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

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Table of contents

TABLE OF CONTENTS ................................................................................................................. 1

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. Culture of Pakistan ........................................................................................................... 5

1.4.2. Higher education and university teachers in Pakistan ...................................................... 6

1.4.3. The sample university ...................................................................................................... 8

1.4.4. Difference in enrolment in the IT and Education departments ....................................... 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. Phenomenological research approach is well-suited to study teacher approachability and unapproachability ......................................................................................................... 17

2.3. ADULT ATTACHMENT THEORY ....................................................................................... 19

2.3.1. Application of attachment styles in education ................................................................. 20

2.3.2. Attachment theory - an overview ................................................................................... 21

2.3.3. Four categories model of adult attachment ..................................................................... 23
2.3.4. Teachers’ attachment styles based on the four models of attachment and relationship

2.3.5. Attachment theory as an analysis guide for teachers’ attachment styles

2.3.6. Teacher-student relationships can be attachment or non-attachment relationships

2.3.7. Teacher-student relationship is dyadic in nature

2.3.8. Attachment theory and cross cultural validity

2.4. Wellbeing

2.4.1. Approaches to defining wellbeing

2.4.2. Teacher wellbeing and significance in approachability and unapproachability

2.5. Spirituality

2.6. Chapter summary

CHAPTER 3: LITERATURE REVIEW

3.1. Introduction

3.2. Teacher-student relationships

3.3. Difference in teacher-student relationships across faculties

3.4. Student perceived approachability and unapproachability

3.5. Teachers’ self-perceived approachability and unapproachability

3.6. Interconnection between approachability/unapproachability, attachment styles, wellbeing and spirituality

3.6.1. Interconnection between approachability/unapproachability and wellbeing

3.6.2. Interconnection between attachment styles and wellbeing

3.6.3. Interconnection between wellbeing and spirituality

3.6.4. Interconnection between spirituality and teacher-student relationships

3.7. Chapter summary

CHAPTER 4: METHODOLOGY AND RESEARCH METHODS

4.1. Introduction

4.2. Methodology and methods

4.2.1. Semi-structured interviews

4.2.2. Fixed-response self-administered questionnaires for teachers
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. Contributing factors to teacher approachability and unapproachability in the Education department .................................................................................................................. 107

6.4. CHARACTERISTICS OF APPROACHABLE TEACHERS AS HIGHLIGHTED BY APPROACHABLE AND UNAPPROACHABLE TEACHERS ........................................................................................................... 108

6.4.1. Characteristics of approachable teachers in IT department as highlighted by teachers.. 109
6.4.2. Characteristics of approachable teachers in the Education department as highlighted by teachers.

6.4.3. Characteristics of approachable teachers as highlighted by unapproachable teachers in the IT department.

6.4.4. Characteristics of approachable teachers as highlighted by unapproachable teachers in the Education department.

6.4.5. Characteristics of approachable teachers in the IT department as highlighted by a teacher identified as approachable and unapproachable.

6.5. Attachment profile of teachers.

6.5.1. Attachment profile of approachable teachers.

6.5.2. Attachment profiles of unapproachable teachers.

6.5.3. Attachment profiles of teachers with student perceptions of mixed approachability and unapproachability.


6.6.2. Wellbeing profile of unapproachable teachers.

6.6.3. Wellbeing profiles of teachers with student perceptions of both mixed approachability and unapproachability.

6.7. Chapter summary.

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

7.1. Introduction.

7.2. Case 1: Mr. Wali.

7.2.1. Interviewer’s Observations.

7.2.2. Mr. Wali’s approachability.

7.2.3. Students’ perceptions and opinion of Mr. Wali.

7.2.4. Opinion of another teacher about Mr. Wali.

7.2.5. Mr. Wali’s self-perceptions of his relationship with students and approachability.

7.2.6. Mr. Wali’s relationship with students and attachment style.
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. 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
CHAPTER 8: CASE-STUDIES OF UNAPPROACHABLE TEACHERS IN THE IT AND EDUCATION DEPARTMENTS

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
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. Wal’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. Muhir’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

**Figure 2.1** Four quadrant model of adult attachment (Griffin & Bartholomew, 1994) .................. 24

**Figure 4.1** The case-study design for this research ................................................................. 82

**Figure 6.1** Approachable and unapproachable teachers as identified by IT students ................ 106

**Figure 6.2** Approachable and unapproachable teachers as identified by Education students .... 107

**Figure 6.3** Attachment profiles of approachable teachers ......................................................... 116

**Figure 6.4** Attachment profiles of unapproachable teachers .................................................... 117

**Figure 6.5** Attachment profiles of teachers with student perception of both approachability and unapproachability ................................................................. 118

**Figure 6.6** Wellbeing profiles of approachable teachers ........................................................... 119

**Figure 6.7** Wellbeing profile of unapproachable teachers ......................................................... 120

**Figure 6.8** Wellbeing profiles of teachers with student perceptions of both approachability and unapproachability ................................................................. 120

**Figure 7.1** Mr. Wali’s attachment profile ................................................................................. 133

**Figure 7.2** Mr. Wali’s wellbeing profile ...................................................................................... 134

**Figure 7.3** Mr. Ahad’s attachment profile .................................................................................... 146

**Figure 7.4** Mr. Ahad’s wellbeing profile ....................................................................................... 147

**Figure 7.5** Ms. Seemi’s attachment profile ................................................................................... 160

**Figure 7.6** Ms. Seemi’s wellbeing profile ..................................................................................... 161

**Figure 7.7** Mr. Imdad’s attachment profile .................................................................................... 168

**Figure 7.8** Mr. Imdad’s wellbeing profile ....................................................................................... 169

**Figure 7.9** Mr. Imran’s attachment profile .................................................................................... 176

**Figure 7.10** Mr. Imran’s wellbeing profile .................................................................................... 177

**Figure 8.1** Ms. Maha’s attachment profile ................................................................................... 194

**Figure 8.2** Ms. Maha’s wellbeing profile ....................................................................................... 195

**Figure 8.3** Mr. Ali’s attachment profile ......................................................................................... 206

**Figure 8.4** Mr. Ali’s wellbeing profile ............................................................................................ 206

**Figure 8.5** Ms. Hira’s attachment profile ....................................................................................... 217

**Figure 8.6** Ms. Hira’s wellbeing profile .......................................................................................... 218

**Figure 8.7** Mr. Omar’s attachment profile .................................................................................... 225
Figure 8.8 Mr. Omar’s wellbeing profile ................................................................. 226
Figure 8.9 Mr. Asad’s attachment profile ............................................................... 233
Figure 8.10 Mr. Asad’s wellbeing profile .............................................................. 235
Figure 8.11 Mr. Muhib’s attachment style ............................................................ 241
Figure 8.12 Mr. Muhib’s wellbeing profile ........................................................... 242
Figure 9.1 Ms. Sara’s attachment profile .............................................................. 254
Figure 9.2 Ms. Sara’s wellbeing profile ............................................................... 255
Figure 9.3 Ms. Jiya’s attachment profile ............................................................... 264
Figure 9.4 Ms. Jiya’s attachment profile ............................................................... 265
Figure 9.5 Ms. Sana’s attachment profile ............................................................ 275
Figure 9.6 Ms. Sana’s attachment profile ............................................................ 276

Figure 10.1 An example of inter-relationship between characteristics of approachability, secure attachment, wellbeing and spirituality ................................................................. 302
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 take 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.

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Fizza Sabir
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F.S.
Chapter 1: Introduction

This research explored the phenomenon of teacher approachability and unapproachability at the undergraduate level in the Pakistani higher education context. Most past research has examined this phenomenon through quantitative accounts of teacher and student perspectives on their relationship with each other, whereas the current study uses primarily the qualitative methodology of in-depth, semi-structured interviews. This approach is intended to provide a deep, genuine and thorough understanding of student perceptions of teacher approachability and unapproachability. Also, by interviewing both students and their teachers, greater insight into teacher perceptions of their approachability was obtained by comparison of student and teacher data. The comprehensive nature of this research – explicitly targeting not only approachability characteristics, but also unapproachability characteristics and interviewing not only students, but also their teachers – provides a thoroughness in research design not found in the existing body of literature regarding this phenomenon.

A significant contribution of this research is, not only to demarcate characteristics of the phenomenon, but to also examine possible explanatory factors of teacher approachability and unapproachability. After an extensive literature search, three explanatory factors were selected for exploration: teacher attachment style, wellbeing and spirituality. Thus in addition including aspects of these factors into the interview process, two fixed response questionnaires were employed to add insight into the validity of the possible explanatory factors of the teacher approachability or unapproachability. Although it is acknowledged that students have a certain attachment style, quality of wellbeing and spirituality that may influence approachability
perceptions of their teachers, the explanatory factors were only explored for
teachers as student factors were considered beyond the scope of this study.

1.1. The research questions and aims

The current research aimed to answer the following research questions:

• What reported characteristics of teachers are used by students to guide
  their choice in teacher approachability?

• What reported characteristics of teachers are used by students to guide
  their choice in teacher unapproachability?

• Does a teacher’s attachment style, wellbeing and spirituality explain a
  teacher’s self-perceived, and student perceived, view of approachability
  and unapproachability?

To answer the first two research questions, 16 undergraduate students
were interviewed. Final semester students, including 10 from the IT department
and six from the Education department participated in this study. To answer the
third research question, teachers from the IT and Education departments were
interviewed and each teacher completed two self-administered questionnaires,
one to assess wellbeing and the other to assess attachment style. Fourteen
teachers participated in this study, nine from the IT department and five from
the Education department. Duration of semi-structured interviews was
approximately one hour. Data was collected with participant consent and
anonymity and confidentiality of responses was assured.

Data was gathered from a public university in Pakistan that offered
undergraduate courses both in IT and Education in order to compare
similarities and difference between the two departments. Teachers in the
Education department were expected to be trained teachers with at least a
Masters degree in Education, whereas teachers in the IT department were not expected to be trained teachers, but subject experts.

Another aim of this research was to explore if similarities and differences exist between student perceptions of teacher approachability and unapproachability and teachers’ self-perceptions. Student interviews and teacher interviews helped match student information about teachers and teachers’ self-perceptions. Similarities and differences between student perceptions and teachers’ self-perceptions are discussed in teacher case-studies.

1.2. Theoretical framework and methodology

Phenomenology formed the theoretical framework of the qualitative component of this research. The aim was to understand the student perspective of the phenomenon of approachability and unapproachability in relation to student experiences with teachers. Phenomenology facilitates the understanding of peoples’ experiences of a phenomenon (e.g., Ary, Jacobs & Sorenson, 2010; Cohen, Manion & Morrison, 2011; Creswell, 2013; Denscombe, 2010; Patton, 2002). Previous research has used this approach to study relationships (Ary, Jacobs & Sorenson, 2010; Creswell, 2013; Giles, 2011; Lim, 2011).

Students have various experiences with teachers and they give meaning to these experiences with reference to context and their own emotional state as well as other contributing factors. Teacher behaviour is a significant factor that shapes student perceptions of their teachers. Students perceive teacher behaviours with their own lenses and make decisions on teacher approachability and unapproachability. Semi-structured interviews allowed
students to talk freely about what was of significance to them in regards to perception of teacher approachability and unapproachability.

Similarly, teacher interviews focused on teacher views and experiences regarding their relationships with students. Interviews explored challenges teachers have had in relationships with students and whether teachers had changed their teaching approach over time. Teacher self-perceptions in terms of relationship with students, attachment style, wellbeing and spirituality were also explored during interviews. This research used four attachment styles: secure, pre-occupied, dismissing and fearful, as explained by Adult Attachment Theory. Teacher attachment style was an analytical tool and the characteristics of the four attachment styles are summarized in Chapter 2. Different theories and models of wellbeing are also discussed and the characteristics of wellbeing are summarized in Chapter 2 that are used as an analytical tool for this research. Definitions of spirituality are discussed in Chapter 2 and teachers’ spiritual behaviour is defined in Chapter 3 as an analytical tool for this research.

1.3. Significance and contribution of the study

This study was initiated due to the researcher’s past personal experiences as a student and then as a teacher at the tertiary level. The researcher wished to better understand the phenomenon of student perceptions of teacher approachability and unapproachability. The characteristics of teachers perceived as approachable and unapproachable is a valuable contribution of this research. The findings of this research in terms of student perceived unapproachability are key contribution as unapproachability has received limited research attention in the past as compared to approachability.
Findings of this research may be helpful for teachers to understand that relationships are important for students and can influence them in many ways. The findings of this research, together with past research, may prove helpful for teachers in understanding how students give meaning to teacher behaviours in and outside the classroom and the role this plays in developing perceptions about teachers.

A key contribution of this research is the use of qualitative methods to study the phenomenon of approachability and unapproachability. Furthermore, this research included both students and teachers rather than focusing on one or the other as has occurred in most past research.

Case-studies of student perceived approachable and unapproachable teachers present a complete picture of the teachers. The case studies include teacher characteristics as described by students, similarities and differences between teachers and student perceptions of teachers and a discussion of possible explanatory factors for teacher approachability/unapproachability i.e., teacher attachment style, wellbeing and spirituality in practice.

1.4. Background

1.4.1. Culture of Pakistan

According to Ayers (2001), relationships need to be studied with specific reference to culture, and teaching is deeply embedded in cultural context. Therefore, as the teacher-student relationship was studied in the Pakistani context, a brief introduction to Pakistani culture and relationship styles is provided below.

Pakistan has been greatly influenced by diverse races, cultures and religions. The culture stems from Muslim civilizations in the seventh and tenth
centuries that spread across Asia, Africa and the Indus valley. During the 7th century BC, Islam was introduced in the subcontinent (Mahmood & Malik, 2010). Muslims ruled over the region for about seven centuries before being colonized by the British for about a century and then independence was achieved in 1947 for the present day Islamic Republic of Pakistan. The majority of Pakistani Muslims are actively practicing ("Pakistan society and culture,” 2010).

Pakistan is known as a society where people are respected for age and position. Older people are considered wise and generally enjoy great respect by youth. Relationships are not built in a short time, rather they take time to grow. Non-controversial manners of communication are considered more appropriate to communicate. Pakistanis usually communicate indirectly and direct communication is considered appropriate only in established relationships ("Pakistan-language, religion, culture, customs and etiquette: Facts and statistics,” n.d.).

Teacher-student relationships in this culture are built on the same value system and teachers are given great respect by their students. The profession of teaching in Pakistan is considered as the oldest and noblest profession practiced by prophets, ancient philosophers and sufis (UNESCO, 2008). The UNESCO report states that the society places higher education teachers at a higher position as compared to primary and secondary level teachers.

1.4.2. Higher education and university teachers in Pakistan

This section provides a brief overview of higher education and universities in Pakistan. Mainstream students study in public universities as attending a private university is not affordable for most Pakistani students.
While there has been some increase in enrolment in private universities over the past few years, enrolment in public universities remains much higher (HEC, 2012a). According to AEPAM (2011), 86% of university enrolment is in public sector universities. Overall, university enrolment is gender imbalanced with male students representing two-thirds of university students.

In Pakistan, university teachers are not required to have pedagogical training, unlike requirements for school and college teachers (Mahmood & Malik, 2010; Ullah, Khan, Murtaza & Din, 2011). Therefore, in the case of university teachers, teaching skills are either innate or learnt through personal experience. According to Karim (2007), the quality of faculty is of central importance as they determine the quality of higher education institutions and unfortunately Pakistani universities are weak in this area in particular.

Training needs identified in Pakistani university teachers include educational psychology, professional attitude and ethics, classroom management, counselling and guidance, student discipline, communication skills and supervision (Ullah et al., 2011). Rehman, Gujjar, Khan and Iqbal (2009), while investigating the quality of teaching faculty in twelve public sector universities in Pakistan, concluded that teachers required training courses in teaching methodology, curriculum planning, psychology and education to improve quality of teaching at university level. Another study by Fatima and Ud Din (2010) recommended that M.A. Education programs in Pakistan need improvement in teaching practice and rewards amongst other identified areas.

The Higher Education Commission (HEC) in Pakistan contains a division called Learning Innovation and Development (LID) which organizes training programs for in-service university teachers (HEC, 2012a). Yet, there is no specific professional development program for addressing the significance of
teacher-student relationship and teacher wellbeing. Therefore, this research may be beneficial for demonstrating to the HEC the need to include the missing elements in the Learning Innovative Division professional development programs to enhance the skills of university teachers in Pakistan.

1.4.3. The sample university

This section provides a description of the sample university, a public sector university in Islamabad, Pakistan. The selection of this university was purposive. Undergraduate programs are usually offered at colleges and not many universities in Islamabad offer these programs as most offer post-graduate programs only. This university offers undergraduate degrees in Education and IT, unlike many other universities that offer IT but not Education or vice versa. As one of the aims of this research was to compare the perception of approachability and unapproachability parameters from two different departments, it was suitable to gather data from this particular university. Another factor that influenced the selection of this university was location in Islamabad as a convenient place for the researcher to be based during data collection.

This university is listed among the larger universities, having an average enrolment of 7000 students, yet is not highly ranked (HEC, 2012b) and is ranked low in both teaching quality and research (HEC, 2012b). This university receives students from local and rural areas. Therefore, students who participated in this research represent a particular cohort with a particular background and have specific expectations from teachers which may have influenced perceptions of teacher approachability and unapproachability.
1.4.4. Difference in enrolment in the IT and Education departments

In Pakistan, there is a difference in trends of enrolment in the IT and Education departments. It is common knowledge that Education is not considered as a popular area of study in comparison to pure sciences, social sciences and IT. Mahmood and Malik (2010) recorded that there was no department of Education or institute offering a Master degree in Education in Pakistan until 1960.

There were a total of 10 students in the IT department, six males and four females, whereas there were six female students in the Education department in the final semester. In an informal conversation one staff member involved in the admission process at this university, Mr. Fahad, commented on the reasons for this difference:

“In Education, there have been more females than male students always as school teaching is not a very popular profession for males. Only the males who cannot acquire higher education become school teachers. A school teaching job is considered as best for females. On the other hand, enrolment of boys is greater in business administration, engineering and IT departments because of broader job prospects with those degrees.”

Mr. Fahad also informed:

“Generally our students come from far flung areas due to low competition in the admission process and the second reason is the low fee structure of the university.”

Another faculty member, Mr. Danish, who has worked in the Education departments of two public sector universities in Pakistan in the last 10 years also shared his views on why Education departments of universities in Pakistan are dominated by female students in general. He said:
“There are many universities in Pindi and Islamabad now which offer courses in Education like B. Ed., Masters, M. Phil, and Ph.D. These are either government institutions or semi-government, but no private universities offer courses in Education. The reason is obvious; at school level in Pakistan the profession of teaching is popular for women, but not for men. Usually only the men who are unable to enter other professions become teachers. Men who are school teachers are looked down on in Pakistan. How can men prefer teaching in schools or colleges when the salary structure is so poor? Only women can work as teachers in schools or colleges to support their families along with their husbands.”

He further explained:

“Another reason is that an undergraduate or Masters in Education degree does not make you a subject expert and in schools only subject teachers are in demand. Mostly only the female students who are unable to obtain admissions in any other subject come to the Education department. That is why most of the females who join the Education department belong to far flung areas and plan to go back to teach in the primary and secondary schools over there and have no higher aims in life.”

The purpose of this background is to enable readers to understand the context of student and teacher comments in the coming chapters.

1.5. Self-reflections

The researcher’s past experiences as a student and observations and experiences as a teacher in schools and universities was the motivation for the current research. Through observation, an interest developed to understand
how students selected to approach, or not approach, specific teachers when they needed support.

It was good to see the students’ openness during the interviews and their keenness to reflect on their experiences. The researcher observed that teachers from the IT department were very cooperative throughout the data collection process, however teachers from the Education department were not perceived to be as welcoming. Most did not seem interested in the interview although their deep involvement later was impressive. Most of the teachers enjoyed the interview process and a few acknowledged that they never had a chance to talk on such interesting aspects of their teaching experiences.

1.6. Organization of the thesis

This thesis has been organized into 11 chapters. Chapter 2 outlines the theoretical framework of this research, discussing the basics of the phenomenological approach in order to frame the central focus of this study, which is a qualitative inquiry into the phenomena of approachability and unapproachability. In addition, three secondary foci of this study are discussed: the psychological governor of relationships through attachment theory, wellbeing and spirituality, to examine if there is explanatory relevance of these with teacher approachability and unapproachability. Chapter 3 reviews literature on teacher-student relationships with a particular focus on teacher approachability and unapproachability. This chapter also establishes interconnections between approachability/unapproachability with attachment styles, wellbeing and spirituality according to past research. Chapter 4 describes the methodology employed in this research in terms of qualitative research, data collection methods, semi-structured interviews, fixed-response
questionnaires, thematic analysis and case-study methods. Chapter 5 is the first analytical chapter and identifies themes of teacher approachability and unapproachability. Chapter 6 briefly provides context and framing for the case-study analysis in Chapters 7, 8 and 9. Chapter 7 contains case-studies of five approachable teachers, Chapter 8 includes case-studies of six unapproachable teachers and Chapter 9, last analytical chapter, discusses case-studies of three teachers who had mixed student opinions regarding approachability and unapproachability. Chapter 10 discusses findings of the current research. Chapter 11 concludes the key findings of the current research with some limitations of the study and recommendations for future research.
Chapter 2: Theoretical Framework

2.1. Introduction

This chapter introduces the application of phenomenology to this research as the qualitative research approach which guided the design and analysis of the semi-structured interviews. The application of this approach is discussed in terms of illuminating student experiences with their teachers that assists their choice of which teachers to approach or not approach. In addition, a theoretical base is outlined for the three possible explanatory factors explored in this thesis: the teacher's attachment style, the teacher's level of wellbeing and the teacher's spirituality. Further justification for this choice of explanatory factors of teacher approachability and unapproachability as attachment styles, wellbeing and spirituality are discussed in the literature review of Chapter 3.

2.2. Phenomenological research approach

Reynaert and Verschueren (2011) are of the view that “every object of direct intuitional or original experience counts as a genuine phenomenon to be investigated” (p.217). Barnacle (2001) explained that phenomenology is a Greek word which means the study of phenomena. Phenomenological research approach does not limit study to a particular phenomenon; rather any phenomenon can be studied using this approach.

Phenomenology has been described by Pollio, Henley and Thompson (1997) as “a determinate method of inquiry attaining a rigorous and significant description of the world of every day human experience as it is lived and described by specific individuals in specific circumstances” (p. 28). Grbich (2013) explains that phenomenology is used to investigate, illustrate,
communicate and infer the real meaning of people’s experience of a phenomenon that calls for in-depth study.

The phenomenological approaches are widely used in psychology, nursing, education, religious studies and management studies (Pernecky & Jamal, 2010). According to Creswell (2013), other than social and health sciences and sociology, phenomenological approaches are also popular in education.

According to Ary, Jacobs and Sorenson (2010), phenomenology is different from other qualitative techniques as the centre of research in phenomenology is the subjective experience. According to Manen (2007), phenomenology is a thoughtful reflection ideally “free from theoretical, prejudicial and suppositional intoxications” (p.11).

Phenomenology is the study of common (Ary, Jacobs, & Sorenson, 2010) and direct experiences (e.g., Cohen, 2011; Creswell, 2013; Denscombe, 2010; Patton, 2002). This approach is designed to illustrate and understand the experiences of people (Ary, Jacobs & Sorenson, 2010). Phenomenological research, as explained by Moustakas (1994), is where the researcher collects information from individuals who have experienced a phenomenon. This leads to the development of a complete picture answering the how and what questions of the phenomenon with the real essence of experiences of individuals.

Inglis and Thorpe (2012) elaborate that phenomenology is “how the world looks to the individual” (p.88) and aims at understanding ‘how people conceive the world’ (p.86). Inglis and Thorpe (2012) further explain that the study of the consciousness of the participants aims to explore the way they see and understand the world, as well as the impact of the feelings and emotions
they experience while forming their conscious perceptions. These authors emphasize that phenomenology focuses on ‘inter-subjectivity’ (p.89) as experiences of participants cannot be studied in isolation, but in their cultural context, as individual and culture influence one another. Inglis and Thorpe (2012) also discuss the idea of typification, the procedure that tells people how to do certain things in a certain manner.

Ary, Jacobs and Sorenson (2010) advocate that phenomenology is the study of participant experiences through their perceptions. Ary, Jacobs and Sorenson (2010) also state that participants are chosen for interviews in a phenomenological research based on experience of a phenomenon and the typical number of participants in phenomenological research is 10 to 25. Creswell (2013) also emphasized that the best suited participants are those who have experienced the phenomenon under study.

According to Patton (2002, p. 104) phenomenology is about “describing how people experience some phenomenon - how they perceive it, describe it, feel about it, judge it, remember it, make sense of it, and talk about it with others.” Likewise, Denscombe (2010) discusses phenomenology in terms of experience, everyday world, seeing things through the eyes of others, the social construction of realities that can vary from situation to situation and culture to culture, their descriptions, the suspension of common-sense beliefs and peoples’ accounts through interviews.

Barnacle (2001) emphasized that what is important is the rigor and accuracy involved in the research process. Another important area for attention in phenomenological research, in Barnacle’s opinion, is to maintain connectedness with research participants, especially when the process involves interviews and case-studies. Barnacle (2001) further emphasized articulate
expression of themes in participant information based on their experiences and type of participants, as variations have been noted in the articulation of themes and types of participants in the case of qualitative data. This implies that there can be variations in the ways participant experiences are understood. Barnacle (2001) further emphasized that as phenomenological research is all about conversations, the possibility of misinterpretation and misunderstanding cannot be eliminated. In Manen’s (2011) opinion, the power of language is very important in understanding the phenomenon under study. The researcher’s understanding of the participant’s language ensures understanding of meaning that participants give to their experiences and also clarity in interpretation.

As phenomenology concerns human experiences that take place in the everyday world, the phenomenological researcher tries to present these experiences focusing on the ways participants interpret them. The main source of information remains interviews in this approach (Cohen, 2011; Creswell, 2013; Denscombe, 2010; Moustakas, 1994; Patton, 2002). Furthermore, O’Donoghue (2007) also emphasizes that giving meaning takes place at two levels: people give meaning to their own actions as well as those of others’, which means people are mutually giving meaning to each other’s actions.

Fischer (2006) advocates that phenomenological research provides a real explanation of experiences. Nonetheless the challenge is to describe the findings as experiences of the research participants and not about one’s personal experiences. Fischer (2006) is of the opinion that descriptions involve the researcher’s experience of what is presented by participants. It is the researcher’s responsibility to try to imagine the participants’ world of experience that makes analysis phenomenological. Hence, the researcher’s empathetic involvement is crucial in phenomenological research.
Some advantages of phenomenology, as described by Denscombe (2010), are that, firstly, it is well suited for small-scale research relying on interviews; secondly, the description of experiences usually results in interesting stories; thirdly, the phenomenological approach allows the researcher an in-depth understanding of the phenomenon and, lastly, this approach maintains respect for people by relying on their experiences. On the other hand, some disadvantages identified by Denscombe (2010) are that this approach lacks scientific rigor and findings are not generalizable as the number of participants is usually not large enough to do so. However, Randles (2012) argues that “generalizability is not the goal” (p.12) of phenomenological research.

There are two implications of phenomenology. One is that it concerns the essence of people's experience and that for them the reality is what they are experiencing and what is known to them and how they interpret the phenomenon (Patton, 2002). This is the subject matter of phenomenological inquiry. The second implication according to Patton is methodological and explains that in-depth interviews with people who have experienced the phenomenon serve the best purpose for the researcher to understand the phenomenon in a ‘fuller’ and ‘deeper’ manner. Earlier, Oiler (1982) also explained that phenomenology is a philosophy as well as a method.

2.2.1. Phenomenological research approach is well-suited to study teacher approachability and unapproachability

The phenomenological approaches have been used in past research with teachers and students to study different experiences in the learning environment (e.g., Giles, 2011; Lim, 2011). They can best be used to study caring relationships (Creswell, 2013, p.78). According to Ary, Jacobs, and Sorensen
disappointment in teacher-student relationships is one of the topics studied by phenomenological researchers, amongst others such as the meaning of aging, how children think about the environment, mathematics anxiety, the experience of insomnia, forgiveness and reconciliation, shame, chronic pain, daydreaming, loneliness, the experience of reading and the experience of studying a foreign language.

The current research is phenomenological in nature as the focus is to study students’ lived experiences of teacher approachability and unapproachability. For this research, semi-structured student interviews (Annexure-A) allowed students to reflect on their experiences with different teachers on the basis of which they classified teachers as approachable or unapproachable. Hence, student data informed about how students perceived teachers and why teachers were perceived that way. Students were well suited as participants in this research to understand their experiences with teachers and perceptions of teacher approachability and unapproachability. It was anticipated that all students must have perceived some teachers as either approachable or unapproachable based on their experiences.

The semi-structured teacher interviews (Annexure-B) were intended to investigate how teachers understood and explained the phenomena of approachability and unapproachability. Teacher interviews also gathered information about how the teachers viewed approachability, their experiences with students who approached them, their self-perceptions, attachment styles, wellbeing and spirituality. Teacher interviews also aimed to understand their experiences with students and if they were aware of changes in their attitudes and behaviours. The relationship of teacher attachment style, wellbeing and
spirituality with the phenomenon of approachability and unapproachability is discussed in detail in Chapters 3 and 10.

The current research is phenomenological in nature in that data gathered from students and teachers through interviews was organized and analysed in the form of case-studies. The use of interviews as method of data collection was best suited to answer the research questions (Chapter 1) of this research and phenomenological approach was the most appropriate qualitative research approach. As discussed below, interviews and case-studies are valid research tools in phenomenological research. Participants’ experiences were understood and interpreted at the individual level. The researcher relied on participant information to understand the phenomena of teacher approachability and unapproachability. Student experiences led to defining the phenomena of teacher approachability and unapproachability (Chapter 10) for this research. The methodological details of this research are discussed in Chapter 4.

The phenomenological approach is applicable to the qualitative information gathered in this research and does not relate to the questionnaires that were administered to teachers. It is important to note that focus of the current research was to understand the phenomena of teacher approachability and unapproachability in depth based on student perspectives and this research did not aim to reach conclusions that could be generalized.

2.3. Adult Attachment Theory

It is important to briefly discuss adult attachment theory in this section as this research aims to understand teachers’ attachment styles in the light of adult attachment theory. This research focused on the adult attachment styles of teachers and not the reasons for having these particular attachment styles. It is
important to note that students may have certain attachment styles that influenced their relationship with teachers; however students’ attachment styles were beyond the scope of this study.

For this research, it was Riley's (2011) work that inspired the researcher to study teachers’ attachment styles to explain approachability and unapproachability. A comprehensive search failed to find previous research on teacher approachability and unapproachability with reference to their attachment styles at the tertiary level. This research contributes to the study of these phenomena with reference to attachment styles. For this study, attachment styles were measured using both qualitative and quantitative data, as will be explained in Chapter 4.

2.3.1. Application of attachment styles in education

In the educational setting, the teacher-student relationship can be explained in accordance with attachment theory. This theory has been popular for the ability to explain teacher-student attachment at school level (e.g., Kennedy & Kennedy, 2004; Libbey, 2004). The extension of attachment theory into higher education has been described by Bennett and Deal (2010) as rational and relevant and has been reported to have expanded considerably in scope during the last four decades.

Adult attachment theory has become known in contemporary psychology as one of the most prominent theories for studying relationships (Creswell, 2012). This theory has been extensively researched over the last twenty years in developmental, social and personality psychology and has been clinically applied. Hence, adult attachment theory has a large and continually growing literature base (Mikulincer & Shaver, 2007). Following the tentative
lead from Riley (2011), this research explores the explanatory power of adult attachment theory for teacher approachability and unapproachability.

2.3.2. Attachment theory - an overview

A focus of this research is the teacher’s attachment style as portrayed by attachment theory originated by John Bowlby and Mary Ainsworth. Attachment theory centres on interpersonal behaviour, emotional bonds and close relationships. Attachment styles described in this theory are: secure, pre-occupied, dismissing and fearful.

Attachment is a characteristic of human beings which is not only universal, but deeply rooted in human heritage. It remains important throughout life, irrespective of age, and shows particularly when humans are in a stressful or distressing situation. Attachment patterns can be different for different individuals and these differences may be related to gender, culture, age and socio-economic status (Bowlby, 1980).

According to Bowlby (1980, p. 442), “intimate attachments to other human beings are the hub around which a person’s life revolves, not only when he is an infant or a toddler or a schoolchild but throughout his adolescence and his years of maturity as well, and into old age. From these intimate attachments a person draws his strength and enjoyment of life and, through what he contributes, he gives strength and enjoyment to others.” Bowlby (1969) explained that relationship experiences of children develop an internal model of social relationship, an ‘internal working model’, at an unconscious level. An individual’s social interaction and perception of the world of relationships is guided by this model.
Infant attachment was first studied between infants and mothers and identified two types of attachment i.e., ‘secure and insecure’. The relationship between the mother and the infant can be according to Bowlby (1969) can be of love and hate, anxiety and defence, and attachment and loss. He also established that the relationship with one’s mother, or any other first caregiver, shaped our future relationships with others. In contrast, Grossmann (1999) offered a different point of view that through life experiences, attachment patterns could be changed and old ones could be replaced by new ones. Tester (2008) explained that this replacement of attachment patterns could happen through reconciliation, healing and connecting relationships.

Rholes & Simpson (2004) discussed three systems of attachment theory including care giving, exploratory system and attachment system with the latter being the most researched. Attachment theory has been recognized for its explanation of adult relationships. People with whom attachments are developed are known as ‘attachment figures’ in Bowlby’s theory. Three functions of an attachment figure have been explained by Mikulincer and Shaver (2007) which include 1) to be seen as a target figure, 2) as a safe haven when one is in trouble and needs support, and 3) as a secure base in an adult relationship in a safe environment to activate other behavioural systems to follow non-attachment goals. Fleming (2008) suggested that good teachers provide a secure base to students.

The bond between two people in attachment is called an ‘attachment bond’, where the attachment figure is seen as ‘stronger and wiser’ by the other person (Bowlby, as cited in Mikulincer & Shaver, 2007). The desire in an attachment relationship is to receive comfort from the attachment figure (Mikulincer & Shaver, 2007). Another function of the attachment figure
described by Mikulincer and Shaver (2007) is separation distress which may result when an attachment figure disappears.

The application of attachment theory in teacher approachability and unapproachability can be explained in light of the above discussion. Attachment theory focuses on teachers’ feelings and emotions determining relationships with their students. Teacher behaviour with students might be guided by attachment style in general and different teachers may have different attachment styles. There can be situations where students need to approach their teacher to seek support and the teacher acts as an attachment figure and safe haven for students. This should be applicable in the current research conducted in an educational setting in Pakistani culture. Teachers’ attachment styles should play a role in the way they extend or choose not to extend support to students.

2.3.3. Four categories model of adult attachment

In the initial stage of development, three patterns of attachment were identified by Ainsworth: secure, anxious-resistant and avoidant (Bartholomew & Horowitz, 1991; Riley, 2011). Bowlby (1973) then emphasized a need to study four models of adult attachment including positive and negative levels of self-image and positive and negative levels of image of others as he insisted attachment patterns are a product of lived experience. Investigating attachment patterns in romantic relationships, Bartholomew and Horowitz (1991) found that three attachment patterns were not adequate to explain the phenomenon accurately and hence studied four levels of attachment by conducting interviews and self-reports: secure, pre-occupied, fearful and dismissing. This supported
Bowlby’s theory that four different attachment styles can be identified and that each style depicts a distinct pattern of attachment.

2.3.4. Teachers’ attachment styles based on the four models of attachment and relationship with students

Riley (2011) used adult attachment styles to explain teacher relationships with students, using the four attachment styles i.e., secure, pre-occupied, fearful and dismissing, as shown in Figure 2.1. Riley (2011) utilised the four styles of adult attachment as a continuum of varying experiences rather than absolute categories, as teachers may express different categories at different points in time, yet their general tendency of expression can be categorized.

![Four quadrant model of adult attachment](image)

*Figure 2.1 Four quadrant model of adult attachment (Griffin & Bartholomew, 1994).*

2.3.4.1. Characteristics of teachers with secure attachment style

According to Riley (2011), teachers in the category of secure attachment style develop and stay in relationships as a source of happiness. They view themselves and others in a healthy and balanced manner. They have a sense of
worthiness and expect others to be accepting and responsive. They do not mind interdependent relationships with students and if something goes wrong these teachers learn from the experience and improve in the future.

2.3.4.2. Characteristics of teachers with pre-occupied attachment style

Teachers with pre-occupied attachment style have positive feelings towards others, but have anxiety about developing close relationships (Riley 2011). These teachers have learnt by experience not to trust others, although they have a desire to. They mainly focus on the opinion of others and feel good about themselves when accepted by others. Such adults gain self-acceptance by acceptance from valued others. They have a sense of unworthiness and unlovability, but they evaluate others positively. Pre-occupied teachers have a tendency to overvalue some students and devalue others and do not want to lose favour with the overvalued students. If students reject the closeness, these teachers behave in a protesting manner (Riley 2011).

2.3.4.3. Characteristics of teachers with dismissing attachment style

Teachers with dismissing attachment style, according to Riley (2011), avoid close relationships, have difficulty developing relationships with students and colleagues, find difficult to trust others, are emotionally unavailable, expect untrustworthy and rejecting behaviour and are highly self-reliant. These teachers avoid close relationships and hence protect themselves from anticipated rejection by others.

2.3.4.4. Characteristics of teachers with fearful attachment style

 Teachers with fearful attachment style have negative feelings and avoid close relationships as they have negative expectations of peoples’ opinion about them. They avoid close relationships so as to avoid rejection. They see others as
rejecting and untrustworthy, yet they wish to have approval of others (Riley, 2011).

