

Teacher Approachability in Higher Education:
Determining its Characteristics and their Connection with Teacher
Attachment Styles, Wellbeing and Spirituality

Fizza Sabir

Master of Assessment & Evaluation (University of Melbourne)
M.Phil. Psychology (Quaid-i-Azam University)
M.Sc. Applied Psychology (Punjab University)

Thesis submitted in fulfilment of the requirements for the degree of

Doctor of Philosophy
School of Education, Faculty of Arts
The University of Adelaide
August 2015

Table of contents

TABLE OF CONTENTS	I
LIST OF TABLES	XIII
LIST OF FIGURES	XV
ABSTRACT	XVII
DECLARATION	XIX
ACKNOWLEDGMENTS	XX
CHAPTER 1: INTRODUCTION	1
1.1. THE RESEARCH QUESTIONS AND AIMS	2
1.2. THEORETICAL FRAMEWORK AND METHODOLOGY	3
1.3. SIGNIFICANCE AND CONTRIBUTION OF THE STUDY	4
1.4. BACKGROUND	5
1.4.1. <i>Culture of Pakistan</i>	5
1.4.2. <i>Higher education and university teachers in Pakistan</i>	6
1.4.3. <i>The sample university</i>	8
1.4.4. <i>Difference in enrolment in the IT and Education departments</i>	9
1.5. SELF-REFLECTIONS	10
1.6. ORGANIZATION OF THE THESIS	11
CHAPTER 2: THEORETICAL FRAMEWORK	13
2.1. INTRODUCTION	13
2.2. PHENOMENOLOGICAL RESEARCH APPROACH	13
2.2.1. <i>Phenomenological research approach is well-suited to study teacher approachability and unapproachability</i>	17
2.3. ADULT ATTACHMENT THEORY	19
2.3.1. <i>Application of attachment styles in education</i>	20
2.3.2. <i>Attachment theory - an overview</i>	21
2.3.3. <i>Four categories model of adult attachment</i>	23

2.3.4. Teachers' attachment styles based on the four models of attachment and relationship with students.....	24
2.3.5. Attachment theory as an analysis guide for teachers' attachment styles	26
2.3.6. Teacher-student relationships can be attachment or non-attachment relationships	30
2.3.7. Teacher-student relationship is dyadic in nature	30
2.3.8. Attachment theory and cross cultural validity	30
2.4. WELLBEING	31
2.4.1. Approaches to defining wellbeing	31
2.4.2. Teacher wellbeing and significance in approachability and unapproachability.....	33
2.5. SPIRITUALITY.....	35
2.6. CHAPTER SUMMARY	39
CHAPTER 3: LITERATURE REVIEW	41
3.1. INTRODUCTION	41
3.2. TEACHER-STUDENT RELATIONSHIPS	41
3.3. DIFFERENCE IN TEACHER-STUDENT RELATIONSHIPS ACROSS FACULTIES	48
3.4. STUDENT PERCEIVED APPROACHABILITY AND UNAPPROACHABILITY	50
3.5 TEACHERS' SELF-PERCEIVED APPROACHABILITY AND UNAPPROACHABILITY	55
3.6. INTERCONNECTION BETWEEN APPROACHABILITY/UNAPPROACHABILITY, ATTACHMENT STYLES, WELLBEING AND SPIRITUALITY.....	57
3.6.1. Interconnection between approachability/unapproachability and wellbeing	57
3.6.2. Interconnection between attachment styles and wellbeing	61
3.6.3. Interconnection between wellbeing and spirituality	63
3.6.4. Interconnection between spirituality and teacher-student relationships	65
3.7. CHAPTER SUMMARY	68
CHAPTER 4: METHODOLOGY AND RESEARCH METHODS	69
4.1. INTRODUCTION	69
4.2. METHODOLOGY AND METHODS	69
4.2.1. Semi-structured interviews.....	70
4.2.2. Fixed-response self-administered questionnaires for teachers	74

