIFF METROPOLITAN UNIVERSITY
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Cardiff Metropolitan University  
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**CHAPTER 5**

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ABSTRACT

The aim of the study was to increase current and future teachers knowledge of the key characteristics and qualities associated with teacher role models. In order to achieve the overarching aim of the study, the perceptions of 22 pupils (Year 8) and 3 teachers across three secondary schools were gained to identify the most prominent attributes. This was administered through the use of focus groups when gathering data from the pupils and individual interviews when gathering data from the teachers. The research revealed that both pupils and teachers perceived similar characteristics and qualities as important to their constitution of a teacher role model but differed slightly in their reasoning. Student-teacher relationships were identified as the most prominent feature of a teacher being viewed as a role model. It was apparent that respectful and understanding teachers who interact and engage with their pupils are more likely to be viewed as teacher role models.
CHAPTER ONE

INTRODUCTION
Introduction

1.1. Background Information

Throughout all aspects of life, the admiration and guidelines of those considered as role models is vitally important to success. Role models are apparent across various fields, whether it is a professional sportsperson leading by example or that of a teacher who provides the motivation and confidence needed for an individual to prosper academically. Such influential figures are vitally important within the early stages of life as children attain many of their most important social and cognitive abilities by observing and mimicking others actions and behaviours (Nielsen, 2006). Similarly, a study of young people’s role model choices by Anderson and Cavallaro (2002), suggested that young people are drawn to certain characters not simply because they have particular skills or abilities, but because they may see particular possibilities in that person. Both sources of literature relate directly to the social learning theory (Bandura, 1986) where human behaviour is said to be transmitted largely through exposure to role models, thus underlining the demand for human beings who possess the characteristics and qualities required to become positive influences upon children.

Throughout the 18th and 19th centuries, teachers were predominantly viewed by the public as role models as their predominant mission was to teach moral virtues (Mulkey, 1997). Teachers back then were expected to be morally upright individuals who displayed good character. At present, these characteristics may not be as visible within teachers, as they have developed new pedagogical skills which naturally differ from teachers in the past, however, the early expectations of teachers remain essentially unchanged. Because of the amount of time spent and overall influence teachers have upon young people, the public still expects teachers to display behaviours reflective of moral virtues, such as honesty and to adhere to the professional codes of conduct (Lumpkin, 2008). Teachers today remain central figures to the initial development of moral fibre, but also to the growth of motor skills and early academic learning within children. According to
Lashley and Barron (2006) teachers who were identified as role models by students in an educational context, played a far greater role in their students’ learning process.

1.2. Definitions of the Term “Role model”

The term “Role Model” has many meanings or definitions depending on its context. General definitions have described role models as ‘someone who demonstrates the appropriate behaviour for a specific role or relationship with another individual’ (Jung, 1986). Recent research from Gauntlett (2008) deems this as an unsatisfactory classification of a role model and suggests that their true value is their ability to inspire and motivate others. Similarly, in an educational context a role model has been defined as an individual with the ability to inspire and motivate learners’ to want to learn (Karsten, 2006 and Gauntlett 2008). Although a general perception or definition of the term “Role model” is required as a framework for teachers, it doesn’t necessarily suggest that children will perceive them in this light. Crosby, Murrell and Ely (2009) identify that role models differ according to individual and contextual characteristics, inferring that every individual will have a different take on what constitutes a teacher role model.

1.3. Rationale behind the Study

Teachers spend vast amounts of time with young children; they are the catalyst behind their development of character, their motor and skill development along with their ability to learn. As a result, teachers now have to become more than just teachers; they must become role models, admirable professionals’ that children look up to and progress under. This will allow children to adopt appropriate moral values, improve their ability to learn and increase the relationships they share with their teachers and peers (Lumpkin, 2008). The research is based upon the rationale that children should be able to identify what they constitute as a role
model and where their teachers fit within their views. Researching how young children and their teachers perceive role models will provide a clear grounded theory that includes both views from each side of the spectrum to provide current teachers with the guidelines and requirements current and future teachers should adhere to. This would further a teachers understanding of how to effectively establish themselves as role models through successful student-teacher relationships (Weinstein, 2006).

1.4. Aims and Objectives of the Study

The overriding aim of the study is to improve current standard of current teaching practice through the utilisation of characteristic that are associated with role models. This is to be achieved firstly by increasing current teachers’ knowledge of what constitutes a role model in order for them to incorporate such characteristics into their practice. Possessing the values associated with the teacher role model such as care, professionalism and honesty for example, ensures that pupils receive their basic human needs of autonomy, belonging and competence. Ensuring that such requirements are upheld by the teacher will increase the possibility of their students adopting their values and with that becoming not only better people but also better learners (Weinstein, 2006). Therefore, it is clear that teachers who possess characteristics and values associated with the role model are more likely to positively influence their pupils academically and also in other aspects of life. In order to achieve the overriding aim of the study, a number of sub-aims have been created:

Aims:-

- To identify what pupils and teachers believe are effective characteristics of teachers as role models.
- To investigate how important pupils perceive teachers as role models is in their learning development.
• To identify any comparisons or contrasts between teachers and pupils in order to further improve the teacher/pupil relationship through the development of role models.

In order to achieve the aforementioned aims, a number of objectives have been created to act as a checklist. The objectives will also ensure that the line of the study correlates directly to the aims of the study in order to ensure its success and relativity (Hart, 2005). The objectives are as follows:

**Objectives:**

- Examine students' views of role models and the effects they have upon them.
- Examine teachers' views of role models and what effects they perceive such individuals to have on children/students'.
- Compare and contrast the results gained from both teachers' and students' in order to provide a balanced understanding of what constitutes an effective teacher role model.
CHAPTER TWO

LITERATURE REVIEW
2.1. Introduction

Teachers spend vast amounts of time with young children; they are the catalyst behind their development of character, their motor and skill development along with their ability to learn. Students should be able to identify what they constitute as a role model and where their teachers fit within their views. The current research related to students’ perceptions of the teacher role model are limited. This provides an appropriate context for reviewing the current available literature that will improve a teacher’s ability to adopt such a role and improve their students’ social and academic learning.

This review will focus upon 6 key themes identified from the available literature; Role Models in general, the characteristics of Role Models, the effects of Role Models, Role Models in education, teachers perception of the Role Model and the pupils’ perception of teachers as role models. Although the literature presents these themes in a variety of contexts, this paper will primarily focus on their application to improving current teachers’ knowledge of what constitutes them as a role model to their pupils’. This is to improve the student-teacher relationship through an increase in the understanding teachers have related to what children need in order to prosper academically, sportingly and in life in general. With children, (Konishi, Hymel, Zumbo and Li, 2010) positive student-teacher relationships were associated with better school performance, greater school liking, and greater self-direction (Kutnick, 2000).
2.2. Sporting role Models

Role models are focal figures within all aspects of life, whether it is a professional athlete’s ability to provoke self-enhancement and inspiration (Jordan, Lockwood and Kunda, 2002) or a teacher’s ability to motivate a learner to want to learn (Gauntlett, 2008). Role models are most commonly recognised through their success, within the realm of professional sport, athletes are idealised (Andrews, 2006). In the past athletes such as Michael Jordan for example paved the way for the role models of today having had instrumental effects upon his sport and the community within (Andrews, 2006). Today, the role model has traditionally been perceived of as epitomizing social ideals and moral virtues, and as embodying values that learnt on the playing fields will readily transfer into everyday life (Lines, 2001). An individual who personifies the term role model is that of Oscar Pistorious, who has not only inspired through success and pure talent but also through his triumph through adversity. Oscar Pistorious is a Paralympic sprinter who has two prosthetic legs and due to his major success at the Paralympics attempted to compete at the Olympic Games but was denied an opportunity to compete due to his limitation being proposed as an advantage (Wolbring, 2007). It has been proven that negative role models as they are categorised, who are basically individuals who have overcome adversity like Pistorious can have as much of an impact as positive role models who are appreciated for their success (Lockwood and Kunda, 1997).

2.2.1. The Influence of Elite Athlete Role Model’s

Current research provides an insight into the influence elite athletes like Pistorious have in sport and in society in general (May, 2009 and Cox and Guest, 2009). May (2009) identified through data collection that role models are accepted or rejected through their attitudes and behaviours. This provides a further understanding of what members of the opposite side of the spectrum consider to be determent factors related to the adoption of role models into their lives.
However, the research is narrow in its focus as the authors only take into consideration the opinions of black males and black role models within the sport of basketball. They do not take other gender, ethnicities and sports into account which inevitably decreases the reliability of the research.

Further research from Lockwood and Kunda (2000) continues to emphasise the importance elite athlete role models have upon the general members of society. They identify that relevant role models provoke self-enhancement and inspire people to want to achieve similar success. Through witnessing ones triumph in life, others aspire and become motivated. However, they also propose that such role models can also be the cause of self-deflation if their behaviours or actions become unattainable, or no longer considered appropriate. An example of this occurred recently, when Lance Armstrong, a winner of 7 tour de France titles, a survivor of cancer and also a major charitable ambassador had been proven guilty of doping (USADA, 2012). Not only did Armstrong lose his 7 tour de France titles, but he also lost the respect of many who had looked up to him as a role model, not only through sporting triumph, but also through adversity. This links into the importance of attitudes and behaviours of role models more specifically teacher role models (May, 2009). Understanding the importance of such characteristics links directly to the study as it gives a clear insight into the requirements teachers need to uphold in order to become effective role models to their pupils’.

2.3. The Characteristics of Role Models

The research surrounding the roles, characteristics and the general effects role models have upon society is vague and limited (Jordan, Lockwood and Kunda, 2002). Early research from Addis (1996) gives an insight into the concept of the role model, highlighting that comprehensive and personal characteristics such as morality, citizenship and wisdom are just as important to society as talent and success are. Cox and Guest (2009) provided an insight into the perceptions current role models have on the attitudes and behaviours role models should adopt and how they feel about embracing such a role. They used elite female footballers as an example, highlighting their views and expressing the importance
they felt meritocratic traits and interpersonal skills have in the defining of role models in sport. A major strength of the research was its link to the importance of attitudes and behaviours highlighted by the subjects within the research proposed by May (2009) as both parties felt that such characteristics were key in identifying legitimate role models. However, a limitation of both sources of literature was their specific approach, they both focused on a particular group of people; black male role models (May, 2009) and elite female footballers (Cox & Guest, 2009). Although the research provided a detailed insight into the characteristics of certain role models, it was far too limited and was not valid in providing information relating to role models as a general term. A positive aspect of the study was its comparison to Lockwood and Kunda (2000) as it investigates the effects role models have on the general and aspiring public, along with adding more meat to the bone by addressing the role models’ perceptions also. This provides an important link to the study as it will provide a further insight into the benefits teachers could instil upon their pupils through embracing such a role.

The roles and expectations of role models can in many cases be viewed as burdensome, as many are themselves still in the process of identity formation (Lockwood and Kunda, 2002), this is expressed by former NBA star Charles Barkley who once stated “I am not a role model. I’m not paid to be a role model. I am paid to wreak havoc on the basketball court. Parents should be role models” (Armstrong, 1999). Regardless of how such role models perceive their role in society, inevitably they are advocates and the effects they have on the self-efficacy, motivation and determination etc. of the individuals they inspire is crucial.

2.4. The Effects of Role Models

Positive role models boost motivation by providing a guide to achieving success (Taylor, Wayment and Carrillo, 1996), but this is only valid when their personal achievements seem attainable (Lockwood and Kunda, 1997, 2000). For example, in one study, a fourth year student motivated first year students, who believed they could attain comparable success in due time, but on the other hand did not inspire fellow fourth year students who recognised comparable success was no longer
attainable for them (Lockwood and Kunda, 1997). This is particularly pertinent to
the current study as it highlights the effectiveness a relatable and attainable role
model can have to the prosperity of their pupils’ academic, sporting or general life
success. It therefore seems reasonable that role models will be most effective in
motivating others by illustrating comparable successes and key strategies for
achieving success (Jordan, Lockwood and Kunda, 2002).

Achieving motivation through the use of role models can also interlink with the
adoption of determination. This is achieved through optimal motivation, which
relates to both a high quality (Self endorsed and autonomous engagement) and
level of motivation which is required within the self-determination theory
(Vansteenkiste, Lens, and Deci, 2006). Furthermore, in line with SDT, we assume
that the satisfaction of the basic psychological needs for autonomy (i.e., volition),
competence (i.e., effectiveness), and relatedness (i.e., belongingness) is crucial
for fostering high quality of motivation (Mouratidis, Vansteenkiste, Lens, and
Sideridis, 2008). Although this links to research by Lockwood and Kunda (1997) it
provides a more in depth view of what is required of role models to increase
motivation and determination within those they inspire, adding clarity to what was
a vague understanding of the requirements.

2.4.1. Self Determination

Self-determination theory (Deci & Ryan, 1985, 1991), when applied to the realm of
education, is concerned primarily with promoting in students an interest in
learning, a valuing of education, and a confidence in their own capacities and
attributes (Deci, Vallerand, Pelletier and Ryan, 1991 and Ryan and Deci, 2000).
Furthermore, other psychological attributes like self-efficacy have also been
proven to benefit from the influence of role models. There is evidence (Parker,
1998) that states Self-efficacy is enhanced by observing role models who show
effective strategies for dealing with difficult situations and raise observers’ beliefs
about their own capabilities (Parker, 1998). Beliefs about self-efficacy have shown
convergent validity in influencing such key indices of academic motivation as
choice of activities, level of effort, persistence, and emotional reactions.
There is evidence (Bandura, 1997) that self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities. Teachers in particular are a significant influence on how children perceive the environment in an educational setting (Goudas, Biddle and Fox, 1994). They can structure the class environment in ways that foster adaptive patterns of motivation and character that can lead directly to the aforementioned achievement outcomes (Frederick and Eccles, 2002). Inevitably, what teachers do and how they act has a powerful effect on students' motivation to engage both academically and morally (Zhang, Solomon and Gu, 2012).

2.5. Role Model's in Education

It is important that teachers be the kind of people who care about the worth of their subject and teach it in a way that fairness, consideration, courage, honesty, and compassion are evident (Arnold, 2001). A good teacher is not just a technically gifted deliverer of knowledge. He or she should be the kind of person who is looked up to by virtue of possessing admirable qualities of character upon which it is appropriate to model our lives (Carr, 1991). A particular strength of both pieces of literature is their identification of teachers as more than just technically gifted deliverers of knowledge but also as morally correct practitioners who express replicable and relatable qualities. This was apparent within the 19th century, where teachers were morally upright individuals who displayed good character and were viewed as the enforcers of such characteristics to their students (Lumpkin, 2008). However, a barrier to this research is its inability to recognise that modern day teachers have far more expectations and requirements they must uphold with regards to the academic and sporting development of their pupils than that of their predecessors.

Although more emphasis is placed upon the academic and sporting development of their pupils, teachers must maintain the deliverance of moral characteristics expressed by teachers in the past. This challenges current educators to look at school through a moral lens and capitalize upon opportunities to develop moral
virtues and character (Fallona, 2000). Especially important is teaching students what the virtues are, how their habitual practice will lead to a more full filling life, and how each of us must take responsibility for developing our own character (Lickona, 1997).