2.3.5. **Attachment theory as an analysis guide for teachers’ attachment styles**

It is noteworthy that only Riley (2011) has discussed characteristics of four attachment styles specifically with reference to teachers. However, to provide a more complete image of adult attachment style, general characteristics across the four styles were built by incorporating others work with Riley’s. Tables 2.1 to 2.4 present the summary characteristics of these four attachment styles gathered from Bartholomew and Horowitz (1991), Erdman and Kok-Mun (2010), Howe (2011), Kaitz, Bar-Haim, Lehrer and Grossman (2004), Maier et al. (2005), Mikulincer and Shaver (2007) and Riley (2011). The collection of characteristics for each style in the tables below served as the analysis guide to explore similarities of the approachable and unapproachable characteristics of teachers as described by students and teachers (Chapter 3).
### Table 2.1 Characteristics of secure attachment style

<table>
<thead>
<tr>
<th>No.</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive view of self, others and relationships</td>
</tr>
<tr>
<td>2</td>
<td>Intention of developing more accurate self-image</td>
</tr>
<tr>
<td>3</td>
<td>Intention of improving self-awareness</td>
</tr>
<tr>
<td>4</td>
<td>Open to honest feedback</td>
</tr>
<tr>
<td>5</td>
<td>Do not behave in a defensive manner</td>
</tr>
<tr>
<td>6</td>
<td>Honest and insightful when it comes to self-reflections</td>
</tr>
<tr>
<td>7</td>
<td>True and open in speech</td>
</tr>
<tr>
<td>8</td>
<td>Stay calm</td>
</tr>
<tr>
<td>9</td>
<td>Constructive</td>
</tr>
<tr>
<td>10</td>
<td>Believe in being loved and accepted</td>
</tr>
<tr>
<td>11</td>
<td>Acknowledge social mistakes they make occasionally</td>
</tr>
<tr>
<td>12</td>
<td>Learn from past experiences to improve relationships and make amendments</td>
</tr>
<tr>
<td>13</td>
<td>See others as a resource</td>
</tr>
<tr>
<td>14</td>
<td>Sense of trust is high</td>
</tr>
<tr>
<td>15</td>
<td>Life is balanced between relatedness and independence</td>
</tr>
<tr>
<td>16</td>
<td>Cooperative</td>
</tr>
<tr>
<td>17</td>
<td>Open minded</td>
</tr>
<tr>
<td>18</td>
<td>Have interest in life</td>
</tr>
<tr>
<td>19</td>
<td>Happy with own company as well as others and good team players</td>
</tr>
<tr>
<td>20</td>
<td>Have ability to deal with relationships, tasks and challenges in a positive manner and with confidence</td>
</tr>
<tr>
<td>21</td>
<td>Ability to create positive and rewarding environment</td>
</tr>
<tr>
<td>22</td>
<td>Have a constructive, flexible, adaptive and positive approach to life</td>
</tr>
<tr>
<td>23</td>
<td>Ready to explore and willing to take advantage of new opportunities</td>
</tr>
<tr>
<td>24</td>
<td>Well motivated and generally enjoy their careers</td>
</tr>
<tr>
<td>25</td>
<td>Satisfied with achievements</td>
</tr>
<tr>
<td>26</td>
<td>Establish healthy social relationships and low stress level, consequently chances of good mental health are enhanced</td>
</tr>
<tr>
<td>27</td>
<td>Feel safe</td>
</tr>
<tr>
<td>28</td>
<td>High self-esteem</td>
</tr>
<tr>
<td>29</td>
<td>Capacity for love and forgiveness</td>
</tr>
<tr>
<td>30</td>
<td>Stable sense of worthiness</td>
</tr>
<tr>
<td>31</td>
<td>Ability of emotional regulation</td>
</tr>
</tbody>
</table>
Table 2.2 Characteristics of pre-occupied attachment style

<table>
<thead>
<tr>
<th>No.</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive feelings towards others, but anxiety about developing close relationships</td>
</tr>
<tr>
<td>2</td>
<td>Learnt through experience not to trust others though they have a desire to</td>
</tr>
<tr>
<td>3</td>
<td>Mainly focus on the opinion of others and feel good about themselves when accepted by others</td>
</tr>
<tr>
<td>4</td>
<td>Gain self-acceptance through acceptance from valued others</td>
</tr>
<tr>
<td>5</td>
<td>Have a sense of unworthiness and unlovability while evaluating others positively</td>
</tr>
<tr>
<td>6</td>
<td>Tendency to over value a few students and devalue others</td>
</tr>
<tr>
<td>7</td>
<td>When students reject closeness, these teachers behave in a protesting manner</td>
</tr>
<tr>
<td>8</td>
<td>Low self-esteem and low-self-efficacy</td>
</tr>
<tr>
<td>9</td>
<td>Focus more on the negative side of themselves</td>
</tr>
<tr>
<td>10</td>
<td>Carry feelings of neglect, emotional deprivation and unloved</td>
</tr>
<tr>
<td>11</td>
<td>View others in a positive way and depend on others emotionally, consequently get entangled with others in relationships and have a strong need to feel close</td>
</tr>
<tr>
<td>12</td>
<td>Closeness is more important than independence</td>
</tr>
<tr>
<td>13</td>
<td>In need of repeated reassurance and fear that others are not interested in them or may lose interest</td>
</tr>
<tr>
<td>14</td>
<td>Remain in search of love, comfort and approval of others</td>
</tr>
<tr>
<td>15</td>
<td>Behaviour is sometimes viewed by others as immature, senseless and exaggerated and cannot usually manage and contain their feelings</td>
</tr>
</tbody>
</table>
Table 2.3 Characteristics of dismissing attachment style

<table>
<thead>
<tr>
<th>No.</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive view of self and feel worthy of love</td>
</tr>
<tr>
<td>2</td>
<td>Negative view of others and tendency towards personal independence and maintaining distance from others</td>
</tr>
<tr>
<td>3</td>
<td>Defensive</td>
</tr>
<tr>
<td>4</td>
<td>Not wanting others to know them, hence avoid self-disclosure believing that risk of rejection increases if people know them</td>
</tr>
<tr>
<td>5</td>
<td>Lack empathy with others</td>
</tr>
<tr>
<td>6</td>
<td>Shaky self-concept</td>
</tr>
<tr>
<td>7</td>
<td>Avoid close relationships</td>
</tr>
<tr>
<td>8</td>
<td>Difficulty developing relationships with students and colleagues</td>
</tr>
<tr>
<td>9</td>
<td>Difficult to trust others</td>
</tr>
<tr>
<td>10</td>
<td>Emotionally unavailable</td>
</tr>
<tr>
<td>11</td>
<td>Expect untrustworthy and rejecting behavior</td>
</tr>
<tr>
<td>12</td>
<td>Highly self-reliant</td>
</tr>
<tr>
<td>13</td>
<td>Very good at observing attachment-relevant cues especially negative ones</td>
</tr>
<tr>
<td>14</td>
<td>Show great discomfort when other people are physically too close</td>
</tr>
</tbody>
</table>

Table 2.4 Characteristics of Dismissing Attachment Style

<table>
<thead>
<tr>
<th>No.</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have feelings of love and worthiness, but negative disposition towards others</td>
</tr>
<tr>
<td>2</td>
<td>Live with negative feelings</td>
</tr>
<tr>
<td>3</td>
<td>Avoid close relationships</td>
</tr>
<tr>
<td>4</td>
<td>Negative expectations of peoples’ opinion</td>
</tr>
<tr>
<td>5</td>
<td>Avoid close relationships to avoid rejection</td>
</tr>
<tr>
<td>6</td>
<td>See others as rejecting and untrustworthy yet wish to have approval of others</td>
</tr>
<tr>
<td>7</td>
<td>Fear both intimacy and being alone</td>
</tr>
<tr>
<td>8</td>
<td>Not very social and trusting</td>
</tr>
<tr>
<td>9</td>
<td>Usually unable to develop relationships</td>
</tr>
<tr>
<td>10</td>
<td>May have behavioural complications and mental health problems</td>
</tr>
</tbody>
</table>

It is noted that in tables 2.1 to 2.4 the list of characteristics for secure attachment is lengthier than all the other lists. This is due to the fact that most research has focused on secure attachment styles.
2.3.6. Teacher-student relationships can be attachment or non-attachment relationships

Another possible explanation of the teacher-student relationship, as discussed by Riley (2011), is that of attachment relationship or non-attachment relationship. When the attachment behaviour system is not activated between teachers and students a non-attachment relationship exists. Thus, a positive non-attachment relationship between teachers and students is an existing type of relationship.

2.3.7. Teacher-student relationship is dyadic in nature

Riley (2011) established that original attachment theory revolved around dyadic attachments between people. The model of adult attachment is a complex model and developed from research on dyadic romantic relationships. The teacher-student dyad is unique as teachers are in a role of responsibility, have more experience than students and have a relationship with the whole class unit and with each student at the individual level. In this relationship, teachers are caregivers and at the same time draw some strength from the attachment students develop with them. Attachment also helps them develop their professional identity.

2.3.8. Attachment theory and cross cultural validity

Attachment theory, like many other theories of psychology, though established in the western world can be equally beneficial to understand attachment styles in other cultures. Based on cross-cultural studies, Howe (2011) concluded that attachment behaviour is a universal phenomenon and in all cultures 55 to 60 percent of people possess predominantly secure patterns of attachment. While room remains for further research on attachment theory, it
has been claimed that cross-cultural validity of attachment theory is high. Whereas, according to Erdman and Kok-Mun (2010), mixed evidence from several research studies concerning the structure of attachment theory in cross-cultural reference suggests more research is needed for examining attachment styles in different cultures. In Erdman and Kok-Mun’s (2010) views attachment styles need to be examined in relation to other characteristics such as gender to understand the cultural specificity of attachment.

This study concerning attachment styles of teachers in Pakistan using attachment theory is then intended to contribute an application of attachment theory to a non-Western culture. The present research explores whether teachers with secure attachment styles have better relationships with students and are in a better state of wellbeing and spirituality as compared to teachers with other attachment styles.

2.4. Wellbeing

During study of attachment styles, the researcher recognized that characteristics of secure attachment style showed some similarity with characteristics of wellbeing. Teacher wellbeing has been studied in the past (Chapter 3), however relatedness to approachability and attachment styles has not been studied previously. The current research tentatively explores possible relationship between teacher approachability and unapproachability in terms of attachment style and wellbeing.

2.4.1. Approaches to defining wellbeing

General wellbeing has been described by Rich (2001) as having positive emotions, engagement at work and meaning in life. Whereas, Ryan and Deci (2001) discussed wellbeing using two traditional approaches: hedonistic and
eudaimonic. The hedonistic approach is pleasure seeking, pain avoiding and focuses on subjective wellbeing. The eudaimonic approach centres around psychological wellbeing, emphasizing realizing one’s worth, living a meaningful life and positive relatedness.

Reivich (2009) outlined five ingredients of wellbeing, namely optimism, emotional awareness, goal-setting/hope, resilience and empowerment. Rath and Harter (2010) also discussed five elements that combine and interact to form wellbeing. “The five elements included are our love for what we do each day, the quality of our relationships, the security of our finances, the vibrancy of our physical health, and the pride we take in what we have contributed to our communities” (p. 4).

Another model of psychological wellbeing is a six dimension model, introduced by Ryff (1989). This is the only model that considers the delimitations of the ‘dimensions of wellbeing of various previous theories given by Allport, Birren, Buhler, Erikson, Jahoda, Jung, Maslow, Neugarten and Roger Ryff’ (1989, p.40). The dimensions included in this model of wellbeing are: positive evaluation of oneself and one’s past life, sense of sustained growth and development as a person, belief that life is meaningful, establishment and sustainability of quality relations with others, capacity to effectively manage one’s life and the surrounding world and a sense of self-determination.

According to Wong (2011), Ryff’s model is considered as the most comprehensive model of wellbeing.

A recent model introduced by positive psychologist, Seligman (2011), known as PERMA is an acronym for five elements of lifelong wellbeing: Positive emotions (P), Engagement (E), positive Relationships (R), Meaning (M) in life and Accomplishments/achievements (A). The experience of positive emotions
makes an individual feel good and contributes to a state of wellbeing.

Engagement means to be engaged with focus and intensity in a task which may be academic, work-related or of personal nature. Having positive relations with others is important as humans are social beings and good relationships with others including family, friends, colleagues and neighbours promote happiness.

To have meaning in life gives a sense of wellbeing because it makes individuals think beyond self, such as doing something good for the sake of humanity or religion. Our accomplishments/achievements are also a contributing factor in enhancing wellbeing. In addition to these PERMA elements, positive self-esteem, optimism, resilience, vitality, and self-determination have been also highlighted by Seligman as qualities that enhance wellbeing (Kern & Butler, 2012).

Fredrickson (2003) noted that interest in positive psychology has become increasingly prominent over the last five years. Rich (2001) discussed three different realms of positive psychology. The first is hedonic and involves experiencing positive emotions such as joy, love, pleasure and contentment. The second is a state of flow in life or being engaged in life. Flow means engaging one’s highest talents to meet the challenges one faces in his/her life which facilitates the learning process. A meaningful life is the third realm of positive psychology. It is about knowing one’s highest strengths and using these strengths to serve something that is larger than the self.

2.4.2. Teacher wellbeing and significance in approachability and unapproachability

In the above mentioned models, emotional perception in oneself and others, and interpersonal relationships, have been afforded noteworthy significance. Relatedness is strongly interwoven with wellbeing and the ability
of maintaining interpersonal relationships is an important component of wellbeing according to these models. This implies that in an educational setting the teachers relationship with their students may be related to the teachers’ relationship style and with their sense of wellbeing. For the purposes of analysis in this study, characteristics of wellbeing were gathered from Kern and Butler (2012), Rath and Harter (2010), Reivich (2009), Rich (2001), Ryan and Deci (2001), Ryff (1989), Seligman (2011), (Bar On Model, 1997), Mayor and Salovey (1997) and Goleman (1995) are listed in Table 2.5.

Table 2.5 Characteristics of wellbeing

<table>
<thead>
<tr>
<th>No.</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meaning in life, goal setting/hope, self-determination</td>
</tr>
<tr>
<td>2</td>
<td>Motivating oneself, engagement at work, love for what we do each day</td>
</tr>
<tr>
<td>3</td>
<td>Emotional awareness, emotional perception and recognition, emotional understanding, assimilation of emotions</td>
</tr>
<tr>
<td>4</td>
<td>Emotional regulation and management, stress management and general moods</td>
</tr>
<tr>
<td>5</td>
<td>Intrapersonal skills</td>
</tr>
<tr>
<td>6</td>
<td>Vitality, confidence, openness, enjoyment, happiness, optimism, resilience</td>
</tr>
<tr>
<td>7</td>
<td>Positive emotions positive relatedness, interpersonal skills: the establishment and sustainability of quality relations with others</td>
</tr>
<tr>
<td>8</td>
<td>Calm and caring in combined and balanced form</td>
</tr>
<tr>
<td>9</td>
<td>Sense of sustained growth and development as a person, realizing one’s worth, positive evaluation of oneself and one’s past life, positive self-esteem, pride in contribution to community</td>
</tr>
<tr>
<td>10</td>
<td>Empowerment, accomplishments, achievements</td>
</tr>
<tr>
<td>11</td>
<td>Capacity to effectively manage one’s life and surrounding world</td>
</tr>
<tr>
<td>12</td>
<td>Vibrancy of physical health</td>
</tr>
<tr>
<td>13</td>
<td>Security of finances</td>
</tr>
</tbody>
</table>

This table will be used in the analysis of a teachers’ state of wellbeing and to determine how a teacher’s sense of wellbeing is related to approachability and unapproachability, attachment styles and spirituality (further explained in Chapter 4).
2.5. Spirituality

Spirituality has different meanings for different people and many scholars have tried to comprehensively define spirituality to promote understanding of its meaning (Salter, 2011). However, Cook (2015) and de Jager Meezenbroek et al. (2010) stated that it is near to impossible to define spirituality in a way that gains agreement from a majority of people. Nonetheless, many definitions of spirituality exist.

Lee et al (2009) draw from a broad range of concepts in their explanation that spirituality explaining that spirituality is a multidimensional concept involving cognitive, philosophical, experiential, emotional and behavioural facets. de Jager Meezenbroek et al. (2010) defined spirituality as “one's striving for and experience of connection with oneself, connectedness with others and connectedness with the transcendent” (p. 338). It is notable that in de Jager Meezenbroek et al’s definition, experience of connections is the main feature, thus highlighting the encompassing of connection or relationships with others. Reed's (1992) definition of spirituality also emphasizes the feature of connectedness:

“The propensity to make meaning through a sense of relatedness to dimensions that transcend the self in such a way that empowers and does not devalue the individual. This relatedness may be experienced intrapersonally, interpersonally, and transpersonally.” Reed (p. 350).

In the above definition, intrapersonal spirituality is related to inner peace/harmony, consciousness, self-knowledge, experiencing and searching for meaning in life (Chiu, Emblen, Van Hofwegen, Sawatzky, Meyerhoff, 2004). While Cook (2004) explained that interpersonal spirituality is related to compassion, caring, gratitude and wonder. Cook (2004) explained that
transpersonal spirituality includes awe, hope, sacredness, adoration of the transcendent and transcendental experiences and is related with God.

Likewise, in Fisher’s (1998) view, spirituality centres around experiences and relationships, the relationships involving self, others, God and environment. Cook (2004) also discussed the same elements defining spirituality as:

“A distinctive, potentially creative, and universal dimension of human experience arising both within the inner subjective awareness of individuals and within communities, social groups and traditions. It may be experienced as a relationship with that which is intimately “inner”, immanent and personal, within the self and others, and/or as relationships with that which is wholly “other”, transcendent and beyond the self. It is experienced as being of fundamental or ultimate importance and is thus concerned with matters of meaning and purpose in life, truth and values” (p.548-549).

Few other definitions of spirituality emphasize human behaviour. Moore and Casper (2006) defined spirituality as “some internal substance - a value, belief, attitude, or emotion that affects people’s behaviour” (p.109-110). Similarly, spirituality was defined by Muldoon and King (1995) as “the way in which people understand and live their lives in view of their ultimate meaning and value” (p.336). Tuck’s (2012, p. 1) definition also mentions these elements, stating spirituality is: “the essence of an individual and is expressed in the outward manifestations of thoughts, feelings, and behaviours that allows meaning making, peace, hope and connectedness with self, others, nature, and God or higher power.” Three attributes of spirituality as explained by Coyle
(2002) are transcendent, structuralist behaviourist (religious practices) and value guidance (personal values).

Palmer (2003), while reflecting on spirituality in teacher education, stated that there is a spiritual dimension to teaching and defined spirituality as “the eternal human yearning to be connected with something larger than our own egos” (p.376). Palmer (2003) insists on the connectedness with our own souls as a central constituent to becoming an effective teacher and holds that relationship between teachers and students need to be “deeply human for real learning to occur” (p. 380). This author advocates that, although teacher training offers mastery in disciplinary content and teaching techniques, there is a need for teachers to master their own souls to become effective teachers and suggests joining the “pedagogy of intellect with pedagogy of heart and soul” (384).

It is notable that Palmer (2003) does not define spirituality in terms of connectedness as in the other definitions discussed above. Rather, Palmer (2003) advocates that mastering our own souls and developing deep human relationships with students is essential for teachers. This author also notes that spirituality is generally not given much importance in the education system.

Summarizing all the definitions and descriptions of spirituality above, it is concluded that connectedness with self, others and the transcendent are essentials for spirituality. Each definition commonly signifies the value systems and behaviours of people. Values, beliefs, emotions, peace, hope and connectedness with self, others, nature and God are considered as indicators of spirituality. Developing deep human relationships with students is considered as evidence of spirituality of teachers. However, the definition of spirituality can have broad scope and difficulty in defining this term is understandable. In the
academic setting, value systems, behaviours and connection with others encompasses teachers’ connectedness with their students.

The current research studied teachers’ spirituality in terms of behaviour and relationships with students and teacher’s self-report. Relevant information was extracted from reported student experiences with teachers given during interview. More directly, targeted questions were also asked during the interviews with teachers to discuss their spirituality and its influence on teaching. Information from interviews with students and teachers was further supported by a questionnaire on spirituality using the Personal Wellbeing Index-Adult (see Chapter 4).

This research did not focus on differences between religion and spirituality, however it is important to mention that spirituality should not be confused with religion. Sometimes, religion and spirituality are so interwoven that it is difficult to differentiate the two from each other, as reported by Nakagawa (2000). Thus, there is no clear difference between spirituality and religion. Some consider spirituality as broader than religion (Cawley, 1997; Nagai-Jacobson & Burkhardt, 1989; Narayanasamy, 1991). Recently, Cook (2015) discussed four key positions in the context of Western culture which are also applicable to other cultures with some variations. According to Cook, individuals may be (1) spiritual and religious (2) spiritual but not religious (3) religious but not spiritual or (4) neither spiritual nor religious.

As participants in this research were from Pakistan where generally people follow a religion and no record of non-believers or atheists is available, all participants were expected to fit category one or category three of Cook’s (2015) definitions discussed above, i.e., spiritual and religious or religious but not spiritual. Whereas, in western culture, according to Dei, James,
Karumanchery, James-Wilson, Zine (2000), religion and spirituality are treated as independent concepts, religion being more formal and traditional and spirituality as more personal and distinctive.

According to the latest available census of 1998, 97% of Pakistan’s population is Muslim and 3% believe in other religions (“Islam in Pakistan,” n.d.). However, no record exists for non-believers. Thus, participants of this research were expected to be religious and that religious beliefs or faith influenced with spirituality. In Islam, spirituality is strongly linked with religion and is explained in the context of religion (Brown, 1986; Hall, 2011; Nelson, 2009; Sheikh, 2006). Wisdom, modesty, forgiveness, hospitality, generosity, kindness and helping others, especially those who are less empowered, are considered indicators of spiritual behaviour in Islam (Eastwick, 2014).

The focus of this research was spirituality of teachers and not religion (Appendix-B). However, the researcher is aware that the teachers participating in this study may not distinguish between religion and spirituality. Findings of the current research show teachers’ spirituality and its influence if any on relationships with students. As discussed above, spiritual people connect with others and are kind and helpful. Therefore, it can be hypothesized that the teachers’ kindness and helpful behaviour with their students may be connected with their spirituality.

2.6. Chapter summary

This chapter has outlined the rudiments of phenomenology in order to frame the central focus of this study which is a qualitative inquiry into the phenomena of approachability and unapproachability. The phenomenological approach guided design and implementation of interview protocols with
teachers and students. It was argued that such an approach was the most suitable to illuminate the characteristics of approachable and unapproachable teachers. In addition, three secondary foci of this study were discussed to examine explanatory relevance of these with teacher approachability and unapproachability: the psychological governor of relationships through attachment theory, wellbeing and spirituality. The interrelationships between these are discussed in Chapter 3 along with the small amount of past research that studied interrelationships between approachability and unapproachability, attachment styles, wellbeing and spirituality.
Chapter 3: Literature review

3.1. Introduction

This chapter discusses the existing literature relevant to the focus of this research, teacher approachability and unapproachability, and identifies teacher characteristics that have been shown to contribute to student perceptions of teacher approachability and unapproachability. Several differences found in university faculties are also highlighted in this chapter. As this research compared student perceived approachability and unapproachability with teachers’ self-perceptions, students' perceptions and teachers' self-perceptions of approachability and unapproachability are also discussed briefly. A brief review of past research regarding three explanatory factors in approachability and unapproachability, attachment styles, wellbeing and spirituality, is also presented. Theoretical models of wellbeing, definitions of spirituality and application of adult attachment styles in education, previously discussed in Chapter 2, are referred to throughout the chapter.

3.2. Teacher-student relationships

Relationships play a very important role at every stage in a person's life. The term ‘relationship' has been explained as a connection formed between two or more people or groups based on social interactions and mutual goals, interests or feelings ("Relationships," 2012). According to Robert (2004), relationships cover a whole range of attitudes, behaviours and means of communication that may be academic or non-academic in nature.

One form of relationship is between teachers and students in the academic setting and its importance has been much emphasized. The teacher-student relationship is highly significant in students’ lives (Davis, 2001, 2003).
Teven (2001) emphasized that teaching involves personal relationships between teachers and students. According to Noddings (2006a), in order to promote social, emotional and ethical development, time should be spent nourishing relationships. In Gomez, Allen and Clinton’s (2004, p. 11) words, “reciprocity entails teachers and students continuously developing, negotiating, and maintaining a social connection.”

It has been emphasized that the teacher-student relationship is of vital importance in the learning process. As discussed above, teacher-student relationship may contribute to the continuous development of students. However, like other relationships, this relationship is reciprocal and may be satisfying for teachers as well as students. For example, Petegem, Creemers, Aelterman (2006) established that in the case of teachers who are student oriented the most satisfying aspect of their job is dealing with students.

In last three decades, there has been an increase in research focusing on teacher-student relationships (e.g., Petegem, Creemers, Aelterman, 2009; Maulana, Opdenakker, Brok, & Bosker, 2011; Wubbels & Brekelmans, 2005). Teacher-student relationships have been studied at different academic year levels, such as primary, secondary, undergraduate and post-graduate, using different research methods. These relationships have been enthusiastically studied in reference to student motivation, intellectual development, classroom engagement and interest in class, student achievement and learning in schools (e.g., Davis, 2003; Fraser, Aldridge, Soerjaningsih, 2010; King & Chan, 2011; Klem & Connell, 2004; Noddings, 2006a, 2006b; Petegem, Creemers, Aelterman, 2006; Teven & Hanson, 2004; Wubbels & Brekelmans, 2005).

Nonetheless, Hagenauer and Volet (2014) argue that the teacher-student relationship has yet to be studied thoroughly and systematically. These authors
also emphasized that studies conducted in higher education on teacher-student relationships did not have a clear theoretical framework. Therefore, there is a great need for further research in the area of teacher-student relationship in higher education. Aultman, William-Johnson, and Schutz (2009) suggested that studies focusing on student perspectives of relationships with teachers may be very useful for understanding the dynamics of relationships.

The current research focuses on a particular aspect of the teacher-student relationship, that is, approachability and unapproachability. Teacher-student interaction, communication and other teacher characteristics that contribute to the teacher-student relationship and influence student perceptions of teacher approachability and unapproachability are discussed below in light of past research.

Komarraju, Musulkin and Bhattacharya (2010) identified approachability as one of seven features of teacher-student interaction that contribute to students’ self-confidence, achievement and motivation. The other six aspects are: respect, guidance, caring, interactions outside of class, connectedness and accessibility. Komarraju, Musulkin and Bhattacharya (2010) emphasized that college students’ psychosocial and academic achievement is strongly associated with the relationships students have with teachers.

Faculty-student interaction is a significant contributing factor to the teacher-student relationship. Faculty contribution to college experience is through classroom interaction according to conventional wisdom (Cotton & Wilson, 2006). On the other hand, Tam (2002) found that interaction that takes place outside the classroom between teachers and students has a great impact on students. Hence, teacher-student interaction remains important inside or
outside the classroom. The interaction between students and faculty can be of various types e.g., formal vs. informal or social vs. academic.

Cox and Orehovec (2007) identified four types of student-faculty interaction, namely functional interactions outside the classroom related to academics, personal interactions, incidental interactions and disengagement. Incidental interactions between teachers and students refers to contact developed occasionally, and disengagement refers to minor interaction in or outside the classroom. Cox and Orehovec (2007) insisted that student-faculty interaction has significant outcomes.

Faculty and student interaction has been also researched at undergraduate level with respect to teacher characteristics. Einarson and Clarkberg (2004) noted that too little is known about the patterns of teacher-student interaction for faculty members and suggested that it is the individual and institutional characteristics, faculty’s interpersonal skills and competing time demands that formulate the basis for teacher-student out-of-class interaction. Einarson and Clarkberg (2004) considered faculty members belief system about their role as teachers also contribute to out-of-class interactions.

In summary, approachability is an important constituent of teacher-student interaction that contributes to students’ self-confidence, achievement and motivation. Furthermore, students’ psychosocial and academic achievement is linked with relationships students have with teachers. The significance of in-class and out-of-class interaction in this regard has also been highlighted.

In addition to interactions, communication also plays a significant role in the development of teacher-student relationships. Frymier and Houser (2000) state that teachers and students relate through communication. According to Frymier and Houser (2000, p. 211), “teaching involves a process of relational
development and requires effective interpersonal communication skills to achieve satisfying goals.” In a study with university students in the United States, these authors concluded that for good teachers, their communication skills, especially referential skills, ego support and conflict management, were viewed by students as important characteristics. Similarly, Klem and Connell (2004) recognised that effective teaching is comprised of personal communication between teachers and students in addition to subject expertise and skill of content delivery.

Communication has been recognized as a foundation in building teacher-student relationships. Verbal and non-verbal communication is both integral to these relationships. Wubbels and Brekelmans (2005) considered teaching as a form of communication and claimed that verbal immediacy is depicted by teachers’ verbal behaviours including calling students by name, showing concern about students and taking notice of student presence and asking for students’ opinions. Whereas, teachers’ non-verbal behaviours that help develop relationships are passing smiles on to students, establishing eye contact, moving in the classroom and use of vocal range.

Besides, teacher-student interaction and verbal and non-verbal communication, other teacher characteristics have been highlighted in research on what the teaching profession offers to students. Noddings (2006b) acknowledged that most teachers chose the profession due to a desire to make a difference in people’s lives. As it leaves great impact on students’ lives, Hill (2010) viewed education as an interventionist profession. Ayers (2001) emphasized that “teaching is a matter of love” (p.18) and “a moral challenge” (p.21). Hence, teaching is a profession that involves academic and moral responsibility.
According to Miraudo (2006, p. 18), “effective teaching is about connecting with your students, understanding them and then teaching.” Teacher characteristics identified by Tsui (2000) that help develop a relationship between students and teachers include sense of humour, disclosure, active encouragement and participatory teaching style.

Other characteristics associated with teaching, according to Ayers (2001), are eagerness, mental power, love for people and life. Furthermore, immediacy, communication style, affinity-seeking, self-disclosure, solidarity, humour caring and compliance-gaining are reported by Klem and Connell (2004) as characteristics that are associated with teacher-student relationships and student learning. According to Klem and Connell (2004), teachers create a safe learning environment for students by developing trusting and caring relationships.

Empathy is commonly associated with social and interpersonal skills. The empathic teacher has the ability to engage students in conversation that may not be related to the work at hand, yet is helpful in building relationships (Arnold, 2005). In addition to empathy, six other attributes identified by Barnes and Lock (2010) and Herfernan, Morrison, Swvenye and Jaratt (2009) for effective university teachers are: rapport, dynamic delivery, knowledge and credibility, communication skills, fairness and organization and preparation.

Teacher characteristics highlighted in past research include those identified in a study with university students and a school in the US where Aultman, William-Johnson and Schutz (2009) found that relationships between teachers and students are greatly influenced by the context in which teaching takes place. A phenomenological approach using in-depth interviews found that, in terms of communication, a certain level of disclosure by teachers was
considered as useful for maintaining relationships with students. This study also found that teacher-student relationships differ between teachers and also differ for different students with the same teacher.

A study of excellent professors, conducted by Andrews, Garrison and Magnusson (1996), benchmarked distinction among teachers by identifying faculty members exhibiting excellence with help of the Dean, Associate Dean, department heads and faculty members in the Faculty of Education at a Canadian University. In-depth interviews were conducted with identified faculty members to draw an initial profile of excellence in university teachers. Findings suggested that strong teacher-student relationships are the foundation for developing excellence in teachers. Teacher-student interaction, availability of teachers for students in a professional and personal manner and a certain level of self-disclosure were identified as playing a significant role in the development of teacher-student relationships. However, the issues of maintaining boundaries remained important.

In summary, teacher-student relationships are significant in students’ lives and there a number of elements, as highlighted in the above cited studies, that contribute to this relationship. These elements include teachers’ individual characteristics that help them develop and maintain relationships such as warmth, rapport, understanding, approachability in terms of professional and personal manner, solidarity, immediacy, communication skills, empathy, affinity, love for people and life, trusting and caring relationships, sense of humour, a certain level of disclosure and compliance-gaining. In addition, other characteristics with reference to the teaching environment teachers create include eagerness, mental power, ability to create safe learning environments for students, knowledge and credibility, fairness, organization and preparation,
dynamic delivery, active encouragement and participatory teaching style. Besides highlighting these characteristics, past research also concluded that teacher-student relationships may differ across teachers and for different students with the same teacher.

This review of past research on teacher-student relationship identifies many positive teacher characteristics that constitute this relationship and the impact on student learning. The current research is focused on one constituent of the teacher-student relationship, i.e., student perspectives of teacher approachability. However, the current research not only focuses on approachability but also unapproachability. Teacher unapproachability has not been studied as extensively as approachability and remains an under-researched area, especially in tertiary education. Difference in teacher-student relationships across faculties and difference between perceptions of approachability among students and teachers has been acknowledged in past research. Student perceived approachability and unapproachability and teacher perceived approachability and unapproachability are discussed in the following sections.

3.3. **Difference in teacher-student relationships across faculties**

The current research focused on two departments of the same university to explore differences between student perceptions of teachers' approachability and unapproachability. As discussed in Chapter 1 a difference between IT and Education teachers was anticipated as IT teachers usually do not have teacher training but teachers in the Education department have completed teacher training and the practice of teaching is specifically an Education academics area of expertise. Differences across faculties in teacher-student relationship have
not received much research attention in the past. However, a few studies have highlighted differences in teacher-student relationships across different departments/faculties.

Previous studies have identified differences in the teacher style and student perceptions of teachers across different faculties. Fraser, Aldridge, Soerjaningsih (2010) compared teacher-student interaction in two departments of an Indonesian university through quantitative research. It was found that students of the Management department perceived interactions with their teachers more positively as compared to students the Computer Science department. The authors recommended that qualitative research be undertaken to provide deeper understanding of the difference in teacher-student interactions across different departments. Similarly, Sander, Stevenson, King and Coates (2000) also noted differences in undergraduate student perceptions studying different subjects. Sander, Stevenson, King and Coates (2000) found that in comparison to Business students, Psychology students rated highly the importance of personal relationships with teachers. Therefore, students in different departments may value different qualities of their teachers and their perceptions may also differ depending on which department they belong to and the subjects they study.

In addition to difference in student perceptions of teachers, teachers’ teaching and relational style may vary across faculties. Parpala, Lindblom-Ylänne, Komulainen, Litmanen and Hirsto (2010) found a difference in teaching approach and relational issues between hard sciences and soft sciences. Lindholm and Astin (2008) found that faculty members in the fields of Education, Arts and Business utilised more student-centred approaches to
teaching as compared to faculty members in the field of Engineering, Physical
Sciences and Math/Statistics.

Given this particular research was conducted in the Pakistani cultural
context, some similarities and differences may be found in teacher-student
relationships across faculties as discussed in Chapter 1. Some new dimensions
may also be uncovered with reference to teacher approachability in Pakistan.

3.4. Student perceived approachability and unapproachability

The phenomenon of perceptions has been defined by Johnson (2012, p.
896) as: “Social perception refers to the broad tendency of perceivers to note
and interpret the appearance, behaviour, and intentions of others. Such
perception is informed by multiple cues that originate in body features and
behaviours, and it affects the perceivers’ attitudes about and behaviours
directed toward others”. It follows that approachability is a phenomenon
experienced and perceived by others through people’s behaviour directed
towards them and others.

Approachability was discussed by Perrine (1998) as perceptions of
someone as being warm, caring and easy to talk to or meet. Approachability has
been identified as a characteristic of high quality teacher-student relationships
by Reid and Johnston (1999) who described teacher approachability as being
“friendly and approachable” (p. 274).

Hagenauer and Volet (2014) noted that approachability is multi-
dimensional in nature and has been studied in the past without clear definition
or theoretical foundation. These authors concluded that approachability has a
support and an affective dimension. The support dimension explained as
extending support to students for success at university. Whereas, the affective
dimension is linked with secure and affective relationships between students and teachers.

As discussed earlier, approachability is understood and given meaning by students based on teacher behaviour. Grossmann (1999) studied how judgment of approachability is influenced by facial and body expressions and found that happy faces were judged as more approachable than neutral and angry faces. Likewise, happy body expressions were considered more approachable as compared to neutral and angry body expressions. However, happy faces were considered more approachable than happy bodies in the whole face-body combination. Grossman’s (1999) findings show the importance of the role of non-verbal communication in perception of approachability. In the same way, Miles (2009) while attempting to define who is approachable, concluded that perceived approachability is a function of facial expressions of positive emotions. The study focused on enjoyment and non-enjoyment smiles on peoples’ faces as determinant of approachability. Only people with enjoyment smiles were identified as approachable.

The significance of teacher approachability is evident in Sander, Stevenson, King and Coates’ (2000, 2010) findings. Approachability was listed as second to teaching skills when undergraduate students were asked to list five teacher attributes in order of priority for describing characteristics of good teachers. The other three attributes in order of priority were enthusiasm, knowledge and organization. The top five university teacher strengths highlighted by students in a quantitative study were lecturer preparedness, content mastery, interest in teaching, sympathetic to students and being approachable (Efiritha, Daniel, Cosmas & Joyce, 2014).
Likewise, approachability was the top most teacher attribute in student perception that was helpful in their learning in Devlin and O'Shea’ (2011) findings. The other four in order of high percentage were: teachers’ dedication and rapport with students, communication skills, clarifying assessment requirements and promptness. The above discussion shows that teacher approachability is a determinant attribute of teacher quality and is helpful in student learning. Hence, there is no question about the significance of the phenomena under study as approachability and unapproachability remain an important factor in teacher-student relationship.

A number of studies have described the fundamentals of approachability. Cox, McIntosh, Terenzini, Reason, Lutovsky Quaye (2010) found that students perceived university faculty members as approachable when they displayed a student-centred approach, friendly personalities and well-built communication skills. The study also indicated that full-time faculty members interacted more with students as compared to part-time faculty members. This may imply that teachers who lack good communication skills may be considered unapproachable. Similarly, according to Cotten and Wilson (2006), teachers’ encouraging interaction, facial expressions and response style to student questions, all contribute to approachability.

While evaluating a student support scheme for third-year medical students regarding relationship with tutors and approachability in Scotland, Malik (2000) concluded that the relationship between student and tutor is the most significant to the success of this scheme. Tutors who had regular meetings with students were perceived by students as more approachable. Students also highlighted that the responsibility for regular meetings was with tutors. Some students showed a need to have tutors they could discuss personal problems
with as well, which is only facilitated in situations where an established relationship exists between tutor and student and this contributes to approachability. Thus, Malik’s work highlights that meeting with students regularly contributes to perception approachability.

In another study of medical students’ view on perception of teaching quality at a college in London, Lempp and Seale (2004) found that students positively perceive teachers with encouraging and motivating behaviour and negatively perceived teachers with poor teaching skills and lack of commitment. Hattie (2003, p. 5) identified five dimensions of expert teachers with similar qualities: “they can identify essential representations of their subject, can guide learning through classroom interactions, can monitor learning and provide feedback, can attend to affective attributes and can influence student outcomes.” These studies highlight that students give significant importance to teachers’ teaching skills, commitment and the learning environment they create.