4.3. DATA ANALYSIS	78
4.3.1. <i>Thematic analysis</i>	79
4.3.2. <i>Case-study analysis</i>	81
4.4. DATA TRIANGULATION AND CREDIBILITY	83
4.5. RELIABILITY.....	84
4.6. PILOT TESTING	86
4.6.1. <i>Trial interviews</i>	86
4.6.2. <i>Preliminary study to explore student perceived approachability and unapproachability in Pakistan</i>	87
4.7. ETHICAL CONSIDERATIONS AND DATA COLLECTION	88
4.8. CHAPTER SUMMARY	91
CHAPTER 5: THEMATIC ANALYSIS OF STUDENT PERCEIVED APPROACHABILITY AND UNAPPROACHABILITY.....	92
5.1. INTRODUCTION	92
5.2. THEMATIC ANALYSIS OF CHARACTERISTICS OF APPROACHABILITY IDENTIFIED BY STUDENTS OF IT AND EDUCATION DEPARTMENTS	93
5.3. THEMATIC ANALYSIS OF CHARACTERISTICS OF UNAPPROACHABILITY IDENTIFIED BY THE STUDENTS OF IT AND EDUCATION DEPARTMENTS.....	99
5.4. CHAPTER SUMMARY	104
CHAPTER 6: APPROACHABLE AND UNAPPROACHABLE TEACHERS: INTRODUCTION TO CASE-STUDIES.....	105
6.1. INTRODUCTION	105
6.2. STUDENT PERCEIVED APPROACHABLE AND UNAPPROACHABLE TEACHERS IN THE IT DEPARTMENT	106
6.3. STUDENT PERCEIVED APPROACHABLE AND UNAPPROACHABLE TEACHERS IN THE EDUCATION DEPARTMENT	106
6.3.1. <i>Contributing factors to teacher approachability and unapproachability in the Education department</i>	107
6.4. CHARACTERISTICS OF APPROACHABLE TEACHERS AS HIGHLIGHTED BY APPROACHABLE AND UNAPPROACHABLE TEACHERS	108
6.4.1. <i>Characteristics of approachable teachers in IT department as highlighted by teachers..</i>	109

6.4.2. Characteristics of approachable teachers in the Education department as highlighted by teachers.....	110
6.4.3. Characteristics of approachable teachers as highlighted by unapproachable teachers in the IT department	111
6.4.4. Characteristics of approachable teachers as highlighted by unapproachable teachers in the Education department	113
6.4.5. Characteristics of approachable teachers in the IT department as highlighted by a teacher identified as approachable and unapproachable.....	114
6.5. ATTACHMENT PROFILE OF TEACHERS.....	115
6.5.1. Attachment profile of approachable teachers	115
6.5.2. Attachment profiles of unapproachable teachers.....	116
6.5.3. Attachment profiles of teachers with student perceptions of mixed approachability and unapproachability	117
6.6. WELLBEING PROFILE OF TEACHERS.....	118
6.6.1. Wellbeing profiles of approachable teachers.....	119
6.6.2. Wellbeing profile of unapproachable teachers	119
6.6.3. Wellbeing profiles of teachers with student perceptions of both mixed approachability and unapproachability	120
6.7. CHAPTER SUMMARY	121

CHAPTER 7: CASE-STUDIES OF APPROACHABLE TEACHERS IN THE IT AND EDUCATION

DEPARTMENTS.....	122
7.1. INTRODUCTION	122
7.2. CASE 1: MR. WALI	123
7.2.1. Interviewer's Observations.....	123
7.2.2. Mr. Wali's approachability.....	123
7.2.3. Students' perceptions and opinion of Mr. Wali.....	125
7.2.4. Opinion of another teacher about Mr. Wali.....	129
7.2.5. Mr. Wali's self-perceptions of his relationship with students and approachability	129
7.2.6. Mr. Wali's relationship with students and attachment style	130