2.5.1. Social Learning Theory

This is particularly relevant to the current study as obtaining such moral values are crucial to the teacher role model as during the early stages of learning, children attain many of their most important social and cognitive abilities by observing and copying what others do (Nielsen, 2002). This is also evident within the social learning theory (Bandura, 1986) where human behaviour is believed to be transmitted largely through the exposure of role models. Therefore the behaviours and actions of teachers can inevitably influence the identity formation, (Lockwood and Kunda, 2000) behaviours and attitudes of their students’. This suggests that while displaying good character and moral virtues is crucial to teacher role models in influencing social learning and behaviour in their students, the relationship between the student and teacher is also a major facet. Outside the family, schools are one of the primary socialization forces within our culture (Wentzel and Looney, 2007) as children interact and socialise with other children through play during interactive lessons such as PE that promote social inclusion.

2.5.2. Student Teacher Relationships

As well as interacting with fellow pupils, children also interact with their teachers; in fact the student–teacher relationship plays a crucial role in the process of social development (Wentzel and Looney, 2007). With children, (Konishi, Hymel, Zumbo and Li, 2010) positive teacher–student relationships were associated with better school performance, greater school liking, and greater self-direction (Kutnick, 2000). The importance of teacher role models’ and their relationship with their students’ is evident throughout the current available literature, but research related to the perceptions teachers themselves have upon what constitutes a teacher role model are yet to be addressed. Gaining the teachers’ perception will give a more
realistic insight into the most important factors and characteristics related to becoming a successful teacher role model. It provides first-hand experience related to the characteristics that are effective in creating a positive student-teacher relationship and also to improving the academic, sporting and social life skills of their pupils. Teachers have the most experience related to what factors are associated with benefiting their pupils’ success in life. Linking the general research to current teacher knowledge will allow key elements to be implemented into teaching practice in order to further improve their ability to embrace the role of a teacher role model and impact their pupils’ lives.

2.6. Teachers Perception of the Role Model

Knowledge is limited regarding the teachers perceptions’ of what represents a teacher role model, from the characteristics and qualities to the effects they feel they would have upon students’. A recent study (Nugent, 2008) takes into consideration the teacher perception of the qualities a teacher role model should obtain. The results show that teachers regard leadership as a major facet to the teacher role model, as they believed that leadership promotes academic and moral growth. The results refer back to previous research (Nielsen, 2002 and Lumpkin, 2008) which relates to the social learning theory (Bandura, 1986) in terms of students’ copying a teacher’s behaviours and character which are expressed through leadership qualities (Nugent, 2008). Gosse (2011) and Martino (2008) progress upon the research supplied previously by addressing current teachers in Canada on their opinions of role models as well as supplying their personal views. From the compiled data it became solely apparent that for teachers to consider themselves as teacher role models, they should first have the ability to adhere to specific individuals’ personalities, genders’ and cultures. The research (Gosse, 2011 and Martino 2008) also highlights how important current teachers perceive teacher role models in education to be, underlining the significance they have upon their students’ academic and moral development.

There is a clear gap in the research surrounding the perceptions teachers themselves have of the role model, although the importance they feel role models have on pupils’ is evident, the research is slim. Further research into such teacher
based views of role models, would accompany the views of pupils which could in due time, improve the knowledge teachers have of the qualities a role model should possess and therefore improve their influence and relationships with their students. The current study will attempt to address this limitation within the subject area in order to achieve the aforementioned outcome.

2.7 Pupils perception of Teachers as Role Models

A study by Giuliano, Turner, Lundquist and Knight (2007) supplied questionnaires to 75 males and females about the experiences they have had with role models throughout their childhood. The study found that male role models were more prevalent within both male and females during childhood, but also identified that young females are more likely to have a cross-gender role model than young males. However, this study was conducted using adult participants that were sharing their past experiences. The experiences they may have had as a child may differ to what they believe they experienced now, whereas the use of current children’s experiences would be far more appropriate and valid. In order to examine the experiences of the children and idealise how they perceive role models, a study consisting of 300 7-8 years olds from one primary school took place (Carrington, Francis, Hutchings, Skelton, Reid and Hall, 2007). They found that gender was not an overriding factor present in their perception of a role model, but instead, they valued teachers who were consistently even-handed in their approach and supportive of them as equal learners.

A similar child focused study, provided questionnaires to 10-11 years olds across four schools in England, containing a definition of a role model to base their answers on (Bricheno and Thornton, 2007). They found that only 2.3% of children identified a teacher as what they perceive to be a role model. There was no indication that children see their teachers as role models. The majority identified loving, caring, supportive friends and relatives from their direct social environment as role models. This is particularly pertinent to the current study as it identifies certain basic qualities that children respond to and associate with their perceptions
of role models. Whilst the sample size of the study was limited, the general observation suggests that possessing such qualities can initially establish whether a teacher is viewed as a role model or not to their pupils.

Researchers have suggested that school success is optimized within caring, supportive, and safe environments (Schaps, Battistich, & Solomon, 2004). Interlinking with the qualities expressed by younger children in previous research by Bricheno and Thornton (2008). Caring occurs when children believe that adults or teachers accept and respect them and that the school community believes each individual is important and has something to contribute (Konishi et al, 2010). Care and support is especially central to shaping meaningful, supportive, and productive relationships (McCombs, 2005) within the school context. Closer relationships and better communication with teachers can develop within these environments and, as a result, students may be better able to seek help when they need it. Student perceptions of teacher support have been associated with greater feelings of school belonging and greater school/academic engagement and motivation as well as better academic performance (Kunishi et al, 2010). The findings provide an innovative approach to the understanding of pupil perception of the teacher role model; they offer an alternative as well as guidance for teachers with regards to them understanding each individual child. Further research however is needed to gain clarity surrounding the pupil perception of the teacher role model in order to supply clear and concise information for current teachers to interpret and consider improving their practice as a teacher role model.

2.8. Conclusion

The available research supplies a vast amount of knowledge related to role models, their characteristics, effects and their influence upon pupils’ and education in general. Research from McCombs (2005) and Konishi et al (2010) a clear insight into the needs and requirements of pupils’ regarding their teacher role models which was extremely useful to the study. Bricheno and Thornton (2008) on the other hand identified through their study that most children did not consider
their teachers as role models at all. This benefits the study as it provides further room for research and also a clear rationale as it suggests that teachers need to obtain the characteristics which their pupils’ are identifying as crucial to their identification of a role model.

There is a clear gap in the research surrounding the perceptions teachers and their pupils’ themselves have of the teacher role model, although the importance they feel role models have on pupils’ is evident (Nielsen, 2002 and Lumpkin, 2000). The current research is based upon improving the available literature related to the aforementioned area in order to increase and improve the knowledge teachers have related to the characteristics associated with a teacher role model. Gaining the perceptions of pupils will further improve their understanding of the characteristics and qualities they must possess to improve their student-teacher relationships. The importance of student-teacher relationships (Wentzel and Looney, 2007) and teachers expressing character and moral virtues (Lockwood and Kunda, 2000) have been proven to be key factors identified by pupils’ as key qualities of a teacher role model. This further research will allow such qualities and also further qualities to be revealed and therefore improve the standards of teaching and learning through teachers becoming role models.
CHAPTER 3

METHODOLOGY
3.1 Research Design

The current study consisted of a qualitative research approach. Qualitative research studies things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them (Neergaard & Ulhoi, 2007). This method of research was chosen in order to understand the feelings, values, and perceptions that underlie and influence (Dillman, 2000) the constitution of teacher role models in pupil’s and teachers respectively. Qualitative research can describe or provide further understanding of a subject and its contextual setting, provide explanation of reasons and associations, evaluate effectiveness and aid the development of theories or strategies (Ritchie & Lewis, 2003). This process was particularly pertinent to the aims and objectives of the study, as it allowed the collected data to be used in order to improve current teachers’ knowledge and understanding of the required credentials of the teacher role model.

The study was designed to gather data through the use of focus groups and individual interviews that would be conducted throughout three separate comprehensive schools in Wales. The focus groups (questions, Appendix A) were used to gather information from the pupils as one-to-one interviews (Appendix A) were perceived as a threat to validity as children may respond in ways that they believe the researcher desires (Heary & Hennessey, 2007). This lends itself directly to the early definition of focus groups by Krueger (1994) who defines the process as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment. Therefore, by removing the emphasis on the adult-child relationship, the focus groups were used to overcome some of these concerns. The individual interviews were used in order to gather information from each of the three teachers that were involved in the study. Individual interviews were selected to understand the experiences and views of others through a far more personal form of research (Seidmen, 1998).
This method was chosen as it allows for greater depth of data as they enable more to be said about the research than is usually mentioned in other sources of data collection (Cohen, Manian & Morrison, 2005). Furthermore, individual interviews also promote more interaction and, hence, motivation; as interviewees are more involved in the research (Cohen et al, 2005). Previous research (Carrington, Francis, Hutchings, Skelton, Reid & Hall, 2007) was designed in a similar fashion, but lacked the inclusion of teachers into the data collection process. The successfully used focus groups to compile relevant data with regards to the perceptions of pupils but a gap in their research encouraged the current study to include teacher’s perceptions through utilising individual interviews.

3.1.2. Sampling

The study consisted of purposive sampling; this is type of non-probability sampling technique. Non-probability sampling focuses on sampling techniques where the units that are investigated are based on the judgement of the researcher (Patton, 1990). The study comprised of students from three chosen secondary schools consisting of children from the year 8 age group. The secondary schools consisted of two of mixed gender; one was a private school, the other was a public school and the latter of the three was an all boys’ public school. There were 22 participants who were split into 3 focus groups containing two groups of 8 and one group of 6. Each secondary school within the study hosted one focus group each and the supporting teacher in each of the schools were also interviewed as part of the study.

3.2. Ethics

In the process of gaining ethical approval (Appendix B), prior to the research taking place parents/guardians were required to provide consent and children to prove assent (Appendix G) by completing consent forms (Appendix E) supplied as
well as a detailed form identifying the procedure that would take place. Consent is defined as “the positive agreement of an individual” while providing assent is “to go along with” or to “agree” (RCPCH, 2000). Through legislation the data collection had to be conducted under the supervision of another teacher. A detailed letter (Appendix C) and information sheets (Appendix D, F & H) outlining the purpose of the research were also be supplied and the procedures were sent to all parents/ guardians. Confidentiality, anonymity and freedom to withdraw at any time are outlined. Parents will be asked to provide consent for the research.

In order to ensure the anonymity and confidentiality of each participant the subjects were not required to provide their names, and any information that they felt or the supervisors felt was inappropriate to use, was immediately discarded. Furthermore, all work will be kept in a secure locked location. No pupil or school will be named in any published material. The work will also comply in full with the Data Protection Act (1998). As well as basic ethical considerations such as respect, honesty, anonymity and confidentiality, according to the United Nations Convention on the Rights of Children (Greene & Hogan, 2005), when conducting research with children, it is also important to enable them to express their perceptions on important matters and decisions concerning themselves.

3.3. Trustworthiness

The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry’s findings are “worth paying attention to” (Lincoln & Guba, 1985). In any qualitative research project, four issues of trustworthiness demand attention: credibility, transferability, dependability, and confirmability.

Credibility was ensured through the rigorous method of fieldwork that took place. The data was collected from 32 children across 3 different standards of secondary schools. This provided a richer, more diverse and credible set of data than a more specific and direct research approach would have produced. Honesty was another factor adding to the credibility of the study. In particular, each person who was approached was given the opportunity to refuse to participate in the project so as
to ensure that the data collection sessions involved only those who were genuinely willing to take part and prepared to offer data freely (Shenton, 2004).

Lincoln and Guba (1985) stress the close ties between credibility and dependability, arguing that, in practice, a demonstration of the former goes some distance in ensuring the latter. This may be achieved through the use of “overlapping methods” (Shenton, 2004), such as the focus group and individual interview that took place with the children and the latter with the teachers. The dependability of the study was furthered through a detailed explanation of each of the processes that were to take place throughout the study. This ensured that if the study were to be repeated it would enable a future researcher to repeat the work, if not necessarily to gain the same results (Shenton, 2004).

Shenton (2004) writes that external validity is concerned with the extent to which the findings of one study can be applied to other situations. The research was transferable as it appealed to a vast amount and varieties of teachers’ as each of the schools within the study were from different sectors and standards of education. The data therefore is completely transferrable into any teaching practice as it is diverse and also specific to every teacher’s roles and obligations they have in embracing the teacher role model position.

The concept of confirmability is the qualitative investigator’s comparable concern to objectivity (Shenton, 2004). The confirmability of the study was confirmed through a complete amnesty of objectivity from any individual not involved within the focus groups. This ensured that the findings of the research were based on the subjective perceptions of the participants, rather than the predispositions or experiences of any other individual present within the data collection process.

### 3.4. Pilot Study
The pilot study was carried out to provide an advance warning about where the main research project could fail, where the research protocols to be used may not be followed, or whether proposed methods or instruments were inappropriate or too complicated (Teijlingen, Rennie, Hundley & Graham, 2001). In the words of De Vaus (1993) "Do not take the risk, pilot-test first." The pilot study consisted of 10 year 8 pupils from one of the selected secondary schools. The focus group was constructed using pre-planned questions and follow-up questions related to role models and teachers as role models. Research suggests that a pilot study can reveal deficiencies in the design of a proposed procedure and these can then be addressed (Lancaster, Dodd & Williamson, 2004). The pilot-study highlighted such deficiencies, the final study was modified to consist of 4 participants per focus group as opposed to 10 as such a high number did not allow all participants to engage and share their perceptions. The pre-planned questions were also modified as they were too specific to role models in general rather than teachers as role models. The final study contained questions that were specific to the characteristics, benefits and effects teacher role models (within the physical education sector) had on their pupils as opposed to role models in general.

3.5. Data Collection

The primary data will be collected through the method of focus groups. This method will be employed as it is useful for exploring ideas and perceptions as well as providing more in-depth information about exactly how people think about the identified issue (Tashakkori & Teddlie, 2003). Focus groups are group discussions organised to explore a set of issues (Kitzinger, 1994) such as people’s views and experiences of teacher role models. The idea behind the focus group method is that group processes can help people to explore and clarify their views in ways that would be less easily accessible in a one to one interview, often taking the research in new and unexpected directions (Kitzinger, 1994). All methods will relate to the designed questions but differ to encourage interaction using mind
maps and group discussion and also to encourage the expression of personal perceptions through the use of individual illustrations. Group discussion produces data and insights that would be less accessible in an individual setting; listening to others’ verbalised experiences stimulates memories, ideas and perceptions the participants has on the discussion subject (Lindloff & Taylor, 2011).

A clear benefit of using secondary data is that much of the background work needed as already been carried out. This wealth of background work means that secondary data generally have a pre-established degree of validity and reliability which need not be re-examined when re-using the previously used data. The secondary data is also important in establishing clear gaps in previous research to which the primary data can be based upon in order further improve the research related to the particular area.