The learning environment created by teachers is highlighted in other research along with some relational characteristics of teachers. Efiritha, Daniel, Cosmas and Joyce (2014) listed 10 strengths of lecturers as perceived by students and these are: preparedness for lectures, content mastery, interest/enthusiasm in teaching, use of different teaching approaches, providing accessible references, lectures that make it easy to take notes and organize resource materials so students can learn for themselves, being sympathetic to students, being approachable to students and taking care of diverse students’ background. Campbell et al. (2001) found that teachers in teacher-directed classes were not perceived as friendly or approachable. Whereas, in student-centred classes where teachers successfully built a supportive learning environment, teachers were perceived as friendly and approachable.
The only research on approachability and unapproachability in the Pakistani context was conducted by Siddiqi (2005). This research explored the characteristics, as perceived by students, important for developing relationships between teachers and students using a quantitative survey with Business School students in four big cities in Pakistan: Lahore, Islamabad, Multan and Karachi. The purpose was also to examine the influence of student background and previous institutions on the ability to interact with teachers as well as the effect of teacher-student interaction on students’ grades and careers. In addition, the research focused on the factors that encourage or discourage students to interact with teachers. The factors that encouraged the students to meet teachers outside the classroom included teachers’ knowledge, personality, problem-solving approach, useful advice, engaging style of communication, friendly, kind and loving attitude and similarity of mother tongue. In contrast, the characteristics that resulted in reluctance to approach teachers were obsolete knowledge, communication gap, time-wasting approach, impractical advice and dissimilarity of mother tongue. Siddiqi (2005) claimed that his was one of the few studies conducted in Pakistan in the field of teacher-student interaction and also with university level students worldwide.

In summary, previous studies have shown that approachability is an important dimension of the teacher-student relationship. Students perceive teacher approachability through verbal and non-verbal communication and behaviour. The characteristics that contribute to teacher approachability are: sympathetic to students, dedication and rapport with students, communication skills, friendly personalities, kind and loving attitude, lecture preparedness, content mastery, knowledge, interest in teaching, student-centred approach, response style to student questions, clarifying assessment requirements,
promptness, well-built and engaging style of communication, encouraging interaction, problem-solving approach and useful advice. It is notable that all these characteristics are related to personal characteristics, characteristics in terms of relationship with students and in terms of learning environment and academic support for students.

It is evident that most past research has focused on approachability and there has been little research paying attention to unapproachability. However, the characteristics of approachability imply that the absence of these characteristics may contribute to the perception of teacher unapproachability. Teachers’ self-perceptions of approachability and unapproachability have also been studied in the past, but not in detail. The following section presents a brief discussion of teacher-perceived approachability and unapproachability.

3.5 Teachers’ self-perceived approachability and unapproachability

Self-perceptions or self-images are developed through our interactions with others. We perceive ourselves the way we think others see us which may well be different to how others really see us. Through the accrual of such perceptions we develop an image of ourselves that is refined through reflection on social interactions and scrutiny of our constituted self-image (Mead, as cited in O’Donoughue, 2007).

Teacher self-perceptions of approachability and unapproachability is an under-researched area, although teacher self-perceptions of approachability have been studied in the past. Maulana, Opdenakker, Brok, Bosker (2011) examined teacher self-perceptions and noted that little research has focused on teacher self-perceptions as most research has centred on students’ perceptions. These authors suggested that further qualitative research is required regarding
teachers’ self-perceptions to more profoundly explore the phenomenon of teacher-student relationships.

A study that has examined the difference between student and teacher perspectives of teacher approachability in the university context was conducted by Reid and Johnston (1999). This study found that the university teachers while ranking the characteristics of good teachers, ranked the characteristic of approachability as the lowest. University teachers perceived themselves as approachable and showed low intention to change approachability as compared to other characteristics. In contrast, students placed approachability at a higher rank as compared to other characteristics. It is noteworthy that Reid and Johnston (1999) focused on teacher perceptions of approachability, but not, teachers’ self-perceptions.

There is a research gap in regards to understanding inaccurate self-perceptions of teachers in general and in particular in relation to approachability and unapproachability. A study by Spear-Swerling, Brucker and Alfano (2005) concluded that a faulty perception of teachers about their knowledge may act as a contributing factor in creating a gap in their lesson preparation. Similarly, it is possible that inaccurate self-perceptions of approachability and unapproachability might impede teachers in being perceived as approachable by students.

As discussed above, there is little research on teacher perceptions of approachability and no research on teacher self-perceptions of approachability and unapproachability was uncovered.
3.6. Interconnection between approachability/unapproachability, attachment styles, wellbeing and spirituality

Evidence for attachment styles, wellbeing and spirituality as explanatory factors of teacher approachability and unapproachability is sparse. This is not surprising given that research on approachability and unapproachability is still in a formative stage. This section describes the interconnected nature of attachment styles, wellbeing and spirituality and relates these to teacher approachability.

3.6.1. Interconnection between approachability/unapproachability and wellbeing

Teacher wellbeing is one of the characteristics relevant to building teacher-student relationships. In Fredrickson’s (2003) opinion, teachers with high level of wellbeing can be more approachable as compared to those with low wellbeing. At the same time, positive emotions and being helpful are circular in nature, one causing the other and also enhancing each other. Fredrickson (2003) advocated that people with positive emotions experience continued development and success and those who have positive feelings and feel good about themselves are more helpful to others. A study by Klusmann, Kunter, Trautwein, Ludtke and Baumert (2008) found that instructional performance and personal characteristics are affected by teacher wellbeing.

Definitions and models of wellbeing discussed in Chapter 2 highlight a positive connection between wellbeing, positive emotions, management of emotions and the ability to maintain interpersonal relationships. For example, Goleman’s (1995) model of emotional intelligence also comprises of the elements as discussed above: knowing one’s emotions, managing emotions,
motivating oneself, recognizing emotions in others and handling relationships. This model emphasizes the importance on emotions, motivation and the ability to handle relations. Therefore, teachers’ ability to handle relationships might be related to teachers’ wellbeing and emotions.

Hargreaves (2000) asserts that emotions are essential to consider in the educational environment. Emotions of a teacher can make the classroom a lively and exciting place or boring and dull depending on emotions in teacher-student relationships. Hargreaves (2000) also argues that if teachers’ relationships with students are not warm, teachers may experience professional or personal failure. Similarly, Fredrickson and Joiner (2002, p. 172) suggested that “positive emotions trigger upward spirals towards enhanced wellbeing and hence positive emotions have much more to do in human life than making them feel good in the present. Positive emotions increase the chances for them to feel good in their future life as well.” This suggests that the connection between relationships and wellbeing may not be unidirectional, but bi-directional and enhancing each other. Hamilton, Eckersley and Denniss (n.d.) also assert that wellbeing comes from being connected and engaged, enmeshed in a web of relationships and interests. Such relationships give meaning to our lives as we are deeply social beings. According to Hamilton, Eckersley, and Denniss (n.d.), the intimacy, belonging and support provided by close personal relationships seems to matter most and giving support can be at least as beneficial as receiving.

Einarson and Clarkberg (2004) suggested that faculty members more actively involved in out-of-class interaction with undergraduate students were doing so due to intrinsic rather than extrinsic institutional motivation. Lovat, Dally, Clement and Toomey (2011) state that the immediate environment of
individuals and interactions they have with others is determined by, and in turn determines, intrapersonal capacities. Individual self-actualization is one of these capacities and can be supported by development of interpersonal skills such as the values of caring, respect, fairness and tolerance. These researchers highlight that it is intrinsic motivation and intrapersonal capacities that lead to development of interpersonal skills of significant value in the teacher-student relationship.

The significance of teacher wellbeing is also recognized in terms of student wellbeing. Affective teacher-student relationships have been emphasized by Spilt, Koomen and Thijs (2011) as an important factor not only for student engagement and academic success, but also for student wellbeing. To promote emotional wellbeing of students, teachers need to be emotionally well (Hills & Robinson, 2010). They concluded that the wellbeing of teachers can play role in student’ academic success and emotional wellbeing. According to Hills and Robinson (2010) it is crucial to focus on teacher and staff wellbeing. Spilt, Koomen and Thijs (2011) argue that greater wellbeing may help teachers move from surviving to thriving and hence emphasized the need to enhance teacher wellbeing.

Day and Leitch (2000) ascertain that there is a link between teachers’ professional and personal growth and argue that professional development is not possible without personal development. These authors also suggest that motivation, commitment and emotional attachment are essential requirements for teaching and recommend that teachers develop a deeper understanding of self and students. Day and Leitch (2000) also maintain that quality of teaching and learning can be enhanced if an appropriate range of opportunities for improvement of teacher quality is provided by teacher education policy makers.
Houghton (2001) discussed that teacher wellbeing and the support teachers receive coming from colleagues, students and professional organizations go hand in hand. Wellbeing is a state that can fluctuate, however, efforts can be made to sustain a positive state of wellbeing. According to McCallum and Price (2012), teacher wellbeing can be sustained with relational and community support in the forms of mentoring, coaching, working in partnerships and belonging to a community. Currently, society is facing different pressures including financial, environmental, political and social which influence the wellbeing of people generally, and of teachers specifically. McCallum and Price (2012) emphasized that it can be very beneficial to work on teacher wellbeing and to incorporate multi-dimensional and holistic wellbeing elements into the curriculum. In the view of these authors, teacher wellbeing is a professional responsibility and a concern for society, and relationships, individual personal characteristics, productivity and engagement are all factors influencing wellbeing.

While addressing working life and employment, a WHO (2001) factsheet records: “special emphasis should be given to those aspects of work places and the work process itself which promote mental health. Eight areas of action have been identified: increasing an employer’s awareness of mental health issues; identifying common goals and positive aspects of the work process; creating a balance between job demands and occupational skills; training in social skills; developing the psycho-social climate of the workplace; provision of counselling; enhancement of working capacity, and early rehabilitation strategies.” This definition is comprehensive. It suggests application of these areas in the teaching environment can lead to improvement and sustainability of teacher wellbeing and encourages approachability as well.
It is noteworthy that student perceived approachability of teachers discussed in section 3.4. highlighted many teaching and relational characteristics which influence student perceptions of approachability, e.g., sympathetic to students, kind and loving attitude, encouraging interaction, well-built and engaging style of communication, lecture preparedness, content mastery, knowledge, interest in teaching. These relational characteristics of approachability highlighted by students have commonalities with characteristics of wellbeing (as already discussed in Chapter 2, Table 2.5).

3.6.2. Interconnection between attachment styles and wellbeing

Past research shows that one attachment style, that is, secure attachment, and wellbeing are interconnected. La Guardia, Ryan, Couchman and Deci (2000) established that attachment and wellbeing are interlinked. In a recent study, Karremen and Vingerhoets (2012) reached a similar conclusion that secure attachment predicts higher wellbeing. Similarly, another recent study on attachment styles and wellbeing (Karremen & Vingerhoets, 2012) demonstrated that secure attachment is a predictor of high wellbeing, while fearful and preoccupied attachment styles are related to low wellbeing. This study also emphasized that securely attached people can experience wellbeing through close relationships.

Mikulincer and Shaver (2007, p. 48) established a strong relationship between attachment theory and positive psychology where “people with stable secure attachment generally feel safe and worthy, hold an optimistic and hopeful outlook on life, rely on constructive methods of coping and regulating distress, and interact with others in a confident and open manner”. Bonanno (2008) also affirmed that secure people can experience a longer span of positive
emotions effectively and can tolerate stress and this contributes to consistent wellbeing and mental health. In conclusion, these authors support the idea of existing relationship between secure attachment style and wellbeing.

One of the basic human strengths is the feeling of security which develops characteristics that overlap with characteristics highlighted by positive psychology such as “resilience, optimism, hope, positive effectively, healthy autonomy, capacity for love and forgiveness, feelings of interconnectedness and belongingness, kindness and tolerance” (Mikulincer & Shaver, 2007, p. 49). Other characteristics associated with secure attachment identified by Mikulincer and Shaver (2007) are emotional regulation, self-worth, high self-esteem, openness to feedback, support seeking and focus on personal growth. Secure attachment style also includes the ability to develop close personal relations (Chapter 2, Table 2.1). Diener and Seligman (2012) concluded that the ability to develop close relationships has an impact on wellbeing. Hence, as discussed in the previous section, the relationship between approachability and wellbeing is bi-directional, the same way that the relationship between secure attachment style and wellbeing may also be bi-directional.

In addition to the relationship between secure attachment style and wellbeing, some research has also been conducted regarding insecure people and wellbeing. Based on the first generation of research on adult attachment and mental health, Rholes and Simpson (2004) concluded that people with insecure attachment are more prone to psychological problems. According to Wei, Liao, Ku and Shaffer (2011), there is a negative link between attachment avoidance and wellbeing while there is a positive relationship between empathy and wellbeing. Similarly, unstable self-concept and negative view of others have
been identified as characteristics of insecure people after twenty years of research work on adult attachment (Mikulincer & Shaver, 2007). At completion of a twenty year longitudinal study, Waters, Merrick, Treboux, Crowell and Albersheim (2000) concluded that Bowlby’s (1969) assumption that impact of negative experiences can be reduced with strong social support structure and secure attachments proved correct.

Myers and Diener (1995) found that close supportive social relationships contribute to happiness and life satisfaction. Petegem, Creemers and Aelterman (2006) claimed that there is a direct link between interpersonal teacher behaviour and teacher wellbeing and there is a strong positive correlation between teachers’ wellbeing and their perceptions of being helpful/friendly.

Hence, secure attachment, interpersonal relationships and emotional wellbeing appear to be somewhat interlinked. The interconnection between ability to develop relationships, especially for people with secure attachment style, wellbeing and spirituality has not been extensively studied in the past. However, the little research in this area does that a relationship exists between good relationships, spirituality and wellbeing. Features of secure attachment style listed in Chapter 2, Table 2.1 and wellbeing in Table 2.5 have many common characteristics such as: emotional management and regulation, interpersonal skills, caring behaviour, satisfaction with achievements. An overlap of features of wellbeing and spirituality are discussed in the next section.

3.6.3. Interconnection between wellbeing and spirituality

Over the past two decades, a link between wellbeing and spirituality has been argued by some researchers, whereas others could not reach a clear
conclusion (Tuck & Anderson, 2014). Arguments of those who found wellbeing and spirituality to be interrelated are discussed below.

Kreitzer (2012, p. 707) insists on interrelatedness of wellbeing and spirituality and states that: “Wellbeing is a state of being in balance and alignment in body, mind and spirit. It is a state in which people describe themselves as feeling healthy, content, purposeful, peaceful, energized, in harmony, happy, prosperous and safe.” This author states that spirituality can lead to enhancement of wellbeing and emphasizes the need to focus on spiritual practices that help people find purpose, meaning and connectedness and recommends more research on spirituality linkages with relationships and community. Rath and Harter (2010) also expressed that for many people spirituality leads to wellbeing. Some past studies also acknowledged that spirituality is a factor that contributes to wellbeing (e.g., Coleman & Holzemer, 1999; Gray, 1997; Kass et al., 1991; Levin, Chatters & Taylor, 1995).

Wellbeing is greatly connected with spirituality (Muse-Burke, 2004). Canda and Furman (2010) state that spirituality is a progression of human life with a focus on search of a sense of meaning, purpose, morality and wellbeing. This explanation includes wellbeing as an achievement of the journey of spirituality. Whereas others concluded that spirituality is significant factor in achieving wellbeing (Emmons, Cheung & Tehrani, 1998). Tanyi (2002) discusses spirituality as a source of joy, forgiveness of self as well as others and a sense of wellbeing. According to Chin, Anantharaman and Tong (2011), spiritual intelligence enhances daily functioning and wellbeing of an individual. Thus, wellbeing and spirituality have been explained as embedded in each other. Kandasamy, Chaturvedi and Desai (2011) concluded that a strong positive relationship was found between spirituality and quality of life.
Therefore, it can be concluded that the relationship between spirituality and wellbeing is also bi-directional, each having the capacity to enhance the other.

Besides the above cited research, this is to be noted that there is an overlap of characteristics of wellbeing as highlighted in Chapter 2, Table 2.5 and the elements that defined spirituality in Chapter 2, section 2.5. A few of the commonly recognized elements between wellbeing and spirituality are: peace, self-knowledge, meaning in life, connectedness with self and others, kindness and helping others, and contribution to community.

3.6.4. Interconnection between spirituality and teacher-student relationships

Einolf (2011) stated that scholars from different cultures and academic disciplines have been interested in relationships between wellbeing, spirituality, religiosity and pro-social behaviour. This author hypothesized that development of empathy is encouraged by the spiritual experiences that lead people to help others. When people feel oneness with others they can be more sensitive to their problems and hence are more prone to helping. Einolf (2011) proposed that helping behaviour is motivated by one’s internal religious life and personal development is supported by spiritual experiences. According to Houston and Cartwright (2007) individuals who work in public service careers scored high on measure of daily spiritual experiences as compared to non-service careers. Thus, behaviours such as helping others and empathy are linked with developing relationships with others and are associated with spirituality.

According to Zohar and Marshall (as cited in Lindholm and Astin 2008), among many other functions, spiritualism makes us do things to make a difference in this world. Lindholm and Astin (2008) concluded that the teachers
who consider and report themselves as spiritual, use a more student-centred approach with undergraduate students and their students benefit more from them as compared to faculty members who consider themselves as being less spiritual.

Lindholm and Astin (2006) found that spiritual faculty members were inclined to serve their communities and provide free professional consulting services. This study was conducted using quantitative methods, however, it was recommended that a qualitative inquiry may be useful to answer questions related to spirituality. Lindholm and Astin (2006) also suggested that faculty members’ personal and spiritual growth may be afforded attention by institutions based on their findings that highly spiritual faculty had amalgamation in their personal and professional lives as well as their academic work and personal values.

Bhaskar (as cited in McGhee and Grant, 2008) discussed how spiritual people act in a selfless manner and establish genuine relationships with others and noted that integrity, benevolence, respect and altruism are characteristics of spiritual people which are visible in their behaviour. According to these authors such people are also caring about others in the workplace. Spiritual people have a tendency to be virtuous and exhibit certain kinds of moral behaviour as they consider moral values to be of significant meaning. They aim to make a difference in the society and have the ability to think ahead of their self-interests. Hence, spiritual people are of great benefit to their work place with their kind and helpful behaviour.

The importance of spirituality has been ignored in education for many years (Greenland, 2003; Lindholm & Astin, 2006; Zajong, 2003). Therefore, there is not much research that pays attention to the spirituality of teachers in
higher education (Lindholm & Astin, 2006). While Zajong (2003) assertively stated that instead of being thought of as extracurricular, inclusion of spiritual considerations in teaching and research should be considered as being of great significance; neglecting this means disregarding half of the facts.

Salter (2011) states that educators and learners must strive for spiritual growth and further emphasized that knowing ourselves helps us move towards building relationships and leads to spiritual growth and wellbeing. This author states that spirituality and spiritual growth are recognized in our relationships. In Salter's (2011) viewpoint relationships inform us of who we are and we shape our world through our relationships and that is why it is our responsibility to consider them as sacred to value them.

Relationships extend from our family and friends to everyone whom we come across in our lives and we should value these relationships for they reveal our true selves in terms of both our strengths and weaknesses, likes and dislikes (Salter, 2011). Relationships, in Salter's (2011) opinion, are based on the feeling that we belong to the world of love and honesty, as do all others, and the warmth we extend to others enhances our own spiritual growth. Salter (2011) stressed that when people are swallowed by their ego, they become hollow within and hence unable to establish honest relationships.

Like Salter (2011) and Zajong (2003), Shahjahan's (2004) states that the topic of spirituality needs to be central focus of academics instead of being marginalized. Shahjahan (2004) emphasized that for spiritually minded academics, spirituality is embodied in their teaching and spirituality and healing are greatly interconnected. Healing starts from an individual's own being and flows to their students'. This author states that teaching should reflect the essence of a spiritual mission.
3.7. Chapter summary

This chapter discussed past research regarding teacher-student relationships and significance with particular focus on teacher approachability and unapproachability. The section on student perceived approachability and unapproachability described the characteristics that student’s use to determine teacher approachability and unapproachability. This section was followed by a discussion of teachers’ self-perceived approachability and unapproachability. These two sections highlight that sometimes teachers’ self-perceptions are different from the way students perceive them. This chapter also provided literature that supported the selection of possible explanatory factors of approachability/unapproachability: attachment style, wellbeing and spirituality. It is worth mentioning that while reviewing the literature, a gap in the research literature was identified, that being a lack of explicit investigation into the characteristics of unapproachable teachers. It is worth noticing that the design of this thesis explicitly targets determining the characteristics of both approachable and unapproachable teachers.
Chapter 4: Methodology and research methods

4.1. Introduction

This chapter describes the methodology employed in this research. The chapter begins with a discussion of the significance of qualitative research which is followed by a description of the data collection methods, namely semi-structured interviews and fixed-response questionnaires. Data was gathered, organized and analysed using a case-study approach, therefore case-study methods are discussed in detail. Data triangulation, credibility and reliability of this research are next discussed, followed by the pilot testing process including trial interviews and short preliminary study. A detailed description of data collection is presented next and the chapter concludes with a brief note on ethical considerations and the data analysis plan.

Final semester undergraduate students and their teachers were the target population for this research. The Information Technology (IT) and Education departments of the sample University were selected in order to compare IT and Education teachers approachability and unapproachability. Final semester students were interviewed assuming that each student would have had interactions with most of the teachers in their departments. Data was gathered from teachers in the IT and Education departments including those who were identified by the students as approachable and unapproachable.

4.2. Methodology and methods

The methods selected for this research were those most suited to answer the research questions. Student perceptions of teacher approachability and unapproachability were explored using primarily qualitative research methods, i.e. semi-structured interviews with the addition of two questionnaires for
comparison. The appropriateness of qualitative research to study the phenomena of approachability and unapproachability has been highlighted by previous researchers working in this field (e.g. Fraser, Aldridge, & Soerjaningsih, 2010; Maulana, Opdenakker, Brok, Bosker, 2011).

Qualitative research is a methodological approach to develop understanding of social phenomena or human actions (Creswell, 2013). The purpose of qualitative research, as described by Ary, Jacobs, and Sorensen (2010), is to capture a complete picture without distorting its comprehensiveness. Qualitative research is conducted in a ‘natural’ setting in that the researcher engages with research participants within the participants own environment and context in order to understand the phenomenon of study from the participant’s perspective. In qualitative research the researcher empowers people to share their stories and experiences (Creswell, 2007; Denzin, & Lincoln, 2005).

Research questions dealing with subjective topics, as in this study, are best answered using qualitative methods to explore the issue in-depth based on personal interactions that probe the participant’s experience and feelings regarding the issue under study. Tsui (2000) suggests that the ‘why’ and ‘how’ of any phenomenon is important to understand and this understanding is made possible through qualitative studies.

4.2.1. Semi-structured interviews

The semi-structured interviews with students (Annexure-A) and teachers (Annexure-B) were a rich source of data for this research. Open-ended questions resulted in detailed responses and rich information that highlighted
participant experiences and observations in terms of teacher approachability and unapproachability.

The semi-structured interviews involve the use of a clear list of issues/questions that guide the interview. The interview questions ensure that all important topics are covered while providing flexibility in terms of the order questions are covered and for the participant to speak more widely regarding the issues of interest (Denscombe, 2010). Open-ended questions invite a free response from the respondents and hence a semi-structured interview format is advantageous in several ways. For example, open-ended questions call for cooperation and help to establish rapport between researcher and participant; the interviewer can request that the participant covers an issue in more depth if required; and the interviewer can clarify meaning if there seems to be any misunderstanding (Cohen, Manion & Morrison, 2011).

The semi-structured interview helps the interviewer understand the beliefs, perspectives and experiences of the interviewee (Ary, Jacobs and Sorensen, 2010; Cohen, Manion, & Morrison, 2011). In Cohen, Manion and Morrison's (2011) view open-ended interview questions ask for a direct and open opinion, providing the researcher with ‘gems of information’ (p.392), and are very useful source of information for small scale research. Madison (2012) discusses four types of interview questions: experiential, opinion, feeling and descriptive. Experiential questions focus on experiences to explaining the meaning of human behaviour or actions, whereas opinion questions explore perspectives and beliefs held regarding a phenomenon. Madison (2012) explains that feeling questions are concerned with the feelings of an individual or emotional effects of a phenomenon, while descriptive questions describe or depict a phenomenon. In this study, the semi-structured interviews included all
of these question types. The interviews started with opinion questions and then experience, descriptive and feeling questions followed. Combination of these different question types was helpful in understanding student perceptions of teacher approachability and unapproachability.

Semi-structured interviews were well suited for this research allowing participants freedom of expression in terms of what they discussed and how much information they provided in relation to the topic under study. Sequencing of questions was such that the participants would feel at ease and rapport could be built easily with the opening questions.

4.2.1.1. Semi-structured interviews with students

The semi-structured interviews with students gathered information regarding students’ perception of teacher approachability and unapproachability. During interviews students were asked about their views on teachers based on their personal experiences and perceptions. They talked about their ways of coping with teachers’ behaviours. Students were asked to narrate stories of their experiences with these teachers. The student interviews provided good insight as to how students perceive particular teachers as approachable and others as unapproachable. The textured accounts by students provided fine detail insights into how students built their perceptions in response to teacher behaviours. Student interviews were also designed with the intention of comparing responses with data gathered in teacher interviews.

Student interviews were designed to answer two research questions: What characteristics of teachers do students identify with teacher approachability? What characteristics of teachers result in student avoidance of approaching certain teachers?
Student interviews were in two parts. In Part I students were asked questions on approachability and in Part II on unapproachability. For Part I students were asked to think of the teachers in their department in terms of which teachers they feel most comfortable to approach. The students were then asked questions designed to illicit the characteristics and qualities that students perceive as being attributed to approachable teachers. Also, the location and means by which a student prefers to approach a teacher, and the ways in which a teacher may assist the student when approached, were investigated. Lastly, experiences of failure to assist were explored, in particular the way in which the students dealt with difficulties in the relationships or found support from alternate sources.

The purpose of Part II was to understand why students avoid approaching particular teachers. Part II asked the students to think of teachers in their department that they perceive as most unapproachable, and then discuss why they found these teachers unapproachable by describing characteristics of these teachers. Students were encouraged to recount negative experiences with teachers they perceived as unapproachable.

4.2.1.2. Semi-structured interviews with teachers

There were two main aims of the teacher interviews. The first aim was to illuminate possible explanatory factors of approachability/unapproachability to answer the third research question: Does a teacher’s attachment style, wellbeing and spirituality explain a teacher’s self-perceived, and student perceived, view of approachability and unapproachability?

The second aim was to explore how well the teacher interview data aligned with the student perceptions on the characteristics of approachability
and unapproachability. The semi-structured interviews asked questions of the participants that helped illuminate their views on a teacher's general responsibilities and in what ways teachers should support their students. Teachers were also asked questions regarding their self-perception of the kind of teacher they thought themselves to be. Interviews also focused on teacher reflections on the significance of approachability and how they convey messages, either intentionally or unintentionally, of being helpful and approachable. More specific questions were focused on their relationship style with students, their wellbeing and spirituality. However, student perceptions and descriptions of teacher behaviour remained the main source of information for this research.

4.2.2. Fixed-response self-administered questionnaires for teachers

Two fixed-response self-administered questionnaires were distributed to teachers prior to the interview: Relationship Style Questionnaire (RSQ) (Annexure-C) and Personal Wellbeing Index-Adult (PWI-A) (Annexure-D). Both questionnaires are published, valid and reliable as discussed below. The purpose of the teacher questionnaires was to validate teacher interview responses on attachment styles and wellbeing. According to Howe (2011) interviews and self-report measures have been equally popular for determining attachment styles.

Fixed-response questionnaires provide research participants with a range of responses from which to choose. The questionnaires are focused and economical in terms of the researcher's time as it is much easier to score them (Bryman, 2012; Cohen, Manion & Morrison, 2011). Rating scales, according to
Cohen, Manion and Morrison (2011), are widely used in research to note the degree and intensity of responses and represent scores numerically.

4.2.2.1. Relationship Style Questionnaire (RSQ)

To supplement information on teacher-student relationships gathered through interviews, a Relationship Style Questionnaire (RSQ) was administered with teachers. The RSQ measures adult attachment styles (Mikulincer & Shaver, 2007), although it is not designed to measure teacher-student relationship specifically. The RSQ was developed by Griffin and Bartholomew (1994) drawing on short statements from previous attachment measures developed by Hazan and Shaver (1987), Bartholomew and Horowitz (1991) and Collins and Read (1990).

The RSQ is a self-administered questionnaire consisting of 17 items in total. Five items, respectively measure secure and dismissing attachment (Chapter 2) and, four items, respectively measure fearful and preoccupied attachment (Chapter 2). For measurement of dismissing and preoccupied attachment item 5 has been used commonly for both categories. Items 5, 7, and 17 are reverse scored. The items that correspond to the four attachment styles are as follows:

Secure attachment style: 3, 7 (reverse), 8, 10, 17 (reverse)
Fearful attachment style: 1, 4, 9, and 14
Preoccupied attachment style: 5 (reverse), 6, 11, and 15
Dismissing attachment style: 2, 5 (reverse), 12, 13, and 16

Responses to these items are recorded on a five-point Likert scale ranked from 1 ‘not at all like me’ to 5 ‘very much like me’. The mean of all four or five
items is calculated to indicate each attachment style (Bartholomew & Pertman, 1994; Self report measures of adult attachment, n.d.).

The RSQ patterns have convergent validity, however convergent validity coefficient for secure attachment was the lowest in correlations between interview attachment ratings, Relations Questionnaire and RSQ (Bartholomew & Pertman, 1994). The reason for RSQ not having a high reliability as explained by Bartholomew and Pertman (1994) may be that all four attachment styles are different and the number of items in each attachment style is small. Griffin and Bartholomew (1994) discussed that internal consistency can be low, not because of the low number of items for each attachment style or due to any flaw in the items, but because RSQ consists of items measuring two statistically unrelated dimensions, i.e., self-model and other-model dimensions.

4.2.2.2. Personal Wellbeing Index-Adult (PWI-A)

Personal Wellbeing Index-Adult (PWI-A Manual, 2006) measured the general wellbeing of participants. Rating scales have an advantage over dichotomous questionnaires as they are more sensitive, although it is not possible to check if respondents are providing true answers (Cohen, Manion & Morrison, 2011).

PWI-A is based on the generally agreed concept that wellbeing can be measured by asking people questions about their feelings (PWI-A Manual, 2006). Development of this scale is based on, and now supersedes, the Comprehensive Quality of Life Scale (Cummins, McCabe, Romeo & Gullone, 1994) developed for selected groups of people. In contrast, PWI-A was developed to measure wellbeing of the general population. For PWI-A, wellbeing is defined as the level of satisfaction of people's feelings about
themselves, and hence is a measure of subjective wellbeing. The succinct nature of questions in this scale is its strength.

PWI-A consists of 9 items. Item 1 is about satisfaction with quality of life as a whole, while Items 2 to 9 all correspond to this item. These items are about standard of life, health, achieving in life, relationships, safety, community-connectedness, future security, and spirituality/religion (PWI-A Manual, 2006).

Responses were recorded on 11-point (0-10) End-Defined Response Scale (Jones & Thurstone, 1955) based on the ranking of 0 for ‘completely dissatisfied’ to 5 for ‘neutral’ and to 10 for ‘completely satisfied’. The most important reason for using this 11 point scale was to avoid confusion that is usually created by using adjective descriptors for numerical interval scales (PWI-A Manual, 2006). The PWI-A Manual (2006) also reports that another purpose is to keep it simple to understand.

It is suggested that PWI-A scoring is conducted in one of two ways (PWI-A Manual, 2006): all eight domains can be analysed as separate variables or the score of items 2 to 9 can be summed to yield an average score on wellbeing and be compared with the score on item 1. Item 1 is an excellent measure of wellbeing in itself, however one item cannot assure reliability of information. The remaining items add to the overall reliability by providing more specific responses over a range of wellbeing aspects. For this research an overall picture provided by participant information was considered to determine wellbeing instead of analysing each item separately. This procedure provides high construct validity.

It is recorded in the PWI-A Manual (2006) that this scale has been developed and used in Australia and widely used in many other countries. Scale content is designed to maximise cross-cultural validity as it includes items that
are broad and semi-abstract in nature and not bound to geographical, cultural or other boundaries. Reports indicate a level of sensitivity of items in Australia, as well as overseas, and the scale has been translated into many languages and used in about 50 countries (PWI-A Manual, 2006). According to the PWI-A Manual (2006), Cronbach alpha for this scale lies between 0.70 and 0.85, both in Australia and overseas, which means it is a highly reliable scale and the eight domains in this scale consistently form a single stable factor, i.e., item 1 on life satisfaction assures the construct validity of the scale. Therefore, this scale was the most suitable to be used with research participants in Pakistan.

4.3. Data analysis

Data analysis is given in two parts. The first part is a thematic analysis of student and teacher interviews. The second part was analysis of each teacher’s approachability in the form of case-studies. Analysis of self-administered questionnaires was included in the case-studies. All data was analysed manually. Questionnaire analysis was not complex and restricted to frequency tables due to the small number of participants. Questionnaires helped cross check information teachers provided in interviews. Questionnaires were scored as per the score guide.

Student and teacher interviews were conducted mainly in Urdu, the national language of Pakistan, however participants used many English words and a few sentences in English during interviews. As a national language and widely-spoken lingua franca, Urdu has over a period of centuries borrowed many words from other languages, with borrowings from English becoming very prevalent over recent decades. As a first step, interviews were translated fully into English and transcribed manually and simultaneously. Another PhD
student from Pakistan, studying in another city, agreed to listen to recordings and verify translation and transcription for a few randomly selected interviews. This student was able to verify four interview translations and transcriptions. This was helpful to assure validity of translation and transcriptions.

4.3.1. Thematic analysis

Followed by translations and transcriptions, thematic analysis of the interviews was undertaken. To give some insight to the amount of English mixed with Urdu in respondents’ expression, the words that were chosen to form the themes were all spoken by participants in English, and so no translation was needed in terms of labelling themes. A frequency count of teacher characteristics, as identified by students, as contributing to approachability and unapproachability was conducted and presented in tabular form for quick understanding. A higher frequency gave more weight to importance of the characteristic.

In data analysis of student interviews, the term characteristic can also be considered a trait recognized by students that determined how they described teacher approachability and unapproachability. The characteristics were given codes and classified into different themes. Each theme represents a collection of a particular type of identified characteristics.

Themes from student data did not emerge due to any pre-existing coding scheme or by pre-planned analytical sketch, rather themes emerged from thorough and extensive analysis of the data. Many times, when a new code emerged in an interview, the researcher reviewed previously coded interviews to ensure no relevant information had been overlooked. Characteristics of teachers, as identified by students, were highlighted in transcripts and were
listed in a separate word document. This initial list of teacher characteristics was used for further analysis. All teacher characteristics in accordance with emerging codes were organized in different themes. Following this, characteristics in each theme were reviewed several times over a period of time to make sure that each theme was clearly distinct from other themes and there was no overlap of characteristics in a theme. Themes were labelled based on characteristics included in the theme. Labelling of themes was not difficult once the characteristics had been sorted categorically. Following Braun and Clarke (2006) and Creswell (2012), all data was read and possible themes identified and then carefully re-read to refine and check coverage of themes so that all substantial data was captured in relation to research questions.

Unlike student interview data, themes were pre-organized in the case of teacher interview data. Coding schemes were based on questions in semi-structured interviews aimed at answering research questions. However, data analysis was not limited to the pre-organized themes, rather the researcher was open to identifying new emerging themes. It is important to note that analysis of teacher interview data was more time consuming as teacher interviews were lengthier than student interviews, and there were many aspects to the information teachers shared. Teacher responses helped the researcher understand if teachers give importance to the problems students might be going through. Information regarding self-perception was very important to explore for each teacher in order to uncover similarities and differences between student perceptions of teachers and teacher self-perception. The extracts were taken from the interviews to illustrate information on teacher relationships with students, attachment style, wellbeing and spirituality.
4.3.2. Case-study analysis

During student interviews, students unexpectedly named teachers when discussing approachability and unapproachability. This led to organizing data analysis as case-studies for this research. Originally, 12 teachers from IT and 9 from the Education Department were interviewed for this research. However, student interviews focused on 9 teachers in IT and 5 in Education. Hence, these 14 teachers were included in this research. Though there are 14 case studies in Chapters 7, 8 and 9, these case-studies are based on 30 interviews when student interviews are included, as shown in Table 4.1.

Table 4.1 Number of teacher and student interviews included in this study

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Students</th>
<th>Total interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td>9</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Total interviews</td>
<td>14</td>
<td>16</td>
<td>30</td>
</tr>
</tbody>
</table>

Designing the research as case studies of 14 teachers, with interviews and questionnaires, and incorporating student information about the teachers was very enriching in terms of understanding teacher approachability and unapproachability. Each case was analysed independently in light of themes of approachability and unapproachability as identified in student interview data. Each case-study contained student perceived characteristics of teachers which formed the basis of student perception of teacher approachability or unapproachability. Pseudonyms for teachers were used in case-studies where a reference was made to a teacher. A few student comments are included in case-studies to explain student perceptions in light of observations and experiences with these teachers. Teacher self-perceptions are included in the case-studies as a comparison with student perceptions. The case-studies have separate sections
in order to explain the teachers’ relationship with students, their attachment style, wellbeing and spirituality. The sections where attachment style and wellbeing are discussed also include an attachment profile and a wellbeing profile, which emerged from the fixed-response questionnaires.

The case-study approach is most appropriate when 'how' and 'why' of a contemporary phenomenon are the research focus and the researcher does not have control over events (Yin, 2014). Yin (2014) asserts that case-studies are common in the fields of education, psychology, sociology, anthropology, social work, community planning, nursing, business and political science. As the case-study takes place in a real-world situation, according to Ary, Jacobs & Sorensen (2010) and Yin (2014), an advantage of case-study design is the opportunity to gather formal or casual direct observations and social and environmental observations. Figure 4.1 illustrates an example of the case-study design used in this research.