7.2.7. Mr. Wali and his wellbeing.....	133
7.2.8. Mr. Wali and spirituality	134
7.2.9. Mr. Wali in summary.....	135
7.3. CASE 2: MR. MR. AHAD	137
7.3.1. Interviewer's observations	137
7.3.2. Mr. Ahad's approachability.....	137
7.3.3. Student perceptions and opinion of Mr. Ahad	139
7.3.4. Mr. Ahad's self-perceptions of relationship with students and approachability.....	142
7.3.5. Mr. Ahad's relationship with students and attachment style	144
7.3.6. Mr. Ahad and his wellbeing.....	146
7.3.7. Mr. Ahad and spirituality	148
7.3.8. Mr. Ahad in summary.....	149
7.4. CASE 3: MS. SEEMI.....	151
7.4.1. Interviewer's observations	152
7.4.2. Ms. Seemi's approachability	152
7.4.3. Students' perceptions and opinion of Ms. Seemi	153
7.4.4. Ms. Seemi's self-perceptions of her relationship with students and approachability	157
7.4.5. Ms. Seemi's relationship with students and attachment style.....	158
7.4.6. Ms. Seemi and her wellbeing	160
7.4.7. Ms. Seemi and her spirituality.....	161
7.4.8. Ms. Seemi in summary	162
7.5. CASE 4: MR. IMDAD	163
7.5.1. Interviewer's observations	164
7.5.2. Mr. Imdad's approachability.....	164
7.5.3. Student perceptions and opinion of Mr. Imdad.....	164
7.5.4. Mr. Imdad's self-perceptions of his relationship with students and approachability.....	165
7.5.5. Mr. Imdad's relationship with his students and attachment style	167
7.5.6. Mr. Imdad and his wellbeing.....	169
7.5.7. Mr. Imdad and spirituality.....	169
7.5.8. Mr. Imdad in summary.....	170

7.6. CASE 5: MR. IMRAN	171
7.6.1. Interviewer Observations	171
7.6.2. Mr. Imran’s approachability.....	171
7.6.3. Student perceptions and opinion of Mr. Imran	172
7.6.4. Mr. Imran’s self-perceptions of his relationship with students and approachability	172
7.6.5. Mr. Imran’s relationship with students and attachment style	173
7.6.6. Mr. Imran and his wellbeing	176
7.6.7. Mr. Imran and spirituality	177
7.6.8. Mr. Imran in summary	178
7.7. CHAPTER SUMMARY	179

CHAPTER 8: CASE-STUDIES OF UNAPPROACHABLE TEACHERS IN THE IT AND EDUCATION

DEPARTMENTS..... 180

8.1. INTRODUCTION	180
8.2. CASE 6: MS. MAHA	181
8.2.1. Interviewer Observations	181
8.2.2. Ms. Maha’s unapproachability	181
8.2.3. Student perceptions and opinion of Ms. Maha	183
8.2.4. Ms. Maha’s self-perceptions of her relationship with students and unapproachability ..	189
8.2.5. Ms. Maha’s relationship with students and attachment style	190
8.2.6. Ms. Maha and her wellbeing.....	194
8.2.7. Ms. Maha and her spirituality.....	196
8.2.8. Ms. Maha in summary	197
8.3. CASE 7: MR. ALI	198
8.3.1. Interviewer’s Observations.....	199
8.3.2. Mr. Ali’s unapproachability	199
8.3.3. Student’s perception and opinion of Mr. Ali.....	199
8.3.4. Mr. Ali’s self-perceptions of his relationship with students and unapproachability.....	202
8.3.5. Mr. Ali’s relationship with his students and attachment style	203
8.3.6. Mr. Ali and his wellbeing	206

8.3.7. Mr. Ali and his spirituality	207
8.3.8. Mr. Ali in summary	208
8.4. CASE 8: MS. HIRA	209
8.4.1 Interviewer observation	210
8.4.2. Ms. Hira's unapproachability	210
8.4.3. Student perception and opinion of Ms. Hira	210
8.4.4. Ms. Hira's self-perceptions of her relationship with students and unapproachability	214
8.4.5. Ms. Hira relationship with students and attachment style	215
8.4.6. Ms. Hira and her wellbeing	217
8.4.7. Ms. Hira and her spirituality	218
8.4.8. Ms. Hira in summary	219
8.5. CASE 9: MR. OMAR	220
8.5.1. Interviewer's observations	220
8.5.2. Mr. Omar's unapproachability	221
8.5.3. Student's perception and opinion of Mr. Omar	221
8.5.4. Omar's self-perceptions and relationship with students and unapproachability	223
8.5.5. Mr. Omar's relationship with students and attachment style	224
8.5.6. Mr. Omar and his wellbeing	225
8.5.7. Mr. Omar and his spirituality	226
8.5.8. Mr. Omar in summary	227
8.6. CASE 10: MR. ASAD	228
8.6.1. Interviewer's observations	228
8.6.2. Mr. Asad's unapproachability	228
8.6.3. Student's perception and opinion of Mr. Asad	229
8.6.4. Mr. Asad's self-perceptions of his relationship with students and unapproachability	230
8.6.5. Mr. Asad's relationship with students and attachment style	230
8.6.6. Mr. Asad and his wellbeing	233
8.6.7. Mr. Asad and his spirituality	235
8.6.8. Asad in summary	235
8.7. CASE 11: MR. MUHIB	236