The secondary data will be collected using a variety of resources and sources of literature:

- Literature Reviews
- Authentic peer reviewed articles
- Number of books and text books for theoretical background
- Journals, organizational review papers and other related documents

3.6. Data Analysis

The analysis which will be used to analyse the data collected will be content thematic analysis, Boyatzis (1998) defines thematic analysis as a method for identifying, analysing, and reporting patterns (themes) within data. However, it also often goes further and interprets various aspects of the research topic (Boyatzis, 1998). The technique consists of difference testing, compiled from the three different groups of schools. Prior to the analysis process the collected data was firstly transcribed into written form so that the information could be studied in detail and then later coded (Bailey, 2008). The coding process consisted of a test
of viability and usefulness of the data (codes) collected in order to later analyse the data in order to establish the key themes that were apparent in the deductive and inductive processes.

The procedure consisted firstly of a deductive process before leading into an inductive analysis process. Deductive analysis refers to data analyses that set out to test whether data are consistent with prior assumptions, theories or hypotheses identified (Thomas, 2006). Whereas inductive analysis refers to approaches that primarily use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the data (Thomas, 2006). The deductive process allowed the previously recognised themes in the literature review to be re-tested in order to identify their relevance to the current study. The inductive process allowed the research to unearth newly discovered themes that were apparent within the data; both processes were combined in order to supply a modified and original collection of results to influence future teaching practice.

3.7. Limitations

The restricted sample size could be viewed as a limitation of the current study. A small sample size is believed to affect the reliability of recorded results because it leads to a higher variability, which may lead to bias (Dillman, 2000). However, the differentiation of the schools within the research decreases the degree of such an issue becoming prominent. Research from Charmaz (2006) suggests that 25 participants are adequate for smaller projects such as the current study. Although qualitative research does not necessarily require a substantial amount of data to be successful (Mason, 2010), a larger sample size may decrease any increased variability or bias that may become apparent.

Research from Jette, Grover and Keck (2003) suggested that expertise in the chosen topic can reduce the number of participants needed in a study. Therefore it is reasonable to suggest that the sample size of the study should be larger than prescribed in order to cater for the lack of experience and to ensure reliable and valid usable data is collected. The increased sample size will also enhance the
depth and richness of the collected data (Mason, 2010) and provide a more diverse insight into the perceptions teachers and pupils have on what constitutes a teacher role model.
CHAPTER FOUR

RESULTS & DISCUSSION
4.1. Results

The study identified a number of previously known characteristics identified as significant requirements in the constitution of a teacher role model to both pupil’s and teacher’s themselves. Among such characteristics is that of moral values such as honesty and trustworthiness, pertinent to previous research compiled by Lumpkin (2008) that also considered such qualities as imperative to the teacher role model. As well as moral values, similar previously known characteristics such as being motivational, relatable and qualities associated with creating solidified student-teacher relationships such as respect and understanding were also apparent. The findings did however uncover certain characteristics that had not been previously identified as important in the establishment of teacher role models. Enthusiasm and Interaction/engagement were two major themes that underpinned the inductive analysis of the compiled data, both were apparent in both the pupils and teacher’s perceptions of what they considered to be central features of a teacher role model. An important factor to make apparent in association with the results was the major comparison in perceptions of both the pupil’s and teachers that linked directly to the aims of the study.

The tables below identify the key themes aforementioned within the data from both the pupil and teacher transcripts (Appendix I & J):
## Table 1 (Pupils-Deductive)

<table>
<thead>
<tr>
<th>What are the key characteristics of a teacher role model?</th>
<th>Motivational</th>
<th>Relatable</th>
<th>Building a relationship</th>
<th>Moral values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivate through success or talent. (Transcript 1, P.1,2)</td>
<td>Relatable to their aspirations and goals. (Transcript 1, P.2,3)</td>
<td>Relationship should be equal with all pupils (Unbiased). (Transcript 1, p.5)</td>
<td>Set a good Moral example. (Transcript 1, P.1)</td>
<td></td>
</tr>
<tr>
<td>Motivate through instilling self-determination and belief in abilities. (Transcript 1, p.6)</td>
<td>Relatable in their successes and achievements. (Transcript 1, p.2)</td>
<td>Relationship is developed through the teacher taking an interest in pupil’s lives, interests and development. (Transcript 1, p.4)</td>
<td>Respect for pupils. (Transcript 1, P.4,5)</td>
<td></td>
</tr>
<tr>
<td>Motivate through encouragement. (Transcript 1, p.6)</td>
<td>Relatable in their interests. (Transcript 1, p.3)</td>
<td>Relationship built on trust and respect. (Transcript 1, p.9)</td>
<td>Caring and understanding. (Transcript 1, p.9)</td>
<td></td>
</tr>
<tr>
<td>Motivate through a good understanding of what is being taught. (Transcript 1, p.9)</td>
<td>Relatable in their personality, similar characteristics beliefs, actions. (Transcript 1, p.19)</td>
<td>Relationship built on teachers being approachable and supportive. (Transcript 1, p.21)</td>
<td>Professional and admirable attitude. (Transcript 1, p.11)</td>
<td></td>
</tr>
<tr>
<td>Motivate through inspiration. (Transcript 1, p.23)</td>
<td></td>
<td>Relationship depends on the teacher understanding the pupil. (Transcript 1, p.21)</td>
<td>Respectfully authoritative but reasonable. (Transcript 1, p.12)</td>
<td></td>
</tr>
<tr>
<td>Motivate by being relatable and having similar aspirations and interests. (Transcript 1, p.2,3)</td>
<td></td>
<td>Relationship should be on teachers being approachable and supportive. (Transcript 1, p.21)</td>
<td>Supportive of pupils interests and development. (Transcript 1, p.21)</td>
<td></td>
</tr>
<tr>
<td>Motivate through comparable or attainable achievements. (Transcript 1, p.20)</td>
<td></td>
<td>Relationship should be balanced, maintaining authority but also friendship. (Transcript 1, P.5)</td>
<td>Ensuring equality and fairness. (Transcript 1, p.22)</td>
<td></td>
</tr>
<tr>
<td>Motivate through past experiences i.e., overcoming adversity. (transcript 1, p.13).</td>
<td></td>
<td>Relationship should be a bond. (Transcript 1, p.9)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2 (Pupils-Inductive)

<table>
<thead>
<tr>
<th>What are the key characteristics of a teacher role model?</th>
<th>Enthusiasm and Positivity allows children to enjoy what is being taught. (Transcript 1, p.14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A lack of Enthusiasm or a Negative approach to teaching children has a major bearing on their enjoyment and motivation as well as on the perception they have on their teacher. (Transcript 1, p.14)</td>
</tr>
<tr>
<td></td>
<td>Positivity, Enthusiasm and Enjoyment displayed by the teacher promotes a positive mood in the children. (Transcript 1, p.26)</td>
</tr>
<tr>
<td></td>
<td>Enthusiasm, Diversity and Variety are key features children appreciate in lessons, to prevent boredom and to promote enjoyment. (Transcript 1, p.25)</td>
</tr>
<tr>
<td>Interaction &amp; Engagement</td>
<td>Interact and Engage with pupils to learn about their interests to create a learning environment specific to their interests and abilities. (Transcript 1, p.4, 8)</td>
</tr>
<tr>
<td></td>
<td>Engaging and Interactive lessons are more motivating and enjoyable for children; a teacher who brings energy to a lesson increases the motivation, enthusiasm and enjoyment. (Transcript 1, p.23)</td>
</tr>
<tr>
<td></td>
<td>Engaging and Interactive lessons where the teacher teaches/coaches the pupils as opposed to the sport for example; increases the relationship and respect pupils have for their teacher. (Transcript 1, p.7)</td>
</tr>
<tr>
<td></td>
<td>Creative or imaginative lessons that are Interactive and Engaging promote the motivation and enjoyment of pupils being taught by that teacher. (Transcript 1, p.11)</td>
</tr>
<tr>
<td></td>
<td>Engaging and Interactive lessons increase the communication between teacher and pupil, improving the relationship and therefore interest and understanding the teacher and pupil have in of one and other. (Transcript 1, p.23)</td>
</tr>
</tbody>
</table>
### Table 3 (Teacher- Deductive)

<table>
<thead>
<tr>
<th>Motivational</th>
<th>Relatable</th>
<th>Building a relationship</th>
<th>Moral values</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the key characteristics of a teacher role model?</td>
<td></td>
<td></td>
<td>Display honesty, hard work and aspiration (Transcript 2, p.1)</td>
</tr>
<tr>
<td>Motivate pupils through the belief that they can succeed without talent through desire (Transcript 2, p.1)</td>
<td>Relatable aspirations and success (Transcript 2, p.1)</td>
<td>Relationship must be balanced, not to strict or too relaxed in order to establish respect (Transcript 2, p.3)</td>
<td>Attempt to instil Moral Values in their pupils (Transcript 2, p.1)</td>
</tr>
<tr>
<td>Motivate through success in life (Transcript 2, p.2)</td>
<td><strong>Relatable goals in life</strong> (Transcript 2, p.2)</td>
<td><strong>Relationship</strong> is built on trust and respect (Transcript 2, p.3)</td>
<td>Selfless attitude to ensure the pupil’s development comes first (Transcript 2, p.1)</td>
</tr>
<tr>
<td>Motivate the pupils through expressing motivation (Transcript 2, p.2)</td>
<td><strong>Relatable interests</strong> (Transcript 2, p.2)</td>
<td><strong>Relationships</strong> should consist of an understanding between teacher and pupil (Transcript 2, p.3)</td>
<td>Encompass a variety of moral values and qualities and instil them in their pupils (Transcript 2, p.4)</td>
</tr>
<tr>
<td>Motivate through having a good understanding of what’s being taught (Transcript 2, p.2)</td>
<td></td>
<td>A strong relationship motivates pupils to develop and enjoy their teachers and lessons (Transcript 2, p.4)</td>
<td></td>
</tr>
<tr>
<td>Motivate through skill and ability (Transcript 2, p.3)</td>
<td></td>
<td><strong>Relationships</strong> should be equal with all pupils regardless of ability (Transcript 2, p.4)</td>
<td></td>
</tr>
<tr>
<td>Motivate children to continue achieving even if they are not (Transcript 2, p.4)</td>
<td></td>
<td>Positive relationship will allow teachers to identify abilities and capabilities and maximise their pupils potential</td>
<td></td>
</tr>
</tbody>
</table>
Developing that relationship and sharing past experiences with pupils will give them the incentive and belief that they can succeed (Transcript 2, p.5)

Table 4 (Teachers-Inductive)

<table>
<thead>
<tr>
<th>What are the key characteristics of a teacher role model?</th>
<th>Enthusiasm</th>
<th>Interaction &amp; Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being Enthusiastic as a person and in lessons has a rub off effect on pupils (Transcript 2, p.1)</td>
<td>Enthusiasm motivates pupils to want to participate and develop (Transcript 2, p.1)</td>
<td>Interacting and Engaging with pupils will develop a stronger relationship and understanding of the abilities and capabilities pupils have (Transcript 2, p.3)</td>
</tr>
<tr>
<td>Enthusiasm and the enjoyment of their job as a teacher impacts the perception pupils have (Transcript 1, p.1)</td>
<td></td>
<td>Interacting and Engaging with pupils develops a mutual respect and relationship with pupils (Transcript 2, p.3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interacting and Engaging increases the learning development of children, as they become more confident sharing a positive relationship with their teacher (Transcript 2, p.4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interacting and Engaging with pupils allows teachers to share their past experiences with pupils, to increase their confidence that their aspirations and goals can be achieved (Transcript 2, p.4)</td>
</tr>
</tbody>
</table>
4.2. Student-Teacher Relationships

The most prominent characteristic identified within the results was a teacher’s ability to build a solidified relationship with their pupils. Whilst discussing student teacher relationships with the participants and the teachers, it became increasingly apparent that this quality was an overriding characteristic that was generally the most influential in firstly determining a teacher role model. Findings in the research are in accordance with research from Wentzel and Looney (2007) who identify student-teacher relationships as crucial to their pupil’s social and learning development. This relates directly to the aims of the study as it clearly identifies an important characteristic related to the constitution of a teacher role model. This is signified by both a pupil and a teacher:

“They are always engaged, our teachers they chat with us even out of lessons, we feel more confident around them. It’s so much easier to understand a lesson when the teacher teaches it to you rather than just reading it off the board”. (Transcript 3, p.25, person 2.)

“You should build a good relationship with children and be able to understand their capabilities and abilities of different levels of all kids because you get some kids who are lower ability to higher ability, it’s important to be able to modify your approach to their abilities”. (Transcript 2, p.3, teacher 2).

It is apparent from the above teacher’s statement that developing a strong student-teacher relationship allows teachers to further the understanding they have of their pupil’s interests, their abilities and also their capabilities. Research from Murray (2002) elaborates upon the results of the study by identifying the importance a good understanding has upon a teachers ability to relate to their pupil’s and vice versa. This allows them to tailor their lessons to their pupils in order to maximise their enjoyment and learning development as aforementioned. Both the pupil’s and teachers perceive such qualities to be indicative to the student-teacher relationship as signified by the following quotations:

“Get to know the person, so you know what their skills are so you can uhhm; know the strengths and weaknesses of them” (Transcript 1, p.8, person 6).
“You have to give them the time in terms of individual time, find out what their learning needs are and you know praise them quite a bit as well in terms of their development so they look up to you as a role model”. (Transcript 2, p.5, teacher 3).

The results identify that both pupils and teachers value the importance of teachers developing individual and specific relationships with pupils. It is clear that taking an interest and understanding pupil’s abilities and requirements is key to their learning development. This corresponds with research from Gillespie (2005) that emphasises the importance of a solid student-teacher relationship to the positive learning experience of their pupil’s. This is particularly pertinent to the aims of the study as it increases a teacher’s knowledge of the most influential characteristics they can incorporate into their practice to improve their pupil’s learning development.

It is apparent from the above pupil and teacher quotations that children feel more confident and self-efficacious being under the influence of a teacher who understands their interests, abilities, capabilities and also their limitations by creating a strong student-teacher relationship with them. There is evidence from Bandura (1997) that suggests self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities.

As well as a good understanding and interest, the results also identified that pupil’s find establishing relationships with their teachers is simpler when there is mutual respect.

“They uhhm, respect you, so it’s easier for you to get on with them” (Transcript 1, p. 10, person 3).
4.3. Moral Values and Character

As well as being regarded as a major quality of a student-teacher relationship, respect is also perceived as a significant quality that should be displayed by a teacher role model. Displaying respect for pupils increases their respect for the teacher as highlighted by a pupil:

“Like they respect us as we respect them and when there’s a bond like that it’s easier to know teachers as friends” (Transcript 1, p.9, person 5).