![Case Study Design](image)

**Figure 4.1 The case-study design for this research.**

This case-study design allowed student perceptions of teacher approachability and unapproachability and also an analysis of how teacher self-perceptions are similar to or are different from the way their students perceive teachers. Multiple-case design may be preferred as compared to single-case
design although more resources and time are required (Yin, 2014). An advantage of multiple-case design is that this approach is considered more robust (Herriott & Firestone, 1983) as there are multiple sources of information. With multiple participants shaping each case-study the information gathered was as rich as possible. Table 4.2 shows different sources of data used that helped shape these case-studies.

Table 4.2 Data sources used for multiple-case design in this research

<table>
<thead>
<tr>
<th>Participants</th>
<th>Data sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT and Education teachers</td>
<td>a. Semi-structured interviews</td>
</tr>
<tr>
<td></td>
<td>b. Fixed-response questionnaires</td>
</tr>
<tr>
<td>IT and Education students</td>
<td>Semi-structured interviews</td>
</tr>
</tbody>
</table>

Table 4.2 shows that, as teachers were the main focus of this study, two sources of data were used to gather information about them: semi-structured interviews with teachers and fixed response questionnaires on relationship style and wellbeing. In the case of students, semi-structured interviews were conducted regarding teacher approachability and unapproachability.

4.4. **Data triangulation and credibility**

Multiple sources of evidence during data collection is one way to increase construct validity of case-studies, another is to establish a chain of evidence during the data collection phase (Yin, 2014). Triangulation is the use of more than one method by the researcher to increase credibility of the research (Ary, Jacob, Sorensen & Walker, 2014; Bryman, 2012; Creswell, 2013). Data triangulation strengthens construct validity of a case-study as findings are supported by multiple sources of verification (Merriam, 1995; Patton, 2002; Yin, 2014).
The credibility of information shared in this research in the form of multiple-case design is claimed to be high due to having more than one data source in the case of teachers, namely semi-structured interviews, information students provided on teacher approachability and unapproachability and fixed-response self-administered questionnaires for teachers. However, it is important to note that teacher approachability and unapproachability were determined only on the basis of student perceptions. Student interviews were one data source that helped verify teacher perceptions about their relationship with students and teacher self-perceptions of being approachable or unapproachable. Teacher semi-structured interviews were another data source. The third source of data, small fixed-response self-administered questionnaires completed by teachers were intended to verify teacher wellbeing and attachment style in light of interview information.

As the alignment between student perceptions, teacher perceptions, attachment styles, wellbeing and spirituality was not guaranteed, the degree to which these data sets fulfilled the purpose of triangulation varied from case to case. Nonetheless, student perceptions of approachability and unapproachability were considered as the most reliable source of information especially where there were multiple students talking about the same teacher. In addition to credibility, reliability remains a very important segment of quantitative and qualitative research and is discussed here in the context of case-studies.

4.5. Reliability

For this research, as teacher approachability and unapproachability was derived from student data, the greater the number of students who talked about
one teacher's approachability or unapproachability, the more reliable the information, regardless of whether teacher self-perceptions presented a completely different picture (as explained in chapters 7, 8 and 9).

The way data was used for the case studies has been explained in this chapter in order to provide complete information to future researchers who may wish to replicate the research process. Thick description ensures rigor while enabling the reader to determine similarity between this research and their situation and make a decision if findings are transferrable. Though, it is important to mention that a large number of factors such as cultural difference, institutional culture, different university departments, interview settings and characteristics of participants may influence the information gathered.

Case-studies are considered reliable when another investigator/researcher can later replicate the research procedures and reach the same findings (Yin, 2014). According to Yin (2014), the best way of ensuring high reliability of the case-study approach is to record each and every step followed by a researcher in a way that is clearly understandable for a subsequent researcher. Yin (2014) emphasized that developing a case-study data base can be very helpful to increase reliability of the research.

In this study, the researcher was not a part of the university where the study was conducted and tried to stay objective and friendly during data collection. The researcher guaranteed confidentiality and there were no consequences on student assessment due to participation in this research. Reliability of qualitative research is dependent on the skill and effort of the researcher (Golafshani, 2003). While commenting on researcher's skill and ability, Patton (2002) is of the view that validity of a study guides reliability.
In the case of qualitative research, generalizability has a different meaning to that of quantitative research where for the latter results are usually generalizable from sample to population depending on the sample selection and size. The purpose of qualitative research is to study the phenomenon in depth instead of focusing on generalizability of results (Merriam, 1995; Yin, 2014).

4.6. Pilot testing

4.6.1. Trial interviews

Five teachers were interviewed as a trial. All trial interviewees were international PhD candidates in different schools at the University of Adelaide and were university teachers in their home countries. The trial interviews were conducted with people known to the researcher over a few months, and according to O’Donoghue (2007) it is acceptable for the researcher/interviewer to conduct trial interviews with acquaintances.

The two fixed-response self-administered questionnaires were piloted along with test interviews. The main aim of piloting was to test the relevance of items, understanding and readability of items, time taken to fill out the questionnaires and to try out the scoring procedure for data analysis. An additional purpose was to determine if questionnaires served the purpose of validating interview responses. As the major source of information for this research was interviews, trial interviews were conducted to improve questioning techniques and structure of questions before formal interviews.

One Pakistani teacher who is currently a PhD student in Sydney and two teachers in Pakistan were interviewed via Skype. The purpose of these interviews was to make sure that the interview questions were understandable for Pakistani teachers and that the data gathered would lead to answering the
third research question: Does a teacher’s attachment style, wellbeing and spirituality explain a teacher's self-perceived, and student perceived, view of approachability and unapproachability?

4.6.2. Preliminary study to explore student perceived approachability and unapproachability in Pakistan

A preliminary study at an informal level was conducted to validate the researcher’s observations during her teaching experience that approachable and unapproachable was a salient opposition for students and might be a categorisation that would make sense to students.

For this purpose, undergraduate students of the public University in Pakistan were contacted informally and requested to have a group discussion aimed at listing the characteristics of teachers which are important to establishing good teacher-student relationships. The students volunteered to participate in the discussion. Two groups of students comprising of 12 and 15 students of semester II and semester IV of Education department had a discussion facilitated by one of the students in each group. Two students in each group took notes about the characteristics of approachable and unapproachable teachers and after about half an hour's discussion, a final list of characteristics was prepared.

The combined list of the characteristics of teachers with which students had good relationships comprised of: teachers’ rich subject knowledge, simplifying ideas for the students so they can understand easily, good communication skills, use of positive and encouraging words while giving feedback to the students, active listening, sense of humour, good observation, ready to interact with students outside the class, to help the students anytime
and in all respects smartly, classroom management skills, cooperative behaviour, encouraging students to express their ideas and are appreciative of their performance, compassionate, empathetic, caring, show concern when they know about students’ problems, are friendly, always ready to respond to students’ questions without getting annoyed, keep themselves calm, are affectionate, unbiased, have welcoming attitude and communicate with students in a gentle manner.

In contrast, the list of characteristics of teachers with whom students do not have good relationships included: authoritarian and strict behaviour of teachers, short temper, lack of interest in class and student activities, ignoring students inside and outside the classroom, discouraging attitude, use of harsh language and taunting messages in their communication.

This preliminary study suggested that students participating in the final data collection would provide useful information. The preliminary study also helped the researcher to think broadly about the phenomena of approachability and unapproachability. Following this, the researcher reviewed the questions for semi-structured interview open-ended questions to make sure that the questions facilitate openness in students to speak and share their experiences, observations and opinions.

4.7. Ethical considerations and data collection

Data was gathered after ethics approval from the Human Research Ethics Committee at the University of Adelaide (Annexure-E). There were no risks involved with the semi-structured interview process, however the researcher was committed to discontinue the interview in case of any discomfort/stress on interviewee’s part. The student and teacher information sheets (Annexure-F
and G) were provided to participants prior to seeking consent for data collection. All participants provided consent to participate on the standard consent form (Annexure-H) and were provided with information on complaint procedures (Annexure-I) prior to data collection.

In the sample university the researcher met with the Heads of Departments and the department coordinators and data collection began following their approval. All participants were informed by the Department coordinator about the data collection process. The participants were hence aware that their departments had agreed for the researcher to interview them and were happy to give their time for data collection.

Participants were informed of the confidentiality of information they provided and that the information was to be used only for research purposes. Their consent was also provided for recording of interviews. All participants agreed for their interviews to be recorded other than one teacher and therefore, notes were taken during the interview instead of recording. Participants were also requested to provide their email or phone contact if they agreed so that contacting them at a later stage could be possible if required.

A teacher in the IT department was approached at the inception of this project to confirm the possibility of data collection from this University department. The reason why this university was selected for data collection has already been discussed in Chapter 1. The same teacher was contacted again about a month before data collection started. The procedure was explained and this teacher agreed to be the focal person that would facilitate data collection by arranging meetings with students and teachers in the IT department. This teacher was also happy to arrange for the same process to occur with the Education department coordinator after the data collection process had started.
at the IT department. The researcher had a meeting with the focal person soon after reaching Pakistan for the purpose of data collection.

While data collection was underway in the IT department, the focal person arranged for a meeting with the Education department coordinator. During the meeting the researcher explained to the coordinator the purpose of the research and that final semester students and their teachers would be interviewed at their convenience. This meeting was followed by a meeting with Head of the department who agreed to the arrangement the department coordinator had made for data collection.

The process of data collection started with interviews with teachers and students simultaneously. The minimum interview duration was 25 minutes and the maximum length of interview was an hour. It took four weeks to conduct 37 interviews. 21 teachers including 12 from IT and 9 from the Education department and 16 students including 10 in IT and six in Education were interviewed.

In the case of students, the terms of approachability and unapproachability were not used during the interviews. They were asked questions in Urdu using a phrase that explained the idea of approachability and unapproachability.

In the case of teachers, interviews were followed by a self-administered questionnaire. Participants took 10-12 minutes to respond to questions on the questionnaire. Participants were informed that they could ask for clarification if needed when responding to the questions. The researcher looked at the completed questionnaires to make sure all questions were answered. Hence, the researcher's presence on site while teachers filled in the questionnaires was useful.
4.8. Chapter summary

The choice of methodology and approach of carrying out data acquisition has been explained in detail. Student and teacher semi-structured interviews were designed and tested prior to travelling to Pakistan to carry out all interviews face-to-face with individual participants. The modality of analysis was detailed in two parts, thematic analysis of student data and then a case-study analysis by each teacher, which entailed teacher and student interview data and supporting questionnaires. The thematic analysis of student interviews will now be presented and discussed in chapter 5. All 14 teacher case-studies will then be presented and analysed in chapters 7, 8 and 9.
Chapter 5: Thematic analysis of student perceived approachability and unapproachability

5.1. Introduction

This chapter presents the characteristics of approachable and unapproachable teachers as identified by undergraduate students from the departments of IT and Education at a university in Pakistan. Findings presented in this chapter are the result of thematic analysis of ten student interviews in the IT department and six student interviews in the Education department. The final themes of approachability and unapproachability emerged by forming a family of codes from the coded characteristics of teachers as identified by students and are presented in two separate sections. A detailed discussion of these characteristics and similarities and differences in characteristics identified by IT and Education students are examined in chapter 10. In addition to the themes of characteristics of approachable and unapproachable teachers emerging from student data, students also commented extensively with reference to particular approachable and unapproachable teachers, which enabled a categorization of each teacher and thus the unanticipated opportunity to carry-out a teacher case-study analysis. Their teacher specific comments are included in the teacher case-studies presented in Chapters 7, 8 and 9. This chapter is confined to the student data alone and addresses the first two research questions: What reported characteristics of teachers are used by students to guide their choice in teacher approachability? What reported characteristics of teachers are used by students to guide their choice in teacher unapproachability?
The students interviewed for this research were between the age ranges of 21-26. There were 6 men and 4 women in the final semester of IT department and only 6 women in the final semester of Education department who were interviewed. Three IT students and two education students were local residents; the rest came from other small cities or rural areas.

5.2. Thematic analysis of characteristics of approachability identified by students of IT and Education departments

The characteristics of approachable teachers as identified by IT students are classified into four themes: (1) personal characteristics of approachable teachers, (2) teacher characteristics in terms of relationships with students and approachability, (3) characteristics of approachable teachers in terms of learning environment and academic support for students, and (4) teachers as career counsellors. Whereas, in case of students from the Education department only three themes emerged being themes 1, 2 and 3 as described above.

The total number of characteristics identified by students from the departments of IT and Education was 56, 22 in theme 1, 22 in theme 2, 17 in theme 3, and five in theme 4. It was interesting to note that some students also talked about the absence of certain characteristics that helped them form a positive opinion of teachers. In total 11 negative characteristics were identified and these areshown in italics in the tables below. Three negative characteristics are in theme 1, seven in theme 2 and one in theme 3.

Some teacher characteristics were discussed more frequently compared to others. The total frequency for all characteristics is 208. The frequency of characteristics identified by IT students is 155 and for Education students 53
characteristics were identified. The highest frequency for a characteristic is 14 and the lowest frequency is one.

Twenty-two personal characteristics of approachable teachers are listed in Table 5.1 as reported by students from the departments of IT and Education. Total frequency of characteristics is 84 including all positive and negative characteristics, 60 in case of IT and 24 in case of Education students.

Table 5.1 Personal characteristics of approachable teachers

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 1: Personal characteristics of approachable teachers</th>
<th>IT</th>
<th>Edu</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nice or polite</td>
<td>9</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Friendly or loving</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Encouraging or supportive</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Cooperative or helpful</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Caring or sympathetic</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Empathetic or tolerant</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Smiling</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Intelligent</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Decent and courteous</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Humorous</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students feel comfortable with them</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Look fresh in class and active (physically smart in class, does not look lazy or tired)</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Responsible and dutiful</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Simplicity</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Openness (happy to talk about anything)</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Strict rules and regulations</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Reputable and praiseworthy</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Trust worthy</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Attractive personality</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Never show strict behaviour</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Never misunderstand them</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Never get frustrated/hyper (lose temper and get angry)</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>84</td>
</tr>
</tbody>
</table>

It is notable that of 22 characteristics listed in Table 5.1, eight are commonly identified by students from the departments of IT and Education. IT
students identified eleven characteristics that were not identified by Education department students. Students from the Education department identified three characteristics only. This shows a broader set of characteristics emerging for students from the IT department compared to the Education department.

Twenty-two characteristics are listed in Table 5.2 as reported by students from the departments of IT and Education that helped students perceive teachers as approachable. These are the teacher characteristics that play a role in building relationships with students. Total frequency of these characteristics is 62, with 49 in the case of IT and 13 in the case of Education students.
Table 5.2 The characteristics of approachable teachers in terms of relationship with students and approachability

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 2: The characteristics in terms of relationship with students and approachability</th>
<th>IT</th>
<th>Edu</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personally interested in student growth, advise on character building</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Always receptive whenever approached</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students are confident they will be listened to and helped</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Unbiased and treat all equally</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>No communication gap</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Usually the teacher is the one to start talking to the students wherever they see them</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Always solve students’ problems and help even those who are not their students</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Give students time to talk to them</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Encourage students to discuss anything in class or after class</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Respect their students</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Always surrounded by their students</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Encourage students to approach them in case of a genuine problem and accommodate them</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Always responds with a smile to their students, meeting such teachers is refreshing for students</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Have ability to read their students’ faces</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Follows up with students regarding their problems</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td><em>Never ask students to come some other time but make themselves available right away</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td><em>Never refuse to help</em></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td><em>Never refuse to give them time</em></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td><em>Never appear to be in hurry when the students want to talk to them</em></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td><em>Never interrupt when students are speaking with them</em></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td><em>Never ignore anyone</em></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td><em>Never object to what students do and wear</em></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

49  13  62
Of 22 characteristics listed in Table 5.2, seven are commonly identified by students from the departments of IT and Education. Twelve characteristics were recognized by IT students that were not identified by the students from the department of Education. Three characteristics were acknowledged by Education students only.

Theme 3 has 17 characteristics in total, as shown in Table 5.3. These characteristics describe approachable teachers in terms of learning environment and academic support provided to students. Total frequency of these characteristics is 55, 39 in the case of IT students and 16 in the case of Education students.
Table 5.3 The characteristics of approachable teachers in terms of learning environment and academic support provided to students

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 3: The characteristics of approachable teachers in terms of learning environment and academic support for students</th>
<th>IT</th>
<th>Edu</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain everything in an understandable and interesting manner</td>
<td>10</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Engaging teaching style and encourage student class participation</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Motivating and want students to perform to their best potential</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Always happy to answer questions in class</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Keep the classroom environment friendly and joyous</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Always ready to explain to students even if they have to start over from the beginning</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Can be consulted any time regarding projects and assignments</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Unbiased student evaluation</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Academically supportive</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teach with great interest</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Good classroom management</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Help in all courses when the students need it even for courses they are not teaching</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Have full command of the subject</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Attend to all students</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Respect everyone’s opinion in class</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Great level of knowledge and experience make the students feel confident that this teacher will be the best guide for them</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td><em>Never get annoyed even if asked the same question again and again</em></td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Of the 17 characteristics listed in Table 5.3, characteristics commonly identified by students from the department of IT and Education totalled three, 10 were identified by IT students only and 4 by Education students only.

Theme 4, shown in Table 5.4, is the theme with lowest number of characteristics identified, i.e., five characteristics with a frequency of seven. All
characteristics were identified by the students of IT department only, Education
students describe characteristics related to this theme.

Table 5.4 Teachers as career counsellors

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 4: Teachers as career counsellors</th>
<th>IT</th>
<th>Edu</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Remain concerned about student career</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Organize seminars where IT professionals are invited to discuss workplace experiences and current trends in the industry</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Keep students informed and updated about developments taking place in the field of IT</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fully aware of market trends and up to date knowledge about new technology</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Keep students informed and updated about what can be beneficial in light of their interests</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

The characteristics, listed in Tables 5.1 to 5.4, identified by students of IT and Education regarding approachable teachers are discussed in detail in Chapter 10.

In the case of approachable teachers, going by the number and frequency of characteristics, theme 1 appears to be the most important in communicating the message of teacher approachability followed by theme 2.

5.3. Thematic analysis of characteristics of unapproachability identified by the students of IT and Education departments

Characteristics of unapproachable teachers, as identified by IT students, are classified into three themes: (1) personal characteristics of unapproachable teachers, (2) characteristics in terms of relationships with students and unapproachability, (3) characteristics of unapproachable teachers in terms of learning environment and academic support for students. In contrast, data
collected from Education students resulted in only two themes, and these are the same as themes 1 and 3 in the case of IT students.

The total number of characteristics identified by students is 39, seven for theme 1, 13 for theme 2 and 19 for theme 3. Only four characteristics were commonly identified by IT students and students from the Education department.

Total frequency for all characteristics is 95. The frequency of characteristics identified by IT students is 81, and for students from the department of Education it is 14. Three characteristics were commonly identified by IT and Education students. Some characteristics occurred with higher frequencies as compared to others. The highest frequency for a characteristic is 17, and lowest frequency is one.

It was interesting to note that some students also acknowledged positive characteristics while discussing unapproachable teachers. Among the 39 characteristics of unapproachable teachers, five positive characteristics are listed in italics in the tables below. One of these positive characteristics is in theme 1, one in theme 2 and three in theme 3.

In Table 5.6, personal characteristics of unapproachable teachers are listed, as reported by students from the departments of IT and Education. There are seven characteristics in total with a frequency of 26, 17 in the case of IT and 9 in the case of Education students.
Table 5.5 Personal characteristics of unapproachable teachers

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 1: Personal characteristics of unapproachable teachers</th>
<th>IT</th>
<th>Edu</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Taunting, impolite, strict, rude use of swear words</td>
<td>11</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Awful facial expressions, look too serious</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Not friendly</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do not respect students</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Flirt with girls</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Communication is usually limited to yes or no</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><em>Good personality</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>17</td>
<td>9</td>
<td>26</td>
</tr>
</tbody>
</table>

In Table 5.6, two characteristics are commonly identified by IT and Education students. Three characteristics are identified by IT students only and two by students in the department of Education only.

Theme 2, shown in Table 5.7, lists 13 characteristics with a frequency of 21. All are identified by students from IT department and students from the Education department did not discuss these characteristics. Thus, this theme is a reflection of IT student perceptions only.
Table 5.6 Characteristics in terms of relationships with students and unapproachability

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 2: Characteristics in terms of relationships with students and unapproachability</th>
<th>IT</th>
<th>Edu</th>
<th>Total Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students fear a negative response if they contact the teacher for assistance</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Do not care about the students, do not have time for students</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Irritated, upset and unhappy with students</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Target them on a personal level</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Inform the students of their power as a teacher</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Teachers say something bad to students</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Jealous of students</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Object to what students do</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Students do not feel like approaching these teachers</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Students regret not complaining about the teacher at the right time</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Students do not like the teacher</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Offer students to give them passing grades if they do not complain about them</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Humorous at times</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Theme 3, shown in Table 5.8, has the greatest number of characteristics, i.e., 19 among three themes for unapproachable teacher characteristics. The frequency for these characteristics is 48, 43 in the case of IT and 5 in the case of Education students.
Table 5.7 Characteristics of unapproachable teachers in terms of learning environment and academic support for students

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 3: Characteristics of unapproachable teachers in terms of learning environment and academic support for students</th>
<th>IT</th>
<th>Edu</th>
<th>Total freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are unable to understand what they are taught</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Do not encourage questions</td>
<td>8</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Have mood swings in class</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Yell at students, tell them they are bad students</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Cover two or three chapters in one lecture</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>The teachers’ course is too lengthy</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>The exam paper contains topics not taught in the course</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Many students fail the teachers’ course</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Teaching style is not good</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Students do not understand what the teacher says/communication gap</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Teacher looks unhappy with students in class</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Unjust assessment</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Take revenge on students by failing them</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Attending the class is not a pleasant experience for students</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Teacher thinks students already know everything</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Not at all motivating and encouraging</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Teaching style is outstanding</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>Classroom environment ok, not bad</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Teach with great interest</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

In Table 5.8, two characteristics are commonly identified by students from the departments of IT and Education. In addition to the commonly identified characteristics ones, 15 are identified by IT students and two by students from the Education department. These characteristics and themes, along with similarities and differences between IT and Education students, are discussed in Chapter 10.
In case of student perceptions of unapproachability, theme 3 appears to be the most important with highest number of characteristics and frequency. Theme 1 that is teachers’ personal characteristics is the second most significant over all.

5.4. Chapter summary

This chapter identified four themes of teacher approachability: (1) personal characteristics of approachable teachers, (2) characteristics in terms of relationships with students and approachability, (3) characteristics of approachable teachers in terms of learning environment and academic support for students, and (4) teachers as career counsellors. In the case of teacher unapproachability, three themes were identified: (1) personal characteristics of unapproachable teachers, (2) characteristics in terms of relationships with students and unapproachability, and (3) characteristics of unapproachable teachers in terms of learning environment and academic support for students.

There were some similarities and differences in the themes based on teacher characteristics identified by IT and Education department students. These themes and characteristics, along with similarities between IT and Education, are analysed and discussed in detail in Chapter 10. The themes identified in this chapter are further analysed in Chapters 7, 8 and 9 to assist in the description of teacher characteristics in the case-studies.
Chapter 6: Approachable and unapproachable teachers: introduction to case-studies

6.1. Introduction

This chapter lays the foundations for the case-study analysis presented in chapters 7, 8 and 9. An overview of teacher approachability and unapproachability is provided and an explanation is given of the organization and structure of the case-study analysis. Analysis resulted in identifying approachable teachers (chapter 7), unapproachable teachers (chapter 8) and mixed approachability teachers (chapter 9). The approachability or unapproachability of a teacher was determined by the analysis of student interviews. This chapter provides graphs indicating the level of consensus held across the student group from which a teacher's approachability was determined. Additional comments from some teachers who spoke generally on approachability are also included. This is helpful in understanding similarities and differences regarding the teachers' opinions of approachability and corresponding students' views. Possible contributing factors to teacher approachability or unapproachability, as highlighted by Education students, are also discussed to set the background for Education teacher case-study discussion. An overview of teachers’ attachment and wellbeing profiles are presented in this chapter in order to identify differences and similarities in attachment and wellbeing profiles of teachers within the same category and with other categories based on approachability and unapproachability.
6.2. Student perceived approachable and unapproachable teachers in the IT Department

IT students identified three teachers as approachable: Mr. Wali, Mr. Ahad and Mr. Imran. All teacher names used in this thesis are fictitious to protect anonymity. Case-studies of these teachers are presented in Chapter 7. In contrast, Ms. Maha, Mr. Ali, Mr. Omar, Mr. Asad and Mr. Muhib were perceived by students as unapproachable. Their case-studies are presented in Chapter 8. Ms. Sara was the only teacher from this department perceived by students as both approachable and unapproachable and her case-study forms part of Chapter 9. The number of students who perceived these teachers as approachable and unapproachable is presented in Figure 6.1.

![Figure 6.1 Approachable and unapproachable teachers as identified by IT students.](image)

6.3. Student perceived approachable and unapproachable teachers in the Education Department

Education students identified two teachers as approachable: Ms. Seemi and Mr. Imdad. Their case-studies are presented in Chapter 7. Ms. Hira was perceived by the students as unapproachable and her case-study is presented in Chapter 8. Ms. Jiya and Ms. Sana were perceived as approachable and
unapproachable and their case-studies form part of chapter 9. The number of students who perceived these teachers as approachable and unapproachable is presented in Figure 6.2, below.

![Figure 6.2](image_url)

*Figure 6.2 Approachable and unapproachable teachers as identified by Education students.*

6.3.1. Contributing factors to teacher approachability and unapproachability in the Education department

It is important to mention that when student interviews were conducted at the department of Education students had recently experienced two negative situations that may have influenced student responses. The first negative experience occurred at a university function where some students performed a parody of a few teachers. Some teachers took offense to the parody and discussed their displeasure with students in a way that upset the students. This experience may have influenced student opinions about some teachers, at least for those students involved.

The other negative student experience in the Education department involved two students being favoured during an exam by a teacher and other students were greatly offended. This experience may have also influenced
student opinions about some teachers in the Education department. This incident was discussed by three students. Student 3 stated:

“Ms. Zara was friends with two of the girls (student 1 and 2) in our class. We all had noticed her friendship with these girls throughout the semester. That invigilator looked at my exam paper and the other three girls and tried to help those girls in answering the exam questions. We got very upset. After the exam, we talked to three of our female teachers: Ms. Seemi, Ms. Hira and Ms. Jiya - all are excellent teachers. We approached them all as we could explain everything very easily to them. I do not think those two students have good relationship with Ms. Seemi, Ms. Hira and Ms. Jiya.”

Student 3 further reported:

“When this happened our seniors came to us and asked, Is this us who complained about her? I asked them why they want to know. They said because they felt they should have done so last year instead and the juniors could be saved from all this trouble but they could not take this bold step. They said she deserved this and we served her right by complaining about her. They said she does not deserve to be a teacher.”

Hence, student interviews from the department of Education reflect that these two negative incidents influenced student perceptions of teacher approachability. These are discussed again in Chapters 8 and 9.

6.4. Characteristics of approachable teachers as highlighted by approachable and unapproachable teachers

In this section, teacher comments on approachability are presented. These comments are not in relation to themselves, but are general comments on
approachability. Teacher reflections on their own approachability are included in case studies presented in Chapters 7, 8 and 9.

Teachers did not comment on unapproachability. It is important to note that teachers were not asked to comment on unapproachability during interviews due to the sensitivity of the issue, particularly as interview data was gathered from approachable and unapproachable teachers.

6.4.1. Characteristics of approachable teachers in IT department as highlighted by teachers

Mr. Wali, the teacher identified by students as the most approachable teacher in the IT department, said,

“The students should be able to see their teachers as cooperative and trustworthy. They must feel confident about receiving due respect from their teachers and have no fear about getting humiliated by the teachers.”

Mr. Wali also insisted that:

“The students must feel free to discuss all sorts of issues with the teachers. If and whenever the teachers notice there is a need to talk to a student, this should be done in private not in presence of the whole class.”

The second most approachable teacher in the IT department, Mr. Ahad, mentioned that teachers who speak in a soft tone, and do not become annoyed and harsh with students have the highest possibility of being approached by students when they need to talk and consult a staff member.
6.4.2. Characteristics of approachable teachers in the Education department as highlighted by teachers

Of the four approachable teachers interviewed, Mr. Imdad and Ms. Sana were the two to discuss characteristics of approachable teachers in general. Mr. Imdad, while talking about approachable teachers, said,

“A teacher’s behaviour with students is very important. It should be such that it is acceptable to the students. The most important thing is that teachers’ behaviour should not be insulting. The students will never approach someone who they find threatening in anyway. They will confide in someone they think will sympathize. I usually explain student and teacher relationship with the example of flowers. The flowers can only sprout in soil but not in cement. Our students are like flowers, they can grow if we are like fertile soil for them, but if we are like hard cement, how can we expect them to bloom?”

Ms. Sana described the characteristics of approachable teachers while giving the example of her sister whom she considered a very approachable teacher:

“Sometimes you know that the teachers are soft hearted and hence you can approach them. Others are really good at counselling. My sister had a great relationship with her students when she was teaching a few years back. She knew her students at a personal level and lots of their problems too. We on the other hand, sometimes get confused even with their names when they talk to us, we don’t know them properly. It wasn’t like this with her. She used to pay careful attention to each and every student, and knew them on a more personal level and due to this they felt they could confide in her.”
These teachers also emphasized having good relationships with students and especially emphasized nice behaviour to define approachability. At the same time, it is highlighted that sometimes teachers are so disinterested in their students that they do not know their names and so relationship building cannot be expected.

In addition to comments from approachable teachers, unapproachable teachers also commented on approachability.

6.4.3. Characteristics of approachable teachers as highlighted by unapproachable teachers in the IT department

Teachers who were perceived by students as unapproachable also spoke about the characteristics that make teachers approachable, although they did not discuss unapproachability.

Ms. Maha is of the opinion that teachers who keep the classroom environment friendly and do not follow a high level of strictness are seen as approachable by students. Another teacher, Mr. Ali, when asked of the characteristics of teachers who the students prefer going to in time of need, said,

“Students go to the teachers who are mostly friendly and helpful. They also go to the teachers who they think will actually be able to help them and who they believe actually possess enough knowledge to help them with their problem. The students will only approach those teachers who they are confident of getting help from.”

This teacher also insisted that students’ personal fondness also contributes to student decisions regarding which teacher to approach.

Furthermore, approachability is influenced by relationship style between the
teacher and the whole class as a group. Mr. Ali elaborated on teacher behaviour in class that is appreciated by the students, stating:

“First of all, it is about how the teacher lectures in class. If the teachers start warmly and from the basics, the students take more interest and pay more attention to the topic under discussion. If the teachers start at a higher level with more complicated material, the students easily deviate from the topic. Sometimes, the teachers overdo it - they talk about too many examples and get off the topic.”

Though these are the opinions of the teachers perceived as unapproachable, these teachers, contrary to their student’s experience, did show some awareness of behaviour that is appreciated by students and that students may use when deciding which teachers to approach. Another teacher, Mr. Asad, said:

“I don’t know. Teachers like these are blessed and gifted people. They are pure at heart and they don't have any evil inside them. Secondly, how you communicate with your students and how you behave with them may have an impact. For example, in the very first class I walk in, introduce myself, I tell them about my life which I am quite open about as the time goes on to make them comfortable. But I tell them who I was before and that I was just like them, what kind of targets I had, how I achieved them, how hard I had to work and even the fun times in my life. I tell them to balance their lives and to come around and talk to me and I try to make them comfortable.”

Surprisingly, although these teachers were considered unapproachable by students, they acknowledge that friendly and helpful behaviour contributes to student perceptions of teacher approachability. When teachers have good
communication with students, the students feel confident that these teachers will help them. Whereas, strict teachers may not be seen as approachable. It can be concluded that there is general agreement on some characteristics of approachability between students and teachers, but note the reporting of a characteristic by a teacher does not of course guarantee they will behave in such a manner.

6.4.4. Characteristics of approachable teachers as highlighted by unapproachable teachers in the Education department

Among the three unapproachable teachers in the Education department, Ms. Hira was the only one to discuss the characteristics of approachable teachers. She said,

“The teachers who are more sympathetic and empathetic are better at keeping students interested and engaged in the lecture, the students also appreciate the teachers who encourage discussions in the class.”

The characteristics of approachability acknowledged by Ms. Hira are in line with some characteristics described by students (Chapter 7) that help students determine teacher approachability.

Unlike approachability, teachers were not asked to comment on unapproachability during the interviews to avoid negative feelings or discomfort for teachers especially as some teachers were viewed as unapproachable by students.
6.4.5. Characteristics of approachable teachers in the IT department as highlighted by a teacher identified as approachable and unapproachable

Ms. Sara, a teacher who was named as approachable by two students and unapproachable by another IT student, described the most approachable teacher in these words:

“The teacher must be like a father, a mother and a friend at the same time. One who can sympathize with the students like a mother and try to understand their problems. At times, the teacher must be authoritative like a father and lead them to the right direction and also be friendly to understand their problems and make them feel at ease. The teacher must ideally play these roles depending on the situation. I keep on changing my hats according to the students’ needs. Once I was taking a class of first semester students and I noticed a behaviour of my student that was discourteous. It was their first class. I finished my lecture and then like a father I asked them all to sit down and pay attention to what I say, like a mother I told them that their behaviour is not decent and like friends towards the end I finished my conversation on a friendly note wishing them to enjoy their studies at this university and much more.”

The message that is being conveyed by all participants is that of care. The approachable teacher in the teachers’ opinion needs to be a caring person with positive attitude and behaviour. All teachers were of the viewpoint that the teacher is in the lead role in the student-teacher relationship. Teachers feel they are responsible to keep students at ease and remain available to the students if and when they need help and guidance. The similarities and differences
between characteristics identified by teachers and students (Chapter 5) are discussed in detail in Chapter 10.

6.5. Attachment profile of teachers

Attachment profiles are now provided in graphs over the next three sections as grouped by approachable, unapproachable and mixed teachers as perceived by students. The purpose is to identify whether there are similarities and differences in attachment styles (chapter 2) amongst teachers belonging to the same category of approachable, unapproachable or mixed irrespective of the departments to which they belong. The teacher attachment profile was measured using the Relationship Style Questionnaire (RSQ) (Chapter 4). The attachment profile of each teacher will be further discussed in the case-studies provided in Chapters 7, 8 and 9.

It is important to mention that attachment profiles were not the only determinants of teacher attachment style. This research also utilised information regarding how students interpreted teacher relationship styles and how teachers responded to the attachment questions included in semi-structured interviews.

6.5.1. Attachment profile of approachable teachers

Figure 6.3, below, presents findings regarding attachment style for Mr. Wali, Mr. Ahad, Ms. Seemi, Mr. Imdad and Mr. Imran. Mr. Wali, Mr. Ahad and Mr. Imran are from the IT department and Ms. Seemi and Mr. Imdad are from the Education department. Results for teachers are presented in the figure according to the number of students who perceived the teacher as approachable. Mr. Wali was identified as approachable by the highest number of students and Mr. Imran by one student, as shown in Figures 6.1 and 6.2.
Figure 6.3 Attachment profiles of approachable teachers.

Figure 6.3 shows that for approachable teachers, secure attachment (Chapter 2) is dominant though with high score on dismissing attachment (Chapter 2). Mr. Ahad is the only teacher with a higher score on dismissing attachment as compared to secure attachment style and this is discussed in Chapter 7. Hence, a link between teacher approachability and secure attachment style is tentatively supported. This link is discussed in further detail in Chapter 10.

6.5.2. Attachment profiles of unapproachable teachers

Figure 6.4, below, presents the attachment styles of Ms. Maha, Mr. Ali, Ms. Hira, Mr. Omar, Mr. Asad and Mr. Muhib. These teachers are from the IT department with the exception of Ms. Hira who is the only teacher from the Education department identified by students as unapproachable. The order that results for these teachers are shown in the figure is according to the number of students who perceived them as unapproachable. Ms. Maha was identified as unapproachable by the highest number of students and Mr. Muhib by one student, as shown in Figures 6.1 and 6.2.
Figure 6.4 Attachment profiles of unapproachable teachers.

Figure 6.4 shows that for all unapproachable teachers, dismissing attachment style is the strongest, with high scores in other attachment styles as well. Hence, the possibility of a link between teacher unapproachability and dismissing attachment style is possible. This link is further discussed in detail in Chapter 10.

6.5.3. Attachment profiles of teachers with student perceptions of mixed approachability and unapproachability

Figure 6.5, below, presents the attachment styles of Ms. Sara, Ms. Jiya and Ms Sana. Ms. Sara is from the IT department, while Ms. Jiya and Ms. Sana are from the Education department (Figures 6.1 and 6.2). Some students identified these teachers as approachable, whereas other students identified these teachers as unapproachable. Therefore, these teachers are categorised as both approachable and unapproachable.
Figure 6.5 Attachment profiles of teachers with student perception of both approachability and unapproachability.

Figure 6.5 shows that for Ms. Sara and Ms. Jiya, dismissing attachment style is dominant, while for Ms. Sana secure attachment style is dominant. It is notable that in the case of approachable teachers (Figure 6.3) secure attachment style is dominant, whereas in the case of unapproachable teachers (Figures 6.4) and teachers with regarded by students as both approachable and unapproachable (Figure 6.5) the dismissing attachment style dominates.

6.6. Wellbeing profile of teachers

In this section, wellbeing profiles of approachable, unapproachable and mixed teachers as perceived by students is presented in three sections using identical categorisation as for attachment profiles above. The purpose is to identify similarities and differences between wellbeing profiles of teachers belonging to the same approachability category irrespective of the departments to which they belong. The wellbeing profile of each teacher is further discussed in their respective case-studies in Chapters 7, 8 and 9. Wellbeing (see Chapter 2) was measured using (Personal Wellbeing Index-Adult) PWI-A (see Chapter 4).
It is important to note that wellbeing profiles were not the only determinants of teacher wellbeing. This research also used teacher responses to wellbeing questions included in semi-structured interviews (Annexure-B).

### 6.6.1. Wellbeing profiles of approachable teachers

Figure 6.6, shown below, presents wellbeing profiles of five approachable teachers: Mr. Wali, Mr. Ahad, Ms. Seemi, Mr. Imdad and Mr. Imran in the IT and Education departments.

![Wellbeing Profiles of Approachable Teachers](image)

*Figure 6.6 Wellbeing profiles of approachable teachers.*

Figure 6.6 shows that for approachable teachers wellbeing falls somewhere between average to high. There may be a link between teacher approachability and wellbeing. This link is discussed in detail in Chapter 10.