8.7.1. Interviewer's observations	237
8.7.2. Mr. Muhib's unapproachability.....	237
8.7.3. Students' perception and opinion of Muhib	237
8.7.4. Mr. Muhib's self-perceptions of his relationship with students and unapproachability ..	238
8.7.5. Mr. Muhib's relationship with students and attachment style	239
8.7.6. Mr. Muhib and his wellbeing.....	241
8.7.7. Mr. Muhib and his spirituality	242
8.7.8. Mr. Muhib in summary.....	242
8.8. CHAPTER SUMMARY	243

**CHAPTER 9: CASE-STUDIES OF TEACHERS WITH MIXED STUDENT OPINION OF
APPROACHABILITY AND UNAPPROACHABILITY IN THE IT AND EDUCATION**

DEPARTMENTS.....	245
9.1. INTRODUCTION	245
9.2. CASE 12: MS. SARA.....	245
9.2.1. Interviewer's observations	246
9.2.2. Ms. Sara's approachability.....	246
9.2.3. Student perceptions and opinion of Ms. Sara	247
9.2.4. Ms. Sara's self-perceptions of her relationship with students and approachability and unapproachability	250
9.2.5. Ms. Sara's relationship with students and attachment style	252
9.2.6. Ms. Sara and her wellbeing	254
9.2.7. Ms. Sara and her spirituality	255
9.2.8. Ms. Sara in summary.....	256
9.3. CASE 13: MS. JIYA.....	258
9.3.1. Interviewer observations.....	258
9.3.2. Ms. Jiya's approachability and unapproachability	259
9.3.3. Students' perception and opinion of Ms. Jiya.....	260
9.3.4. Ms. Jiya's self-perceptions and her relationship with students and her approachability and unapproachability	262

9.3.5. Ms. Jiya's relationship with students and attachment styles	263
9.3.6. Ms. Jiya and her wellbeing	264
9.3.7. Ms. Jiya and her spirituality	265
9.3.8 Ms. Jiya-in summary.....	266
9.4. CASE 14: MS. SANA	267
9.4.1. Interviewer's observations	267
9.4.2. Ms. Sana's approachability and unapproachability	267
9.4.3. Students' perception and opinion of Ms. Sana.....	268
9.4.4. Ms. Sana's self-perceptions of her relationship with students and her approachability and unapproachability	270
9.4.5. Ms. Sana's relationship with students and attachment style.....	271
9.4.6. Ms. Sana and her wellbeing	275
9.4.7. Ms. Sana and her spirituality.....	276
9.4.8. Ms. Sana - in summary.....	277
9.5. CHAPTER SUMMARY	278
CHAPTER 10: DISCUSSION.....	279
10.1. INTRODUCTION	279
10.2. STUDENT PERCEIVED CHARACTERISTICS OF APPROACHABILITY.....	279
10.2.1. Teachers' personal characteristics contributing to approachability	280
10.2.2. Characteristics in terms of relationship with students and approachability	280
10.2.3. Characteristics of approachability in terms of learning environment and academic support for students.....	282
10.2.4. Provision of counselling support by approachable teachers	283
10.2.5. The absence of negative characteristics contributing to perception of approachability.....	284
10.2.6. Student definition of teacher approachability.....	285
10.3. STUDENT PERCEIVED CHARACTERISTICS OF UNAPPROACHABILITY	286
10.3.1. Teachers' personal characteristics contributing to their unapproachability.....	286
10.3.2. Characteristics in terms of relationships with students and unapproachability	286