Research from Lickona (1991) suggests that moral virtues such as respect and responsibility are qualities that should be displayed by teachers to build character. A person of character has the wisdom to know right from wrong; is honest, trustworthy, fair, respectful and responsible (Lumpkin, 2008). Furthermore, qualities such as care and support were also identified in the findings of the study to be influential to their perceptions of their teacher role models. Such qualities were interpreted with regards to the teacher caring about the pupil and their individual development as well as being supportive of them in this process. This is particularly relevant to the aims of the study as it identifies important characteristics of a teacher role model, as well as furthering a teacher’s knowledge of the most important characteristics and qualities they should obtain. A pupil identified their parent as a role model because they were caring and supportive:

“Parents are role models also because they have supported you for years of your life” (Transcript 3, p.21, p6).

This is relevant to the aims study as it identifies that such qualities are associated with role models, and teachers should combine such qualities with the aforementioned moral virtues to establish themselves as suitable teacher role models to their pupils.

It is also thoroughly important to encompass and display such values and qualities as human behaviour is transmitted largely through the exposure to role models (Bandura, 1986). This is appreciated by the teachers in the study as they
feel their behaviour and how the transfer that behaviour to their pupil’s is crucial to their development of character:

“As a teacher I try to instil in the pupils I teach, are things like hard work, honesty and working hard for each other”. (Transcript 2, p.1, teacher 1).

The importance of displaying and transferring such moral virtues and qualities is expressed by Nielsen (2002) who identifies that pupil’s mimic the characteristics they witness from their role models which further emphasises the importance for teachers to display such values and qualities and establish themselves as their pupils role model.

4.4. Motivation

Motivation was a prevalent characteristic that was widely apparent within the findings of the study. It was identified as a key quality for the teacher to possess and for them to instil in their pupils. Pupils identified that their teachers should motivate them and drive them to become more determined to succeed:

“More determined and motivated to achieve the best you can” (Transcript 1, p.6, person 4).

“You can do what you want when you’re older, it doesn’t matter, whatever it is” (Transcript 2, p.18, person 1).

In comparison, the results also identified that teachers themselves valued the impact motivation has upon their pupil’s general, academic and sporting performance. This relates directly to the aims of the study as it provides a comparison between the perceptions of pupil’s and teacher’s upon the characteristics of teacher role models. One teacher identified that being motivated increases the motivation and determination of their pupils:

“You see in the lessons you know, “oh look at sir he’s loving it, he’s loving this lesson”, you know it rubs off on them straight away and immediately you see the
lesson and the motivation of the pupils, you see their enthusiasm increase tenfold” (Transcript 2, p.2, teacher 1).

According to research from Lockwood & Kunda (2002) positive role models, who have achieved outstanding success are widely expected to inspire others to pursue similar excellence. This was apparent in the findings of the study as both pupil’s and teachers identified talented and successful individuals as their role models. However, in an educational context, a good understanding of a sport or topic that is being taught is more relevant and motivational to both pupils and teachers than outstanding success.

“I don’t think they have to be very good at it as long as they know the game inside out”. (Transcript 2, p.15, person 1).

“I think you have got to have a good knowledge of the sport maybe, but it helps to be good at the sport because the kids will see you as their role model, so that is an aspect. But I feel as long as you have a good understanding of the sport, the pupils take a lot from it”. (Transcript 2, p. 3, teacher 2).

Although there is a correlation in the findings regarding the viewpoints of both teachers and pupils on the matter, it is also apparent that teachers feel being talented or successful at a sport or subject that they are teaching is important to being considered as a role model. The pupils on the other hand seem to focus more upon the teacher having a solid understanding of what they are teaching as being the most important factor. This again provides a clear link to the aims of the study as it provides more knowledge to current teachers of the key characteristics and qualities through a clear comparison between the perceptions of both teachers and pupils.
4.4.1. Relatable

From the results, it is clear that both pupil’s and teachers alike consider teachers that are relatable to be determinant factor in the constitution of a teacher role model.

“It’s someone you can look up to and hope to follow their path. It’s like what you want to be in the future, you look up to them and take what they’re doing and you try and put into your performance or lesson” (Transcript 3, p.20, person 2).

“Someone you look up to, someone you would like to follow and aim to achieve what they have achieved”. (Transcript 2, p.4, teacher 3).

There is a significant comparison between the perception that both teachers and pupils have on the importance of a teacher role model being relatable. Research from Lockwood & Kunda (2002) suggests that role models inspire one by illustrating an ideal, desired self, highlighting possible achievements that one can strive for, and demonstrating the route for achieving them. This is identifiable within the results as both teachers and pupils again identify that teacher role models should encompass such qualities.

“They should set a good example so if you want to follow what they do or to be what they are. They should show you how they did it and how they got to where they are”. (Transcript 3, p.24, person 3).

“I also think your past experiences are also important as well from your own P.E development as that comes through what you have studied in university being involved in sport yourself and being involved in clubs then giving those links to the pupils and sharing it with them will help them develop positively”. (Transcript 2, p.5, teacher 3).
4.5. Enthusiasm

A characteristic that was not apparent within the original suppositions was that of enthusiasm. The results highlighted that both pupils and teachers considered the characteristic to be influential in a variety of different educational contexts. The findings indicate a clear comparison between the perceptions both pupils and teachers have on the importance of enthusiasm to the overall learning development of their pupils. This is clearly relevant to the aims of the study as a clear comparison between the two parties is distinct in the results, this increases a teachers knowledge of the characteristics of a teacher role model:

“They should also be jolly and enthusiastic they must also not just be doing the lesson because they have to do it, but doing it because they want to do it, that makes us enjoy the lesson and school”. (Transcript 3, p.26, person 2).

“Uhm, I like to teach enthusiastically and when I’m with the children whatever lesson it is, you know I’m highly motivated and I think that comes across to them, if they see a teacher that’s motivated and enthusiastic I certainly think that it rubs off on themselves you know”. (Transcript 2, p.2, teacher 1).

There is a clear link between the perceptions of both pupils and teachers as they both feel that a teacher who is enthusiastic and positive, has the same effect on the moods and actions of the pupil’s. It motivates them and allows them to enjoy the lesson that they are being taught, this links back to the research from Bandura (1986) in relation to human behaviour being transmitted largely through the exposure to role models. The following quotation is pertinent to Bandura’s idealisation:

“If your teachers in a bad mood it makes you feel as if you cannot be bothered, but if they are in a good mood it motivates you and makes you want to really try”. (Transcript 3, p.26, person 2).

Early research (Brigham, Scruggs & Mastropieri, 1992) suggests that enthusiasm can affect student learning and attitudes, which is clearly identifiable within the results from both pupils and teachers respectively. Furthermore, If enthusiastic
teachers appear to have a positive attitude toward the content being taught, students may model this attitude and concentrate more, think about the topic more, associate more positive feelings and motivation toward the subject, and consequently achieve more (Brigham et al., 1992).

4.6. Interaction & Engagement

Interaction and Engagement like enthusiasm are characteristics that were identified within the results to be vitally important qualities to the perceptions of both pupil’s and teachers respectively. Both the pupil’s and teachers involved in the study perceived interactive and engaging teacher’s to be more effective teacher role models. It was identified by a pupil that when they have been involved in a lesson where the teacher had engaged with pupil’s they felt more fulfilled.

“In the lessons you come out of when you’ve been fully engaged and communicated with you often feel more fulfilled than being in a lesson where you have just sat there”. (Transcript 3, p.25, person 1).

It is clearly identifiable that children themselves are more engaged and fulfilled as they have been able to approach their teacher and better understand what they are being taught. When a child is involved in a lesson where the teacher does not interact or engage themselves with pupil’s it has an adverse effect on the motivational climate of the children.

“If they are just reading off the board then you might get distracted and not learn properly, if their talking to you then you may take it in better” (Transcript 3, p.25, person 5).

“If their lesson is fun and varied then you’re more likely to remember and enjoy the lesson”. (Transcript 3, p.26, person 6).

This signifies the importance interaction and engagement has upon the learning development and motivational climate of children. Being involved in interactive sessions where clear engagement between the teacher and pupil is apparent
maximises a child’s enjoyment and development within that particular topic. Research from the National Academy Research Council (2004) identifies that learning and succeeding in school requires active engagement. Fredricks, Blumenfeld, and Paris (2004) identify that engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers, in challenging and authentic tasks, opportunities for choice, and sufficient structure.

“I think if you just teach someone off a board you don’t engage the kids or gain their respect and a relationship with the kids. If a teacher interacts with them fully… you create a better relationship and help the children achieve their maximal potential”. (Transcript 2, p.3, teacher 2).

The pupils also perceived such characteristics to be important to the relationship they shared with their teachers. However, they emphasised the importance of communication, a quality that interaction and engagement encourages.

“If they can communicate with you better then they’re better role models. If you just look at someone on TV they are good role models but compared to a teacher who communicates with you and works with you then I’d say a teacher is better”. (Transcript 3, p.21, person 2).

It is clear from the findings that the more engaged a teacher is with their pupils the more they communicate. The findings link directly to the aims of the study as they identify the key characteristics, such as interaction to the constitution of a teacher role model. Incorporating such characteristics into teaching practice improves the perceptions pupils have of their teachers, increasing the possibility of them becoming their pupil’s role models. This intern increases their ability to improve their pupil’s learning development and to maximise their potential.
4.7. Summary

It is clear from the results that the aforementioned characteristics and qualities were prominent in the perceptions of both teachers and pupils. It was evident that student-teacher relationships were crucial to the establishment of teacher role models and certain qualities were required to ensure their success. The research emphasised this quality, regarding it as a crucial characteristic of a teacher role model. Moral values, motivation, enthusiasm, interaction and engagement were other characteristics and qualities that were deemed influential in the constitution of teacher role models. The importance of teacher role models to learning development was clearly identifiable and was particularly pertinent to the initial aims of the research. Furthermore, the comparison of the key characteristics and qualities of a teacher role model also helped to achieve the overarching aim of the study.
CHAPTER FIVE

CONCLUSION
5.1. Achievement of Aims & Objectives

The overarching aim of the study was to increase the knowledge current and future teachers have of the key characteristics and qualities associated with the constitution of a teacher role model. The importance of teachers embracing such a role is emphasised by Lashley and Barron (2006) who suggested that teachers that were identified as role models by their students, played a far greater role in their learning process. It was therefore apparent that achieving the overarching aim was vitally important to increasing the quality of learner development in current and future students.

In order to accomplish the overriding purpose of the study, a number of sub-aims and objectives were to be firstly achieved. The aims and objectives of the study were achieved within the data collection process, as both pupils and teachers identified their perceptions of the key characteristics and qualities associated with the teacher role model. A variety of characteristics and qualities were highlighted before being compared and contrasted to establish the most influential in the formation of the teacher role model. The results indicated that teachers who were categorised as role models were also associated with improved learner development. This was predicted prior to the research, but was influential in achieving the desired aim as the research related to the impact of teacher role models (Lashley & Barron, 2006) was justified.

5.2. Summary of Procedure

The data collection process consisted of focus groups that were conducted across three different schools in Wales. The predicted sample size was intended to be 24 pupils in total, but due to mitigating circumstances settled at exactly 22, this is therefore a perceived limitation of the study. Furthermore, 3 teachers, one from each school were also individually interviewed in order to gather their personal perceptions and experiences of teacher role models. The data collected was then
transcribed and thereafter analysed using both deductive and inductive methods. The deductive approach was used to retest existing data in a new context (Catanzaro, 1988). The previously identified suppositions were clearly identifiable within the results, as well as additional variations in the perceptions both pupils and teachers have of those characteristics.

5.3. Key Themes

The most prominent theme in the research was the inclusion of student-teacher relationships, this was predicted as research from Jules and Kutnick (2011) associated them with better school performance, greater school liking, and greater self-direction. However, the research highlighted the importance both pupils and teachers felt it had on a child’s learning development. Developing a strong student-teacher relationship allows teachers to further the understanding they have of their pupil’s interests, their abilities and also their capabilities. This allows them to tailor their lessons to their pupils in order to maximise their enjoyment and learning development as aforementioned. In order to establish such relationships moral virtues and character were identified as qualities that teachers must possess; values such as honesty, respect, care and support were most prominent. Both pupils and teachers also valued teachers who attempted to instil such qualities in their pupil’s.

Motivation was another key theme identified within the results of the study. The findings identified that both pupils and teacher considered teacher’s as role models if they were relatable and also if they had attainable or comparable achievements in life. The results also identified that both pupil’s and teachers alike considered their teachers as role models when they had a clear and sound understanding of what they were teaching as opposed to just being talented or successful at it. They felt a teacher who could transfer their knowledge effectively to their pupil’s was more equipped to adapt to such a role than a teacher that was solely talented or successful.
The inductive process identified that enthusiastic teachers who engage and interact well with their pupils increase their motivation and also the relationship they share with one and other. Early research (Brigham, Scruggs & Mastropieri, 1992) revealed the importance of an enthusiastic teacher to their students learning development and attitude. This was apparent in the current study as both pupil's and teachers identified that when a teacher is enthusiastic and motivated, it increases the motivation and enthusiasm of their student's to want to achieve.

Both the pupil’s and teachers involved in the study perceived interactive and engaging teacher’s to be more effective teacher role models. Pupil’s identified that they were more fulfilled and enthused by being under the influence of a teacher that has engaged and interacted with them. Student-teacher relationships are completely dependent upon interaction and engagement, as the communicative aspect of the qualities increase the understanding and respect teachers and pupils have of one and other.

5.4. Implications

The main practical implication of the study relates directly to that of the overarching aim identified prior to the commencement of the research. That being, the ability to increase current and future teacher’s knowledge of the key characteristics and qualities associated with the constitution of a teacher role model. The research achieved this aim by identifying the key characteristics and qualities a teacher should obtain to become a teacher role model. This was crucial as it provided them with the increased knowledge required in order to be of influence to their pupil’s enjoyment and learning development.
5.5. Limitations

There are certain limitations to the current study that could be rectified to improve future research. The focus groups were inconsistent in their size, consisting of between 6-8 pupils per group as opposed to the previously planned four per group. The increased size of the focus groups decreased the interaction between participants as the less confident pupil’s disengaged. This had a negative effect upon the research as certain participants contributed little or unusable data. This restricted the amount of data that could be used to compile the results; this also affected the depth and richness of the study. Another limitation of the study was the age of the pupil’s, although there were a number of participants who provided rich and original data; many did not understand the concept of the study. As a result of their age, certain participants were unable to reflect on their experiences, verbalise their feelings, or have the desire to do so. This affected the quality and maturity of the responses that were received from certain pupil’s this was also a follow on effect from the increased size of the focus groups. Increasing the age of the pupil’s would amplify the quality of their responses as their ability to verbalise their past experiences and perceptions is more adept.

5.6. Future Research

Future research could elaborate upon the current research by increasing the variety in the age of the participants to identify if their perceptions and experiences change as they age. Future research could also be similar with regards to teachers, they could interview a variety beginning with newly qualified to heads of year and head teachers. This would provide differing perceptions of what characteristics and qualities are most important to the formation of teacher role models as each teacher would be of differing experience and age. The gender of pupil’s and teachers could also be more specifically investigated to identify any
differences between the perceptions male pupil's and male teachers have compared to females pupil's and female teachers. This would provide a richer and more in-depth variety of data, it would identify the most influential and effective attributes a teachers' should possess in order to influence their pupil's lives and learning development.
References


40. Kitzinger J. (1994). The methodology of Focus Groups: the importance of interaction between research participants. *Sociology of Health & Illness*, 16(1), 103–121.