### 6.6.2. Wellbeing profile of unapproachable teachers

Figure 6.7, below presents wellbeing profiles of teachers identified as unapproachable: Ms. Maha, Mr. Ali, Ms. Hira, Mr. Omar, Mr. Asad and Mr. Muhib. These teachers are from IT, with the exception of Ms. Hira as the only unapproachable teacher from the Education department (Figures 6.1 and 6.2).
Figure 6.7 Wellbeing profile of unapproachable teachers.

Figure 6.7 shows that for unapproachable teachers, wellbeing score lies between average to high as is the case for approachable teachers (Figure 6.6).

6.6.3. Wellbeing profiles of teachers with student perceptions of both mixed approachability and unapproachability

Wellbeing profiles of Ms. Sara, Ms. Jiya and Ms. Sana, teachers identified by students as both approachable and unapproachable, are presented in Figure 6.8.

Figure 6.8 Wellbeing profiles of teachers with student perceptions of both approachability and unapproachability.
Wellbeing profiles of approachable, unapproachable and mixed teachers in the three figures (6.6, 6.7 and 6.8) do not show any significant difference. Hence, wellbeing is not supported as an explanatory factor on the face of this questionnaire. Further discussion of wellbeing will be made in the case-studies of Chapters 7, 8 and 9.

6.7. Chapter summary

This chapter has provided a context and framing for the case-study analysis in Chapters 7, 8 and 9. Teachers were identified as approachable, unapproachable or mixed based on student interview data. The summary tables of teacher attachment showed that approachable teachers tended to favour secure attachment, whereas for unapproachable teachers dismissing attachment style was more prevalent. Teacher wellbeing showed little significant difference in relation to teacher approachability or unapproachability. The interrelationship between approachability and unapproachability with attachment styles and wellbeing are further analysed in the case-study chapters and in the final discussion of findings in Chapter 10.
Chapter 7: Case-studies of approachable teachers in the IT and Education departments

7.1. Introduction

In this chapter, five teachers from the IT and Education departments, identified as approachable by student responses, are discussed in separate case studies. This chapter provides a description and analysis of approachable teachers and discusses the alignment between student perceptions of approachable teachers and teachers’ self-perceptions. Furthermore, each teacher’s attachment style and aspects of wellbeing and spirituality are discussed in relation to approachability. Thus, this chapter examines the relationship between approachability secure attachment style and level of wellbeing and spirituality.

The structure of each case-study is as follows: First, the student view of the teacher is summarized through an account of student interview responses that resulted in characteristics, in the form of themes, followed by student comments based on student experience. This student view is matched with a summary, drawn from teacher interview data, of teacher self-perceptions of approachability. Finally, each teacher’s attachment style, and aspects of wellbeing and spirituality, are discussed in relation to approachability using teacher interview responses and questionnaire results. Each case-study is summarized in this chapter. Chapter 10, synthesising across this chapter, will provide a detailed discussion on aspects of approachability and connection with attachment styles, wellbeing and spirituality.
7.2. Case 1: Mr. Wali

Mr. Wali has been teaching as a permanent staff member for the past 4.5 years at this university in the IT department. He has no qualifications or training in teacher education. When he started his job, he was not given a job description, although he had a meeting with the Head of Department where he was advised of his role and responsibilities. Mr. Wali is 32 and married.

7.2.1. Interviewer’s Observations

Mr. Wali happily agreed to participate in an interview. His interview was one of the lengthiest as he discussed the topics covered in detail. Two small groups of students came to see if he was available to talk during the interview, he asked the interviewer to wait and went out to them to ask them to come later. (The interview was taking place in an office with a glass wall and door). The interviewer noticed he did not choose to ignore his students for this conversation.

7.2.2. Mr. Wali’s approachability

Mr. Wali was described as approachable by 50% of students (Figure 6.1), no students identified him as unapproachable. Students 1, 8, 9 and 10 named Mr. Wali as the most approachable teacher. Student 2 named Mr. Wali as second in approachability. The characteristics that students identified during interviews as making Mr. Wali approachable are listed in Table 7.1, below.
Table 7.1 Mr. Wali’s characteristics of approachability as described by students

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 1: Personal characteristics</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Caring</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Friendly</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Sympathetic</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Empathetic and tolerant</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Cooperative and helpful</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Encouraging</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Make students feel comfortable</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Nice and polite</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Intelligent</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Active (physically smart in class, does not look lazy or tired)</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Humorous</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Smiling face</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Simplicity</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Openness (happy to talk about anything)</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Dutiful</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td><em>Never gets frustrated/hyper (lose temper and get angry)</em></td>
<td>1</td>
</tr>
</tbody>
</table>

| 17   | Personally interested in students’ growth, advises on character building            | 5    |
| 18   | No communication gap                                                               | 4    |
| 19   | Always surrounded by his students                                                  | 2    |
| 20   | *Never appears to be in a hurry when students want to talk to him*                 | 2    |
| 21   | *Never objects to what students do and wear*                                       | 1    |
| 22   | *Never refuses to help*                                                            | 1    |
| 23   | Gives students time to talk to him                                                 | 1    |
| 24   | Interacting with this teacher is always refreshing                                 | 1    |
| 25   | Follows up with students regarding their problems                                  | 1    |
| 26   | Students are confident they will be listened to and helped                          | 1    |
|      | Starts talking to students when he sees them                                       | 1    |
| 27   | Encourages students to approach him in case of a genuine problem and accommodates them | 1    |
| 28   | Suggests the appropriate and necessary procedure so that problems can be solved    | 1    |
| 29   | Has ability to read student faces                                                  | 1    |

| Theme 2: Characteristics in terms of relationship with students and approachability |
|-------------------------------------------------------------------------------------|------|
| 19                                                                                   | 2    |
| 20                                                                                   | 2    |
| 21                                                                                   | 1    |
| 22                                                                                   | 1    |
| 23                                                                                   | 1    |
| 24                                                                                   | 1    |
| 25                                                                                   | 1    |
| 26                                                                                   | 1    |

| Theme 3: Characteristics in terms of learning environment and                         |
|-------------------------------------------------------------------------------------|------|
In addition to teacher characteristics listed in Table 6.1, some student comments regarding Mr. Wali which elaborate on the basis student perceptions about this teacher are presented below.

7.2.3. Students’ perceptions and opinion of Mr. Wali

Student 1 discussed many of Mr. Wali’s qualities:

“He feels responsible for us. When we are assigned projects, he does not sit back and wait for us to inform how much we have done and where we have reached. If we do not submit our projects on time, he can easily give us zero but he does not. He instead starts calling us to ask for our progress. He asks where we have reached and asks us to go to him and show our projects. He talks to us about what we have done and if we need his help with anything.”
This student’s statement explains that Mr. Wali is concerned about student progress. This student further discusses Mr. Wali:

“He is the kind of teacher who is personally interested in his students’ growth. Nobody is as good as him in our faculty.”

This student’s comments show that he perceives Mr. Wali as a caring teacher who wants to see his students grow.

Student 4 stated that Mr. Wali encourages and helps students:

“He does not ignore the below average students but gives extra time to them and encourages them so that they can learn. He says that he knows through personal experience how it feels when teachers do not pay attention to students who need help. He wants to be as good to us as possible. There are only a few students who are open to seek help, whereas many are reluctant to. This is why he goes to each student, spends five minutes each with them and explains everything. Nobody is ignored or unattended in his class.”

This student’s comments about Mr. Wali explain that this teacher does not wait for his students to ask for help, rather he goes to each student individually and discusses their progress. Mr. Wali does not ignore any student, they feel that this teacher provides them equal opportunity to grow and learn.

Student 8 discusses Mr. Wali’s teaching style and other qualities, saying:

“He does not make studies a burden for us, and teaches in a light mood so we do not forget what he has taught. At the start of each class he just talks to us about general things in life and gives us advice indirectly by giving some funny examples. That is how we get involved and take interest.”
This student’s statement suggests that Mr. Wali may be aware that students sometimes get tired and bored and understand that it is important for them to be engaged in the learning process for the best learning outcomes. This evidence suggests that Mr. Wali is concerned about the student learning experience.

Similar to Student 4, Student 8 also discussed Mr. Wali’s attention to all the students in his class:

“He comes to each of us individually after the lecture to make sure we have understood, otherwise he explains to us once again. There are many teachers who teach and leave the class, they do not care if we have learnt what we were meant to learn.”

The fact that two students discussed individual attention suggests that students value a teacher paying individual attention to all the students in the class. This student’s remarks also show that this teacher’s concern for his students is visible to them and this may be an important factor as to why students see him as approachable.

Student 9 discussed the teaching style of Mr. Wali, saying:

“He is my favourite teacher, he can read our faces. He understands if we are too tired already, he then starts talking about funny but interesting things due to which we will feel fresh. It is only then that he starts teaching us. This enables us to understand his lecture; he is an intelligent teacher indeed. Interacting with him is always refreshing.”

This comment highlights that Mr. Wali is viewed by students as a teacher who understands the student experience and uses strategies to help students refocus attention and remain engaged. Mr. Wali does this when he observes that the students may not be able to pay attention. He has the ability to understand
the students’ state of mind and is empathetic. Another characteristic highlighted by this student is that Mr. Wali possesses a pleasant personality and students feel good when they talk to him.

This student continued discussing Mr. Wali, in particular the way he fostered self-belief:

“I have great interest in programming and I think I want to pursue a career in this field. This teacher kept telling me, ‘you are a very good programmer, you can definitely excel in this field as you wish to.’ I did not believe in myself at that time. His constant encouragement has made me believe in myself. Now I think I can really do it.”

This student perceives Mr. Wali as an encouraging teacher, especially as a student in need of extrinsic sources of motivation. From this student’s comment, it is evident that Mr. Wali has played a positive role in this student’s education and career path.

Student 10 also discussed the reasons that Mr. Wali is considered an approachable teacher, stating:

“It is the teachers’ behaviour that conveys to us that they are nice. They look fresh in class and do not act as if they are under a great burden and in hurry.”

Each student who discussed Mr. Wali had a similar perception of this teacher. Students consistently spoke positively regarding his characteristics and teaching style, as well as the teacher-student relationship. Student comments regarding Mr. Wali suggest that this teacher uses a student-centred approach in the classroom, encourages questions, has good time management skills, and is friendly and approachable to students.
7.2.4. Opinion of another teacher about Mr. Wali

Teachers were not asked questions about other teachers, and were not encouraged to talk about others. However, Mr. Ahad discussed his respect for Mr. Wali, and Mr. Wali’s popularity with students, in these words:

“There is another teacher in this department, Mr. Wali. He is my inspiration. He is the best liked teacher and most popular among all the students. He answers students’ calls wherever he is. I am so inspired by him. When I started teaching, he took me to his class many times and asked me to observe the class with the purpose of me learning from him and developing my confidence. This was not his duty at all, he did this just because he wanted me to be a good teacher and wanted his students to maximum benefit from me. I respect him a lot for all this. He was so keen to learn and grow that he sometimes used to ask my help if he could not understand anything though I was his junior of course. You know, usually senior teachers do not like to do this, but he has no ego issues. He just wants to be fully prepared before he goes to teach his students.”

This teacher validated the information provided by students, that Mr. Wali cares about his students and sincerely wants to contribute to student learning. Mr. Wali is a senior teacher, yet he is open to seek the help of others, including junior teachers, to improve his teaching.

7.2.5. Mr. Wali’s self-perceptions of his relationship with students and approachability

Mr. Wali is aware of student perceptions about him, and his self-perceptions match with the students’.

This is what Mr. Wali said regarding how students perceive him:
“I ask for feedback from all my students and they tell me about me. I know how they find me. They speak well of me... most of the students appreciate me and my efforts... no negative feedback that I am aware of. I can tell you lots of stories about my successful efforts with the students.”

His concern about how his students feel about him shows that he cares about his reputation among them. When Mr. Wali was asked about his teaching responsibilities, especially his habit of proactively approaching his students and asking if they need any help, he said:

“There are not many teachers like me here. This is rare and is not a part of my duty but this is a self-imposed responsibility.”

Mr. Wali realizes that he is in the minority in terms of approach to teaching and that the responsibility he feels towards student learning is his personal choice.

7.2.6. Mr. Wali’s relationship with students and attachment style

Mr. Wali discussed developing a relationship with his students and acknowledges that his students consult him a lot. He says:

“All the time I am surrounded by my students. I have casual meetings with them which means I will ask them about their progress anytime during the day.”

Presented below are a few of Mr. Wali’s responses that provide a picture of his personal characteristics and behaviour with students that make him viewed as approachable and easy to communicate by students.

Regarding the teaching profession, Mr. Wali says:
“Teaching is my passion, not my profession! That is why I do not get
tired. I enjoy teaching. Every new batch [of students] brings new energy
to me and I develop a relationship with them.”

Mr. Wali’s love and passion for teaching means that he enjoys his job.
While describing his attachment with students, he says:

“Students feel free in discussing with me all sorts of issues, such as
relationship issues, phone calls and social network issues, friendship
issues etc. I then advise them what I think is the best for them as well as
others. I want to contribute to their character building; they are just like
my younger brothers and sisters. I want them to become better people.”

His eagerness to be available to his students and his keenness to
contribute to character building is shown in his explanation of relationships
with students, above. The kind of relationship Mr. Wali maintains with his
students makes him approachable in that students are confident to approach
him for assistance in academic and non-academic issues. Mr. Wali explained that
he has been like this since he started teaching. He explained that he started
teaching informally when he was a year 10 Student and he described himself as
a loving and caring teacher since then. He also acknowledged that his personal
experience as a student has made him a teacher who is loved by all. He did not
choose to be a strict teacher as he considered this teaching approach to do more
harm than good in terms of student learning.

Mr. Wali is confident that when standing in front of the class, he can
determine whether students will be receptive to his lecture or not. Mr. Wali
endorses what his students said about his teaching skills and ability to
understand his students by saying:
“I can judge from their faces their level of concentration and understanding. Their eyes tell me that they do not understand what I am explaining. It is then that I tell them another story and in a few minutes I gain their interest again. The stories I tell them are also good for them in terms of their social and professional development. I also share jokes with them to make them feel fresh and listen to me carefully.”

While continuing the discussion of his teaching style Mr. Wali clearly articulated his desire to make students feel comfortable with him and discussed the actions he takes that help him achieve this:

“I never discourage their questions, even if I sometimes do not like them. A few students are in the habit of asking too many questions but I still attend to all of them and do not ignore or leave any of their questions unanswered. I always want them to be open with me and feel comfortable.”

Mr. Wali also discussed the continuing positive relationships he has with past students, stating:

“I was just like this with my very first batch here and that batch is still known as a tough one. Among them were some professionals who were already working in the industry and then came here for their postgraduate degree. A few of them call to thank me, share with me what they used to do in class and sometimes want future education advice from me. We discuss education, job and career planning issues. They would always consult me before switching their jobs.”

This statement suggests that Mr. Wali has developed positive relationships with students from the beginning of his teaching career. Mr. Wali discussed that he has not changed much since he entered the teaching
profession, but mentions that his duties are increasing now that he is a senior teacher. He stated his concern that additional duties associated with being a senior teacher may impact on his relationship with students.

Student opinions and perceptions of Mr. Wali, and his own comments, suggest that he has the ability to develop positive relationships with his students. He feels comfortable with his students and vice versa. These findings are endorsed by his score on the RSQ. Mr. Wali’s RSQ results fall in the category of secure attachment (Figure 7.1) with a clear difference in score from other categories. Mr. Wali’s RSQ responses show that he is not only comfortable with, but likes, having others depend on him and developing close emotional relationships.

![Graph showing RSQ scores](image)

*Figure 7.1 Mr. Wali’s attachment profile.*

### 7.2.7. Mr. Wali and his wellbeing

“I am satisfied. I have lots of responsibilities and am doing my job well. Thanks to God, I am a dependable person.”

The statement above is how Mr. Wali discussed his life satisfaction in general. While talking about professional life satisfaction, he said:

“Students of my department have won 14 inter-university IT project competitions. All those were completed under my supervision.”
Mr. Wali scored high on the wellbeing index. His high score is supportive of his responses to interview questions about life satisfaction. Figure 7.2 shows his score on the Wellbeing Index.

![Wellbeing Index Score Chart](image)

*Figure 7.2 Mr. Wali’s wellbeing profile.*

Mr. Wali’s high score on item 1 of the Wellbeing Index is validated by a high score on all other items. The high score is supportive of interview responses about life satisfaction. It is evident that Mr. Wali has a high level of wellbeing and a high level of life satisfaction. He also shows high satisfaction with personal relationships and spirituality.

### 7.2.8. Mr. Wali and spirituality

Mr. Wali’s spirituality and spiritual behaviour is visible in interview responses and has a particularly strong influence on how he interacts with students. While recounting a story about some of his old students, he said:

“These were the kind of students who used to say ‘why are you bothered when we are not?’ I used to tell them, ‘Just because I feel it is my responsibility to guide you to the best path as a teacher!’ They were actually right in saying this, but these are the self-imposed..."
responsibilities. I cannot help it. I cannot live without guiding them. God granted me with this responsibility and I must do my duty truthfully.”

While sharing his views about life, Mr. Wali said:

“The overall purpose of my life can be elaborated on two levels. First, is to love God and gain His love in return. Second, is to fulfill my duties honestly. I wish to never compromise on my responsibilities. I am a social person and I want to stay like this so that people can benefit from me as much as possible.”

Mr. Wali believes in helping and guiding people, especially his students, and sees this as his responsibility. His spirituality is clearly a part of the reason he feels responsible to help others. Helping and guiding people are indicators of spiritual behaviour (Chapter 2) and are discussed in more detail in the end of this chapter with reference to teacher approachability.

7.2.9. Mr. Wali in summary

Mr. Wali was the most approachable teacher, as perceived by students. No student perceived him as unapproachable. Students’ perceived Mr. Wali as approachable due to various characteristics, his personal characteristics in particular (Table 7.1, Theme 1) being the most popular. His students described him as a caring, sympathetic, friendly, empathetic, cooperative, helpful and a nice teacher.

Mr. Wali’s ability to develop relationships with students (Table 7.1, Theme 2) and the learning environment and academic support extended for students (Table 7.1, Theme 3) were equally popular among students with almost the same number of characteristics and frequency. Mr. Wali is perceived by students as a teacher who takes personal interest in student development,
and guides and advises students. Students do not perceive a communication gap between themselves and Mr. Wali. His teaching style is discussed positively by students due to his interesting and easily understood lectures. He has solid content knowledge and appears to have a well-developed capacity for explaining things in clear, accessible ways. Mr. Wali’s students like him for his student-centred approach and encouragement of active participation in class discussion. Mr. Wali makes his students comfortable enough to ask questions and keeps the classroom environment friendly. He is approachable for discussion and advice on all sorts of student matters.

Students also stated that Mr. Wali provides career guidance. (Table 7.1, Theme 4). Mr. Wali organizes seminars and invites guest speakers from the field of IT to provide up to date information for his students. Mr. Wali stated that he does this because he feels responsible for student development.

Interestingly, students also discussed Mr. Wali as an approachable teacher due to some characteristics that he does not possess (Table 7.1, characteristics in *italics*), such as Mr. Wali does not get annoyed or frustrated, is never in a hurry, never refuses to help and does not object to student behaviour.

Student opinions and perceptions, and Mr. Wali’s self-perceptions were the same. Mr. Wali’s self-perceptions are accurate and positive. He knows he is a popular and approachable teacher. His students are satisfied with the relationship they have with him and his teaching style. Mr. Wali is also aware that not many teachers in his department have a similar approach to teaching. He also acknowledges that whatever he is doing is his own choice, not a part of his duty. Mr. Wali is the only teacher who was discussed as approachable by a colleague as well as by students.
Student interviews and Mr. Wali’s interview show that he is an approachable teacher, has secure attachment style with high level of wellbeing and spirituality. The interconnection among these constructs is discussed at the end of this chapter.

7.3. Case 2: Mr. Mr. Ahad

Mr. Ahad has taught in the department of IT for three years as an adjunct faculty member and this is his first teaching experience. He also runs his own software house and his total experience in IT is five years. He has no formal qualifications in teacher training, is 27 and single.

7.3.1. Interviewer’s observations

Mr. Ahad was cooperative and happy to give his time for the interview. He had a pleasant demeanour throughout the interview. He kept smiling every now and then and was open in his conversation. He was not reluctant to discuss personal experiences and current challenges in his life.

7.3.2. Mr. Ahad’s approachability

Mr. Ahad was reported as approachable by 40% of students and no students described him as unapproachable (Figure 6.1). Students 2, 4 and 7 named Mr. Ahad as the most approachable teacher and student 10 named him as the second most approachable teacher.
Table 7.2 Mr. Ahad’s characteristics as described by students

<table>
<thead>
<tr>
<th>No</th>
<th>Theme 1: Personal characteristics</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Empathetic</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Nice</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Friendly and loving</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Intelligent</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Cooperative and helpful</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Caring</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Smiling</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Courteous</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Looks fresh in class (does not look lazy or tired)</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td><em>Never misunderstands the students</em></td>
<td>1</td>
</tr>
</tbody>
</table>

Theme 2: Characteristics in terms of relationship with students and approachability

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Personally interested in student growth, advises on character building</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Always receptive when approached</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Unbiased and treats all equally</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Usually he is the one who starts talking to his students wherever he sees them</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Students are confident they will be listened to and helped</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>No communication gap</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Gives students time to talk to him</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>Respects his students</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Always surrounded by his students</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Encourages students to approach him in case of a genuine problem and accommodates him</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>Always solves students’ problems</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>Follow up with students regarding their problems</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td><em>Never asks the students to come some other time but makes himself available right there and then</em></td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td><em>Never refuses to help</em></td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td><em>Never refuses to give them time</em></td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td><em>Never appears to be in hurry ever when the students want to talk to him</em></td>
<td>1</td>
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</tbody>
</table>

Theme 3: Characteristics in terms of learning environment and academic support for students

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Explain everything in understandable and interesting manner</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>Always happy to answer the questions in class</td>
<td>2</td>
</tr>
<tr>
<td>29</td>
<td>Always ready to explain to his students no matter if he has to start right</td>
<td>1</td>
</tr>
</tbody>
</table>
7.3.3. Student perceptions and opinion of Mr. Ahad

During interviews, students discussed characteristics that make Mr. Ahad approachable and gave some examples and descriptions of how and why they find this teacher to be so. Students mentioned that it is easy to talk to Mr. Ahad. Student 2 stated that when students wanted to talk to him they did so in class or wherever they found him, for example outside the computer lab or in the corridor. This student stated that Mr. Ahad was usually surrounded by his students. Hence, Mr. Ahad is a teacher who is perceived by students as available to talk with outside of class and as generally happy to interact with students.

The student perception of Mr. Ahad shows that students are comfortable in their communication with this teacher and feel free to talk to him. A reason Mr. Ahad is surrounded by students might be that he is a part time teacher and he is not expected to stay at the university for a long time on any one day. It appears that the time is at the university he happily spends with his students.

Student 4 also reported that it is easy to talk to Mr. Ahad and that he never says he is busy:

“He is so cooperative that we can even go to his home to see him and get help from him. He is a very good teacher. We can approach him everywhere even in the car park. He will sit with us right there and start listening and talking to explain things and solve problems. At times if we
are in a café on campus and he sees us there, he will come, sit with us and start talking.”

This student also mentioned that Mr. Ahad shares an office, but if the students have to talk to him he does not stay there, but comes out of the office, possibly because he knows that students may not feel comfortable talking in front of other teachers. This student said that when students approach Mr. Ahad, they do so confident that he will listen and try to help them, stating:

“Usually teachers do not care about informing their students of changes in the date for submission of assignments and expect us to find out from other students, but he is one of the very few caring ones and will always inform us himself.”

Student 4 also stated that Mr. Ahad offered to talk to students’ families if necessary to help solve a student’s problems:

“I can tell you one of my own experiences when he offered to do so. My father once had a heart attack and I was extremely disturbed and my academic performance was not as good as earlier. He could notice that and asked me what was disturbing me. I was overburdened with the domestic duties at that time. When I told him about everything, he offered to talk to my mother so that she can understand that I am overburdened and give me some time to study as well. He is a very caring and loving teacher.”

The two students above discussed Mr. Ahad’s caring behaviour and ease of communication when talking to him outside class. His ability to understand his students was also mentioned by students. It was discussed that Mr. Ahad makes him approachable to students and also approaches them when possible.
to initiate conversations. Student 7 talked about his caring behaviour as reflected through his teaching style.

“If we wanted him to explain something before going to the next step and interrupt him in class, he would not mind this and help us by explaining what we asked. Only after this, he would go back to what he was teaching. A few of us, including I, were slow learners. After finishing his lecture, he used to come to us individually and explain everything once again to us right from the beginning as he knew we were in need of this kind of support.”

When asked if students also approached Mr. Ahad other than in class time for help, this student said:

“Yes, other than in class, we go to talk to him in the staff room when he is free, otherwise we can talk to him if he is in the café, lab or somewhere else; actually we can talk to him wherever we see him and tell him we need to talk. He is not teaching us now, but we still go to him for help. Just now when I was coming here for this interview, I saw him on my way, spent two minutes with him and it felt so good. We can approach him on Skype when we need his help even though he is a very busy person and is running his own software house; he still never acts as if he does not have time for us. Even if he is in a social gathering and any of us call him, he will attend our call.”

It is apparent that this student appreciated Mr. Ahad for his caring behaviour and for not being too busy to give time to his students. According to this student, Mr. Ahad is approachable and gives individual attention to slow learners.

Similar to other students, Student 10 is also appreciative of Mr. Ahad:
“Yes I have approached him several times and he gives a positive and nice response each time. Only if he is busy, he will ask me to go to him after some time or see him the next day, but has never refused to help. We usually consult him in the class or in lab or right in the corridor. Sometimes when we cannot contact him in the university, we then talk to him on Skype.”

Students discussed that they are comfortable communicating with Mr. Ahad. Student perceptions suggest he is a teacher who is approachable and available to students when they need him. As Mr. Ahad is a part time teacher and is not at the university for full days, he makes himself available via the internet for students after hours and doing so is his personal choice, not an obligation. During interviews students stated that Mr. Ahad is a caring and nice teacher, who is concerned about his students and their learning.

7.3.4. Mr. Ahad’s self-perceptions of relationship with students and approachability

Mr. Ahad’s responses to interview questions show caring behaviour towards students. In response to a question regarding his perception of how students perceive him, he said:

“I believe they like me. I can determine this from their behaviour and the way they talk to me. Due to some of my personal issues these days, I was unable to give Skype time to my students in the evening and I regret this. I want to start doing that for individual consultation once again. I was sad to hear my students when I said that we will talk on Skype and a couple of them said, ‘but you are never seen on line.’ I shared my personal problem with them slightly and explained why I am unable to
talk to them in the evenings. I also told them I am trying to get over it and will make myself available to them soon. I come here only for a limited time and do not stay in for long, which is why I feel like giving them discussion time in the evening. I am very happy for the kind of relationship I have with my students.”

This comment explains that in Mr. Ahad’s opinion it is important for students to understand why he was unable to give as much time as he had previously. It is also important to note that giving students extra time for consultation outside of working hours is not a responsibility, rather doing this is a personal choice as Mr. Ahad is an adjunct faculty member and spends limited time on campus other than class time.

Mr. Ahad was also observant of students’ behaviour toward him and understood the opinion of students, stating:

“At the start of semester I tell my students never to feel embarrassed while asking questions from me. I advise them to ask me no matter how silly they think the question may be. I also tell them they can ask me when they do not understand my hand writing on the board...The students come to me any time they feel like and discuss different things with me. Their reaction tells me they are satisfied with my teaching and communication style.”

When discussing students in the previous semester, those interviewed for this research, Mr. Ahad mentioned that this class liked him a lot. When the students were sitting on the lawn and he passed by, the students would run to him to greet him according to the social norm in Pakistan where younger people greet their elders. Mr. Ahad’s self-perception are in parallel to those of his students.
7.3.5. Mr. Ahad’s relationship with students and attachment style

Mr. Ahad wants to maintain a positive relationship with his students, but does not let this influence his work ethic. In particular, this teacher is aware of ensuring he is not biased. Students stated that they can approach him when they need help of academic or personal nature, and he is approached by male and female students equally.

Mr. Ahad is aware that some students may take advantage of having a good relationship with him, but he does not let this happen. Objective assessment is one of the principles he follows, as discussed below:

“Sometimes students try to get frank with me, perhaps hoping I will favor them in their assessment, but I never do this. My assessment style is very objective. At the time of assessment, my relationship with them does not influence me at all. I never give them grace marks so that they can pass my course. I believe it is not about passing the course, it is really about what they have learnt.”

Remaining unbiased in student assessment is listed in Table 7.2 as a characteristic that adds to students perceiving Mr. Ahad as an approachable teacher. It is important to mention that in Pakistan the relationship between teacher and student is one of respect and it is not common for students to be frank with teachers. Mr. Ahad maintains a good relationship with his students and if his students are frank with him, he maintains fair and firm behaviour. When asked how important it is to be liked by the students, Mr. Ahad said:

“If our students don’t like us, they cannot show confident behaviour in class. I think it is very important for us to be liked by our students.”

He spoke of his teaching experience in this university:
“I have my own software house…I did not get any training but my experience as a student helped me become a good teacher. I remember when I was a student and used to ask questions from my teachers, they would never encourage me and I remember that gradually, I stopped asking questions. I personally believe there must not be any gap between the teacher and students. For me all my students are equal. I go to all my students in the lab individually irrespective of their performance.”

This statement suggests that although he is not a trained teacher, Mr. Ahad’s personal experience as a student influenced him to become a teacher who cares about his students. It is important to note that he did not have a positive experience with his teachers, yet instead of following the example of negative behaviour, he chose to be a teacher who cares, encourages class participation and attends to students questions.

In terms of personal interest to develop positive relationships with students, Mr. Ahad said:

“I am upset due to some personal problem in my life for few months, but when I come to the university I forget about everything and feel so fresh. I thank God that my students confide in me. We talk about all the issues may they be educational, relationship related or anything personal or even the problems they have with some other teachers in the university.”

The above statement shows that Mr. Ahad has a good relationship with his students and that students perceive him as an approachable teacher. Connecting with students is a source of satisfaction for Mr. Ahad. Based on the above information, his attachment style appears to be secure. However, Mr. Ahad’s attachment profile (Figure 7.3) according to his scores on RSQ shows a somewhat different picture.
Mr. Ahad’s score is high for both secure and dismissing attachment style. He discussed very openly in his interview that he has a good relationship with his students, but due to some personal issues was unable to give them extra time recently and was aware of this. As stated above, this had been the case for the past few months and currently he is trying to return to his previous routine. Interview data and students’ opinion about him suggest that Mr. Ahad does not have attachment difficulty. However, the RSQ score may be affected by his current situation, of which he is aware and is working to overcome. There is a possibility that his high score on dismissing attachment style is a temporary distortion in Mr. Ahad’s secure attachment due to external factors. This is further explained in light of evidence from the literature in the summary section of this case-study.

7.3.6. Mr. Ahad and his wellbeing

Discussing his professional achievements as a teacher, Mr. Ahad said he is more than 100% satisfied. He stated that teaching is not his profession, it is his pleasure and his passion. He said he wants to be the best teacher for his students.

In response to a question about his satisfaction with life, Mr. Ahad said:
“Thank God I am very satisfied. I am happy I have been kind to my parents and take very good care of them. I got three chances of working overseas but rejected them all as I want to stay with them. This is the time they need me and I will not leave them alone now. It is only a small problem for last few months that we are on a disagreement...I was very happy with my personal achievements before the last three months.”

This explains further that Mr. Ahad is going through some emotional challenges at the moment which are having an influence on his relationships. His score on the wellbeing index (Figure 7.4) shows a high score for item 1 and a high score on the other items, validating the high score on item 1. However, Mr. Ahad had a comparatively low score on items 3 and 5 about health and personal relationships. Dissatisfaction with his relationships was visible in his interview responses as well.

![Figure 7.4 Mr. Ahad’s wellbeing profile.](image)

Mr. Ahad acknowledges dissatisfaction in personal relationships and is fully aware that this was upsetting for him and consequently he could not give time to his students as he had earlier. Otherwise, his profile shows a high level of wellbeing in general.
7.3.7. Mr. Ahad and spirituality

Mr. Ahad’s interview responses show that he believes in spirituality and acts in a spiritual manner. In Mr. Ahad’s opinion content attainment is not the only responsibility he feels towards his students, he also feels responsible for their character building:

“Students’ character building is the foremost responsibility of teachers. I always spend the last 5-10 minutes in class to share with them something that can be beneficial for them based on my life experiences and knowledge.”

Talking about his relationship with students, Mr. Ahad stated that when he observes a positive change in his students over a period of time, it gives him immense pleasure. He said:

“I always pray to God to give my words such magical strength that my students get positively influenced by them. I do not want my words to go waste. If I am speaking and my students are not listening, my words are worthless. God always helps those who want to adopt the right path no matter at what stage of life they have this realization. I tell my students if you want to develop a connection with God, this might take you some time, as in the past you have never made any efforts to develop a connection with Him. Do not get disappointed and you will get there. It is our duty to inform our students about right and wrong, whether they follow it or not is their choice, but at least we must do our duty. I also tell them God is very kind and forgiving. If we made mistakes in the past, we can always come back to the right path and not repeat such mistakes in the future.”

Mr. Ahad stated that the purpose of his life is to distribute joy amongst others:
“I want my students to be successful in their career, I will be happy to see them happy. I share my personal experiences with them openly knowing they can learn from them... I want to keep sharing my experiences with them so that they are better prepared for encountering possible challenges in their lives. The real, good teachers are those who have got mesmerizing personalities. Their words cannot go unheard. I wish to be like that.”

This statement suggests that Mr. Ahad strongly believes in spirituality. He wants students to be inspired by him. Teaching course material is not the sole purpose of being a teacher, he wants to have a positive influence on his students’ lives and it is his responsibility to guide his students. To this end, he shares his life experiences with them and also discusses some moral and religious thoughts with them at the end of every lecture. He thinks he is obligated to do so, but with no intention of forcing his students into a particular way of thinking.

7.3.8. Mr. Ahad in summary

Mr. Ahad is the second most approachable teacher as perceived by students in the IT department and this teacher was not perceived by any student as unapproachable. Students perceived his approachability due to various teacher characteristics. The ability to develop relationships with students (Table 7.2, Theme 2) was the characteristic with the highest frequency. Students find him approachable because he guides them like a father figure or an elder brother and advises them as needed. His students are confident that they will be listened to and helped. Mr. Ahad’s equal treatment of all students was also mentioned as a characteristic of approachability. Students also
acknowledged that they find it easy to communicate with him and no communication gap exists between them. Hence, Mr. Ahad has the ability to develop a warm and caring relationship with his students.

The second important theme emerging from student comments regarding Mr. Ahad was personal characteristics that help students view him as approachable (Table 7.2, Theme 1). Students see Mr. Ahad as an empathetic, nice, friendly and loving teacher. He is also admired by students for being intelligent, cooperative, caring and smiling. His ability to look fresh in class was also appreciated.

Mr. Ahad’s characteristics in terms of learning environment and academic support for students (Table 7.2, Theme 3) also influenced student perceptions of approachability. He is seen as a teacher whose lectures are interesting and easily understood. His students can ask him as many questions as they need and he is happy to explain again and again. His classroom management abilities are also appreciated by students along with content knowledge and teaching skills.

Students also find Mr. Ahad approachable for another reason which is his awareness of IT market trends. As he also runs a software house students appreciate his up to date knowledge (Table 7.2, Theme 4) and career counselling. In addition to characteristics of approachability, the absence of some characteristics reinforces student opinion about approachability (Table 7.2, characteristics in italics).

No discrepancy was found between the student opinion of Mr. Ahad and his self-perceptions. Mr. Ahad has realistic and positive self-perceptions. He knows his students like him and acknowledges this as an important element of a
healthy teacher-student relationship. His students are satisfied both with the student-teacher relationship and teaching style.

Student interview data and Mr. Ahad’s interview data show that he is a highly approachable teacher with secure attachment style, high level of wellbeing and spirituality. However, there is a discrepancy between information gathered through interviews and his attachment profile on RSQ. It is suggested that his attachment with his students is positive and interview data supports his attachment style as being secure. This is supported by the perceptions of his students. However, currently he is facing some temporary challenges that are visible in his RSQ profile (Figure 7.3) and this may have caused a higher score for dismissing attachment. Mr. Ahad also scores low in satisfaction with relationships in his wellbeing profile. Riley (2011) states that there is a possibility of a shift in attachment category based on changing life situations. Hence, this high score on dismissing attachment is possibly a temporary shift, particularly as he maintains a good relationship with his students. Thus, it is concluded that Mr. Ahad is the second most approachable teacher in the IT department with generally secure attachment style, high wellbeing and spirituality and realistic and positive self-perceptions.

7.4. Case 3: Ms. Seemi

Ms. Seemi is a staff member in the Education department and has been teaching at this University for 10 years. She is an English linguist and after teaching in the English department for two years she was transferred to the Education department to teach English courses. Ms. Seemi does not have formal teacher training nor a degree in Education. However, she does have two Master
degrees, one in English Linguistics and Literature and another in Teaching of English as Foreign Language. She is 32 and married.

7.4.1. Interviewer’s observations

Ms. Seemi took keen interest in the interview and replied to all questions in detail. Two students came to talk to her during the interview, Ms. Seemi heard them and asked them to come back later in a polite manner informing them she was busy right now.

7.4.2. Ms. Seemi’s approachability

Students 2, 4 and 6 named Ms. Seemi as the most approachable teacher. No student reported her as unapproachable (Figure 6.1).
### Table 7.3 Ms. Seemi’s characteristics as described by students

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 1: Personal characteristics</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nice</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Encouraging</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Empathetic or tolerant</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Polite</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Friendly</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Sympathetic</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Cooperative</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Smiling</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Never get frustrated</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Never show strict behaviour</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Theme 2: Characteristics in terms of relationship with</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>students and approachability</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Unbiased</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>She helps even those who are not her students</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Encourages students to discuss anything in class or after class</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Give students time to talk to them</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>She would recommend good books to read</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Students are confident they will be listened to</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Encourages students to see her outside the class if they are reluctant to discuss something in class</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>Never refuses to help</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>Never interrupt when the students are speaking with her</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Theme 3: Characteristics in terms of learning environment and academic support for students</strong></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Encouraging student class participation</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>Motivating</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>Always happy to answer the questions in class</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>Respects everyone’s opinion in class</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>encouraging student class participation</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>Her great level of knowledge and experience makes her students feel confident she will be the best guide for them</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>Explain everything in understandable and interesting manner</td>
<td>1</td>
</tr>
</tbody>
</table>

### 7.4.3. Students’ perceptions and opinion of Ms. Seemi

Student 2 reported harsh experiences with a few teachers in the recent past. This student discussed a department function where students presented
some performances. Some teachers did not like the parody of teaching staff that this student performed, discussing the consequences as follows:

“They insulted me for this in class, I got very upset. First they put you down and then they ask you why you’re upset. Ms. Seemi was the only one to talk to me politely and advised me that though I made a mistake that it could be rectified. She was really nice to me, but the other teachers were not. They made me feel like I had done something that would end the world, as if I had committed an unforgivable crime. They didn’t say things like ‘everybody makes mistakes’, they just kept cursing me. When I see them behave like this I feel that they don’t deserve to be called teachers.”