10.3.3. Characteristics of unapproachable teachers in terms of learning environment and academic support.....	287
10.3.4. Acknowledgement of positive characteristics of unapproachable teachers	287
10.3.5. Student definition of teacher unapproachability	289
10.4. COMPARISON ACROSS DEPARTMENTS, TEACHERS AND STUDENTS	290
10.4.1. Difference between IT and Education student perceptions of approachability and unapproachability.....	290
10.4.2. Similarities between teacher and student perceptions of the characteristics of approachability and unapproachability.....	292
10.5. APPROACHABILITY AND EXPLANATORY FACTORS	294
10.5.1. Similarity between approachable teachers' self-perceptions and student perceptions.	294
10.5.2. Interconnection between approachability, attachment style, wellbeing and spirituality	295
10.6. UNAPPROACHABILITY AND RELATED FACTORS	303
10.6.1. Disparity between unapproachable teachers' self-perception and student perceptions	304
10.6.2. Interconnection between unapproachability, attachment style, wellbeing and spirituality	304
10.7. SOME OTHER FACTORS RELATED WITH TEACHER APPROACHABILITY AND UNAPPROACHABILITY	306
10.7.1. Teacher approachability and unapproachability and relationship with demographics.	306
10.7.2. A degree in Education and teacher training may not correlate with approachability ...	307
10.7.3. Student perceived approachability and unapproachability are clearly understood explicit ideas.....	308
10.7.4. Student perceived approachability and unapproachability remains unaltered	309
10.7.5. Teacher-group in-class experience impacts teacher-student relationship	309
10.7.6. More textured and numerous characteristics identified in case of approachable teachers than for unapproachable	309
10.7.7. No disparity in student opinion for most approachable and most unapproachable teachers.....	310
10.7.8. What matters is the overall impression that teachers present	310

10.7.9. Teacher behaviour is given meanings with reference to context	311
10.7.10. Students give more importance to critical and recent events and experiences with teachers.....	312
10.7.11. Significance of verbal and non-verbal communication	312
10.7.12. Teachers behaviour can leave a long lasting impact on students	312
10.7.13. Teacher-student relationship is a power relationship	313
10.7.14. Possible explanation for teachers driven to seek approval from their students.....	313
10.7.15. Significance of teacher awareness of student perceptions	314
10.7.16. Sometimes it is not teaching style only but other administrative factors that can signify a teacher's image on students	314
10.7.17. Student related factors influencing perceptions of teacher approachability and unapproachability	315
10.7.18. Contribution of cultural specifications leading to perceptions of approachability and unapproachability	315
10.8. CHAPTER SUMMARY	316
CHAPTER 11: SUMMARY AND CONCLUSIONS	317
11.1. INTRODUCTION	317
11.2. KEY FINDINGS.....	317
11.3. LIMITATIONS.....	320
11.4. RECOMMENDATIONS.....	323
ANNEXURE	326
ANNEXURE-A: STUDENT SEMI-STRUCTURED INTERVIEW	326
ANNEXURE-B: TEACHER SEMI-STRUCTURED INTERVIEW	327
ANNEXURE-C: PSYCHOLOGICAL WELLBEING INDEX-ADULT (PWI-A).....	328
ANNEXURE-D: RELATIONSHIP STYLE QUESTIONNAIRE (RSQ)	329
ANNEXURE-E: ETHICS APPROVAL	333
ANNEXURE-F: PARTICIPANT INFORMATION SHEET-STUDENTS.....	335
ANNEXURE-G: PARTICIPANT INFORMATION SHEET-TEACHERS	337
ANNEXURE-H: CONSENT FORM	339