70. Royal College of Paediatrics and Child Health: Ethics Advisory Committee. (2000). Guidelines for the ethical conduct of medical research involving children. *Archives of Disease in Childhood*, 82, 177-182.


81. USADA. (2012). Lance Armstrong receives lifetime ban and disqualification of competitive results for doping violations stemming from his involvement in the United States postal service pro-cycling team doping conspiracy.


APPENDICES
APPENDIX A

EXAMPLE FOCUS GROUP/ INTERVIEW QUESTIONS

Focus Group with Students and Teachers

Number of people:

Date:

School:

Year:

Class:

Role models

1. What is a role model?
   - Do you know why a person is referred to as a role model?
   - Do you know any sportspeople or celebrities which are referred to as role models? If so, why?
   - Do you think they are role models? Why?

2. Individually illustrate within a diagram what you perceive a role model to look like?
   - What would you expect a role model to dress like? Are they male or female? Tall or short? Etc.
   - Who is the role model? (Title the top of the diagram)
     Family member/ Sportsperson/ Coach/ Public service member/ Teacher?
• Why is the person within the diagram, your perception of a role model?
  Motivating/ Talented/ Admirable/ Professional/ Successful?

3. How should a role model make you feel?
• Do they motivate you to want to succeed?
• Do they inspire you through their struggle?
• Are they admirable?
• Do they make your goals feel attainable?

4. Do you consider your P.E teacher a role model?
   If yes, why?-Examples
   If no, why not?
   What does your teacher do for you to consider them a role model?
   Motivate/ inspire/ encourage/
   Is there anything you feel teachers need to do differently to become role models?
   Have they ever, inspired or motivated you to want to achieve, in sport or education?
   Do they take interest in your interests? Are they relatable?

5. As a group, highlight using a mind map what you feel the key characteristics of a teacher role model are and what effects they should have on you as a student?
• Professional/ Motivating/ Morally correct/ Reasonable/ Relatable?
• Motivation/ Determination/ Self-confidence/ Enjoyment?

6. Are the characteristics of your role model and that of a teacher different? If yes, why? Examples
7. How important is it to learning development for teachers to be role models?
   - Do teachers as role models encourage and motivate you to want to succeed academically, in sport or in life in general?
   - Is there any difference between teachers and teachers who are role models?

8. How important has a teacher role model (preferably a teacher) been in your life thus far?
   (Think back through situations in your life where you have been influenced by a role model).
   Do you feel, from your own experiences that teachers who act as role models have more influence on a young person’s academic, sporting and social aspects of life?

9. Is there anything else related to teacher role models or role models in general you would be happy to discuss? Or perhaps you have not been given an opportunity to?
All Principal Investigators (PI) undertaking a research project which involves human participants should complete and sign this application form.

The document *Guidelines for obtaining ethics approval* gives full details of how to complete this form and is available via the research pages of the UWIC website. You should refer to this document in order to avoid unnecessary delays with your application.

As a PI, you are responsible for exercising appropriate professional judgement in this review and for operating within UEC (and any School and professional) guidelines in the conduct of the study.

Participant recruitment or data collection must not commence until ethics clearance has been obtained.

<table>
<thead>
<tr>
<th>Principal Investigator:</th>
<th>Nathan Edwards</th>
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</thead>
<tbody>
<tr>
<td>Supervisor (if student project):</td>
<td>Daniel Milton</td>
</tr>
<tr>
<td>School:</td>
<td>Cardiff School of Sport</td>
</tr>
<tr>
<td>Type of researcher:</td>
<td>Undergraduate student</td>
</tr>
<tr>
<td>Programme enrolled on:</td>
<td>Sport and PE</td>
</tr>
<tr>
<td>Project Title:</td>
<td>Teachers as role models: Perceptions of key stage 3 children and teachers.</td>
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</tbody>
</table>

**PART ONE – ETHICS REVIEW CHECKLIST**

**ERC1:** Will the study involve NHS patients or staff?  
No.

If **YES**, you do not need to complete Part Two of this form. Instead, an application for ethics approval must be submitted to the appropriate external NHS Research Ethics Committee. Complete Declaration A overleaf and forward a copy of your NHS application plus Part One of this form to your School Ethics Committee for information.

**ERC2:** Does your research fall **entirely** within one of the following three categories:
- Paper-based, involving only documents in the public domain
- Laboratory based, not involving human participants or human tissue samples
(eg electronics, chemical analysis)  
- Practice-based, not involving human participants (eg exhibitions, curatorial, reflective analysis, practice audit)

If **YES**, you do not need to complete Part Two of this form. Instead, complete Declaration B overleaf and send the completed form to your School Ethics Committee for information.

If **NO**, you must complete Part Two of this form and submit your application (Part One and Part Two) to your School Ethics Committee for consideration.
DECLARATION A
I confirm that the information contained in this form is correct

My research involves human participants and ERC1 indicates I must obtain ethics clearance from the appropriate external health authority ethics committee.

Signature of Principal Investigator:

Date:

DECLARATION B
I confirm that the information contained in this form is correct

My research falls entirely within the categories described in ERC2 and I do not need to take further action to obtain ethics clearance.

Signature of Principal Investigator:

Date:

Brief synopsis of project:

FOR STUDENT PROJECTS ONLY
I confirm that I have read and agreed the information contained in this form

Name of Supervisor: Daniel Milton

Date: 5/10/12

Signature of Supervisor:

School Research Ethics Committee use only
☐ Considered and supported
☐ Considered and not supported

Name: Click here to enter text.
Date: Click here to enter a date.
PART TWO – APPLICATION FOR ETHICS APPROVAL

<table>
<thead>
<tr>
<th>Expected Start Date:</th>
<th>September 2012</th>
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<tbody>
<tr>
<td>Approximate Duration:</td>
<td>6 months.</td>
</tr>
<tr>
<td>Funding Body (if applicable):</td>
<td>N/A</td>
</tr>
<tr>
<td>Other researcher(s) working on the project</td>
<td>No.</td>
</tr>
<tr>
<td>Does your project require ethical approval from an NREC or other body?</td>
<td>No.</td>
</tr>
<tr>
<td>If yes, please name the NREC or other body</td>
<td>No.</td>
</tr>
<tr>
<td>Does your project use Human Tissue?</td>
<td>No.</td>
</tr>
<tr>
<td>Has CRB clearance been given?</td>
<td>No.</td>
</tr>
<tr>
<td>If yes, which organisation holds details of the check?</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**DECLARATION**
I confirm that the information contained in this form is correct
Signature of Principal Investigator:  
Date: 28/09/2012

**FOR STUDENT PROJECTS ONLY**
I confirm that I have read and agreed the information contained in this form
Name of Supervisor: Daniel Milton  
Date: 05/10/12
Signature of Supervisor:

**Research Ethics Committee use only**

<table>
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<tr>
<th>Decision reached:</th>
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<tbody>
<tr>
<td>Project approved</td>
</tr>
<tr>
<td>Project approved in principle</td>
</tr>
<tr>
<td>Decision deferred</td>
</tr>
<tr>
<td>Project not approved</td>
</tr>
<tr>
<td>Project rejected</td>
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</tbody>
</table>

Project reference number: Click here to enter text.

Name: Click here to enter text.  
Date: Click here to enter a date.
Signature:
A1 In order to give members of the ethics committee some idea of the nature of your research, please answer the following questions with regard to this project:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you take blood or tissue samples from participants?</td>
<td>No.</td>
</tr>
<tr>
<td>Will the study involve prolonged or repetitive testing OTHER THAN repetitive training exercises of a type which form part of the participants normal activities (such as athletics or music training)?</td>
<td>No.</td>
</tr>
<tr>
<td>Are drugs, placebos or other substances (eg vitamins) to be administered to participants?</td>
<td>No.</td>
</tr>
<tr>
<td>Could the study induce physiological or psychological stress or anxiety significantly greater than the participants are likely to experience in their daily lives?</td>
<td>No.</td>
</tr>
<tr>
<td>Does the study involve participants who are unable to give informed consent?</td>
<td>Yes.</td>
</tr>
<tr>
<td>Will the study involve children? (NB: Projects in professional practice involving groups of children in a public place in school, with the permission of the school, are exempted)</td>
<td>Yes.</td>
</tr>
<tr>
<td>Is pain or more than mild discomfort likely to result from the study?</td>
<td>No.</td>
</tr>
<tr>
<td>Will financial inducements, other than reasonable expenses and compensation for time, be offered to participants?</td>
<td>No.</td>
</tr>
<tr>
<td>Will deception of participants to necessary during the study?</td>
<td>No.</td>
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</tbody>
</table>

A2 Briefly describe the rationale behind your project

Teachers spend vast amounts of time with young children; they are the catalyst behind their development of character, their motor and skill development along with their ability to learn. As a result, teachers now have to become more than just teachers; they must become role models, admirable professionals’ that children look up to and progress under. This will allow children to become more confident and therefore express themselves, allowing further development to occur as there are no restrictions.

The research is based upon the rationale that children should be able to identify what they constitute as a role model and where their teachers fit within their views. Researching how young children perceive role models may help current and future teachers adhere to the requirements children uphold, possibly furthering a teachers understanding of how to effectively develop their pupils. It is also thoroughly important to gain the perceptions of teachers as it gives an insight into their self-images, a crucial factor which has been proven to impact the learning and achievement of their pupils (Ben-Peretz, Kron and Mendelson, 2003).

Different children respond better or worse to certain teacher characteristics. Taking into consideration the views of young children may allow teachers to adapt to each individual and become the role model they require to enjoy and develop throughout their education.
A3 What are the aims of the research?

- To identify what pupils and teachers believe are effective characteristics of teachers as role models.
- To investigate how important pupils perceive teachers as role models is in their learning development.
- To identify any comparisons or contrasts between teachers and pupils in order to further improve the teacher/pupil relationship through the development of role models.

A4 Will you be using an approved protocol in your project?  No.

A5 If yes, please state the name and code of the approved protocol to be used†  N/A

If your project does involve the use of an approved protocol, please indicate when answering the following questions, which areas of your study are covered by the protocol

A6 What methods of data collection and analysis will you adopt?

The main method to be used within the data collection process will be focus groups, this is to make the young participants feel comfortable being surrounded by their peers. It makes the process ethical and also more beneficial to the study as the participants are within their comfort zone. Within the focus groups, the participants will be asked to draw what they perceive a teacher as a role model to be, after this, the participants will be asked to share the key aspects of their drawings. Alongside the illustrations pupils will be required to produce a mind map, identifying the key characteristics they believe a role model should obtain. As well as the pupils, the teachers will also be asked to provide what they believe to be the key characteristics of role models’ also; this will be constructed through the same methods as the children within the focus groups. This will allow comparisons and contrasts to be identified in order to achieve the goals of the study.

The analysis which will be used to analyse the data collected will be content thematic analysis, Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. However, it also often goes further and interprets various aspects of the research topic (Boyatzis, 1998).

A7 What remuneration (if any) will be offered to participants?  N/A

A8 From which group(s) will participants be recruited and what sampling method and criteria will be used?

Due to the size and time of the study, one year group to be examined and the year 8 group have been identified. All students within the year group will be given the opportunity to participate.

A9 How many participants will be involved?

There are 32 students within the year so the numbers are dependent upon the amount who have consent to take part. Ideally the focus groups would consist of 4 participants per group and again the number of groups depends purely upon the number available through consent. There will be a teacher present during each of the focus groups to monitor and also take part in the

† An Approved Protocol is one which has been approved by UWIC to be used under supervision of designated members of staff; a list of approved protocols can be found at [INSERT LINK]
research. The participants will then have time to go away with an information sheet and assent and consent forms and discuss with their parents, they will then return the forms via the PE department. All participation will be on a voluntary basis.

**A10 Where and how will the participants be recruited and what method of initial contact will you use?**

As stated previously, the children from one age group will all be used to eliminate the need for recruitment. The sessions will be formatted within the structure of an everyday lesson, as too will the delivery. I intend for the pupils to view me as another teacher, in order to gain the respect and trust they have with their class teacher. I intend to make the study as enjoyable and constructive for the participants as it is for myself. The research will be carried out within a school.

**A11 What previous experience of research involving human participants relevant to this project do you have?**

Over the past 2 years at UWIC I have taken part in physiological lab research which required taking into consideration the ethical rights of participants, as well as managing them effectively and comfortably in order to obtain valued data. As well as physiological research, with the research methods module, there has been 3 lab blocks, which have provided a vast amount of knowledge related to various areas of qualitative and quantitative research to name but a few. It has given in depth insight into the key fundamentals of human participants research, highlighting the most effective and efficient research techniques to collect data maintaining the best interests of the participants.

**A12 Student projects only**

What previous experience of research involving human participants relevant to this project does your supervisor have?

Daniel Milton is a lecturer in Physical Education and Pedagogy and has engaged in similar projects at undergraduate and post-graduate level. They were based on qualitative research including interviewing at undergraduate level and focus groups and action research at post-graduate level. He also used qualitative research methods when completing my MSc modules over the last two years. He has a paper in preparation based on his post-graduate dissertation: Milton, D., Cropley, B., Nichols, T., & Chesterfield, G. (in preparation). Developing post-game feedback in Rugby Union: An action research study of sports coaching. He is a fully qualified teacher who has taught in schools for the last 12 years.

**B – POTENTIAL RISKS**

**B1 What potential discomfort or inconvenience to the participants do you foresee?**

There are no anticipated risks, which occur as a result of the research. However, children may not have had or understand what a role model consists of, which may make them feel uncomfortable. They could also be a risk that participants have different views to one another and therefore a pupil who shares the least popular view becomes uncomfortable. There could be the potential for an impact on curriculum time.

**B2 How do you propose to deal with the potential risks?**

All relevant parties, parents/guardians and schools will be informed in writing. This will include the aims of the study, how it can benefit the school and that right to withdraw from the study at any point. Effort will be made by the researcher to help the participants feel comfortable within the discussion and all students will be given to opportunity to share their viewpoints via the
method of flip charting and mind mapping effective. Names of the school and participants will not be mentioned in the study and data will be locked away. The focus groups will be done at lunchtimes or afterschool so they don’t impact on curriculum time.