It is evident that Student 2 is appreciative of the kind and understanding words of Ms. Seemi. It appears that this student respects Ms. Seemi for being the teacher who supported the student rather than allocating blame and making the student feel uncomfortable. Ms. Seemi was not critical like other teachers, but helped the student improve the situation by reducing the tension among faculty members and encouraged the student to talk to them. This student discussed Ms. Seemi further:

“She knows me so well and also my capabilities and always advises accordingly.”

Talking about Ms. Seemi’s availability to help students, this student explained:

“She never refused help, ever! Most students that come to the university don’t know how to speak English, and this teacher taught English, so she was the teacher who every student could go to. She used to recommend books for us to read, and gave us guidance on how to improve our
English communication skills. She respected us all a lot and never discriminated."

The above quote suggests the student is also appreciative of the academic support Ms. Seemi provides to students and being available when students need help. Student 2 also mentioned that Ms. Seemi’s caring behaviour was positive for student learning and development. In addition, Ms. Seemi’s respect for students and not discriminating between students was also mentioned by this student.

While talking about Ms. Seemi Student 2 further informed that Ms. Seemi is an amazing teacher, but that she can improve in a couple of areas. Student 2 felt that sometimes in class Ms. Seemi taunted students a little and that sometimes Ms. Seemi asked questions abruptly and springs at students randomly for an answer which can make students a little uncomfortable. Other than these negative aspects, Student 2 had only praise for Ms. Seemi.

Student 4 also spoke positively of Ms. Seemi. When discussing encouraging and motivating students, this student said:

“Ms. Seemi even encourages and motivates us to do well in other courses than the ones she is teaching and also in other areas. For example, upon seeing one of my paintings she thought it was really great. She encouraged me a lot to continue with this hobby and this made me feel so good.”

Hence, Ms. Seemi’s positive encouragement and motivation is appreciated by this student. The above student statement shows that what matters to this student is how the teacher made her feel. This student stated that Ms. Seemi understands her students well. The student stated that if the meaning is not clear she could ask and Ms. Seemi would be happy to explain the
same idea, even three or four times if required, and that the answer was provided in the same soft tone. She would not get annoyed at all.

This student also praised Ms. Seemi’s engaging teaching style:

“We are not passive listeners in her class, she’s very engaging. She’s very polite just like a friend and a mother. She’s not strict at all. She laughs with us and is open hearted.”

Student 6 described Ms. Seemi as follows:

“She has a very good reputation. No one in the class has any complaints against her. She is not biased at all and is always happy to help everyone.”

Ms. Seemi’s unbiased behaviour towards students and willingness to help everyone was discussed by students. In addition to these qualities, students also discussed Ms. Seemi’s friendliness and teaching style.

“She is a friendly and lenient teacher. If we cannot understand anything, she repeats and elaborates to make sure we all have understood. Her lecture is always very engaging and well timed. Besides studies, we also talk about current issues in class sometimes and discuss our point of view. We do not do this in any other courses.”

Ms. Seemi is a teaching role model for this student:

“She is my role model. I would like to copy her when I start teaching.”

These students described Ms. Seemi as an approachable teacher for supporting students, motivating and encouraging them, making them feel comfortable and her teaching style.
7.4.4. Ms. Seemi’s self-perceptions of her relationship with students and approachability

Ms. Seemi’s self-perceptions are in congruence with how her students perceive her. While describing her relationship with students Ms. Seemi informed that she tries to be friendly and helpful. She said whenever a student has a problem she tries to help them:

“After I started doing my PhD research in education, I realized I have taken so much for granted in life...I followed my own teachers while teaching, but then a time came that I could overcome that blindness and realized that even they weren’t perfect, so I stopped following a few of the things that they did. I am still working on my relationship with students, and I think that if I keep working on it, it will get even better. I also think that if I have a better relationship with my students, they will learn more from me and be more receptive of the message I want to convey to them.”

Ms. Seemi’s words reflect that she is an untrained teacher and that she has been trying to find the best teaching approach. Although Ms Seemi said that she always tries to be friendly, she also stated that she could still improve her relationships with students. She did not consider herself as a teacher with a perfect relationship with her students, rather she strives for improvement. Ms. Seemi was the only teacher who mentioned the parody of teachers that took place at a department function that Student 2 discussed:

“We recently had a function and the students complimented me by saying that I am the teacher who is the most hardworking, caring and concerned about them. This made me feel great.”
Hence, Ms. Seemi’s self-perceptions are not different from the perceptions of her students. She is conscious of her friendly and caring behaviour and is aware that her students admire her for this.

7.4.5. Ms. Seemi’s relationship with students and attachment style

Ms. Seemi is of the opinion that teaching is not just sharing of information, it is much more than that, especially in the department of Education:

“After all we are teaching future teachers! I always tell them that they can come to me after class to ask anything, or if they have any sort of problems or anything else absolutely anything, they can ask me for help. It is in my observation that they show a good response to this.”

Ms. Seemi stated that students come from various regional and linguistic backgrounds and teachers need to learn to cater to all their needs. This shows that Ms. Seemi is conscious of student diversity and that it is important to encourage her students to approach her when they need help. She further said that she is thankful to God for being able to handle student issues. Furthermore, Ms. Neemi also mentioned that she has colleagues who are short tempered and do not know how to handle tricky situations:

“They treat very petty issues fuelled by their temper. They snub their students so very badly and I feel that the matter could have been handled in a much better way. The students actually do not want to offend us and we have to keep this in mind. It’s just the way we interpret what they say.”

It is evident that Ms. Seemi is aware of emotional management issues. She is also observant of other teachers and has witnessed how some teachers
emotions can interfere with their relationship with students. Ms. Seemi’s approach is positive and, as stated above, she believes that students do not mean to offend teachers and it depends on teachers how teachers look at a situation and the meaning they attribute. She discussed the difference in her relationship with students over the last 10 years:

“Yes there is a great difference. When I started my career, I wasn’t very confident and I was trying to build repute with my students. I was very strict and careful in my speech and behaviour and my only focus was my lesson, its preparation and teaching. I would not talk a lot with the students. I followed how the other teachers were teaching. I was very precise when it came to rules. Then I realized that it was not about the content, but the teaching style. I realized that the students were not going to harm me and that it was okay to be a little friendly. I was no more afraid of the students’ questions in class.”

In the above statement Ms. Seemi reveals why she was content oriented in the beginning and confesses that it was her own fears and lack of confidence that restricted her interaction with students. With time she realized that students could not do any harm to her and she decided to be friendly and have conversations with students on matters other than learning content. After overcoming her fears and realizing that teaching is not only about content, but also about a teaching approach, she was happy to take all sorts of questions in class. Ms. Seemi’s current level of confidence is evident in her comfort talking about her past fears. Her awareness about her transition in the last 10 years of teaching demonstrates that she keeps trying to understand what is going on within herself as well as in her surrounds. Her realistic awareness about her
feelings and behaviours, as well as of others’, helped her improve her relationship with students.

Ms. Seemi’s attachment profile (Figure 7.5) shows a higher score on secure and dismissing attachment style as compared to the other two attachment styles. Ms. Seemi’s interview information and attachment profile are in agreement and clearly show that she has the ability to develop positive relationship with her students, as she has done.

Figure 7.5 Ms. Seemi’s attachment profile.

7.4.6. Ms. Seemi and her wellbeing

Ms. Seemi is satisfied with her personal and professional achievements and is thankful to God for this. She says:

“So far I am satisfied. I’m working on my PhD thesis, my colleagues are great and my salary is good. When I complete my PhD, hopefully I’ll be getting an even better salary. Hence, most things are good. I am satisfied with the environment. The number of students who like me, understand me and are learning from me is considerably higher than those who may not be.”

Ms. Seemi’s statement is clear evidence of her level of satisfaction with life and her profession. She is confident that she is liked by a majority of her
students. She wants to remain in the teaching profession and has no plans to quit as she became a teacher by choice. She also mentioned that she was very satisfied and loves the profession.

Ms. Seemi’s wellbeing profile (Figure 7.6) depicts the same level of satisfaction as described during interview. She is satisfied in most facets of her life. A high score on item 1 is validated by high scores on other items.

![Figure 7.6 Ms. Seemi’s wellbeing profile.](image)

### 7.4.7. Ms. Seemi and her spirituality

Ms. Seemi aims to have a positive influence on her students as she thinks it is important for the teachers to be liked by students:

“If they don’t like you they won’t learn from you. In order to have a positive influence on them, they should like you if not love you, so that they can learn from you. You should be in their good books. If they don’t like you they will never be comfortable with you and it will be difficult to get expected output from them.”

Ms. Seemi believes that students, like everyone else, listen to and learn from people they like. Therefore, her view is that if teachers want students to
learn from them it is of great importance teachers aim to be liked by their students. If students do not like the teacher, they will not listen.

In the following statement Ms. Seemi discusses her positive intentions for everyone, including her students. She wants to help others and make life easier for them. For her students in particular she wishes to make their learning process easier and interesting:

“I want to be a facilitator for others. I feel that if I can help others and make their life easier, this is great. As a teacher also, I feel my job is to make learning process easy and interesting for my students.”

She explains why supporting others is so satisfying for her:

“I have a very supportive family, and maybe that is why I believe that supporting others makes you feel a lot better about who you are. I believe that this not only applies to blood relations, but to every relationship.”

It can be concluded that Ms Seemi finds pleasure in helping others. The support of her family encourages her to extend support to others. Ms. Seemi also mentioned that her religious and spiritual beliefs are a strong reason for satisfaction with what she has achieved in life. She considers that spirituality plays a role in her teaching and shows spiritual behaviour towards her students.

7.4.8. Ms. Seemi in summary

Ms. Seemi is perceived as the most approachable teacher by three of five students interviewed from the Education department. She is the most approachable among all five Education department teachers students talked about. This teacher has an equal number of characteristics in all three themes. Theme 1 (Table 6.3): individual characteristics have the highest frequency with
her nice and polite behaviour as most popular. She is also appreciated for empathic behaviour towards students, encouraging them and for her attribute of tolerance. Themes 1 and 3 (Table 6.3) also have higher frequency with encouraging student participation in class as the most popular. In terms of her relationships with students, Theme 2 (Table 6.3), her unbiased behaviour, extending help to everyone, giving time to students and allowing them to talk about anything they wish to, are among her characteristics that help students perceive her as an approachable teacher. In addition to these characteristics, she is also perceived as approachable due to the absence of a few characteristics (Table 6.3, characteristics in italics).

Ms. Seemi’s self-perceptions are in agreement with how students perceive her as an approachable teacher. Although not a trained teacher, Ms. Seemi learnt how to build a positive relationship with her students and how to make them comfortable so they can approach her when they are in need of help. Ms. Seemi is satisfied with her personal and professional achievements. She feels supported by others and wants to extend support to others including her students. She has a positive outlook towards life and helping others is satisfying for her. Ms. Seemi is a highly approachable teacher with secure attachment style, realistic and positive self-perceptions, high wellbeing and spirituality.

7.5. Case 4: Mr. Imdad

Mr. Imdad has been a permanent faculty member with the department of Education for the last seven years. His total work experience is 27 years comprising a few years in an administrative role at a university, and a few years as a Mathematics and Science teacher at a Secondary school. He has an M.A. in Education and a PhD in Educational Psychology. Mr. Imdad is 55 and married.
Talking about teacher training, he says:

“We learn a lot in an informal way, I mean from our elders, from books, philosophers, religion and role models. Nobody as such trained me to be like this. My best teacher is my 27 years work experience.”

7.5.1. Interviewer’s observations

Mr. Imdad was cooperative and happily agreed to give time for this interview. He talked about everything in detail. He chose for his interview not to be recorded, hence notes were taken during the interview.

7.5.2. Mr. Imdad’s approachability

Student 3 named Mr. Imdad as the most approachable and Student 5 named him as the second most approachable (Table 7.4), although this student did not say much about Mr. Imdad.

Table 7.4 Mr. Imdad’s characteristics of approachability

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 1: Personal characteristics</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cooperative</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Friendly</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Encouraging</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 3: Characteristics in terms of learning environment and academic support for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

7.5.3. Student perceptions and opinion of Mr. Imdad

For Student 3, Mr. Imdad’s interaction with students in class is the main reason that this student finds him approachable, stating:

“He is that kind of personality who has an enormous influence on us. In his one and a half hour time slot, he teaches us so much more than what his course outlines, and we understand everything so well. He has a lot of
experience and is like a university for us. We've learnt a lot from him. We've heard all other students praising him too. His teaching style is great.”

This student discussed Mr. Imdad’s personality and stated his teaching style is very effective. The learning experience with Mr. Imdad is not limited to course content but goes beyond that which is acknowledged and appreciated by this student. Mr. Imdad’s teaching experience is valued by this student and calling him a ‘University’ is seen as a great compliment in Pakistani culture. For this student, classroom interaction and teaching style are the main reasons for considering Mr. Imdad an approachable teacher.

7.5.4. Mr. Imdad’s self-perceptions of his relationship with students and approachability

Mr. Imdad’s self-perceptions are no different than his students. He says: “My students consider me as their spiritual parent and I wish to guide them in the best of manner.”

Mr. Imdad is a teacher who is ready to extend support to students. He claims students can consult him any time they need and can expect they will be helped. He explains the reason behind his teaching approach in these words: “Other than teaching, the teachers’ responsibility is to counsel students, guide them, contribute to their personality development and character building… I want my future teachers to make great teachers.”

This is Mr. Imdad's opinion about the responsibilities of teachers. He believes that students need great support from teachers. He feels responsible to guide his students and provide counselling as he is responsible for character
building and creating great teachers. This is not something expected of him as a teacher, this is something that he wishes to do out of personal interest.

On his relationship with students, he says:

“Well, I do not want to say much about this. My students should be asked about me. I simply think they see me as a teacher, mentor and father.”

Again Mr. Imdad confirms that his students see him as a mentor and father as well as a teacher. It is notable that he is the only teacher in the department of Education to suggest that students should be asked about how they find him as a teacher. He explains that his teaching experience has influenced his teaching style.

“One always keeps improving and there is a positive improvement in me too in terms of academics a well as personality development every passing day of my life. My students’ positive feedback also informs me of my improvement.”

Mr. Imdad knows that students like him because he is a good teacher and creates a conducive learning environment:

“Students are the best judge of their teachers! You must go and ask them how they perceive me. In my opinion, they find me a good teacher. I always encourage questions and attend to all their questions no matter I am asked the same questions repeatedly sometimes. The atmosphere of my class is not like a traditional classroom, it is different. In my class, students have no fear at all. When students are asking questions in class, it means that the learning process is in place.”

Again Mr. Imdad suggests that students should be asked to give their opinion about him. He stated a number of times that he is liked by students and explained this is because the learning environment he creates is not traditional
and students feel free to ask questions and take part in discussions. Mr. Imdad believes that when students are asking questions the learning process is activated.

Mr. Imdad is of the opinion that his facial expressions are considerably significant in maintaining a positive relationship with his students:

“I always have a gentle look on my face and this also contributes a lot in my relationship. I am never harsh with them. I am always encouraging them. My students trust me! I always had good students.”

This statement shows that Mr. Imdad is aware of the contributing factors to his positive relationship with students. Having a gentle face, encouraging students and never being harsh are very important to maintain good relationships with students. Mr. Imdad has a positive view of his students and himself. Trust was also identified by this teacher as a contributor to the teacher-student relationship.

7.5.5. **Mr. Imdad’s relationship with his students and attachment style**

“I really do not have to make any extra efforts to make my students comfortable with me.”

The above statement suggests that Mr. Imdad’s initial interaction with students is such that they feel comfortable with him. This teacher discussed the behaviour of a few teachers, saying:

“In my opinion a teacher’s rejecting behaviour to his students is a very big crime. Teachers are not supposed to show rejecting and discouraging behaviour... a teacher’s role is just like a doctor who brings individuals back to life and hope. In addition to this, another purpose of my life is to bring ease to God’s people.”
Mr. Imdad’s response shown above demonstrates his spirituality and the duty he feels towards others. He sees a teacher’s role as similar to that of a doctor, but rather than healing the body the teacher heals the mind and soul. A teacher’s rejecting behaviour can never serve this purpose and thus is an offence. Further explaining his relationship with his students Mr. Imdad says that teachers can help students follow their dreams:

“A teacher is a dream merchant! Only when our students will have beautiful dreams, they can reach amazing realities. We are the ones to help them have beautiful dreams. These dreams will lead them to having beautiful realities and the beauty of dreams is that they have no boundaries.”

Mr. Imdad’s interview data shows a caring and loving relationship with his students. He is a mentor for them and feels responsible for their character building. This is a teacher’s traditional role which is still much appreciated in Pakistani culture. Mr. Imdad’s attachment profile (Figure 7.7) shows an equally high score on secure and dismissing attachment style. However, the information he provided in interview and information provided by students showed no sign of dismissing attachment style.

![Figure 7.7 Mr. Imdad’s attachment profile.](image)
7.5.6. Mr. Imdad and his wellbeing

Mr. Imdad stated that he is content with his personal and professional achievements in life.

“I am very much satisfied with everything in my life.”

For him teaching is a profession that gives great satisfaction and therefore he would never think of changing profession. Although Mr. Imdad said he is happy with life during the interview, his wellbeing profile (Figure 7.8) shows a different picture. His high score on item 1 has low validity as he scored low on most other items, though with a high score on satisfaction with standard of living and relationships.

![Figure 7.8 Mr. Imdad’s wellbeing profile.](chart)

7.5.7. Mr. Imdad and spirituality

Mr. Imdad said that God has been very kind to him:

“God has been guiding me throughout and things have been working well for me always.”

In the case of Mr. Imdad, religion and spirituality appear to be interwoven. He acknowledges that it is due to God’s kindness that things in life
have been working well for him and while explaining the purpose of his life he shows how important his spiritual behaviour is:

“My life is meant to bring ease to people’s lives and as a teacher I want to be a facilitator and a fellow traveller with my students in their journey of learning.”

Speaking about the influence of spiritual belief on his teaching style he said there is an obvious link between the two and that he feels responsible for student development. He elaborated:

“God is the greatest educator and we must follow His path. The best education system is one which leads to mental development of students. This develops their analytical skills.”

7.5.8. Mr. Imdad in summary

Mr. Imdad was identified as an approachable teacher by two students. No students found him unapproachable. The list of identified characteristics is not as long as some other teachers in his case. His interview data shows he is a caring teacher and his wish is to contribute to his students’ character building and provide a conducive learning environment.

Mr. Imdad’s self-perceptions are positive and in agreement with student perceptions of him. He has a positive relationship with his students. The interview data suggest he favours teaching out of his secure attachment side of his personality although he is also clearly dismissive in his attachment. Similarly, Mr. Imdad’s wellbeing as reflected in his interview did not match with his wellbeing profile that showed low score on many facets of wellbeing. Mr. Imdad’s interview also shows high value of spiritual belief system with intention to do good to others, help them and make their lives easier.
7.6. Case 5: Mr. Imran

Mr. Imran is a full time contractual employee at this university in the IT department. His total work experience is seven years with teaching experience being four years at this university. Like other teachers, he does not have formal teacher training. Mr. Imran is doing two jobs simultaneously, teaching and office work which he goes to after teaching. He is 33 and married.

7.6.1. Interviewer Observations

Mr. Imran’s speaking style was polite during the interview. He responded to all questions and his answers were not as lengthy as compared to some other teachers.

7.6.2. Mr. Imran’s approachability

Student 3 was the only student to talk about Mr. Imran and this student named him as the most approachable teacher.

Table 7.5 Mr. Imran’s characteristics as described by the student

<table>
<thead>
<tr>
<th>No</th>
<th>Theme 1: Personal characteristics</th>
<th>Freq</th>
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<tbody>
<tr>
<td>1</td>
<td>Polite</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Helpful</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Supportive</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Decent</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Humorous</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Reputable and Praiseworthy</td>
<td>1</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>Theme 2: Characteristics in terms of teacher-student relationship and approachability</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Respects his students</td>
</tr>
<tr>
<td>8</td>
<td>Personally interested in students’ growth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Theme 3: Characteristics in terms of learning environment and academic support for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Keep the classroom environment friendly</td>
</tr>
<tr>
<td>10</td>
<td>Keep the classroom environment joyous</td>
</tr>
<tr>
<td>11</td>
<td>Motivating</td>
</tr>
</tbody>
</table>
7.6.3. Student perceptions and opinion of Mr. Imran

Although Student 3 did not share stories about Mr. Imran, this student praised him in these words:

“If he notices any student is frequently absent and his/her performance is dropping, he will talk to such students and ask about the reason of this and will try to help.”

This statement shows that Mr. Imran is concerned about his students and tries to approach students for their betterment. Discussing his helpful behaviour, Student 3 says:

“If he is available and has time, he will help us right there and then. If no, he will tell us he is busy and we must go to see him some other time. We also contact him on phone easily. It is not a problem at all.”

Student 3 said that contacting Mr. Imran for support is not a problem. One of the reasons of her comfort level with him is the way he addresses his students:

“He treats us just like a father. Although he is too young but the way he treats us, is excellent. He addresses us saying ‘yes, my child’.”

This statement suggests that use of words like ‘my child’ makes students feel comfortable with their teacher and may improve the teacher-student relationship.

7.6.4. Mr. Imran’s self-perceptions of his relationship with students and approachability

Mr. Imran, while talking about the students who consult him, said:

“They consult me for both personal and academic problems. Mostly they come to me for help in their projects. I help them as much as I can. I help
them no matter they are my students or someone else’s. Sometimes, I am very busy but if they want my time, I try my level best to help them. They usually contact me during working hours as I do not encourage them to contact me after hours.”

Discussing his views of how he believes students perceive him, he shared:

“Their behaviour shows they like me and are comfortable with me. If I see them somewhere, I go and start talking to them. They can talk to me frankly and easily joke with me. I think the most important thing for a teacher is to be liked by his students. The students will only listen to the teacher if they like him. They will then listen to him and try to understand value and practice what the teacher teaches.”

As there was only one student who talked about Mr. Imran, there was not much information with which to compare his self-perceptions. Nonetheless, his self-perceptions are in line with the perceptions of the student who identified him as approachable. Mr. Imran endorsed what this student said about his availability:

“They come to me as my expertise is in software development which is a major part of their degree. Secondly, they come to me for consultation because may be they like the way I explain the things to them. I think I understand them very well. I am easily available during the university time. I never refuse to help them. If I am busy I give them some other time to come and see me.”

7.6.5. Mr. Imran’s relationship with students and attachment style

Mr. Imran’s caring behaviour toward his students is an important contributor to his relationship with students:
“The first factor that contributes to a healthy relationship is the teacher’s ability to talk to them as if you are their age. If you act like a dominating figure you do not get as much accomplished with them than when you act as a peer. I remember when I was a student it was difficult for me to consult my aged teachers instead of the young ones as the younger ones used to listen to us and were flexible. Second, teachers’ supportive behaviour is very important. Third, the teachers must keep an eye on their students’ activities. If it is the time for class but they are not going to a class and I see them, I approach them and ask in a light mood, ‘so you are enjoying the weather today and are not in the mood to study?’ This gives them a feeling that the teacher cares about them and that they can be asked if they are missing their classes.”

Above, he talks about three contributing factors that he thinks are important in the teacher-student relationship. Mr. Imran chooses not to be a dominating teacher and is supportive, yet at the same time he does not want his students waste time and manages to convey a message to them in a friendly manner that studying will pay back. He also shows that he has an ability to observe if students are learning what he is trying to teach them. He explains:

“I make sure whatever I am teaching is well understood by them. I believe if students do not understand the basic concepts of a course they will never understand the advanced level concepts. Sometimes, if I feel students do not understand something, I try to explain it again in a way that they will understand.”

Sharing his views on the relationship teachers should have with their students, he talked about his relationship with students as follows:
“I believe while delivering a lecture, the teacher should behave in a formal way, but otherwise should have a good relationship with students. I think I am friendly and humorous with them and this helps establish the relationship.”

Mr. Imran is of the opinion that teachers must try to help students as much as possible. He said,

“In addition to the technical help and support students need, teachers must also try to help with other sort of problems students might be facing.”

This teacher clarified that he did not mean to say that teachers can always solve student problems, but at least they can guide students on how they can ensure their studies are not impacted by life challenges they are facing. He further explained that he did not mean to say that the students must be given concessions, but that emphasis should be on student counselling which is very important and the teachers’ responsibility. This belief is based on some of his personal experiences. Discussing the support his teachers extended to him, Mr. Imran said that had a great influence on his belief system and his teaching style. He said he cannot forget the counselling he received from two of his teachers when he was a student. He said:

“I believe if a teacher gives his 30-40 minutes to a student for individual counselling at the right time when needed, it can be useful for his whole semester or may be his whole life. There was a time I decided to stop studying. It was my teachers who brought me back to my studies. I think most of the teachers here must be extending their support to the students in a similar manner.”
Mr. Imran practices extending support to his students and emphasizes its significance. He learnt to do this through his own experiences as student.

Mr. Imran’s interview information and student feedback show that he has no problem developing a relationship with his students and he cares about them. This information suggests a secure attachment style. However, Mr. Imran’s attachment profile (Figure 7.9) does not show great difference in scores between four attachment styles and his scores are the same on secure and dismissing attachment style.

![Figure 7.9 Mr. Imran’s attachment profile.](image)

### 7.6.6. Mr. Imran and his wellbeing

Mr. Imran’s interview responses show that he is not particularly satisfied with his life.

“Our struggle in life is an ongoing process. We aim for something we achieve that aim and then set a new target for ourselves. I think I am satisfied with my personal life more than 50%.”

In contrast, he is satisfied with his professional life, he said:
“I am very satisfied with my professional role as teacher. I know I am a good teacher. I try to teach them in the best of manner. My students understand everything I teach them.”

Mr. Imran’s score on the wellbeing Index (Figure 7.10) is similar to his interview responses on life satisfaction showing that although he is not happy with all aspects of life, he is happy with life overall. His score of nine on item 1 is a little higher than the average score of other items, which is approximately 7, with higher level of happiness in terms of personal relationships and spirituality. This difference between scores on different items shows that the validity of his responses on this index is not as high as in case of some other teachers.

![Figure 7.10 Mr. Imran’s wellbeing profile.](image)

7.6.7. Mr. Imran and spirituality

When asked if his spiritual belief system influences his teaching style, he smiled and said:

“I was expecting you will only ask me easy questions but now you are asking me this? Alright, first the purpose of my life was to become an engineer, now I want to be a computer scientist. My ultimate desire is to
give progressive and positive input in the organization I work for. I just want to contribute positively in whatever I do in life, including teaching.”

He further said:

“I am teaching as well as working at an office. If at any time in my life, I felt I am not doing justice with my teaching job, I would prefer quitting this job instead of continuing it with a feeling that I am not doing it the way I should have been...I pray regularly and keep telling my students also to pray. The prayers help us develop the habit of staying focused and concentrate on our work.”

His comments show that he believes in staying positive and wants to contribute positively in whatever he does including positive contribution as a teacher. His sincerity with his profession is obvious from the fact that he would choose to quit teaching if he thought he was not doing his job well. These are a few indicators of his spiritual behaviour.

7.6.8. Mr. Imran in summary

Mr. Imran was identified as an approachable teacher by one student. The student who found him approachable mentioned 11 characteristics in total with personal characteristics (Table 7.5, Theme 1) being the most numerous. Student 3 finds Mr. Imran approachable because he is polite, helpful, supportive, decent, humorous and reputable. His relationship with students (Table 7.5, Theme 2) fosters him to be seen as approachable as he respects his students and is personally interested in their growth. In terms of learning environment and student support, these characteristics (Table 7.5, Theme 3) were identified: motivating students and ability to keep the classroom environment friendly and joyous.
Mr. Imran’s self-perception and the way his student perceived him are the same. Mr. Imran is confident that he is liked by his students because of being supportive, helpful and caring. He has a positive relationship with his students. Mr. Imran also talked about students’ counselling needs and suggested it is the teachers’ responsibility to do so as this can play a significant role in students’ lives.

Mr. Imran’s interview data shows he has no problems establishing and maintaining a relationship with his students. Yet, he scored high on secure and dismissing attachment style. Mr. Imran is not satisfied with his personal life, but is fully satisfied with his professional life. He is satisfied with his life overall, with satisfaction in his standard of living and spirituality. He also has a comparatively high score on the wellbeing scale for his personal relationships. Thus, Mr. Imran is an approachable teacher with secure and dismissive attachment style, a moderate level of wellbeing, but with high spirituality and with realistic and positive self-perception.

7.7. Chapter summary

The case-studies of five approachable teachers were presented in this chapter each followed by a brief summary. These case-studies started with the teacher perceived as approachable by the highest number of students and the last case where the teacher was perceived as approachable by one student only. However, there was no doubt about approachability as no students identified any of these teachers as unapproachable. A detailed discussion of the characteristics of approachability, teacher self-perception and student perceptions, attachment, wellbeing and spirituality, with reference to approachability, is presented in Chapter 10.
Chapter 8: Case-studies of unapproachable teachers in the IT and Education departments

8.1. Introduction

In this chapter, six teachers considered unapproachable by students are discussed in separate case studies. This chapter presents a complete picture of unapproachable teachers and shows a contrast between student perceptions of these teachers and teacher self-perceptions. In addition, each teachers’ attachment style, and aspects of wellbeing and spirituality, is discussed in relation to unapproachability. The aim of this chapter is to examine if there is a predominant attachment style for unapproachable teachers and to examine if unapproachability has a link with teacher wellbeing and spirituality. The structure of each case-study is the same as for approachable teachers as presented in Chapter 7.

The student view of the teacher is summarized through an account of interview responses resulting in characteristics gathered in the form of themes followed by student comments based on experiences. This student view is contrasted with a summary, drawn from the teacher interview data, of the teacher self-perceptions of approachability. Finally, each teachers’ attachment style, and aspects of wellbeing and spirituality, are discussed in relation to unapproachability through teacher interview responses and questionnaire results. Each case is summarized here, however Chapter 10 contains a detailed discussion regarding all aspects of unapproachability and connection with attachment styles, wellbeing and spirituality.
8.2. Case 6: Ms. Maha

Ms. Maha has been teaching at this university as a contractual employee for the last 2.5 years in the IT department. This is her first teaching job and she does not have formal teacher training. She is 27 and married.

8.2.1. Interviewer Observations

Ms. Maha was polite, friendly and cooperative.

8.2.2. Ms. Maha’s unapproachability

Fifty percent of students interviewed from the IT department named this teacher when asked about unapproachable teachers. Students 5 and 9 named Ms. Maha as most unapproachable, along with other teachers while for Students 2, 3 and 4 she was the only unapproachable teacher. This shows consistency in student opinion about Ms. Maha’s unapproachability (see Table 8.1).
In addition to Ms. Maha’s described characteristics, student comments are also useful to understand how they feel about her.
8.2.3. Student perceptions and opinion of Ms. Maha

Students shared their experiences of this teacher openly during the interview, other than one student who was not open to discussing unapproachability. Students opinions were based on the experiences they have had with Ms. Maha in class. As a result of these classroom experiences no students, except one, had tried to approach her for help. The one who did approach Ms. Maha for help had a bad experience and decided not to go to her for help again.

Student 2 was not very vocal and did not say much about the teachers she spoke about but did make this comment concerning Ms. Maha:

“We had already heard about her from our seniors that she was not a good person and this was confirmed when she started teaching...throughout the semester she was very rude to us... wherever she saw us, she made sure she said something bad to us...we did not want to talk to her, we even did not want to see her ...we did not like her at all.”

This student comment shows that she had heard about Ms. Maha before teaching contact. Furthermore, when this student had some difficulties in the course and approached Ms. Maha for assistance they had the following negative experience:

“One I went to ask her a question, she started questioning me in return saying: ‘Don’t you know the answer to this question? This is based on such a simple concept and you do not understand this?’ From this I learnt she’d never help us and that is why we never tried to go to her again after this experience of mine.”
This shows that the opinion this student holds about Ms. Maha is based on personal experience and not only on what she had heard about this teacher from senior students.

This student also states that being singled out for behaviours in class in the presence of boys is humiliating and it is destructive to approachability for teachers to behave in ways which embarrass students in class. This student complained that Ms. Maha is not sensitive about the issue and picks on many girls in class criticizing their dress style or anything else. It is important to mention here that this is common practice in Pakistan for teachers to advise students on anything they think needs improvement, including what they wear, and that students respect this. Teachers sometimes talk to the whole class, yet others only talk to the concerned student in private and usually in a polite and suggestive manner.

Student 2 does not appreciate Ms. Maha’s behaviour for several reasons. First, Ms. Maha’s advice is not perceived by this student as advice but as criticism. Second, Ms. Maha criticizes in the presence of other students without thinking how the student may feel about this. Third, Ms. Maha does this to girls in the presence of boys and this is awkward in the university culture in Pakistan.

“I think nobody from our class ever tried to go to her for help. I think the problem was at our end, we did not try to approach her at all when we were having difficulties in her course.”

The above statement is from Student 3 and in relation to Ms. Maha. Student 3 is trying to rationalise why the students do not approach Ms. Maha by saying that the problem was with students as they were too scared to approach her. This student wants to stay humble and does not want to say that Ms. Maha
scared them but that it was the students’ who felt scared and wants to hold students responsible for not approaching her. Nonetheless, the overall picture presented is that Ms. Maha scares students to the extent that they do not have courage to approach her.

Although Student 3 is blaming herself and other students for not approaching Ms. Maha, but they explain the reason of not going to Ms. Maha in these words:

“I think we did not have the courage to go to her. We feared a bad response from her if we tried to ask her for help. We were happy to solve our problems through group study or consult our seniors for help.”

Hence, students feared a bad response from Ms. Maha and that is what defined this teacher as unapproachable. Rather than approach Ms. Maha, students preferred group study to solve problems themselves. Student 3 discussed fearing Ms. Maha while indicating concern regarding course assessment, stating:

“For us the biggest concern remains our assessment. Sometimes we are careful in our behaviour with teachers so that it does not have any negative impact on our assessment. It does not mean our teachers convey this message to us but these are just our own fears. We do not want to have a bad relationship with our teachers and then suffer at the time of our assessment.”

This student did not explicitly express how she felt about Ms. Maha, but did discuss fears and concerns that indicated feeling uncomfortable to approach Ms. Maha for help. In contrast, Student 4 did explicitly state a negative opinion of Ms. Maha, discussing in-class and other experiences with this teacher. Student 4 discussed Ms. Maha saying:
“Perhaps she is jealous of us. If we are nicely dressed, she will get irritated and start taunting us in a personal manner...We do not understand why and how she has become a university teacher... most of the students believe she is insane. She is not normal!”

According to this student, Ms. Maha was in the habit of objecting to all that students do. Student 4 also informed that this teacher once approached three students in private and offered to give them passing marks if they agreed to not to talk to anyone in the department about her.

This student continued discussing Ms. Maha:

“If we were eating something and she saw us, she would say ‘look at the way you are eating.’ If we were sitting somewhere, she would come and ask us why we were sitting the way we were. If we were walking and she saw us, she’d advise us to walk in a proper manner. She would object to everything we did.”

Furthermore, this student stated:

“She has got her degree from a very good university but this makes no difference at all. You know teachers are entitled to maternity leave. She gave birth and on 21st day she was here in the university. Can you imagine? How can we expect a woman to care for us who does not care for her own child?”

This student was visibly upset while sharing experiences. When talking about experiences in class this student recalls:

“If we asked her any questions, she would start asking us in return ‘what kind of background knowledge do you have that you are unable to understand such simple concepts?’ She used to get angry if we asked her questions in class. She sometimes used to get so angry that she would
literally start throwing her books on floor or on the front table showing us her anger and telling us that we are such bad students that we cannot understand simple concepts that she was trying to explain to us.”

This comment has some similarity with the previous student’s comments. Hence, it is evident that Ms. Maha does not welcome student questions and actively discourages them. By criticizing students and showing anger this teacher is perceived negatively by students. Students consider this teacher insane and not deserving to be a teacher.

At the start of the interview with Student 5, this student was asked to think about all teachers who had taught her and the spontaneous reaction to make a bad face, like she was gagging. Before the interviewer could finish the question Student 5 remarked:

“Oh no, shall I really have to think of them all?”

Thinking about all the teachers was not pleasing for this student.

Regarding Ms. Maha Student 5 said that she never wanted to go to this teacher’s classes, stating that Ms. Maha treated students in such a manner that no student liked to approach this teacher. According to Student 5, it was useless to have expectations of Ms. Maha. Like other students, this student also discussed the assessment issue, as follows:

“All the teachers have their own individual styles. This was her style. Due to her attitude and having no control over her temperament, she failed us all and we suffered greatly. We still have to attend this course again and sit an exam.”

She further explains:

“Her course was unbelievably lengthy and then she would not cover all the topics in the chapters. She would only discuss a few topics and then
expect us to understand the rest by ourselves, while in the exam all
questions will be included from the topics she never taught.”

As this student states, Ms. Maha’s teaching practices are not appreciated
as this teacher knowingly includes questions in the exam paper that have not
been covered in class and then students fail the exam. Expressing her opinion
about Ms. Maha, she says:

“God gives the teachers a chance to work in such a sacred profession, but
they behave in a way as if they have some personal or family conflicts
and they find it right to direct all their anger and frustration on us. They
insult their students without any reason.”

This student looks at the profession of teaching as sacred and has
corresponding expectations of teachers, but Ms. Maha’s behaviour is identified
by this student as insulting and inconsiderate. Therefore, she concludes that Ms.
Maha does not fit in the frame of this sacred profession due to her insensitive
behaviour with students.