ANNEXURE-I: COMPLAINTS PROCEDURE340

REFERENCES..... 341

List of tables

TABLE 2.1 CHARACTERISTICS OF SECURE ATTACHMENT STYLE.....	27
TABLE 2.2 CHARACTERISTICS OF PRE-OCCUPIED ATTACHMENT STYLE	28
TABLE 2.3 CHARACTERISTICS OF DISMISSING ATTACHMENT STYLE	29
TABLE 2.4 CHARACTERISTICS OF DISMISSING ATTACHMENT STYLE.....	29
TABLE 2.5 CHARACTERISTICS OF WELLBEING	34
TABLE 4.1 NUMBER OF TEACHER AND STUDENT INTERVIEWS INCLUDED IN THIS STUDY	81
TABLE 4.2 DATA SOURCES USED FOR MULTIPLE-CASE DESIGN IN THIS RESEARCH	83
TABLE 5.1 PERSONAL CHARACTERISTICS OF APPROACHABLE TEACHERS	94
TABLE 5.2 THE CHARACTERISTICS OF APPROACHABLE TEACHERS IN TERMS OF RELATIONSHIP WITH STUDENTS AND APPROACHABILITY.....	96
TABLE 5.3 THE CHARACTERISTICS OF APPROACHABLE TEACHERS IN TERMS OF LEARNING ENVIRONMENT AND ACADEMIC SUPPORT PROVIDED TO STUDENTS.....	98
TABLE 5.4 TEACHERS AS CAREER COUNSELLORS.....	99
TABLE 5.5 PERSONAL CHARACTERISTICS OF UNAPPROACHABLE TEACHERS	101
TABLE 5.6 CHARACTERISTICS IN TERMS OF RELATIONSHIPS WITH STUDENTS AND UNAPPROACHABILITY.....	102
TABLE 5.7 CHARACTERISTICS OF UNAPPROACHABLE TEACHERS IN TERMS OF LEARNING ENVIRONMENT AND ACADEMIC SUPPORT FOR STUDENTS	103
TABLE 7.1 MR. WALI’S CHARACTERISTICS OF APPROACHABILITY AS DESCRIBED BY STUDENTS	124
TABLE 7.2 MR. AHAD’S CHARACTERISTICS AS DESCRIBED BY STUDENTS.....	138
TABLE 7.3 MS. SEEMI’S CHARACTERISTICS AS DESCRIBED BY STUDENTS.....	153
TABLE 7.4 MR. IMDAD’S CHARACTERISTICS OF APPROACHABILITY.....	164
TABLE 7.5 MR. IMRAN’S CHARACTERISTICS AS DESCRIBED BY THE STUDENT	171
TABLE 8.1 MS. MAHA’S CHARACTERISTICS OF UNAPPROACHABILITY	182
TABLE 8.2 MR. ALI’S CHARACTERISTICS OF UNAPPROACHABILITY	199
TABLE 8.3 HIRA’S CHARACTERISTICS OF UNAPPROACHABILITY	210
TABLE 8.4 MR. OMAR’S CHARACTERISTICS OF UNAPPROACHABILITY	221
TABLE 8.5 MR. ASAD’S CHARACTERISTICS OF UNAPPROACHABILITY	229
TABLE 8.6 MR. MUHIB’S CHARACTERISTICS AS AN UNAPPROACHABLE TEACHER	237
TABLE 9.1 MS. SARA’S CHARACTERISTICS OF APPROACHABILITY AND UNAPPROACHABILITY	247

TABLE 9.2 MS. JIYA'S CHARACTERISTICS OF APPROACHABILITY	259
TABLE 9.3 MS. SANA'S CHARACTERISTICS OF UNAPPROACHABILITY	268