<table>
<thead>
<tr>
<th>B3</th>
<th>Do you intend to use a questionnaire to ascertain an individual’s level of physical fitness or health before accepting them as a participant? If yes, please give details.</th>
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<tbody>
<tr>
<td>No</td>
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<tr>
<th>B4</th>
<th>What potential risks to the interests of the researchers do you foresee?</th>
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<tbody>
<tr>
<td>There are no anticipated risks, which occur as a result of the research. The researcher does need to be aware that he can not be left alone with the students at any point and be mindful that he may fail to recruit any students.</td>
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<table>
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<tr>
<th>B5</th>
<th>How will you deal with these potential risks?</th>
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<tbody>
<tr>
<td>A qualified member of staff will need to be present at all times within the room but will not engage with the focus group and the discussions/tasks taking place. The researcher has prior knowledge of the school and every effort will be make people feel comfortable in order to take part in the research.</td>
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<thead>
<tr>
<th>C</th>
<th>CONSENT</th>
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<tr>
<td>C1</td>
<td>Will informed consent be sought from participants?</td>
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</table>

| C2 | IF NO, explain why informed consent will not be sought                                                                                  |
| N/A |                                                                                                                                          |

<table>
<thead>
<tr>
<th>C3</th>
<th>IF YES, describe how informed consent will be obtained and attach copies of relevant documents</th>
</tr>
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<tbody>
<tr>
<td>Prior to the research taking place all interested parties (teachers, pupils and parents/guardians) will have consent forms supplied as well as a detailed form identifying the procedure which will take place.</td>
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| C4 | If you are using an approved protocol, has the approved wording for participants been included in your Participant Information Sheet? |
| Yes |                                                                                                                                 |

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<tr>
<th>C5</th>
<th>IF NO, why not?</th>
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<th>C6</th>
<th>If there are doubts about participants’ abilities to give informed consent, what steps have you taken to ensure that they are willing to participate?</th>
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<tr>
<td>Information sheets containing all relevant information and contact numbers for any further questions will be provided. Along with the option to meet the primary researcher to discuss any concerns.</td>
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<th>C7</th>
<th>If participants are aged under 18, describe how you will seek informed consent</th>
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<tr>
<td>Through the legislation the school obtains, which should allow me under the supervision of another teacher, to communicate with the participants of the study. A detailed letter outlining the purpose of the research will also be supplied and the procedures will be sent to all parents/guardians. Confidentiality, anonymity and freedom to withdraw at any time are outlined. Parents will be asked to provide consent for the research.</td>
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<th>C8</th>
<th>How will consent be recorded?</th>
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<tr>
<td>Appropriate consent and assent forms, will be issued requiring a parent, participant and head teacher signature.</td>
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## D – OTHER DETAILS

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>D1 Will participants be informed of their right to withdraw without penalty?</td>
<td>Yes.</td>
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<tr>
<td>If no, please detail the reasons</td>
<td>N/A</td>
</tr>
<tr>
<td>D2 How will you ensure participants’ confidentiality and anonymity?</td>
<td>The subjects will not have to provide their names, and any information which they feel or the supervisors may feel inappropriate to use, will be discarded. The work will also comply in full with the Data Protection Act (1998).</td>
</tr>
<tr>
<td>D3 How will issues of data storage be addressed?</td>
<td>All work will be kept in a secure locked location. No pupil or school will be named in any published material. The work will also comply in full with the Data Protection Act (1998).</td>
</tr>
<tr>
<td>D4 Are there any further points you wish to make with regard to the proposed research?</td>
<td>No.</td>
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</table>
Dear Parent/Guardian,

I am a current undergraduate student at University of Wales, Institute Cardiff (UWIC) studying Bsc. (Hons) Sport and Physical Education. As part of my course, I am required to submit a dissertation research study in my final year to complete my degree.

A dissertation involves an in-depth process of data collection, analysis and discussion and I have chosen to perform a case study at Maesteg Comprehensive School examining both teachers’ and pupils’ perceptions of teachers as role models.

I have chosen to explore the attitudes and experiences of both teachers’ and Key Stage 3 pupils in regard to their perceptions of teachers as role models and what makes a good role model.

As a student, your child’s views are very important to this study. Their views on physical activity could help explore this issue and help researchers understand what makes a good teacher role model.

Participants will be involved in a focus group style interview with 3 other year 8 pupils from the school. All participants have the right to pull out of the interview at any time without giving a reason. Participants will also have the chance to read the data following the process of converting the data in to transcript, to ensure that I have understood in the correct context what they have said and to ensure accuracy. All transcripts and any data will be kept confidential throughout the study.

Therefore, this letter and attached is an information sheet providing greater detail on the study allowing you to gain a greater knowledge about the research, and thus I will need to gain permission and informed consent before the process can begin.

However, if you do not wish your child to be a possible subject for this research, it will not be used against you or your child in any way. As stated in the information sheet, there is no foreseen possible risk to the participants, and their attitudes and experiences towards teachers as role models is being researched to improve their experiences in the future.

If you consent to your child taking part in this research, please could you complete the following form and return it to the school office by Friday 14th December 2012.

If you do require any more further information or have any questions, please do not hesitate to contact me by Email – ST10000996@outlook.uwic.ac.uk

Many thanks,

Yours, Faithfully, Nathan Edwards
APPENDIX D

PARENT/GAURDIAN INFORMATION SHEET

Title of project
Teachers as role models: Perceptions of key stage 3 children and teachers.

Background
Teachers spend vast amounts of time with young children; they are the catalyst behind their development of character, their motor and skill development along with their ability to learn. As a result, teachers now have to become more than just teachers; they must become role models, admirable professionals’ that children look up to and progress under. This will allow children to become more confident and therefore express themselves, allowing further development to occur, as there are no restrictions. The research is based upon the rationale that children should be able to identify what they constitute as a role model and where their teachers fit within their views. Researching how young children perceive role models may help current and future teaching practice.

Participation in the research project

Why has your child been asked?
Your child has been selected to participate in a study to examine pupil perception of teachers as role models. I am looking to gain an insight into their views on physical education teachers and in particular their feelings and attitudes towards teachers as role models. From the data collected I hope to give feedback to the school with regard to what the students perceptions of teachers as role models are.

What is being asked of your son/daughter?
Your child will be asked to participate in a focus group with 3 other students selected from key stage 3. The focus group will be a free flowing group discussion on the topic highlighted above. A qualified member of staff will be within the classroom but not contributing for the duration of the focus group. Your child will be asked questions relating to role models and what their thoughts and feelings are about this issue, What makes an effective role model, what sort of characteristics should a teacher role model have and what impact teachers have on the individual. The study will be conducted which best suits the participants needs such as lunchtime. The study will last at a maximum of 25 minutes and will take place in the school.

What happens after?
After the focus group has been conducted I will take a recording of the discussion away and will type up the conversation. A copy of this discussion will be given to your child so that they can go through it to check I haven’t changed any of the information recorded. From this I will make transcripts to identify as themes from the focus groups. If information comes out that may be able to help the school or physical education department it will be given to them. Although they will receive this information no names will be given to the department.

Are there any risks?

There are not any significant risks to you from taking part in the study. If you are feeling unwell, I would advise that you do not take part. And in any case or at any point of the study, you should do anything that you do not want to – just notify me.

Right to withdraw

Even after signing the form, at any point during the study if you feel that you do not want to take part any further for any particular reason then you have the right to withdraw at any point of the study.

How your privacy is protected

All information you provide me with will be kept safe with the strictest of confidence and stored securely, only being seen by me and interview transcripts will be listened by only me. After research has taken place, tapes will be destroyed so that nobody else can hear them.

Further Information

If you have any questions or worries about the study please do not hesitate and contact me.

Student Researcher

Nathan Edwards
Telephone No: 07814503311
Email: st10000996@outlook.uwic.ac.uk

Research Supervisor

Daniel Milton
Email – dmitlon@cardiffmet.ac.uk
APPENDIX E

PARENT/GAURDIAN CONSENT FORM

Cardiff Metropolitan University Parent/Guardian consent form

Title of project: Teachers as role models: Perceptions of key stage 3 children and teachers.

Name of researcher: Nathan Edwards

Please place a tick in each box.

1. I confirm that I have read and understand the information sheet attached dated 14/12/2012 for this research project. I have been given the chance to consider information, asked questions and have had these answered.

2. I understand it is my child’s choice to volunteer for this study and he can withdraw from the study at any point, without reason.

3. I understand that the data gathered from the study may be shared with teachers at my son’s school but no child will be identified.

4. I understand that the focus group will be recorded for review

Name of Child _______________________ Name of Parent/Guardian ___________________

Signature of Parent/Guardian ___________________________ Date ________________

Name of person taking consent __________________________ Date ________________
APPENDIX F

PARTICIPANT INFORMATION SHEET

Background

Teachers spend vast amounts of time with young children; they are the catalyst behind their development of character, their motor and skill development along with their ability to learn. As a result, teachers now have to become more than just teachers; they must become role models, admirable professionals’ that children look up to and progress under. This will allow children to become more confident and therefore express themselves, allowing further development to occur, as there are no restrictions. The research is based upon the rationale that children should be able to identify what they constitute as a role model and where their teachers fit within their views. Researching how young children perceive role models may help current and future teaching practice.

Participation in the research project

Why have you been asked?

You have been selected to participate in a study to examine pupil perception of teachers as role models. I am looking to gain an insight into your views on physical education teachers and in particular your feelings and attitudes towards teachers as role models. From the data collected I hope to give feedback to the school with regard to what the students perceptions of teachers as role models are.

What is being asked of you?

You will be asked to participate in a focus group with 3 other students selected from key stage 3. The focus group will be a free flowing group discussion on the topic highlighted above. A qualified member of staff will be within the classroom but not contributing for the duration of the focus group. You will be asked questions relating to role models and what their thoughts and feelings are about this issue, What makes an effective role model, what sort of characteristics should a teacher role model have and what impact teachers have on the individual. The study will be conducted at a time that best suits the participants needs such as lunchtime. The study will last at a maximum of 25 minutes and will take place in the school. (During the focus groups you will be recorded via a Dictaphone that only myself and my supervisor will listen to.)

What happens after?
After the focus group has been conducted I will take a recording of the discussion away and will type up the conversation. A copy of this discussion will be given to you so that you can go through it to check I haven’t changed any of the information recorded. From this I will make transcripts to identify any themes from the focus groups. If information comes out that it may be able to help the physical education department it will be given to them. Although they will receive this information no names will be given to the department.

Are there any risks?

There are not any significant risks to you from taking part in the study. If you are feeling unwell, I would advise that you do not take part. And in any case or at any point of the study, you should do anything that you do not want to – just notify me.

Right to withdraw

Within the study if you feel at risk you have the right to withdraw from it at any point. Even after you have signed the forms

How your privacy is protected

I will do my utmost to treat everything that you tell me with the strictest of confidence the interview transcripts will be typed out by the primary researcher (myself) and once this is done the recording of the focus group will be deleted. All consent forms will be stored securely.

Further Information

If you have any questions or worries about the study please do not hesitate and contact me, even after you signed the forms

Research Student

Nathan Edwards
Telephone No: 07814503311
Email: st10000996@outlook.uwic.ac.uk

Research Supervisor

Daniel Milton
Email – dmilton@cardiffmet.ac.uk
APPENDIX G

CHILD ASSENT FORM

Title of project: Teachers as role models: Perceptions of key stage 3 children and teachers.

Name of researcher: Nathan Edwards

If you disagree circle the cross X
If you are unsure circle the line -
If you agree circle the tick ✓

I understand the purpose of this research and how the data gathered will be used. X - ✓

I have had the chance to ask questions and have had time for them to be answered. X - ✓

I know I can stop with the study at any time and it will be ok. X - ✓

I know the information may be passed onto my teacher’s but my name will not be given. X - ✓

I am happy to take part in the semi structured focus groups X - ✓

I am happy to take part within the study X - ✓

X
Your name

X
Your signature

Date

G- 1 - X

Date
APPENDIX H

TEACHER INFORMATION SHEET

Title of project
Teachers as role models: Perceptions of key stage 3 children and teachers.

Background
Teachers spend vast amounts of time with young children; they are the catalyst behind their development of character, their motor and skill development along with their ability to learn. As a result, teachers now have to become more than just teachers; they must become role models, admirable professionals’ that children look up to and progress under. This will allow children to become more confident and therefore express themselves, allowing further development to occur, as there are no restrictions. The research is based upon the rationale that children should be able to identify what they constitute as a role model and where their teachers fit within their views. Researching how young children perceive role models may help current and future teaching practice.

Participation in the research project

Why have you been asked?
You have been selected to participate in a study to examine both teacher and pupil perception of teachers as role models. I am looking to gain an insight into their views on physical education teachers and in particular their feelings and attitudes towards teachers as role models. From the data collected I hope to give feedback to the school with regard to what the students perceptions of teachers as role models are.

What is being asked of you?
You will be asked to participate in a focus group with 4 students selected from key stage 3. The focus group will be a free flowing group discussion on the topic highlighted above. You will be asked questions relating to role models and what their thoughts and feelings are about this issue, What makes an effective role model, what sort of characteristics should a teacher role model have and what impact teachers have on the individual. The study will be conducted which best suits the participants needs such as lunchtime. The study will last at a maximum of 25 minutes and will take place in the school.

(During the focus groups you will be recorded via a Dictaphone that only myself and my supervisor will listen to.)
What happens after?

After the focus group has been conducted I will take a recording of the discussion away and will type up the conversation. A copy of this discussion will be given to you so that you can go through it to check I haven’t changed any of the information recorded. From this I will make transcripts to identify as themes from the focus groups. If information comes out that may be able to help the school or physical education department it will be given to them. Although they will receive this information no names will be given to the department.

Are there any risks?

There are not any significant risks to you from taking part in the study. If you are feeling unwell, I would advise that you do not take part. And in any case or at any point of the study, you should do anything that you do not want to – just notify me.

Right to withdraw

Even after signing the form, at any point during the study if you feel that you do not want to take part any further for any particular reason then you have the right to withdraw at any point of the study.

How your privacy is protected

All information you provide me with will be kept safe with the strictest of confidence and stored securely, only being seen by me and interview transcripts will be listened by only me. After research has taken place, tapes will be destroyed so that nobody else can hear them.

Further Information

If you have any questions or worries about the study please do not hesitate and contact me.

Student Researcher

Nathan Edwards
Telephone No: 07814503311
Email: st10000996@outlook.uwic.ac.uk

Research Supervisor

Daniel Milton
Email – dmilton@cardiffmet.ac.uk
APPENDIX I

PUPIL WHOLE TRANSCRIPT (ALL 3 SCHOOLS)

Transcript 1- St Johns Baptist School, Aberdare

Me: The first thing I am going to ask is, what does a role model mean to you?
Start on the end. If I said to you, what does a role model mean to you, what would you say to me?

Person 1: Someone you look up to.

Person 2: Someone you want to be like.

Me: It can be anything, anything you look up to in someone.

Person 3: Someone who stands out from the crowd when you ask them a question.

Me: Ugh, do you know why a person is referred to as a role model?
Obviously you’ve said some you can look up to.

Person 4: Because they are famous.

Me: Alright, we will go on that.

Person 5: Inspire you.

Comment [n6]: Relatable as the child wants to be like the role model and is someone who they look up to being.

Comment [n7]: Bold and original, doesn’t follow the norm and isn’t afraid to express themselves.

Comment [n8]: Successful or talented at what they do.

Comment [n9]: Inspirational
Person 6: Set a good example.

Me: Yea.
What famous people do you look up to as a role model?

Person 7: Rugby players.

Me: What rugby players?

Person 7: uhhm, Sam Warburton, Leigh Halfpenny.

Me: Why Leigh Halfpenny.

Person 7: Uhhm, because he plays for Wales.