Like other students, Student 9 never wanted to approach Ms. Maha to
seek help. Student 9 stated that Ms. Maha treated students in a bad manner and
this made the students stay away from her and to not have expectations of her
outside class. Student 9 stated that once their Head of Department discussed
their class with Ms. Maha and mentioned that this batch of students is his
favourite class. In the next class, Ms. Maha said to the class:

“I do not believe this. How could you be his favourite class, such non-
serious students?!”

Ms. Maha’s statement communicated to students that she did not
appreciate them at all. This student further said that students who failed in her
course are supposed to take the course in the summer semester and hoped that
someone else would teach the course. If Ms. Maha started teaching, he said with a smile:

“We will keep flattering her from the beginning...(keeps smiling and continues)...we know this will work in her case. There are some teachers who like their students praising them and she is one of them, so we will, hoping she does not put us in trouble once again in the exam.”

It appears that students can be very clever in handling difficult relationships with teachers.

8.2.4. Ms. Maha’s self-perceptions of her relationship with students and unapproachability

Contrary to what students said about Ms. Maha, talking about herself she informs:

“I think I am a very positive person and my positivity brings my students to me.”

Hence, there is a huge difference between her self-perception and how she is perceived by students. When asked about students’ perceptions about her, she says:

“Hmm, how do they perceive me? How can they perceive me? (thinking) … well...hmmm...they must be talking about me...but actually I have no idea how they perceive me. I do not get into such things, truly speaking.”

This shows Ms. Maha is does not understand how students perceive her and she is also not interested to find out. When asked about how important it is for teachers to be liked by students, Ms. Maha stated:

“Yes this is very important to be liked by our students. It gives us great feeling knowing our students or anybody praise us. Even if somebody
talks about lots of negative points in us but acknowledges one positive point, this is an achievement. I understand I must have many negative points in my personality but I know I am not that bad, so if someone talks about something positive in me, this gives me pleasure. Who does not like hearing good things about oneself? There is something good in all of us, it is just if others can see and find it or no.”

Ms. Maha thinks of herself as a positive person and mentioned she likes to be praised, as discussed by Student 9 above.

Answering a question about the teaching profession, Ms. Maha said that she plans to stay in the profession as she can learn and grow skills in IT which is what she highly values, stating that continuous learning is a part of the IT profession.

In conclusion, there is great disparity between how Ms. Maha sees herself and how her students see her. The only two commonalities found between her students opinion and her are: a desire to be praised (discussed above) and strictness (discussed below).

8.2.5. Ms. Maha’s relationship with students and attachment style

Ms. Maha believes that students respect her as students do not misbehave with her, not even male students. This teacher stated that she is comfortable with students, both boys and girls discuss problems with her and she has never had any issues in her relationship with students. However, Ms. Maha reported that early in her teaching career a few students told some of her colleagues about the problems they were having with her. She said when new teachers start their career other teachers do talk to their students and are keen to know their views about new teachers. She says while doing so these teachers
ignore their own teaching styles demonstrating that she is not happy about other teachers being concerned about her teaching style.

“Out of those teachers, a few of my friends asked me ‘what do you do in your class that scares your students so much?’ I did not know so I asked my colleagues about it. They told me the students are getting uncomfortable due to the strictness of the deadlines they have to follow in submission of their assignment.”

This comment suggests that Ms. Maha was aware of upsetting the students due to strictness in assignment deadlines as she was told by other teachers and not students. However, it seems she was unaware of the problems in her behaviour identified by students in interviews. When asked how she felt about the student feedback, she said:

“I did not mind it at all. Actually, I was already having this feeling of being too strict and so I was not shocked but my self-judgment got validated. I realized my strictness was wrong. I then felt I must bring a slight change in my behaviour.”

Ms. Maha was then asked if students were happier after she introduced this change and she said she thought so. This teacher remains uninformed about how students feel about her largely because she does not seek student feedback, as she indicated herself that she pays little or no regard to how her students view her.

Ms. Maha’s self-perceptions suggest that she considers the relationship with her students is good. Expressing her concern for students, she informs:

“If I did not concentrate on anything in my life that I later realized was so important for my professional development, I would guide my students
not to repeat the mistake of ignoring such things in their lives. I want to
guide them so that they can be successful in life and advise them to work
hard.”

It is strikingly ironic that Ms. Maha states that she cares about her
students and wants to advise them, while no student acknowledged that Ms.
Maha advises them in a positive manner. Continuing her conversation about
care for students she says:

“Other than many academic problems, most of them do not have strong
moral values, they have communication problems and even they do not
know how to dress up in an appropriate manner. We as teachers have to
help them learn manners and etiquettes. As a teacher sometimes I tell my
students that the way they are dressed up is not appropriate for coming
to an educational institute.”

The above statement concerns the issue discussed by students where
students expressed that Ms. Maha disapproves of how they behave and what
they wear. This teacher is unaware of the way students feel about her
communication style and behaviour as she does not realize that students find
her approach offensive and unwelcome. Ms. Maha talks about continuing her
teaching job and explains why she wants to stay in the profession:

“I am a married woman and have lots of responsibilities. University
timing suits me a lot and I can easily manage with all my responsibilities.
I actually do not see anything challenging for me over here neither in
terms of the work I am expected to do nor in terms of relationship with
my colleagues and students... I feel like doing the best I can on my end to
help all the students.”
Unlike approachable teachers, the above statement suggests that Ms. Maha has a desire to remain in the job for personal convenience and there was no mention of being passionate about teaching.

 Asked if she could think of anything else significant to mention in terms of her relationship with students she replies:

 “What else? I do not know. They can give better information about this. I do not know, may be my students can tell you better! I must say...I think I am not a very strict teacher, but I am a strict teacher.”

 Again, Ms. Maha indicates she is not aware of student perspectives of her teaching approach. While seeking student feedback is not a teachers’ responsibility, each of the approachable teachers had some awareness of how they are perceived by students.

 Ms. Maha says that she is a not a very strict teacher, but is still strict. She has received feedback about strictness in past as well and tried to change yet she stills recognizes her strictness. This is the behaviour that she is aware of that bothers students and her statement suggests that she has changed from being very strict to strict which seems a minor change. Therefore, even though Ms. Maha is aware that strictness offends, strictness remains a consistent characteristic of her teaching style.

 Ms. Maha’s attachment profile (Figure 8.1) shows her attachment is dominated by a dismissing style.
Ms. Maha's attachment profile.

A dismissing style means Ms. Maha has a positive model of self, but a negative model of others. People with a high score for dismissing attachment style prefer to avoid people and do not want to develop relationships. These characteristics are consistent with Ms. Maha's attachment self-description, her relationship with students and the way students perceive their relationship with her.

8.2.6. Ms. Maha and her wellbeing

Ms. Maha reports that she is satisfied with her life:

"I will not say I am completely satisfied as there must always be an urge to move ahead. Complete satisfaction means we will stop making progress and improving. Although I am satisfied, but I want to keep making progress and want to have improvements in everything I am doing."

She describes her satisfaction with her personal life and comments on her professional achievements:

'I have a good married life, a very good married life, so what other personal achievements can I think of? I have kids, everybody is happy with me, my kids, my husband and my in-laws. Family life is the first
priority of anybody’s life and everything else comes after this. Thanks

God they all are happy with me and I am happy too...being very honest, I
have no professional achievements. I am trying my level best to achieve
certain targets I have set for myself in the coming years.”

Ms. Maha discussed personal relationships in response to the question of
satisfaction with life, however she did not mention students and acknowledges
that she has no professional achievements.

Ms. Maha’s score on the wellbeing questionnaire depicts a reasonably
high level of wellbeing. The scores on item 1 and average score of other items
indicates validity of the score. However, it is interesting to note that Ms. Maha
has low satisfaction for feeling a part of community, again consistent with a
dismissive style. Figure 8.2 shows a graphic presentation of her score on the
wellbeing Index.

![Figure 8.2 Ms. Maha’s wellbeing profile.](image)

Ms. Maha’s score on wellbeing is very high on personal relationships and
low on the community relationship. There is a possibility that she has
satisfactory relationships in personal life, but not at the community level. There
is also the possibility that she is pretending to have excellent personal relationships, but the real situation is different.

8.2.7. Ms. Maha and her spirituality

Ms. Maha is of the opinion that professionals, such as teachers and doctors, follow the path of prophets. These are divine professions. She conveys her thoughts like this:

“We must not teach only for the sake of doing our duty, but with the intention of giving our students something that is useful for their whole life. I am trying to do the same. I am also learning and improving myself every day...I want to become a very true and good human being. This is the only purpose of my life and I am trying to achieve this.”

Thus, Ms. Maha acknowledges that teachers should give something to their students that is useful for their whole life and has a desire to improve to become a better person. She further explains:

“My religious and spiritual beliefs play a significant role in my teaching. Many teachers have extraordinary knowledge but do not know how to convey this effectively to others. There are some who intentionally do not want to share their knowledge as they believe by sharing they will lose their importance. Whereas, I strongly believe in what our religion teaches that to share our knowledge with others is the best form of charity. Sharing of knowledge increases our own understanding. I want to share with my students anything new I learn.”

Ms. Maha’s comments lead to the interpretation that she believes in sharing knowledge as a form of charity and wants to be a teacher who actively
shares knowledge. However, elements of spirituality are not noticeable in her responses concerning behaviour with students.

8.2.8. Ms. Maha in summary

Ms. Maha was identified as the most unapproachable teacher by students. Half of the students interviewed talked about her unapproachability and none reported that she was approachable, indicating a high consistency among the student opinion.

The highest frequency of characteristics for Ms. Maha is for Theme 3: Learning environment and characteristics in terms of academic support to students. This is followed by Theme 2: characteristics in terms of relationships with students and unapproachability. Though, the number of characteristics in Theme 3 and 2 is the same. The most disliked characteristic are: aggressive behaviour such as yelling at students, throwing books on floor in class and telling them they are very bad students. Students are not happy with her course as they find it too lengthy and because she does not teach the complete course content yet expect them to have knowledge of everything. Among the characteristics highlighted in Theme 2, the most frequently pointed out difficulty for students is that they fear Ms. Maha. She is also known for targeting students on a personal level and her behaviour indicates she is upset and unhappy with them.

Student perception of Ms. Maha is consistent and similar kinds of issues were highlighted by all students. They all discussed her behaviour in class and clearly conveyed the message that they had deduced from these behaviours that they would not be welcome to consult Ms. Maha outside of class. They all spoke about problems in terms of her teaching and course assessment style. In
addition, many of students experienced Ms. Maha’s critical comments towards them and at the same time noticed that she liked to hear positive remarks regarding herself.

The two common characteristics perceived by Ms. Maha and her students are her strict behaviour and desire to be praised. Other than these two characteristics, there is no commonality between student and teacher perceptions. Ms. Maha showed little awareness of how her students perceive her and appears disinterested in seeking student feedback. It is also possible that she is aware of negative student perceptions but chose to conceal this knowledge in the interview. According to Ms. Maha she wants to contribute to her students’ success, but no evidence of positive attachment with students was identified in this study. The dominating attachment style in her profile is dismissing. People with this attachment style have a tendency of having a positive view of self and a negative of others and are not keen to develop relationships. Ms. Maha’s wellbeing is generally high and this may be because she is happy with her personal life and is not much bothered about her professional life and student perceptions about her. This may also be the reason for her high satisfaction with life. Although Ms. Maha appears to be a religious person, she does not display indicators of spirituality in her relationship with students.

**8.3. Case 7: Mr. Ali**

Mr. Ali is a permanent faculty member in the IT department. His total work experience is 9.5 years and he has been teaching at this university for 8.5 years. He does not have any pre-service or in-service teacher training. He
informed that he was never given a job description and said, 'having one would be good.' He is 33 and single.

8.3.1. Interviewer’s Observations

Mr. Ali remained serious and focused throughout the interview and answered each question keenly.

8.3.2. Mr. Ali’s unapproachability

Mr. Ali was reported as unapproachable by two students. Student 7 named him as the most unapproachable teacher and Student 5 named him as the second most unapproachable. The characteristics described by these students are a mix of positive and a negative characteristics.

Table 8.2 Mr. Ali’s characteristics of unapproachability

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 1: Personal characteristics</th>
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<tbody>
<tr>
<td>1</td>
<td>Strict</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Looks too serious</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Good personality</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Flirts with girls</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 2: Characteristics in terms of relationships with students and unapproachability</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Inform the students of his powers/authority in the beginning of semester and inform them what he can do if they do not behave</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Humorous at times</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 3: Characteristics in terms of learning environment and academic support for students</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>The students are unable to understand whatever they are taught</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Stiff tone in class</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Attending his class is not a pleasant experience for the students</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>He thinks the students already know everything</td>
<td>1</td>
</tr>
</tbody>
</table>

8.3.3. Student’s perception and opinion of Mr. Ali

The students commented about their experiences with Mr. Ali, as follows.

Student 5 states:
“He always had some personal grudge against me which I could never understand. He taught me a course in a previous semester too. Only I failed in his course and I know my paper was not bad. It is his record nobody gets failed in his courses. I am the only one to fail his course. I hate him. He wasted 6 months of my precious life.”

This student is of the opinion that Mr. Ali has been hard on her due to personal reasons. She said that after she failed in his course, she went to see him and discuss her result with him:

“He said, 'You should have called me.' I asked, 'Why was there a need to call? My paper was not bad, my project was complete and submission was timely.' He said, 'I never had your project in my inbox.' He again said, 'You should have called me to inform me you emailed the project.' I said to him, 'I do not understand why for everything you just want me to call you.'"

This student expressed annoyance at Mr. Ali’s attitude not only for assignments and project submission, but also due to an attendance issue. This student admits she is a bold girl and can talk to anyone. She discussed another dialogue with Mr. Ali:

“I once asked him straight away, 'What is your problem? Why did you report my attendance is short? I have noted all your lectures and can show with dates. There are so many other students who rarely attended your classes. You have no problems with them, but you put me in trouble.' He again said, 'Why didn’t you come to talk to me, I could have taken care of your attendance.'
She clarifies that Mr. Ali did not mark their attendance on the register, but on pages and pages can get lost. She is of the opinion that she is suffering due to his carelessness and believes that this teacher wanted to flirt with her.

“He was so desperate for me to call him or see him, and if I had I could get all the favours.”

In case of this student, she was aware of this teacher’s flirtatious behaviour with her and disliked the way he taught as she could not understand it well. These were the two reasons that led to this student identifying Mr. Ali as unapproachable.

Student 7 informs that Mr. Ali taught in the last summer semester. Summer courses are offered to students who failed in those courses earlier. This student is of the opinion that Mr. Ali should have kept in mind that these students may be weak and he should have adopted the most suitable teaching methodology accordingly. This teacher should have started from the basics and only then moved to explain difficult concepts, but this did not happen. Student 7 reports:

“We did not use to ask him too many questions in class but whenever we did, he answered. Yet, I could never enjoy his class.”

When asked if he ever consulted him after class to help him understand the things in a better way, he informs:

“It was already difficult to attend his class, I never felt like going to him in any other situation. We would rather consult our seniors for help.”

For this student, Mr. Ali’s teaching style was the main problem. Moreover, he did not have a comfortable relationship with this teacher. He says:

“Every teacher is different and has a unique style. May be he wanted to keep us in limits and he thought this is necessary to do for his own
dignity and to make us respect him. When he is in a very bad mood sometimes, we believe he definitely had a disagreement with his wife in morning.”

The student’s statement suggests this teacher had an unpredictable mood in class in addition to not being able to establish a warm relationship with students. Interestingly, the students do not know much about this teacher given the students wondered if the teacher had some disagreement with his wife although the teacher is single. It is common for students in Pakistan to have some information about the teachers’ families. Teachers sometimes talk about themselves and refer to family members when talking to students and colleagues. This level of self-disclosure is usually expected in social interactions in Pakistani culture, but was not evident in Mr. Ali’s relationship with students.

8.3.4. Mr. Ali’s self-perceptions of his relationship with students and unapproachability

Describing his relationship with students, Mr. Ali claims to be friendly:
“I believe I am friendly and soft in class. The students live up to my general expectations which are often unspoken. For example, I expect students to be quiet when I am teaching and they are attentive in class, they usually live up to these expectations. I am also lenient and keep them at ease in class.”

This is in contradiction to the above student’s statement of Mr. Ali being a strict teacher.

When asked about his opinion of whether students like him, he informs:
“They don’t hate me ...(a little pause). It’s a hard question. Their facial expressions, their attentiveness and presence in the class tell me they
don’t hate me. By certain behaviours that they show, I can tell they like me. For example, some students greet (say Salam) me when I’m walking down the corridor."

The response suggests he is a little unsure about his students’ opinion of him and he admitted that to reflect on the students’ opinion was a little difficult for him. Nonetheless, he thinks students would choose to approach him for help: "You know, for the course I am teaching them, they will ask me for help obviously. But I also think that they feel relaxed around me. If they ask me for help, they know I won’t react in a bad way and that I will help them. I won’t taunt them or be irritated with them."

This is in agreement with the statement of Student 7 who said that this teacher attends to students’ questions in class.

8.3.5. Mr. Ali’s relationship with his students and attachment style

Mr. Ali expresses his views about the profession of teaching:

“I used to think I will change this profession when I started my career. I actually never wanted to adopt teaching as my profession. But my father was a teacher and he taught for forty years, I believe it was in my blood. I didn’t really want to be a teacher. Someone else sent my CV here and when I started teaching, I thought I was going to be here for one semester only. When that semester passed though, vacancies for a permanent job came up. I applied because everyone else was applying. I was all set to go overseas, but I thought that for the time being I should just continue this job. Even after I was permanent and enjoying the job, I was teaching with all my heart, nevertheless I still wasn’t planning to stay. I wasn’t content with the fact that I would teach all my life. Then my
father had an accident, and I abandoned the plan to go overseas completely. I decided to stay with my father and got closer to him once again after my childhood and started spending more time with him and his personality started influencing mine. That was the time when I decided that I would stay in the teaching profession.”

Therefore, teaching was not a passion or a priority profession for Mr. Ali when he began teaching. However, now he wants to stay in the profession and enjoys teaching.

Mr. Ali stated that students should like their teachers enough so that they are able to learn from them, because if they do not like the teacher they will not listen to what the teacher says. He mentioned that sometimes students come to ask him for help concerning their personal lives and academic lives. They ask him for guidance and he is happy to guide them spiritually and morally. Mr. Ali explained that a few students do approach him but not many:

“Mostly when students don’t come to me, it doesn’t mean they don’t need help. They do, but they don’t come to me.”

When asked how he knows if a student needs help, Mr. Ali said their impressions, overall behaviour, attention and presence in class informs him a student needs help.

Mr. Ali acknowledges that his teaching style has changed a lot over last 8.5 years. He stated that at first he was too friendly with students, but now he is less like that. He said he used to talk about other things besides teaching the course a few years back and at the time he thought that character building of students mattered a lot. Over the years, he realized that this has no influence on students and hence stopped talking about those useless things. Therefore, due to the absence of visible change as a result of his efforts he was discouraged to
keep up this behaviour. He also noticed a change in the students during these years:

“With time one starts being less emotional but wiser. We all want to change ourselves but at the end we have to listen to our mind not heart...At first, they were a little shy, but now they aren’t as shy, especially the girls.”

Thus, Mr. Ali has been trying to be wiser and not be influenced by emotions. Mr. Ali was asked about his interaction and experiences with his male and female students. He informed that boys consulted him more than girls. Talking in particular about female students he said, for them this is a different scenario:

“Regardless of whether the teacher is attractive or not, for female students this scenario is attractive and interesting...But the number of female students who approach me now is increasing. I think it is because the society in Pakistan is becoming more open.”

In response to the question why female students do not approach him as frequently as males, he said it depends on what the female students are like. While some of them are brilliant in class, they still do not like to approach male teachers and avoid doing so due to their cultural value system. Sometimes they even avoid asking questions in class. On the other hand, a few girls were not reluctant to approach him.

Mr. Ali’s attachment profile (Figure 8.3) shows that the dismissing attachment style is dominant over the others with a high score also for secure attachment style.
8.3.6. Mr. Ali and his wellbeing

Mr. Ali describes himself as satisfied with his personal and professional life, though not happy with his personal achievements but at least content with them. Explaining the difference between being happy and content, he said he was not regretful about whether or not he should have achieved something, but he wanted to achieve more.

His total wellbeing score on the wellbeing index (Figure 8.4) showed a little disparity due to a score of 10 on the first item and an average of 8 for rest of the items. His score was high on first item and last two items with a comparatively low score for the remainder.
8.3.7. Mr. Ali and his spirituality

Discussing the responsibilities of teachers, Mr. Ali stated that teachers have a moral responsibility to guide their students. While they have to make sure students understand course content, teachers should give moral guidelines to students. In Mr. Ali’s view a teacher should not just give students a video lecture. Rather, when the teacher is present in the class there should be an influence on students and the moral strength of the teacher must be extended to students:

“To me, a good life would be to lead a pure spiritual and religious life, to lead my life in submission to Allah and to gain understanding about Him. I want to achieve other feats too, but this is the main one - submission to Allah. This was and is my goal!”

He stated that spiritual and religious beliefs influence his teaching style:

“You can’t separate that from anything. I think that whenever you learn something through religion, it definitely impacts on your teaching a lot. For example, if students give you a negative reaction and you still want to stay humble, this happens because of your religious strength. I believe religion and spirituality fall under the same bracket and complement each other. They definitely do make me a better teacher. No matter what profession, religiousness and spirituality make you better at it!”

Mr. Ali argues that religion and spirituality influence him in whatever he does. However, while he talks about religious beliefs, the influence of spirituality is not very clearly expressed. As noted in the previous section, in the past he talked about topics in class that could be beneficial for students generally, but does not do that anymore as he does not see that it makes much
In Mr. Ali’s case, a high level of dedication and concern for students is not visible.

8.3.8. Mr. Ali in summary

Mr. Ali is the second most unapproachable teacher after Ms. Maha. In total, two students named him as unapproachable, no other students talked about him. Theme 1, personal characteristics and Theme 3, learning environment and characteristics in terms of academic support for students have an equal number of characteristics. Theme 3 has the highest frequency of characteristics, followed by Theme 2. Students complained they did not understand his lecture and he had stiff tone in class. Students also stated that he was strict, looked too serious and flirted with girls. At the same time, students acknowledged two positive characteristics of this teacher that he had good personality and at times was humorous in class, yet this did not change the overall impression of unapproachability for these students.

Unlike approachable teachers, teaching was not a passion for Mr. Ali and he became a teacher by chance more than by choice. This lack of interest in the teaching profession in the initial stages of his career may be a reason that he is not sensitive about certain behaviours and his unawareness of the behaviours that are not appreciated by students.

Not many students approach Mr. Ali, but there were a small number of students who did. This teacher is aware that if they do not come to him, they may consult someone else. It is concluded that he never had a warm relationship with students other than a few for religious and spiritual guidance and these were boys only. However, he observed changes in students’ behaviour over the years in their interaction with teachers and that is why girls also may
contact him now. Besides course content, he used to focus on students’ moral development as well, but chooses not to do this anymore as he sees it as a waste of time. He discussed following his mind and not his heart, unlike when he started teaching. While considering his attachment with students, the fact that he did not want to be a teacher cannot be ignored although he stated that he wanted to stay in this profession now.

Mr. Ali’s and his students’ perception about him is not in harmony as seen in the following incongruences. No student named Mr. Ali as approachable and the two who named him only did so in terms of unapproachability. In contrast, Mr. Ali said that a few students do approach him to seek help. Mr. Ali does not know that his students find him strict and find it difficult to understand his lectures which means either he does not take interest in getting student feedback or even if he had some idea about how they see him he did not prefer to be informed about this. Mr. Ali is not highly satisfied with his life achievements and his wellbeing profile also reflects low life satisfaction. He stated that his actions are strongly influenced by his religious and spiritual beliefs, however observations of him, such as being a strict teacher and informing students of his powers to put them under pressure, indicates his spirituality has not been integrated into his teaching practice.

8.4. Case 8: Ms. Hira

Ms. Hira has been teaching for the last seven years, and in the department of Education in this university for the last four years. She holds a Masters in English and Education. She is a 34 year old married woman.
8.4.1 Interviewer observation

Ms. Hira happily gave time for the interview and was involved in the conversation in a serious manner. Most of her conversation was critical in terms of student behaviour and teacher responsibilities.

8.4.2. Ms. Hira’s unapproachability

Students 1 and 2 named Ms. Hira as an unapproachable teacher.

Table 8.3 Hira’s characteristics of unapproachability

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 1: Personal Characteristics</th>
<th>Freq</th>
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<tbody>
<tr>
<td>1</td>
<td>Uses swear words</td>
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<tr>
<td>2</td>
<td>Taunts the students</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Awful facial expressions</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Does not know how to respect the students</td>
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</table>

Theme 3: Characteristics in terms of learning environment and academic support for students

<table>
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<tr>
<th>No.</th>
<th>Theme 3: Characteristics in terms of learning environment and academic support for students</th>
<th>Freq</th>
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<tr>
<td>5</td>
<td>The students are unable to understand what they are taught</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td><em>Teaching style is outstanding</em></td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Her teaching style is not good</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Would cover two or three chapters in one lecture and this is not fair</td>
<td>1</td>
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</tbody>
</table>

8.4.3. Student perception and opinion of Ms. Hira

Describing Ms. Hira in general, Student 1 said:

“She is not a happy person. She looks like she’s always ticked off and angry. She’s always made up a face when around. I have no respect for her at all. Earlier we used to greet her but not anymore. I don’t even feel like looking at her, she stooped so low.”

This student portrayed a negative picture of Ms. Hira and the main reason seems to be non-verbal communication of anger and unhappiness. This student discussed an event to explain what kind of behaviour Ms. Hira shows to her students:
“Let me tell you what happened once. We had a party/function here, one of my friends did modelling and a couple of other girls wrote some poems about the teachers. The teachers took the poetry in a negative sense and thought it was directed at one of them. She apologized to everyone, but they made this a personal issue. I was with this girl and I got in trouble for no reason. I get that the teacher could say something about modelling and the poetry, but I didn’t even do anything. But this teacher, she just told me off and said that you were dressed up in western style and stuff like this. She had no right to say stuff like this to me. My parents do not object and I can wear what I like. The university does not have a dress code, and what I was wearing wasn’t even vulgar at all. And that teacher made a whole issue about my dressing style. She told me in class, ‘You were looking like a play girl.’

This student tried to have a conversation with Ms. Hira to discuss the issue, stating:

“She didn’t give me a proper response. She was much too sweet about it, saying ‘Okay, what can I do for you?’ with a smile on her face. And it wasn’t even just us that she did this to, she was harsh to a few other girls as well. Last semester, she did this to another girl too and a complaint went in about her.”

When asked if course assessment was influenced following this incident the student responded:

“Yes, it definitely did. She didn’t give me good marks for my exam. With us students, there is a major problem: we can’t confront our teachers for not giving us enough marks. Only the Head of Department can do so and he hardly ever looks at our papers.”
This student’s opinion is based on personal experience. She found Ms. Hira to be very harsh and when Ms. Hira called her a playgirl in class it made her really upset. When she approached Ms. Hira afterwards to discuss the issue, the student did not get a satisfactory response. The student feels that her course assessment was affected by the situation and she could not do anything about it.

Student 2 named two teachers as unapproachable and these are the same two teachers who were admired by two previous students for supporting them against the exam cheating case (Chapter 6). This student lives in a hostel and sometimes visits her brother and stays at his place. Student 2 stated:

“I only dislike these two teachers: Ms. Hira and Ms. Jiya. Even if I complain in writing no action will be taken against them. Ms. Hira will always remain like this. She called me a playgirl in front of the whole class. I wish I could kill her. She commented on my dressing, and that was really harsh on me. I went to my brother’s place and cried and cried. Then I was hospitalized for three days and on drips. All this happened as a consequence of her behaviour with me. I wanted to complain to the DG. I complained verbally, but he asked for a written application. If I complain in writing the other teachers will know and I am afraid my final assessment may badly suffer. Not only mine, but everyone else’s too in class. She showed so much favouritism in the exams too. She ruined my life. I wish she has a daughter and her teacher says these words to her, so that she can understand how it feels. Everyone at my home knows about her. Even thinking about her now is so painful for me.”

Student 2 used very strong words regarding Ms. Hira in the above comment. She holds Ms. Hira responsible for ruining her life and creating serious health conditions. This student has shown strong negative emotions
which are visible by wishing Ms. Hira dead or to have a daughter who goes through a similar experience so that Ms. Hira can understand her pain. This university does not offer any counselling services to teachers or students and it is unfortunate that this student could not get help to deal with her emotional state. At the same time it is notable that she did not choose to take the initiative to approach other teachers for support in this matter, even though she mentioned Ms. Seemi as the most approachable teacher (Chapter 6).

This student discussed another experience:

'When it was an exam of another course, I called her to explain a question to me that was not clear enough for me to understand. She came and was extremely annoyed. Instead of explaining the question to me, she started yelling at me and insulted me. She did not care it was exam time and students are already nervous during the exam. She was not supposed to treat me like this.”

The student found Ms. Hira's behaviour insensitive and uncaring.

Talking about Ms. Hira’s teaching style she suggests:

“She needs to attend Ma’am Sana’s classes so that she learns how to teach. We hate the subject that she taught us, not because the subject was bad, but because her teaching style was terrible. She explained too much in a very short time and we generally did not understand what she is saying. Her facial expressions are usually awful although she is okay when she comes happy from home I guess.”

This student dislikes Ms. Hira greatly due to two negative personal experiences where the student did not approve of Ms. Hira’s stance and behaviour.
8.4.4. Ms. Hira’s self-perceptions of her relationship with students and unapproachability

Ms. Hira’s self-perception is inconsistent with how she is perceived by students. Neither of the students highlighted the characteristics that Ms. Hira identified in herself. Indeed, the picture portrayed by students is completely opposite to how Ms. Hira describes herself, claiming:

“I am empathetic, I have a smiling face, I am soft spoken and the like. The first impression you have on someone is extremely important. I am very friendly in class. I like to be friendly. I believe love, affection and care have great power.”

Ms. Hira claims to be a friendly and empathic person, whereas students see her as someone who taunts, uses swear words and does not respect students.

In terms of perceptions about her relationship with students, Ms. Hira provides a mixed response. She informs that there are different types of students and she has a relationship with them accordingly:

“It depends whether a relationship can be considered good or bad. Over the years, I have got a variety of feedback from the students. There are a few who acknowledge that my advice is valuable and very good, others who don’t like me giving them any advice, and still a few others who are least bothered about anything and do whatever they wish to do. Irrespective of how they react, I feel satisfied that I have done my duty by giving them some advice and at least I have tried to help.”

She further explains her relationships with students in these words:

“I was only once told that I was biased, but other than that no-one has ever said anything critical to me. I don’t think I’m biased though. The
students start saying I am biased, just when I treat a student nicely. If a few students behave nicely, do all their work on time, participate in class discussions, what teacher wouldn’t like this type of student? But as teachers, we cannot show that we like one student more than the others. Students are never ready to think of any faults they may have, they always point out the faults the teacher has. They always say ’The teacher failed me in my exam’ but would never say ’I performed badly in the exam.’ Once, I was given this comment: ’This teacher failed me.’ Hearing this I was simply broken, because I was not expecting this student could say something like this. No human is praised by all and we the teachers are already the ones who inject needles in their veins, I do not think they all can be happy with us.”

Hence, she says that students blame their teachers instead of looking at their own faults. She informs that no human is liked by all and no teacher can be liked by all students. Ms. Hira further explains the teachers’ role as someone who injects needles into their veins which can be painful so students may not like the teacher. Her self-perceptions suggest an awareness that she is not popular among students and students have mixed views about her.

8.4.5. Ms. Hira relationship with students and attachment style

Ms. Hira said that sometimes she is not left with a choice other than to behave in a strict manner:

“Sometimes you have to be strict with them and I’ve got students telling me ‘We didn’t expect you to be shouting at us, as you did yesterday.’ I always try not to yell but sometimes it is unavoidable and you have to behave against your nature or training. When you are at the medical
centre, sometimes, needle needs to be injected to treat the patients and pain has to be borne for cure. That is what I feel responsible to do with my students.”

In the above statement she explains that if she yells at her students it is necessary to do so because it brings the desired outcome. She again discussed her strictness in the following comment:

“When I started teaching I wasn’t very comfortable and confident with my students, but with time and experience I feel that I can discuss these things with them comfortably and more confidently. Whenever you experience something new you create new techniques for yourself. Then I learnt that every student is different and we have to behave differently with all of them otherwise they do not behave responsibly. Sometimes you are very positive, confident and comfortable yet you have to be strict at the same time. You have to modify your methodology and techniques to handle the students.”

Ms. Hira said that she has different behaviour with different students to make them behave responsibly and that this is something she learnt with time. Ms. Hira does not claim to have a warm relationship with students and emphasized her strict behaviour with students.

Ms. Hira’s attachment profile (Figure 8.5) presents a similar picture as the interview. She scores high on dismissing and preoccupied attachment styles suggesting she is not keen to establish warm relationships with others.
Figure 8.5 Ms. Hira’s attachment profile.

8.4.6. Ms. Hira and her wellbeing

Ms. Hira said that she is satisfied with her personal life achievements:

“I am very satisfied and I thank God for this. I believe I am very fortunate in having been educated, having a great family and a great husband who is very supportive and takes good care of me because I am a working woman.”

She is also satisfied with her professional achievements:

“Thanks to God, I am very satisfied with my career!”

Ms. Hira said that she has always loved teaching. Her mother was a teacher and a source of inspiration for her and she is very happy to be in the teaching profession:

“When I was born, my father predicted that I’d become a lecturer. After completing my degree when I was unable to get a job for a few months even in a private school I was too disappointed. When I got the job offer at this university, my mother told me ‘God had saved this marvellous job for you, He was only testing your patience and you were behaving in such an impatient manner’ and yes she was right in saying that. I felt
proud of myself when I got the appointment letter for this job. I am actually very happy with my job.”

Interview responses show that Ms. Hira is satisfied with her personal and professional achievements, on the contrary her wellbeing profile (Figure 8.6) shows a slightly different picture of her level of satisfaction with different aspects of her life. She scored 8 on her satisfaction with life as a whole and even lower on the other items.

![Ms. Hira's wellbeing profile](image)

*Figure 8.6 Ms. Hira’s wellbeing profile.*

### 8.4.7. Ms. Hira and her spirituality

Ms. Hira stated that if the students like the teacher, they will listen more keenly and pay more attention. She also shared her opinion that when one has got a job to do, one can do it while crying or with a smile, it is of course better to choose the latter.

“Improving myself and my nation is the purpose of my life.”

 Sharing her views on the link between spirituality and her teaching, she says:
“Teachers obviously have different belief systems. Religious aspects work as hidden curriculum. The teacher will give references to religion and infuse their religion or spirituality into their teaching. For me, religiousness makes me a better teacher. Yes! Your religion makes you a better satisfied person, makes a strong base for your belief system. I believe teachers in the Department of Education are better than the teachers in other departments as they are trained and have knowledge of educational psychology and counselling.”

Ms. Hira did not talk about religion and spirituality as separate entities. While she believes that religion and spirituality make her a better teacher, she does not show signs of spiritual behaviour with students.

8.4.8. Ms. Hira in summary

Ms. Hira was identified as an unapproachable teacher by two students. No students identified her as approachable. Students identified an equal number of characteristics for her under Themes 1 and 3. Students reported that she uses swear words in class, taunts them and does not respect them. In addition, her facial expressions were also described as awful in theme 1. Students mentioned that they are not satisfied with her teaching style, although one student says that her teaching style is outstanding as in Theme 3.

It is noteworthy that Ms. Hira compared teachers with doctors and another teacher Mr. Imdad (Chapter 6) also explained the teachers’ role using the example of doctors, however there is a clear difference in opinion. Mr. Imdad looks at doctors and teachers as those who heal and give hope to those who approach them for help and everyone else too. Whereas, for Ms. Hira teachers like doctors inject needles and this is painful but for the students’ own
good. Ms. Hira explained that this may be one of the reasons why students do not like their teachers. Hence, there is a huge difference in how the same things are viewed in different ways by approachable and unapproachable teachers.

Ms. Hira’s self-perceptions are similar to her students’ perception of her in acknowledgement of her strict behaviour and she was aware of being viewed like this by her students. However, while Ms. Hira perceived herself as friendly, loving and nice, her students did not acknowledge these characteristics in her. It is evident that Ms. Hira did not mention duties towards her students, was not keen to develop warm relationships with students and preferred being strict hoping this resulted in better student behaviour. She is low in wellbeing and spirituality.

8.5. Case 9: Mr. Omar

Mr. Omar’s total work experience is six years which includes three years of teaching experience at this university as a contractual employee. He is 32 and married.

Mr. Omar has not had formal teacher training and has not attended any short courses/workshops on teacher education. Like other teachers, he was given oral orientation about his roles and responsibilities as a university teacher before he started teaching. In terms of teacher training, he said:

“In our case, it is our students who train us, nobody else! It is usually the students who set the criteria for us, what kind of teacher they want us to be. In fact, we all are in need of proper teacher training.”

8.5.1. Interviewer’s observations

Mr. Omar was a serious participant in the interview and the only teacher to appear apprehensive about being asked the questions. The purpose of the
study was explained again and he was informed that relevant teachers were contacted to request participation.

8.5.2. Mr. Omar’s unapproachability

One student reported Mr. Omar as unapproachable and no student named him as approachable. This same student named Ms. Sara as the most unapproachable teacher and Omar as the second most unapproachable.

Table 8.4 Mr. Omar’s characteristics of unapproachability

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<th>No.</th>
<th>Theme 1: Personal characteristics</th>
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<tbody>
<tr>
<td>1</td>
<td>Strict</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Good personality</td>
<td>1</td>
</tr>
</tbody>
</table>

| Theme 3: Characteristics in terms of learning environment and academic support for students |
|-----|--------------------------------------------|
| 3   | Does not encourage questions               | 1    |
| 4   | Has mood swings                            | 1    |
| 5   | Not motivating and encouraging             | 1    |

8.5.3. Student’s perception and opinion of Mr. Omar

Student 3 said:

“You know there do not have to be a lot of characteristics in a teacher on the basis of which we make such decisions, one or two of them give us an idea about the teachers and we know if we should approach them or stay away. Mr. Omar sometimes showed very strict behaviour in class.”

The student explains Mr. Omar’s strictness using an example.