List of figures

<i>FIGURE 2.1 FOUR QUADRANT MODEL OF ADULT ATTACHMENT (GRIFFIN & BARTHOLOMEW, 1994).</i>	24
<i>FIGURE 4.1 THE CASE-STUDY DESIGN FOR THIS RESEARCH.</i>	82
<i>FIGURE 6.1 APPROACHABLE AND UNAPPROACHABLE TEACHERS AS IDENTIFIED BY IT STUDENTS.</i>	106
<i>FIGURE 6.2 APPROACHABLE AND UNAPPROACHABLE TEACHERS AS IDENTIFIED BY EDUCATION STUDENTS.</i>	107
<i>FIGURE 6.3 ATTACHMENT PROFILES OF APPROACHABLE TEACHERS.</i>	116
<i>FIGURE 6.4 ATTACHMENT PROFILES OF UNAPPROACHABLE TEACHERS.</i>	117
<i>FIGURE 6.5 ATTACHMENT PROFILES OF TEACHERS WITH STUDENT PERCEPTION OF BOTH APPROACHABILITY AND UNAPPROACHABILITY.</i>	118
<i>FIGURE 6.6 WELLBEING PROFILES OF APPROACHABLE TEACHERS.</i>	119
<i>FIGURE 6.7 WELLBEING PROFILE OF UNAPPROACHABLE TEACHERS.</i>	120
<i>FIGURE 6.8 WELLBEING PROFILES OF TEACHERS WITH STUDENT PERCEPTIONS OF BOTH APPROACHABILITY AND UNAPPROACHABILITY.</i>	120
<i>FIGURE 7.1 MR. WALI'S ATTACHMENT PROFILE.</i>	133
<i>FIGURE 7.2 MR. WALI'S WELLBEING PROFILE.</i>	134
<i>FIGURE 7.3 MR. AHAD'S ATTACHMENT PROFILE.</i>	146
<i>FIGURE 7.4 MR. AHAD'S WELLBEING PROFILE.</i>	147
<i>FIGURE 7.5 MS. SEEMI'S ATTACHMENT PROFILE.</i>	160
<i>FIGURE 7.6 MS. SEEMI'S WELLBEING PROFILE.</i>	161
<i>FIGURE 7.7 MR. IMDAD'S ATTACHMENT PROFILE.</i>	168
<i>FIGURE 7.8 MR. IMDAD'S WELLBEING PROFILE.</i>	169
<i>FIGURE 7.9 MR. IMRAN'S ATTACHMENT PROFILE.</i>	176
<i>FIGURE 7.10 MR. IMRAN'S WELLBEING PROFILE.</i>	177
<i>FIGURE 8.1 MS. MAHA'S ATTACHMENT PROFILE.</i>	194
<i>FIGURE 8.2 MS. MAHA'S WELLBEING PROFILE.</i>	195
<i>FIGURE 8.3 MR. ALI'S ATTACHMENT PROFILE.</i>	206
<i>FIGURE 8.4 MR. ALI'S WELLBEING PROFILE.</i>	206
<i>FIGURE 8.5 MS. HIRA'S ATTACHMENT PROFILE.</i>	217
<i>FIGURE 8.6 MS. HIRA'S WELLBEING PROFILE.</i>	218
<i>FIGURE 8.7 MR. OMAR'S ATTACHMENT PROFILE.</i>	225

<i>FIGURE 8.8 MR. OMAR'S WELLBEING PROFILE.....</i>	<i>226</i>
<i>FIGURE 8.9 MR. ASAD'S ATTACHMENT PROFILE.....</i>	<i>233</i>
<i>FIGURE 8.10 MR. ASAD'S WELLBEING PROFILE.....</i>	<i>235</i>
<i>FIGURE 8.11 MR. MUHIB'S ATTACHMENT STYLE.....</i>	<i>241</i>
<i>FIGURE 8.12 MR. MUHIB'S WELLBEING PROFILE.....</i>	<i>242</i>
<i>FIGURE 9.1 MS. SARA'S ATTACHMENT PROFILE.....</i>	<i>254</i>
<i>FIGURE 9.2 MS. SARA'S WELLBEING PROFILE.....</i>	<i>255</i>
<i>FIGURE 9.3 MS. JIYA'S ATTACHMENT PROFILE.....</i>	<i>264</i>
<i>FIGURE 9.4 MS. JIYA'S ATTACHMENT PROFILE.....</i>	<i>265</i>
<i>FIGURE 9.5 MS. SANA'S ATTACHMENT PROFILE.....</i>	<i>275</i>
<i>FIGURE 9.6 MS. SANA'S ATTACHMENT PROFILE.....</i>	<i>276</i>
<i>FIGURE 10.1 AN EXAMPLE OF INTER-RELATIONSHIP BETWEEN CHARACTERISTICS OF APPROACHABILITY, SECURE ATTACHMENT, WELLBEING AND SPIRITUALITY.....</i>	<i>302</i>

Abstract

This research explored both teacher and student perceptions of teacher approachability and unapproachability in the Information Technology (IT) and Education departments at a public university in Pakistan. The theoretical framework of this thesis was a phenomenological approach.