Me: Anything else, anything he’s particularly good at?

Person 7: He’s a good rugby player.

Me: Yea...

Person 5: Adam Jones.

Me: Why Adam Jones?
Person 5: Because he's the same position as I play in rugby and I'd like to be like him when I am older.

Me: So basically someone who is similar to you, someone you can relate to.

Person 5: Yea.

Person 3: Someone who is successful in rugby, because like, I know it probably won't happen but like I'd like to play rugby, when I'm older for a professional team.

Me: Yea that’s good, that’s good. Right, Ughh…

Obviously you sort of feel like these famous people are your role models, but we will go on to talk about your P.E teachers.

Do you see your P.E teachers as your role models?

Whole group: All agree that their P.E teachers are role models to them.

Me: We will start here, can you tell me why you feel your P.E teachers are your role model?

Person 5: Uhhm, because they've got the same interests as us and then they try and teach it to us, so that we can be like them.

Me: So again, someone who is relatable to you?

Person 5: Yea.

Me: Any other qualities you think your P.E teachers have got that makes them a role model?
Person 5: Without them we wouldn't know how to do many things in sport, because they help teach you new things in sports.

**Person 1:** They enjoy the same things as us.

Me: Yea.

Person 5: They respect us.

Me: Yea.

Me: Does that differ to any of your other teachers, so…

Whole group agrees.

Person 2: We enjoy what they teach us.

Me: Yea.

Person 4: Other teachers in lessons can be boring, so we enjoy it less with those teachers.

Me: So are there any things your general teachers can do for you, think about what your P.E teachers do for you and could other teachers be similar, yea?

Person 3: Think about our interests, and then try and put them into the lessons.

Me: Right, so…

Person 6: Make the lesson more interesting.

**Comment [n16]:** Relatable.

**Comment [n17]:** They see teachers as role models if they are respected.

**Comment [n18]:** Teachers are viewed as role models when they make lessons enjoyable?

**Comment [n19]:** Teachers may be viewed differently if they are boring or conduct boring lessons.

**Comment [n20]:** Take a real interest in their interests and create a learning environment specific to their interests and abilities.

**Comment [n21]:** Making lessons more interesting or enjoyable will help teachers in becoming role models.
Me: Anything else?

What can your normal teachers do to be like your P.E teachers? If you see your P.E teachers as your role models?

Person 1: Be tidy.

Me: What do you mean by tidy?

Person 1: Their Stricht.

Me: Their Strict? So be, what would you like them to be? To be more…

Person 1: Nice.

Person 1: Fun. Enjoyable.

Person 6: Appealing.

Me: Appealing?

Person 3: They can be strict, but like, reasonable. You don’t want someone who is just like lets you do anything but won’t just give you a row for anything.

Person 8: Like teachers who, if you fall of your chair would be like “what you doing that for?”

Me: right just remember now, one at a time. I know you all want to bounce in, but just say your point when no one else is speaking, alright.

Comment [n22]: Being respectful and also supportive of the pupils, treating them as equals is important here.

Comment [n23]: Being too strict and not developing and equal relationship with the pupils will affect the relationship with their pupils.

Comment [n24]: Teachers must be respectful and treat pupils correctly but still maintain their authority.

Comment [n25]: By displaying good moral values and establishing a good relationship with children will make teachers more appealing or relatable.

Comment [n26]: Must have a balance between being strict and also reasonable and likeable at the same time. Children will disrespect a teacher if they are too strict or to easy to manipulate.
Uhh, next thing, how should, your teacher role model make you feel?

Person 6: Happy.

Person 1: Enjoy the lesson.

Person 4: You can do what you want when your older, it doesn’t matter, whatever it is.

Me: So not hold you back, make you believe you can do whatever you want when your older?

Person 5: Pushes you.

Person 4: Inspires you.

Me: Inspire, that’s a good word. What do you mean by inspire?

Person 4: Uhh, with a role model, they inspire you to be like them. Like, uhhm, if you have a role model who is a rugby player, they inspire you to want to do that.

Me: Yea.

Person 4: They could say like, your really good at that sport and you can definitely be that when your older, so just keep on trying and don’t, give up.

Me: So you know we spoke about your P.E teachers giving you that motivation, in your other subjects, do your teachers give you that same motivation, or?
Person 3: They, do but it’s not the same.

Person 3: When a P.E teacher teaches you, they enjoy the lesson too, but like maths teachers and all that, it’s like they don’t enjoy it.

Person 5: With the P.E teacher it’s more like they think ahead in your future, but with other subjects they think about then and exams but when it comes to P.E it’s their thinking about the future.

Me: Good, any other points?

Me: Are there any characteristics you think are really important to you in your learning development? So do you know what I mean by learning development? Do you all understand what I mean by that?

So what characteristics in a role model, specifically your teacher role model do you think are important to your learning development?

It can be anything…

Person 7: Creative

Person 1: Making lessons not boring

Person 3: They push you to do your hardest

Me: Yea. Good, so motivating you again.

Person 5: They have got to do things to your level, like if somebody can’t do something, instead of just trying to make them do that, drop the level so they can still do something and then work up to something.
Person 3: Following on that point, like I said earlier, get to know the person before you actually push them to do something they can’t do.

Me: Good.

Person 6: Get to know the person, so you know what their skills are so you can uhhm, know the strengths and weaknesses of them.

Me: So do you feel like your P.E teachers here are your role models?

Group agrees.

Me: How are they similar to your role models, say like Leigh Halfpenny. How are they similar?

Person 4: Same Interests

Me: Same interests again yea.

Person 3: P.E teachers would actually be better because you can’t actually speak to Leigh Halfpenny, and know what he thinks, because P.E teachers are there, you can actually get to know them better and learn off them.

Me: Good.

Person 3: Like, if you need help in rugby or don’t know what to do, you can go to your P.E teacher who can share past experiences.

Person 4: Past experiences, yea.
Me: Now we're on the topic of teacher role models, what do you think your P.E teachers do that make you enjoy P.E.? Make you want to come back and continue to develop? Academically and in your life?

Person 2: They will do it in a fun way, rather than just say copy this down and I like show us instead.

Person 5: They respect us.

Me: respect you?

Person 5: Yea.

Person 3: Help us to improve and not only do they like take us to play rugby and football and stuff like that, they bring new sports to us and see if we like them as well.

Me: Good.

Person 5: Like they respect us as we respect them and when there's a bond like that it's easier to know teachers as friends.

Me: Good. Right were just going to have one last little exercise, Just going to start here, I just want you to tell me two key aspects or characteristics your P.E teacher or general role model should have, what you feel a role model should be? If you can only think of one, then just one?

Person 5: Encourage you.

Me: Encouragement, yea.
Person 1: Tidy

Person 6: Understanding, so say if you can't do something, instead of shouting at you they would help you.

Me: Good.

Person 8: Good to look at, uhhm to watch them.

Me: Yea that's good. So basically, their good at what they do?

Whole group agrees.

Me: So say now your teacher wasn't good at what they did

Person 8: We wouldn't respect them as much.

Me: You wouldn't respect them as much? That's a good point.

Person 2: Uhh, helpful and admiring.

Me: Good.

Person 4: They motivate us.

Me: Good.
**Person 3:** They uhhm, respect you, so it's easier for you to get on with them.

**Person 6:** They push us to do different things, different sports.

**Me:** Do you think that will benefit you in the future?

**Person 6:** Yea. Gets us healthier, more fit.

**Me:** Good.

**Person 7:** Uhhm, creative. Makes the lessons more enjoyable, so it makes sure I come back and go to the lesson again.

**Me:** So do you think if your other teachers took the points you've given me now about how admirable your P.E teachers are and how suited they are as a role model to you. Do you think they could you know, take a look at your P.E teachers and become role models and maybe inspire you in other subjects?

**Person 5:** They allow you to think of the future then, rather than just about exams coming up and let you just, dream really.
Me: First question I am going to ask you is, what do you think a role model is?

Person 1: Someone who sets a good example.

Me: What do you mean by that?

Person 1: uhhm I don’t know, someone you look up to.

Me: Good.

Person 2: Someone who has done something good, who sets an example that you would like to follow and would not get you in to trouble and seen as a good person.

Person 1: Someone has a lot of authority but uses it for good.

Me: Good, yea. Think about just any role model, maybe a sporting role model, is there anyone in sport that you particularly look up to? What sport do you like?

Person 3: Cricket.

Me: Are there any cricketers you really look up to?

Person 3: uhh Jimmy Anderson.

Me: Why Jimmy Anderson?
Person 3: He’s one of the best fast bowlers in the world.

Me: Anything else you like about him?

Person 3: He’s not naughty of the pitch, he stays as he is. Like most footballers, they just get off the field and get drunk and are stupid.

Me: Is there any other role models you look up to?

Person 4: Paralympians, because they can do amazing things without their legs or arms. David Weir, he won so many gold medals in a certain amount of days and he has no legs so it was really hard. Some people are tired after doing one race but he did so many races.

Me: Good, anything else?

Person 2: Paralympians prove that you don’t have to give up when somethings gone wrong.

Me: Good, so do you feel that your role models have to be talented at what they do for you to look up to them?

Person 1: They just have to have the right attitude. They should never be in trouble with the press or nothing.

Me: Good, anything else?
Me: We are going to move on to talk about your teachers as role models, we will start specifically with your P.E teachers, do you see your P.E teachers as role models?

Person 5: In a way because they try and keep us fit and healthy and they help us to learn new skills.

Me: Is there anything specific about your P.E teachers that make you aspire to be like them?

Person 6: Their job.

Me: What about their job?

Person 6: It's fun.

Me: It's fun, ok. Is there anything your P.E teachers do differently to your other teachers?

Person 2: P.E teachers are happier than other teachers.

Me: Good.

Person 7: Not as grumpy, other teachers are sometimes grumpy.

Me: Not as grumpy.

Me: What sorts of sports do you take part in?
Group answer a variety of sports, rugby, cricket and badminton etc.

Me: Looking at your P.E teachers now, when their teaching you these kinds of sports, do you feel it is important that they are good at these sports?

Group agrees.

Person 8: Mr. … is good at football, Mr. … is for rugby and Mr. … is for athletics.

Person 2: They have got to be good at the sport they are teaching.

Person 1: I don’t think they have to be very good at it as long as they know the game inside out.

Me: If your teacher wasn’t very good at the sport they were teaching you, would you still like up to them like you do?

Person 1: If they knew the game, like a coach could be the best in the world, but the worst rugby player in the world.

Me: Good. So do you see you teachers as role models?

Person 8: Mr. … plays a high level of rugby so when he teaches us rugby he is a role model because we know he knows what he’s talking about.

Me: Do you feel more motivated to do P.E than other subjects?

Person 7: Yea.
Me: Ok, so why do you feel more motivated, is there something you P.E teachers do?

Person 5: Because we can play sport.

Person 4: We enjoy it outside school, so we will enjoy it inside school.

Person 1: They put good music on in the gym.

Me: Ok, obviously your motivated to do P.E because you enjoy sport, but is there anything in particular your P.E teachers do differently than your other teachers to make you enjoy the lesson more?

Person 1: Explain things more.

Me: Ok we will go on from that.

Person 1: If a teacher put something on the board for maths, they would expect us to know what to do from past knowledge but in P.E they explain the exercise before we do it.

Person 2: In some subjects, not P.E, you can ask a question and if you don't get it, the teacher will just say ask a friend, but with P.E they will show you and explain it to you.

Person 6: It's less writing.

Me: In comparison to your other teachers, do your P.E teachers make you want to develop more?
Person 1: Yes, P.E teachers say you can achieve greatness and their nurture you within that sport then.

Me: Anything else to relate to that?

Person 2: They complement you on what you’re doing all the time, but in other subjects you may do something right and then they just tell you to sit back down and don’t tell you what it is you’ve done right. But in P.E if you’re doing something right, they will ask you to show other pupils or teachers.

Me: Good. Right, how do you feel your P.E teachers as role models or your general teachers as role models should make you feel?

Person 5: That you want to come to school everyday.

Person 2: Proud of yourself.

Person 1: Make you feel like you have done your best.

Me: Anything else? If they are a role model to you, how should they make you feel?

Person 8: That they have got the best out of you.

Person 6: So that we can be like them.

Me: Do you think if your teachers take more interest in you, do you feel that would help you more?

Group agrees.
Person 3: If my teachers in other subjects were role models, I would tend to enjoy their subjects more, like if I had a bad teacher I wouldn’t want to take that subject at GCSE level.

Me: Discuss between yourselves what you feel the key characteristics, the key qualities your teacher role models should have and what effects they should have on you? Think of four key points related to what we have spoken about and then we will discuss.

Me: Let’s discuss now.

Person 1: Authority.

Person 8: They should motivate you.

Person 2: Be helpful in what you’re doing.

Person 3: To help you feel proud of yourself.

Person 4: Stop you from shying away, because people get embarrassed in P.E.

Person 7: Drive you to do your best.

Person 1: More determined and motivate you to achieve the best you can.

Person 3: After they finish the lesson they want to give you the impression that you can take it further on to GCSE’s and A-levels.

Comment [n73]: It is important that teachers become role models and ensure that children enjoy their subjects as children would not want to progress or pursue a career in that subject.

Comment [n74]: Embrace all pupils in P.E to ensure they enjoy the subject and continue to develop.
Person 2: They need to be able to help you

Person 6: Make you want to come to school to do P.E and sport.

Person 5: Make you more determined to do that subject.

Person 7: Try and improve us.

Person 8: They should do more sports or activities outside school so that they are more involved in the activity so when they come back to school they can say I know what I did wrong and this is what I am going to do to improve and that will make us want to improve in our sports.

Person 2: Friendly, because you don’t want to be shy and stay out of the way because it will make you even worse at the subject and you won’t want to be like that.

Me: Yea.

Person 3: They want to push you to be better.

Me: Good.

Me: Final question, do you feel teachers who were not viewed as role models would have less impact on your learning development than teachers who were role models?

Person 2: The role model teachers you are more interested in, but the teachers who you don’t see as role models you make not be interested in and won’t listen or take notice of.

Comment [n75]: Continue to encourage and instil determination in pupils so they continue to achieve their maximal potential.

Comment [n76]: Pupils respect teachers who they see has a role model in a far better light than those they do not, they respect them and aspire to be like them and most importantly enjoy their education under them.
Me: So by that, what have you got with your teacher role model?

Person 1: A bond.

Me: What else?

Person 1: You see attributes that they have got, like being nice and that makes you want to do better.

Me: That's it.

Transcript 3 - St Johns College, Cardiff

Me: The first question I am going to ask you is what is your perception, so what is your view on the term role model?

Person 1: Someone who sets a good example and P.E is a good sports person

Me: Yea.

Person 2: It's someone you can look up to and hope to follow their path. It's like what you want to be in the future, you look up to them and take what they're doing and you try and put into your performance or lesson.

Person 3, 4 & 5: Yes, I feel the same.

Comment [n77]: Establishing a strong relationship with the pupils is a vital quality associated with the establishment of a teacher role model.

Comment [n78]: Displaying the correct character and moral values makes children want to be like their teachers and want to do better in their lives and education.

Comment [n79]: Displaying good character and moral values along with being talented at what they are teaching.

Comment [n80]: Relatable, look up to those with specific achievements and interests.
Me: Ok.

Person 6: It is someone who sets a good example.

Me: Yes that’s good.

Me: Think of any sportspeople or regular people in your lives that you feel to be a role model and just share amongst the group their key characteristics?

Person 1: Someone who is always happy, always in a good mood and always starts a lesson in a good way.

Person 2: I look up to all our teachers in general because they know what’s right and what’s wrong in that subject. They have to understand that sometimes you don’t understand certain things, by explaining it thoroughly you are able to keep up.

Person 3: I look up to professional sports people because they are under pressure from the media and play in front of crowds and stuff it’s impressive and I like the way they conduct themselves.

Person 4: Teachers because they always show you how to do something and tell you how to improve to make you a better player.

Person 5: If you’re doing something wrong and they want to try and help you do something, they won’t just walk away they will help you until you get it right.

Me: Good.
Person 6: Parents are role models also because they have supported you for years of your life.

Me: Do you think that your teachers need to be talented or successful in order to be a role model or do you feel they just have to have certain qualities you’ve highlighted?

Person 2: You have got to know the basics obviously but if they can communicate with you better then they’re better role models. If you just look at someone on TV they are good role models but compared to a teacher who communicates with you and works with you then I’d say a teacher is better.

Me: Yea. Do you feel that your P.E teachers are role models to you?

Person 1: They are obviously quite sporty and have qualifications in sport and every time we have a P.E lesson they are always happy and smiley and have lots of enthusiasm in the subject we are doing.

Person 2: They always provide us with examples, like if we are batting they show us the correct posture you need to be in, or how you throw a ball in netball etc. They also get you involved through showing examples to a group of girls to help them and involve everyone in the lesson.

Person 3: We can have banter with Mrs. … which I like because it’s interesting to see their points of you that they share with us.

Me: Yea that’s good.

Person 4: They always give you tips on how to improve and show you what to do and make sure you understand what you do before you go off and do it.

Me: Good.
Person 5: They always work hard to get you involved and set up things.

Person 6: They don't mind helping people who don't do anything or aren't very good.

Me: That's good. Do you find that your P.E teachers are better role models than your teachers in other subjects?

Person 1: I definitely feel that the P.E teachers will be better role models they sort of teach you about life skills like healthy lifestyles and not just about P.E but other things as well.

Person 2: I think all teachers have an equal role because in certain subjects you do different things so you do practical work in science or whatever and that teacher would be a role model to you in that subject. So in P.E, P.E teachers are role models because if you wanted to pursue a future in P.E they would be your role model. But in another subject, your role model would be a teacher in that subject.

Person 3: Personally I'd say P.E teachers would be my role model because I want to do something with P.E. So I find them more of a role model than my other teachers. But equally other teachers could be considered as role models depending on what you do.

Person 4: P.E teachers are slightly more role models because they get everyone involved and they show you how to do something and what to do.

Person 5: I think P.E teachers are a bit more enthusiastic than other teachers.

Me: Do you think that is important for your lesson?
Person 5: Yea, they listen to you better and make it easier.

Person 6: Most teachers, regardless of their subject will be supportive and help you with what you need.

Me: How do you think a teacher role model should make you feel?

Person 1: Probably energetic, happy and ready to do something and wanting to do their subject because most children, their preferred way of learning would be to be engaged in a lesson and really involved.

Person 2: They should inspire you to want to do what you want to do in life. Teachers have got to communicate and not just stand at the white board and teach from there.

Person 3: They should set a good example so if you want to follow what they do or to be what they are. They should show you how they did it and how they got to where they are.

Person 4: You need to feel involved and be shown by the teacher what they did and how they did it and they need to be good at what they are doing so you understand it more.

Person 5: They have got to make you feel like you can do as well as you can in their subject.

Person 6: They need to make sure that you and everyone is in the lesson feels included.

Me: Good. How important do you feel a teacher role model is to your learning development?
Person 1: I feel they are important as they construct your learning so how they construct their lessons and communicate with us is really important.

Me: Good.

Person 2: Once you learn something you’re always going to have flaws so they’ve got to help develop you and make you a better sports play or in their lesson.

Person 3: I think they’re really important because if they take their subject to like A-level they have to follow through with everything they teach you like certain techniques etc. and I think if they changed the way they did something it would have a big impact, so yea.

Person 4: I think they’re important as well, they need to show you everything as well as you learn more and improve in everything.

Person 5: I think it’s important because if you teach someone something properly, then they will always know how to do something in that way.

Person 6: They are important because when you’re in school they are the only ones who can teach you and help you on your way to getting qualifications and a job.

Me: Yea that’s good.

Me: Do you think a teacher role model is more influential to your learning development than a regular teacher?

Person 2: They are always engaged, our teachers they chat with us even out of lessons, we feel more confident around them. It’s so much easier to understand a lesson when the teacher teaches it to you rather than just reading it off the board.
Person 1: In the lessons you come out of when you’ve been fully engaged and communicated with you often feel more fulfilled than being in a lesson where you have just sat there.

Comment [n106]: Engaging with pupils and communicating well.

Person 3: I think everyone has a different relationship with their teacher depending on the subject not everyone is going to be engaged in the subject but I think it’s important that pupils who do take P.E are very sort of close to their P.E teachers and develop a relationship with their teacher.

Comment [n107]: Relationships.

Person 4: They should be enthusiastic and not just boring and not do the same thing every session, they should change things to make it more enjoyable.

Comment [n108]: Enthusiastic.

Person 5: If they are just reading off the board then you might get distracted and not learn properly, if their talking to you then you may take it in better.

Person 6: If their lesson is fun and varied then you’re more likely to remember and enjoy the lesson.

Me: Are there any final observations linked to the characteristics or effects your teacher role models should have?

Person 1: If the teacher comes into the lesson in a good mood, I think it puts everyone in a really good mood because if a teacher is in a bad mood it puts a downer on the lesson. If your teachers in a bad mood it makes you feel as if you cannot be bothered, but if they are in a good mood it motivates you and makes you want to really try.

Comment [n109]: Being positive and enthusiastic.

Person 2: A teacher has to talk to you rather than just talking randomly, they should also be jolly and enthusiastic. They must also not just be doing the lesson because they have to do it, but doing it because they want to do it, that makes us enjoy the lesson and school.

Comment [n110]: Enjoy what is being taught and the relationship with their pupils, want to teach to help pupils not just to get through the lesson.

Person 3: they should show that they are willing to pause or stop the lesson to help everybody, rather than just continuing to get through the lesson quicker.

Comment [n111]: Take an interest in developing all pupils, again teaching person as opposed to subject.
Person 4: They should help everyone and not just the really good people, to get everyone involved and developed.

Person 5: They should continue to help everyone improve even if they are at the peak of their sport.

Person 6: They should make the lessons as good as they can.

Me: Ok, that's it, thank you very much for your time.
APPENDIX J

TEACHER TRANSCRIPTS (ALL 3 SCHOOLS)

Transcript 1 - Teacher 1

Me: As a teacher, what do you feel the key characteristics of a role model should be?

Teacher: Uhhm, a role model should really be someone you aspire to be yourself. Like as a teacher I try to instil in the pupils I teach are things like hard work, uhhm honesty, uhhm working hard for each other. You know, taking sport with the boys they are the kind of characteristics I try to instil in them. Now, what I see as a role model is someone who is an honest person, who works hard, uhh someone who you aspire to just for those characteristics themselves. They don’t necessarily have to be the best player in the world; they don’t necessarily have to be the best player in the squad. Like for me I use the example of Jamie Carragher of Liverpool, not the best player in the squad, nowhere near in fact but for me, he would be a role model to me if I were a young player at Liverpool because he’s an honest person, he plays with his heart on his sleeve, he is Mr Liverpool. All he thinks about is Liverpool and all he wants is to achieve success with that club. For me, that’s the kind of role model I would look up to and want the children to look at.

Me: So as a teacher, do you feel that instilling the moral values like honesty, trustworthiness and so on are important, do you feel that you need to display these in your lessons for them too?

Teacher: Definitely, the experiences I had when I was in school, uhh our rugby coach there, he wasn’t necessarily a P.E teacher, he was a science teacher but he was a rugby player. The effort he put into rugby sessions to take the schools team, uhh a lot of effort went in there, you could see he was much organised, he was so
enthusiastic uhh, yes winning meant a lot to him but it only meant a lot to him because of the characteristics he had. You know if you work hard, stand by each other you know then you’re going to achieve success and for me as a P.E teacher they are the kind of characteristics I want to instil in the children I teach. Yes you may not be the best but if you work hard and stand by each other you know when times get tough you collectively get stronger, I think role models are built from those kinds of characteristics.

Me: So just going off that how do you think your pupils should feel being under the influence of you say as a role model?

Teacher: Uhhm, well I think it’s a big thing that a lot of pupils that I teach in school know, not to big myself up but what I have achieved in sport and in life you know im engaged, got a child and played at the highest level there is, regional rugby. Uhhm, I like to teach enthusiastically and when I’m with the children whatever lesson it is, you know I’m highly motivated and I think that comes across to them, if they see a teacher that’s motivated and enthusiastic and has got good knowledge in sport I certainly think that it rubs off on themselves you know. You see in the lessons you know, “oh look at sir he’s loving it, he’s loving this lesson”, you know it rubs off on them straight away and immediately you see the lesson and the motivation of the pupils, you see their enthusiasm increase tenfold.

Me: Do you think being a teacher role model is better for your pupils in their learning development, so do you think being a teacher role model is more effective than being just a normal teacher who reads of the board?

Teacher: Uhh yea, I do agree with that but for the sports pupils yes, so if you’ve got a kid in school who the be all and end all is P.E and sport then obviously they are going to see the P.E teacher as a role model. They see the characteristics displayed by that P.E teacher as things they need to be or want to be but then you may have some pupils in Maths who love their maths or love their art because the art teacher in our school is a brilliant guy and know a lot of the kids love him and love how enthusiastic he is in art. For some children it depends really what they like in life. Yes you’ve got a lot of sports children who in the sports lesson will see the teacher hopefully being enthusiastic and motivated, Uhh but like I said the other children then depends what their interests are really.
Transcript 2: Teacher

Me: First question I am going to ask is to you, what does a role model mean?

Teacher: A role model is someone who has a positive influence on your life, they must be someone you obviously see as a good role model but have the skill or ability to do something that you aspire to be like yourself, someone you look up to in your life. That's what I see as a role model.

Me: What do you feel the key characteristics of a teacher role model should be?

Teacher: A teacher has got to be able to build a relationship with pupils in their school so it's really important to be able to incorporate fun but be strict at the same time. You should build a good relationship with children and be able to understand their capabilities and abilities of different levels of all kids because you get some kids who are lower ability to higher ability, it's important to be able to modify your approach to their abilities. So, you have to be a good role model to them in that way.

Me: So do you think that it's important to you as a teacher role model to be good at the sports you are teaching.

Teacher: Uhh, not always, I think you have got to have a good knowledge of the sport maybe, but it helps to be good at the sport because the kids will see you as their role model, so that is an aspect. But I feel as long as you have a good understanding of the sport, the pupils take a lot from it.

Me: Do you think being a regular teacher, who just reads of the board has less impact on your pupils learning development than that of a teacher role model?

Comment [n125]: Positive attitude, good moral values and relatable.
Comment [n126]: Must have that talent or just a good understanding of what they are teaching.
Comment [n127]: Relationships are important.
Comment [n128]: Important to be balanced, authoritative and reasonable at same time.
Comment [n129]: Taking a real interest in developing all pupils, having a good understanding of their role in their pupils lives and understanding each individuals abilities and capabilities.
Comment [n130]: Must have a good understanding of sport, lesson etc. but being talented at something does inspire the children to look up and aspire more.
Comment [n131]: Good understanding of what's being taught.
Teacher: Uhh, yea, I think if you just teach someone off a board you don't engage the kids or gain their respect and a relationship with the kids. If a teacher interacts with them fully, like for example it easy for a P.E as it's in a practical setting but if you do interact with them you create a better relationship and help the children achieve their maximal potential. It's all about building a strong relationship with the kids and being able to maximise their potential.

Me: That's it.

Transcript 3- Teacher

Me: What is your perception of the role model? What does it mean to you?

Teacher: A good role model to me encompasses everything really, someone you look up to, someone you would like to follow and aim to achieve what they have achieved. As a teacher you should be able to those characteristics with the pupils as well.

Me: Yea, what do you feel the key characteristics of a teacher role model are?

Teacher: I think you have to be enthusiastic, you have to have the right image, look the part, you have to be happy and positive around pupils. You have to give them the time in terms of individual time, find out what their learning needs are and you know praise them quite a bit as well in terms of their development so they look up to you as a role model.

Me: How do you think they should feel being under the influence of a teacher role model?

Teacher: I think they must have a positive effect, so that everything they do has a positive outcome and even if it means taking two steps backwards in order to take

Comment [n132]: Must engage well with pupils and respect for one and other and therefore develop that strong relationship.

Comment [n133]: Interaction is key to developing that relationship and understanding a pupils abilities to help maximise their potential.

Comment [n134]: Relationships are key to becoming a role model, developing that relationship develops trust and respect as well as motivating pupils to get the best out of their lives.

Comment [n135]: Multiple qualities, moral values, character etc.

Comment [n136]: Relatable, and successful in something related to pupils.

Comment [n137]: Teachers should obtain the characteristics but also instil them in their pupils.

Comment [n138]: Enthusiastic, dress and present yourself correctly and also positive in yourself and the way you teach, this will have a bearing on how the children feel.

Comment [n139]: Be equal, take an interest in developing each individuals and developing that solid relationship with them. Find out their abilities and capabilities to help maximise their potential. Being complimentary is crucial to making the pupil feel good about themselves, proud and motivated.

Comment [n140]: Positivity is key, enjoying the lesson and dealing with pupils positively, enjoying their development.
4 steps forwards, I think you have to make them feel confident that they are achieving despite not always getting there.

Me: Alright, great. Just the finally, the final question is how important do you feel it is being a teacher role model to your pupils learning development?

Teacher: I think it's vitally important, because without that teacher role model, the pupils aren't really going to achieve what you want them to achieve. I think it's vitally important by oozing confidence and positivity, the child is going to pick up on that and develop in the same way. I also think your past experiences are also important as well from your own P.E development as that comes through what you have studied in university being involved in sport yourself and being involved in clubs then giving those links to the pupils and sharing it with them will help them develop positively.

Comment [n141]: Continue to instill confidence through positivity and compliments to motivate children to continue to achieve even if they are not.
Comment [n142]: Teacher role models have more effect on the learning development of their pupils, pupils aren’t going to achieve what they want to achieve.
Comment [n143]: Being positive and confident with the children will have a rub off effect on them, they mimic what their teachers are displaying.
Comment [n144]: Developing that relationship and sharing past experiences with pupils will give them the incentive and belief that they can succeed and more experience from the teacher and understanding will allow them to help their pupils develop and reach their goals.