One aim of the research was to determine the criteria students use to define teacher approachability and unapproachability. Sixteen final semester students (the entire cohort) in the undergraduate programmes of the IT and Education departments at the same university were interviewed to gather student perceptions of teacher approachability and unapproachability. Thematic analysis of semi-structured interviews with participants of the IT department identified four themes of characteristics for approachable teachers and three themes for unapproachable teachers. While with the Education department, three themes emerged for characteristics of approachable teachers and two for unapproachable teachers. In addition, an absence of characteristics was highlighted by students for approachable teachers. Unlike past research, this thesis highlights these absent characteristics and is a valuable contribution to the field. Similarities and differences that determine teacher approachability and unapproachability in IT and Education departments are discussed. This research concludes that teachers' personal characteristics are given meaning by students with reference to the context in which their relationship experiences takes place. An important finding of this research is that teacher training does not guarantee teacher understanding of student needs, nor the will to act in an approachable manner.

Another aim of this research was to examine teachers' attachment styles, level of wellbeing and spirituality as explanatory factors of teacher

approachability and unapproachability. Teacher interviews included a range of questions related to relationship style with students, wellbeing, spirituality, self-perceptions and other personal qualities of potential relevance to approachability. Teachers were also administered two questionnaires to determine relationship style and wellbeing. Originally, twelve teachers from the IT department and nine from the Education Department were interviewed for this research. However, student interviews focused on nine teachers in IT and five in Education. Hence, these fourteen teacher interviews were included in this research resulting in teacher case-studies that described characteristics that determine teacher approachability and unapproachability as identified by students, student perceptions and experiences with teachers, teachers' self-perceptions, attachment style, wellbeing and spirituality. Findings show that a relationship exists between approachability, secure attachment style, high level of wellbeing and spirituality. This relationship has not been explored in past research and it is hoped that further research in this area may lead to the design of training courses and workshops for in-service and pre-service teachers highlighting the indicators of approachability and understanding its significance.

Declaration

I certify that this work contains no material which has been accepted for the award of any other degree or diploma in my name in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. In addition, I certify that no part of this work will, in the future, be used in submission in my name for any other degree or diploma in any university or other tertiary institution without the prior approval of the university of Adelaide and where applicable, any partner institution responsible for the joint award of this degree.

I give consent to this copy of my thesis, when deposited in the university library, being made available for loan and photocopying, subject to the provisions of copyright act 1968.

I also give permission for the digital version of my thesis to be made available on the web, via university's digital research repository, the library search engines, unless permission has been granted by the university of restrict access for a period of time.

Fizza Sabir

Acknowledgments

Thanks to the University of Adelaide for offering me the Adelaide Scholarship International to pursue my PhD. I am short of words to thank my supervisors: Dr. Robert Matthews - my inspiration, and Dr. Ian Green - my role model. I learnt a lot while working with them in terms of research skills, critical thinking and supervisory relationships.

I highly appreciate the constant support of staff and colleagues at the School of Education during my PhD journey. Thanks to all who gave me a chance to assist in research projects, team teaching and invited me for guest lectures: Dr. Andrew Hope, Dr. Julie Matthews, Dr. John Willison, Dr. Robert Matthews, Dr. Michelle Picard and Dr. Julia Miller, Dr. Linda Westphalen and Tammy Edwardson. I highly value the experience I gained by working with them.

I am extremely grateful to the academic participants in my research for their time and views, opinions and experiences they shared with me while talking about personal values and teaching approaches and styles. I am also thankful to student participants who openly participated during interviews and shared some of their deeper emotions and experiences as students. The essence of these interviews is close to my heart. I am obliged to the University who allowed me to gather data from teachers and students from two departments and all those who extended their support in the process of data collection.

I am thankful to Dr. Dana Thomsen and Miss. Shujaat who provided critical comments and insight to my work from an 'outsider' perspective. I cannot find words to appreciate my daughters: Hibra and Mahrukh, for their cooperation and support throughout my PhD journey. They provided me with the energy to continue and not give up. I dedicate this thesis to them.

I am much obliged to my friends Ehsan, Shaista, Dr. Sumera, Dr. Poulomee, Lea and all my fellow PhD students for their constant support at every stage. I am grateful to my students back in Pakistan for staying in touch with me and keeping our strong bond intact. I gained great strength from them.

F.S.