“If students are five minutes late to class, he won’t mark their attendance the students cannot afford to run short of it as 80% attendance is mandatory otherwise they are not eligible for final exam.”

This student stated that students talk to each other about their teachers and supervisors, hence students know about the problems other students are
facing. Student 3 mentioned another student who had Mr. Omar as his project supervisor.

“My friend told me Mr. Omar never gave him time to discuss his project with him and he could not get any help from him. My friend kept working independently for some time without any guidance from his supervisor. He ended up changing the supervisor so that he can complete his project with proper supervision.”

This student stated that it is very common among students to discuss their teachers, not only among their classmates, but with their seniors and juniors too, as described below:

“We definitely extend this kind of information to our juniors as our seniors did to us (smiling). We do so for their good. This helps them choose to work on projects with cooperative teachers.”

When asked to describe why he perceives Mr. Omar as unapproachable, he said:

“He is not bad actually, just that he is too moody. He does not have any other problems. He is not irritating either just an okay kind of teacher otherwise. Actually, he is not motivating at all and does not like us to ask him any questions in class and if we still do, he would say, ‘this is such a simple concept and you do not understand this?’”

For this student, the small number of Mr. Omar’s negative characteristics was enough to decide that this teacher cannot be approached in a time of need. This student also provided an example of another student’s experience with Mr. Omar to amplify his opinion.
8.5.4. Omar’s self-perceptions and relationship with students and unapproachability

Mr. Omar is of the opinion that, other than parents, it is the teachers’ responsibility to educate students and guide them, stating:

“I do not think students need much support from their teachers. It is very rare that they do. Hardly ever do they come to me to talk about anything. Because they are computer students and we are always hounding them to do one or the other project or some sort of work. The poor things probably don’t have enough time to think about other things.”

Mr. Omar’s statement clearly communicates that in his opinion students usually do not need support. He reported that he is rarely contacted by his students and he explains this as a result of students’ academic activities keeping them busy. This suggests that Mr. Omar may not want to consider that if he is not being approached by students, there might be some other teachers who are approached rather frequently. Also, it is likely that he lacks willingness to seek reasons related to his personal characteristics that may explain why students do not approach him.

His comment about how he thinks he is perceived by his students shows that he has some idea about his strictness:

“umm, I do not know how they see me as teacher, umm they probably see me as a strict teacher.”

His responses to a few other questions show little interest in understanding himself through his students’ opinions. Mr. Omar stated that he does not seek feedback from his students regarding his teaching. He was asked if he could guess student opinions of him through facial expressions, body language and the level of comfort in his presence. He replied:
"No, I don’t know."

Mr. Omar was unable to give an example of where a student came to him for a purpose other than academic support. Mr. Omar was not particularly concerned about how his students view him as a teacher.

8.5.5. Mr. Omar’s relationship with students and attachment style

Mr. Omar stated that he likes teaching and wants to stay in the profession. He also expressed that it is important for teachers to be liked by students as if there is a negative relationship between the teacher and students the transfer of knowledge to students cannot take place effectively. In his view, students are receptive to what their teachers say only if they like them. If students get along well with teachers they are open to learning with interest and ease.

Commenting on how he makes students feel at ease and how he creates and maintains a friendly environment in class, he explained:

“The opposite of friendly is harsh. If the teacher gets harsh without any reason that is no good to the students.”

Mr. Omar was then asked if he ever had to yell at students, he replied:

“I do not yell at them and there has never been a need to as things can be handled calmly. I mean, there are other ways of handling this situation, for example treating them harshly and humiliating them in front of the whole class. I don’t do stuff like this. However, if things do need to be handled more strictly, I know how to handle them, after all I am a teacher. But no incidents where such treatment has been required have occurred as yet.”
Mr. Omar did not explain how he creates a positive environment in class, but insisted that he does not want to be harsh. During the conversation he did not discuss any positive relationship between him and his students.

Mr. Omar’s attachment profile (Figure 8.7) is dominated by dismissing attachment style with high scores on fearful and pre-occupied. His profile is in accordance with information he and his students provided in that he is reluctant to establish warm relationships with students.

![Figure 8.7 Mr. Omar’s attachment profile.](image)

### 8.5.6. Mr. Omar and his wellbeing

Discussing his professional achievements as a teacher and his satisfaction, Mr. Omar said:

“I am satisfied, because when I teach the students I try to give my maximum and I like it. I am satisfied with the profession I am in.”

Talking about his overall purpose in life, he informed:

“Well I guess life is a one way route and if you have come into the world then you try to have the world remember you in some way. I also want to gain as much knowledge as I can and then apply this skill in my work. That is it.”
The limited information provided by Mr. Omar does not present a very clear picture of his wellbeing. His wellbeing profile (Figure 8.8) shows a high score on different aspects for wellbeing including satisfaction with achievements in life and relationships.

![Wellbeing Profile Graph](image)

*Figure 8.8 Mr. Omar’s wellbeing profile.*

### 8.5.7. Mr. Omar and his spirituality

In response to the question about religious and spiritual beliefs and the relationship of these with teaching, he said:

“Yes, I think my religious and spiritual values have great influence on my professional life!”

He explained this further:

“When you teach someone, of course you are teaching them the course, but your understanding with the students also matters a lot. The amount of harmony between you and the students impacts the amount of work the students do, their understanding of the course and what they learn from you. It’s not just how much the students understand you, it’s also how much you understand your students. Our own spirituality leads our
behaviour with others including students and we wish them to be like us.”

Mr. Omar’s relationship with students does not depict signs of spirituality. He also does not report his spirituality clearly.

8.5.8. Mr. Omar in summary

Mr. Omar was named as the second most unapproachable teacher by one student but did not mention many characteristics to explain his view of the teacher as unapproachable. The student made the decision of his unapproachability on the basis of 5 characteristics and informed that a few indicators are enough for students to decide about their teachers. Theme 3: three characteristics in terms of learning environment and academic support for students were mentioned being: Mr. Omar’s mood swings, his habit of discouraging questions in class and not motivating and encouraging students. Theme 1: two personal characteristics mentioned were strict behaviour, and the positive characteristic of good personality.

It is notable that Mr. Omar did not have much understanding about how students perceived him, but he acknowledged that they might find him a bit strict. However, he did not recognize the possibility that students may not like him. Like the student, Mr. Omar did not mention that he had a warm relationship with students. This is validated in his attachment profile where attachment style was dismissive. Mr. Omar did not provide enough information to determine his wellbeing, however his wellbeing profile indicates an above average wellbeing. Student feedback and Mr. Omar’s interview did not indicate signs of Mr. Omar’s spiritual behaviour.
8.6. Case 10: Mr. Asad

Mr. Asad has been a full time contractual employee at this university for the last four years and this is his total teaching experience. Like other teachers, he has not had pre-service teacher training, yet he did undertake 20 days of training after 1.5 years of teaching. The training was organized by Higher Education Commission (HEC) and Mr. Asad stated that he liked the training. This teacher mentioned that many teachers are not keen on attending such training as they believe training is not very useful and is time consuming. Mr. Asad did not remember the exact components of training and could not recall if the teacher-student relationship was discussed. After four years of teaching experience he stated that having a job description could be useful as he has never had one. He is 27 and married.

8.6.1. Interviewer’s observations

Mr. Asad was open and in addition to responses to interview questions and he talked about some of his personal circumstances without reluctance.

8.6.2. Mr. Asad’s unapproachability

One student mentioned Mr. Asad as the second most unapproachable teacher after Ms. Maha. No other student mentioned Mr. Asad.
Table 8.5 Mr. Asad’s characteristics of unapproachability

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<th>No.</th>
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<tr>
<td>1</td>
<td>Strict</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Not friendly</td>
<td>1</td>
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</tbody>
</table>

Theme 2: Characteristics in terms of relationship with students and unapproachability

| 3   | Does not have time for students                                        | 1    |
| 4   | Does not care about students                                           | 1    |

Theme 3: Characteristics in terms of learning environment and academic support for students

| 5   | Students are unable to understand whatever they are taught             | 1    |
| 6   | Does not encourage questions                                           | 1    |
| 7   | Many students failed in his course                                     | 1    |

8.6.3. Student’s perception and opinion of Mr. Asad

Student 9 discussed Mr. Asad:

“I found it hard to understand the technical subject he was teaching. When I asked him questions, he was still unable to explain in simpler words. I could not understand anything. Asking questions was also useless as he could never explain. Many of us failed in his course and those who passed, they passed with bad marks. He was not friendly at all, but a little strict. He used to come to the class, deliver lecture and then leave. He was not much concerned about us. It looked as if he only meant to complete his duty without really caring about student learning.”

This student did not have much to say about Mr. Asad, yet the opinion of this teacher’s unapproachability was firm.
8.6.4. Mr. Asad’s self-perceptions of his relationship with students and unapproachability

In Mr. Asad’s words, he is not hated by students and most people like him:

“I think most of them feel comfortable with me. I live by a motto: no matter what or who you are, you must remember me as a good person. I think most of the people think I am a good person. As yet I haven’t felt hatred or dislike from anyone. The students may get annoyed because of the marking, but there isn’t hatred as such.”

Mr. Asad’s comment shows that he thinks that most people like him and he has never felt dislike or hatred from students. However, it is also clear that he does not think that he is loved by students. The following comment shows that he considers it important for students to like their teachers:

“If they like you they’d be happy to attend your class, be comfortable with you, and listen to you. But if you are strict, ill-mannered and hard spoken and you don’t open up and show similar kind of behaviour, they can’t interact with you and ask questions so a relationship is a farfetched thought.”

It appears that Mr. Asad is unaware that he is among those teachers that students consider unapproachable.

8.6.5. Mr. Asad’s relationship with students and attachment style

In response to a question about why students may need teacher support, Mr. Asad said:

“ Mostly I will say, with regard to the culture of Pakistan, they consult their teachers for academic reasons. Very rarely do they ask me for extra
time, there are very few events that have happened like these. But yes, sometimes I do discuss stuff about our narrow-mindedness in class. I talk to them about such things hoping that my words will get them thinking about issues like these. Another point is they require emotional support. For example, a student came to me and talked to me about not having his father and his uncles support him and the moral and financial pressure he was under. So I went to my Head of Department and told him that he had these issues at home. I sincerely think that he needed some support and advice.”

In the above statement Mr. Asad demonstrates that he cared about the student who shared problems at home and the teacher consulted the Head of Department hoping to extend some support to this student. It can be assumed that the student approached Mr. Asad to discuss this personal issue because Mr. Asad was perceived by the student as approachable.

“I talk to them about the little experience I have in life, other than that also I’m there for them. Lots of my students have come to me with personal issues, like family issues and I can’t exactly help them with that, but I do advise them. For example there was a student who was really disappointed doing small jobs here and there and was frustrated, I kept counselling him. Eventually he got a very good job and visited me to inform me, he was really happy. I believe in being a motivation force to them, I believe in positivity not negativity and I always try to give them a positive insight into things.”

Mr. Asad’s above comment shows that in the past students approached him for advice when needed and he extended support to them. He also suggested that this is his nature and no deliberate effort was involved.
Mr. Asad was asked about the strategies he uses in a situation where he feels that the class is not comfortable with him. He said:

“If I feel they have been just sitting around doing nothing and listening to boring lectures before my class, to break that rhythm and to make it better I crack a joke and I start talking to them to lift the environment from dull to interesting.”

This statement suggests that Mr. Asad observes and understands how students are feeling and acts accordingly to create a friendly environment that facilitates learning. Mr. Asad also explained that he does not like to be dull and involves students in conversation by encouraging them to take part in class discussions. He said that this helps improve the class environment and students become active, start smiling and look fresh. He said this makes the learning environment conducive and feels no reluctance in doing so as he believed these tactics stimulate student learning.

Mr. Asad admitted that he learnt how to deal with students as a gradual process:

“I learned gradually how to interact with students and how to deal with them. I do have a soft spot in my heart for my students, but I have set rules and I make sure they are followed. I do warn them that they can lose marks for a few reasons, but I don’t threaten them.”

Mr. Asad said that when he first entered the teaching profession he was of the impression that students could be problematic because the first batch he taught ranged from the ‘very naughty ones’ to ones who were older in age, such as 30 plus, who had returned to study after a break. He said he was strict back then to avoid facing problems other teachers had. He said he was now generally
friendly and has a better relationship with students, but the university certainly expects students to follow certain rules.

This means Mr. Asad believes his behaviour is less strict now than it was before. His reflections on past interactions with students show that he has the ability to establish a warm relationship with students. His attachment profile (Figure 8.9) shows a high score on dismissing and secure attachment, with dismissing having the highest score.

![Figure 8.9 Mr. Asad’s attachment profile.](image)

### 8.6.6. Mr. Asad and his wellbeing

According to Mr. Asad he is happy with life:

“Personally, my life is good at home. From my childhood till today my family has supported me by all means. Because of them I never had to struggle in life. So I am quite satisfied. I am happy with my wife and son too.”

Talking about his professional achievements as a teacher, he said:

“The profession of teaching is very good and there is a lot to achieve. I was not planning to teach, but while studying myself I thought I had some teaching skills. Somehow I gave an interview here and got this job. Then the personality trait of me being lazy came into action (giggles). I
did not struggle for a new job...Then I decided to do a PhD and now I am in my second semester.”

Mr. Asad did not talk about his satisfaction or achievement in his professional life directly. He mentioned he is happy with the salary package and that by the time he completes his PhD it will be already too late for him to change profession. He further said that he had no issues with the profession of teaching:

“I am at ease right now and do not like difficulty. But what bugs me is how teaching has slowed my pace in progress.”

He pointed out that even if he changed his profession, he would still consider continuing some teaching if possible. He described his self-determination as one of his strengths:

“I have achieved what my father wanted me to and I consider that a good aspect of my life. He gave me targets and I achieved them all.”

Discussing the purpose of life, he said:

“I don’t really think about it much. I’m really carefree, I don’t think about the far future that much. Right now, my main purpose is to give the same living standard to my son that my father gave to me. Your child changes you a lot. Right now, all my focus is on my son. I want to see him successful, like my father feels happy when he sees me successful in life.”

It is evident from interview data that Mr. Asad is satisfied with his personal achievements and happy with the teaching profession, although he may not be passionate about it. Nonetheless, he currently does not want to quit this profession even if he finds some other job. At the same time he also informed that teaching perhaps slowed down his progress in the IT profession. His wellbeing profile shows that he is satisfied with a few facets of life and
dissatisfied with some others. There is no clear indication of the state of his wellbeing. The consistency of his scores is low with a very high score of 10 on the first item and an average score of 6 on the rest.

![Bar chart showing satisfaction scores](image)

*Figure 8.10 Mr. Asad's wellbeing profile.*

### 8.6.7. Mr. Asad and his spirituality

Mr. Asad is not religious and does not practice religion. He stated that not practicing religion created guilt that hangs over his head. He is of the opinion that his religious and spiritual belief system has nothing to do with his teaching style, stating:

“May be these beliefs are there with us but perhaps not at a conscious level. It’s the personalities and the mindset that is more important.”

The above statement shows that what matters most to Mr. Asad is personality and attitude. However, for Mr. Asad, advising his students to increase their knowledge, whether it is connected to religion or spirituality, this is something he does regularly.

### 8.6.8. Asad in summary

Mr. Asad was named as unapproachable by one student. This student named Ms. Maha as the most unapproachable and Mr. Asad as the second most
unapproachable. This student listed Mr. Asad’s characteristics in terms of learning environment and academic support (Theme 3) as the strongest reason for being unapproachable. An equal number of characteristics in Theme 1 and Theme 2 were listed by the student. The student stated that Mr. Asad was strict and unfriendly and observed that he did not have time for students and did not care for them.

Mr. Asad does not understand that he is disliked by students. He thinks he is not hated by students and has been approached by students for support in the past for various reasons. Mr. Asad’s interview and wellbeing questionnaire do not give a very clear picture of his wellbeing. It is not high or low. According to Mr. Asad he is not a spiritual person and does not believe that spirituality interferes with or influences his teaching practice.

8.7. Case 11: Mr. Muhib

Mr. Muhib has been teaching at this university as an adjunct faculty member for 1.5 years. His total work experience is about 10.5 years, and he has been in the teaching profession for the last nine years as a permanent faculty member at a private university. He is 31 and is married.

Mr. Muhib informed that he has no teacher training, stating:

“As you know none of us is trained or given any capacity building/skill development workshops. I learned through my experience as a teaching assistant in the beginning and of course my own teachers were a role model for me. I tried to be like those who I liked. We learn a lot through experience.”
8.7.1. Interviewer’s observations

Mr. Muhib was interviewed at another university upon his request where he teaches as a regular faculty member. He was a pleasant and relaxed person. His interview was transcribed and translation was not required as the conversation took place in English. The interview was conducted in a student laboratory sitting at a distance from some students working on computers. He selected this place himself and was comfortable in this setting.

8.7.2. Mr. Muhib’s unapproachability

Mr. Muhib was described as the most unapproachable teacher by one student.

Table 8.6 Mr. Muhib’s characteristics as an unapproachable teacher

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 2: Characteristics in terms of relationships with students and unapproachability</th>
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<tbody>
<tr>
<td>1</td>
<td>Irritated</td>
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<table>
<thead>
<tr>
<th>Theme 3: Characteristics in terms of learning environment and academic support for students</th>
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<tr>
<td>2     He did not encourage questions</td>
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</table>

8.7.3. Students’ perception and opinion of Muhib

Student 8 did not discuss many characteristics of Mr. Muhib’s unapproachability. But the student did seem discouraged by the classroom interaction between Mr. Muhib and students:

“He is an angry kind of person. He does not encourage questions, if we still ask him, he gets angry and insults us. We then prefer not to ask questions in his class and consult some other teachers when we need help in his course.”

While discussing Mr. Muhib’s approachability, Student 8 informed that many students would not think of going to him, as explained below:
“We never went to discuss anything with him outside the class. We knew he did not like us in class, how would he tolerate us if we go to talk to him outside? We just did not feel like going to see him.”

Hence, it is clear that this student identified Mr. Mubih as unapproachable based on the teacher's classroom interaction with students.

8.7.4. Mr. Muhib’s self-perceptions of his relationship with students and unapproachability

Mr. Muhib described his perception of how students view him as a teacher:

“I do not think we can be liked by all. I believe if you ask my students about me, their response can be mixed. I hope there must not be more than 10% who will say they do not like me. I think they like me as a teacher.”

Mr. Muhib shared the opinion that if students need support they shall choose the teachers who are nice to students and not very strict in class and those who can give time to their students other than regular classes. Discussing himself in this context he said:

“When I started my teaching career I used to go for picnics with my students that were unofficially arranged. We used to enjoy our time together and chit chat. Now my schedule is very busy. I teach in morning at one university as permanent faculty, and then at this university as visiting faculty and I am always busy working on different projects as well. After all this, if I have some time, I want to spend it with my family. Now I hardly go to picnics with my students.”
Mr. Muhib’s statement acknowledges that he does not have as much time for students as he had in the past. While speaking of teacher characteristics in general, he mentioned that teachers are all unique and have their own style. He stated that one should actually stay in the middle with a balanced behaviour with students.

8.7.5. Mr. Muhib’s relationship with students and attachment style

Mr. Muhib considers it is important to be liked by students:

“It is important that our students like us. They have to listen to us if they want to learn. They are more receptive towards what we are saying if they like us. But for being liked we do not have to be honey pots, although we should be available to them whenever they want to come to us. I talk to them whenever they are there to see me.”

Mr. Muhib’s statement suggests that he feels it is important for teachers to be available to students, but this does not mean that they have to be surrounded by students constantly. Talking about his relationship with students since he started his career, he informed:

“Yes there is a change. I used to be friendlier in the beginning and used to spend time with my students. Now life is getting too busy for me and it is hard for me to give them extra time although all the students have my contact number, they can also contact me through social media. Sometimes, they contact me on phone and internet and I help them. Otherwise, I do not think I am a strict teacher!”

In response to a question regarding characteristics of teachers that help students decide if a teacher is approachable, he said:
“I don’t think IT students discuss their problems with teachers. The class discussions are very technical and we don’t get to discuss any social or personal matters. If students ever come to me, they come for academic purposes or to show interest for working with me in any project. I believe students discuss social and other problems in the departments like Psychology, Sociology and Communication Sciences. The teachers start discussing such problems in class and then may be students also keep opening up.”

Mr. Muhib stated that IT students do not open up to teachers generally, but students in Social Sciences might be doing this as the topics under discussion can give students an opportunity to start talking about their personal experiences. His experience with students is usually in terms of academic concerns and students did not consult him for other reasons.

Mr. Muhib's attachment profile (Figure 8.11) shows equal scores for fearful and dismissing attachment styles, with a slightly lower score for pre-occupied and lowest score for secure attachment style. His interview and attachment profile shows that he does not develop a warm relationship with students and does not believe that IT students need to approach teachers for academic and non-academic reasons.
8.7.6. Mr. Muhib and his wellbeing

Mr. Muhib described his personal wellbeing:

“I am very satisfied with my life. I am happy with my professional experience in industry and teaching. I am fine family wise. My experience in different countries was good. I am lucky I got the position of Assistant Professor in a university. I am quite satisfied with my progress and achievements in life.”

Mr. Muhib is also satisfied with his professional achievements. He said:

“Yes, I am satisfied with my professional experience. I was very happy when once a student met me and told me that he is a success in his job as a result of what he learnt from me. This made me very happy. When my students work with me in different projects, they get a learning opportunity and this can help them in future when they enter industry as professionals. I consider these as my professional achievements and am very satisfied with them.”

Mr. Muhib appears to be satisfied with his personal and professional achievements. His wellbeing profile does not show a very high score on wellbeing although his score is consistent across the items.
8.7.7. Mr. Muhib and his spirituality

Talking about the overall purpose of his life, Mr. Muhib informed:

“I want to gain satisfaction and power. My skill is my power. I want to be acknowledged for whatever I do in the industry. I want to have the power in a way to compete in the market and stay popular.”

In response to a question about inclusion of his spiritual beliefs in his teaching practices, he said:

“Although I do not talk about religion or any sensitive issues in class I do not want to hurt anyone through my words and actions...I am not sure if my spirituality makes me a better teacher, may be it does.”

8.7.8. Mr. Muhib in summary

Mr. Muhib was identified as unapproachable by one student. While the student did not discuss many characteristics, Theme 3: learning environment and academic support for students, emerged as the main reason for unapproachability. Mr. Muhib’s habit of not encouraging questions, insulting students for asking questions and not being able to understand students are the
reasons that this student identified Mr. Muhib as unapproachable. The student also found his behaviour was strict.

Mr. Muhib admits that in the past he gave more time to students, but now he cannot due to his busy schedule. However, he expects that students do like him, but at the same time he stated that no one can be liked by all. His relationship with his students is not warm and he does not realize that students in the IT department can also have broader issues for which they want teacher support. Mr. Muhib believes that only students in Social Sciences departments get a chance to open up, but not IT students because of their busy schedules and they also do not get a chance to talk about such things during class discussions. This suggests that Mr. Muhib is not aware of student needs. According to Mr. Muhib he is satisfied with his life and achievements; however his wellbeing profile does not support this view and any spiritual inclusion informing of his teaching life was not evident from the interview.

8.8. Chapter summary

The case-studies of six unapproachable teachers were presented in this chapter, each followed by a brief summary. These case-studies started with the teacher perceived as unapproachable by the highest number of students and the last case was the teacher perceived as unapproachable by one student only. A clear incongruence was seen in teachers self-perceptions when contrasted with student perceptions. Note this was not the case for the approachable teachers in the previous chapter. A comparison of the attachment profiles from this chapter with the previous shows approachable teachers do generally exhibit a greater degree of secure attachment than unapproachable teachers. A detailed discussion of the characteristics of unapproachability, teachers’ self-perceptions
and student perceptions, attachment, wellbeing and spirituality with reference to unapproachability is presented in chapter 10.
Chapter 9: Case-studies of teachers with mixed student opinion of approachability and unapproachability in the IT and Education departments

9.1. Introduction

This chapter presents case-studies of three teachers who were identified by students as both approachable and unapproachable and hence could not be included in Chapters 7 and 8. The structure of each case-study is the same as case-studies presented in Chapters 7 and 8. This Chapter presents contrasting student perceptions about these teachers. The student view of the teacher is summarized into characteristics gathered in the form of themes, followed by student comments and experiences. Student perceptions are then compared with teachers’ self-perceptions. In addition, each teacher’s attachment style and aspects of wellbeing and spirituality are discussed in relation to approachability and unapproachability through the teachers’ interview responses and questionnaire results. Each case is summarized here, however Chapter 10 contains a detailed discussion of all aspects of approachability and unapproachability and the connection with attachment styles, wellbeing and spirituality.

9.2. Case 12: Ms. Sara

Ms. Sara is a permanent faculty member in this university and started her teaching career as an English teacher in the English department. A few years ago she was asked to teach English courses in the IT department. She has been teaching in this university for the last 10 years. She has had no formal teacher training and started teaching after getting her Masters Degree in English from this university. She is 33 and married.
9.2.1. **Interviewer’s observations**

Ms. Sara was cooperative during the interview. She made sure nobody interrupted our conversation and was happy to talk. She kept smiling during the interview and went into detail while responding to questions.

9.2.2. **Ms. Sara’s approachability**

It is important to mention that Ms. Sara was the only teacher in IT department that received a mixed opinion from students. Students 3 and 6 named her as the most approachable. Student 7 named her as second most unapproachable. Characteristics of Ms. Sara’s approachability and unapproachability are shown in Table 9.1.
Table 9.1 Ms. Sara’s characteristics of approachability and unapproachability

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<tr>
<th>No.</th>
<th>Theme 1: Personal characteristics of approachability</th>
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<tr>
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<td>Nice</td>
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<td>Polite</td>
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<td>Smiling</td>
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<td>4</td>
<td>Friendly</td>
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<td>5</td>
<td>Helpful</td>
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<tr>
<td>6</td>
<td>Encouraging</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Decent</td>
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<tr>
<td>8</td>
<td>Humorous</td>
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<td>9</td>
<td>Strict in rules and regulations</td>
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<th>Theme 2: Characteristics in terms of teacher-student relationship and approachability</th>
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<th>Theme 3: Characteristics in terms of learning environment and academic support for students in terms of approachability</th>
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<th>Characteristics in terms of learning environment and academic support for students in terms of unapproachability</th>
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9.2.3. Student perceptions and opinion of Ms. Sara

Student 3 was highly appreciative of Ms. Sara’s warm response to students, as expressed in the following words:
“Whenever we see her on our way and greet (say Salam) her, she replies nicely with a smile. Although she does not teach us now, but knows us of course and it feels good when she replies nicely and in a loving manner.”

In addition to her warm response to students and teaching style, this student spoke highly of Ms. Sara’s helpful attitude. Student 3 mentioned consulting Ms. Sara several times outside of class and reported that Ms. Sara helped happily. Students could talk to Ms. Sara any time and she was willing to help not only in academic matters, but in other ways as well. Student 3 said that many students get help from Ms. Sara at different times for different reasons, stating that all students were confident to ask for help:

“All of us thought of consulting her if we needed any help.”

Student 3 also praised Ms. Sara’s teaching style in these words:

“She taught us three different courses in three semesters. She taught us in such a great manner that we were able to understand everything. She wanted us to follow the given time line for submission of our assignments as well as class presentations.”

This student appreciates Ms. Sara’s nice, smiling and helping behaviour and admires her teaching style and due to these characteristics finds Ms. Sara approachable.

Student 6 discussed Ms. Sara’s attitude in class as nice and encouraging:

“She was like this with all of us. She had a great ability of looking just the same always. Even if she was angry, her face would never show her anger. She always treated me like a mother although she is young herself. She had good relationship with everyone, but treated me as if I am her son. She was the only teacher who I used to consult, nobody else created such an environment that could encourage me to consult them.”
However, this student also found Ms. Sara to be too friendly and suggested she can do better if she becomes a little stricter. Nonetheless, the student was appreciative of Ms. Sara’s emotional regulation and relationship building. Although, it should be noted that while this student stated that Ms. Sara had good a relationship with students, she treated him especially like a son. For this student, Ms. Sara was the teacher he would choose to approach.

Unlike the students mentioned above, Student 7 was not appreciative of Ms. Sara and found her unapproachable, stating:

“There was no problem as such. She wasn’t bad. She taught us in first semester. Sometimes she was quite lively in class, but at others she was a bit strict too and yelled at us. She was perhaps like this because she wanted us to work. The students are not very confident and bold in first semester and they are already a bit frightened in the new environment, the teachers must try to understand this.”

Student 7 explained that students are hesitant to ask questions to this teacher. He said:

“When she taught the students could not understand anything. She would speak difficult English in class. I believe the teachers can recognize from students’ faces if they understand the lecture or not. But teachers who are not concerned about students just ignore this. The teachers who are concerned keep interacting during the lecture so that they can see if students are with them. This keeps the students engaged in class too.”

This student stated that he did not seek help from Ms. Sara, saying:

“I could never ask her questions in class and it was useless to go to her for help otherwise. But a couple of good students did and they had a good experience.”
This student found Ms. Sara unapproachable because he perceived that Ms. Sara did not try to understand students and did not modify her teaching techniques according to student needs. Furthermore, this student said that her lecture was difficult to understand due to the vocabulary she used. He emphasized there was a need for a student-centred and engaging approach. This student did not approach Ms. Sara because he could not gain enough confidence to ask questions in class and decided that approaching her other than in class might also be equally useless. At the same time, he acknowledged that a couple of good students had good interactions with Ms. Sara. This suggests that this student perhaps did not feel confident in his academic and linguistic abilities which may be a reason for his reluctance to approach this teacher.

9.2.4. Ms. Sara’s self-perceptions of her relationship with students and approachability and unapproachability

Ms. Sara thinks of herself in a positive manner. Her self-perception is not much different to the student perceptions of her. She stated that students trust her and most students like her. She is aware that she is liked by most, but not all, students.

Discussing self-image, Ms. Sara said:

“The students talk to me frankly and tell me about their problems with the hope I will be able to suggest a solution to their problems. When they talk to me, they trust me and they know I am only going to keep it to myself.”

Ms. Sara said that students have mixed opinions about her. She explained that students come to this university from different socio-economic classes, including elite, middle class and poor, and their thinking patterns vary
according to socio-economic background. Ms. Sara said that student attitudes
tell her when they are not happy with the way she talks to them. Other students,
who have intentions of working in the industry afterwards and want to support
their families, compliment her by saying:

“You are like a lamp for us who shows us the right direction.”

In Ms. Sara’s opinion, students come and tell her when they need
guidance. She said:

“Mostly the students come to me for help and the reason in my opinion is
my communication skills. They feel better after talking to me. I am also
strict to them sometimes, but my intensions are to guide and correct
them.”

Ms. Sara knows that a few students do not approach her. Keeping in mind
what Student 7 said about approaching Ms. Sara, the following shows this
teachers understanding of the student perspective:

“I keep telling my students to come to me as many times as they want
because I want them to understand what I am teaching. Sometimes when
I see they do not know something I taught them and ask them, ‘Why you
did not come to me if you did not understand it?’ Their reply usually is,
‘We were afraid you may not like us to ask you such simple things to
explain again.’ Some students say, ‘You look like a very strict teacher.’
(laughs)...well, I have no idea how to change my looks!”

Ms. Sara provided two reasons for students not approaching her. Firstly,
perhaps they are too shy to talk to her and have not learnt how to approach
teachers. Secondly, her serious look and she is aware of this due to student
feedback.
9.2.5. Ms. Sara’s relationship with students and attachment style

For Ms. Sara, teaching is a profession she enjoys a lot. She said:

“I enjoy teaching and will never quit this profession.”

She described herself as a caring person who cares for students:

“I think we all are born with some qualities and a few of them help us
become good teachers. For example, I am generally a caring person and
that is why I care for my students as well.”

As she has been teaching here for the last ten years, she described the
difference in teaching style over this period of time:

“At the time when I started my job I was very emotional. After my first
difficult experience in class I became too strict. I thought if the students
noticed I get confused in class, this would not be good for me. I allowed
them to discuss anything they wanted to in class, but not outside class.
Now when I introduce myself to them in the first lecture that I am
teaching here for the last ten years, this gives me great confidence and
comfort.”

Ms. Sara’s comments show that she is aware of what she has been going
through during her teaching experiences and acknowledges that her confidence
and comfort level with students has been enhanced with time. For Ms. Sara,
developing a relationship with students is very important as is evident in the
following comment:

“I wanted to come back before availing my complete maternity leave
period for my students before the semester started. If I did not start
teaching my students from day one, but joined mid semester, my
students might not be able to adjust with me and will get disturbed.”
Ms. Sara believes she is a very good observer and understands student behaviour and sometimes calls students for individual meetings when she feels a need for student betterment.

“I prefer to understand what is going on that is causing them behave in a certain manner. I then call them for individual meetings to discuss their problems in detail.”

Ms. Sara thinks that it is very important to be liked by students as this helps students understand their teachers. Minor actions of teachers count a lot in students’ lives according to her. She also feels morally responsible for her students:

“While teaching the first consideration I have in mind is that this is their last chance to get an education before they enter professional life. Secondly, if I am doing injustice in teaching or I am not able to understand my students or suppress their thoughts or feelings, it means I am ruining one whole family, not only an individual’s life.”

Discussing being unbiased, Ms. Sara said that she tried to treat all students in the same manner without discrimination:

“I try to stay neutral always to all my students irrespective of their behaviour.”

Ms. Sara views herself as a caring person and seeks attachment with students. She also believes in her observational skills and thinks she can understand students well and identify change in behaviours. Based on her observations, she tries to talk to students and help them. She feels a responsibility to act like this.
Ms. Sara’s attachment profile (Figure 9.1) shows that she has a dismissing attachment style and she also has a high score on secure and pre-occupied attachment styles.

![Bar chart showing scores on RSQ](image)

Figure 9.1 Ms. Sara’s attachment profile.

9.2.6. Ms. Sara and her wellbeing

Ms. Sara reported being satisfied with her personal life:

“I have everything in my life that one should ideally have.”

She said she is satisfied with her professional life also and stated that teachers need to be very patient, tolerant and composed.

“We all are emotional beings and we cannot leave our emotions at home when coming to our work place however we have to be careful in expression of our emotions. However, we must stay composed when we are at our work place.”

This suggests Ms. Sara is satisfied both at personal and professional levels. She acknowledges that students need not be made aware of teachers’ emotional problems and ought not to face consequences due to a teachers’ emotional instability. This endorses what Student 6 said about her ability of emotional management.
Ms. Sara’s wellbeing profile (Figure 9.2) shows satisfaction with her life overall, other than low satisfaction with health, future security and spirituality. Her score on item 1 and an average on rest of the items shows partial consistency of a high wellbeing score.

![Bar graph showing wellbeing profile](image)

Figure 9.2 Ms. Sara’s wellbeing profile.

9.2.7. Ms. Sara and her spirituality

When asked about her purpose in life, Ms. Sara’s response was:

“I pray to God to give me strength to perform my duties at its best. For me, the responsibilities and targets I am given become the purpose of my life. Teaching is a sacred profession and if you don’t have strong moral and religious values you will not feel obligated to do justice to your students. I feel accountable to God for all my deeds and I feel the same when I am doing my duty as teacher.”

She further stated:

“A characteristic of my personality is my sincerity and dedication. Teaching is not a simple and easy job. I want to do good to other humans. I spend time on my students, mark their assignment/exam papers
according to their performance without being biased and all this is very important to me.”

Ms. Sara insisted that the teaching profession asks too much. She said if by chance she starts her class five minutes after the expected time, she tries to cover that up by cutting the break time short. She is of the view that the students are the nation’s future leaders and it is the teacher’s responsibility to be fair when teaching them and when assessing their performance. She said:

“I want to polish their skills and personalities as I feel responsible for their development.”

Ms. Sara’s views on her responsibilities towards students in terms of her spiritual and religious beliefs suggest she cares about student wellbeing and growth. She considers that to be sincere and dedicated to her students is her moral responsibility.

**9.2.8. Ms. Sara in summary**

In terms of student perception of approachability, Ms. Sara’s personal characteristics (Table 9.1, theme 1) play a main role, as identified by the students. Her nice and polite behaviour, smiling, friendly, helpful, encouraging and decent behaviour is appreciated by students.

The next most popular theme in Ms. Sara’s case is characteristics in terms of learning environment and academic support for students (Table 9.1, theme 3) that contribute to approachability. Ms. Sara was described as a teacher who explains everything in an understandable manner, is motivating and academically supportive. She keeps the classroom environment friendly and joyous, evaluates students without bias and has good classroom management. Table 9.1, theme 2 has two characteristics, i.e. students are confident they will
be listened to and helped and she treats students equally. These are characteristics that help the teacher build relationships with students.

In contrast, Ms. Sara’s characteristics identified by the student who considered her as unapproachable were that she was a strict teacher. At the same time the student also acknowledged that she was humorous (Table 9.1, theme 1). This student only identified these two characteristics. In Table 9.1, theme 3, this student identified four characteristics in terms of academic competence and learning environment identifying an inability to understand students and student inability to understand what she teaches. Another characteristic identified under this theme was that she sometimes yells at students in class. A positive characteristic under this theme was that her lectures are interesting.

Three student opinions of Ms. Sara have been discussed above. The opinions of the first two students were very positive and they both appreciate of the relationship and teaching style. They also find her helpful and cooperative.

There was no discrepancy between Ms. Sara’s self-perception and the way students perceive her. She is aware that although she is perceived as nice and polite, there are a few students who see her as a strict teacher. However, she is of the opinion that students’ past experiences and personal characteristics are also important when it comes to their perceptions and decision of approaching or not approaching a teacher.

Ms. Sara is a teacher seen by students as approachable and unapproachable. Her interview suggests that she can easily develop relationships with students but acknowledges at the same time that she is perceived as strict by a few students and so they keep away from her. Based on her interview and student interviews, there is no clear indication of attachment
style. However, her relationship profile clearly identified her as having a dismissing attachment style.

Based on interview data, it appears that Ms. Sara is a person with a high level of wellbeing and is satisfied with her life, life achievements and relationships. Her approachability, wellbeing and spirituality are interlinked. Her unapproachability is described only through a few characteristics and only by one student, which makes it difficult to explain this in terms of its linkage with her wellbeing and spirituality. Though characteristics of unapproachability and dismissing attachment style are in coherence with each other.

**9.3. Case 13: Ms. Jiya**

Ms. Jiya has been teaching at this university for 5.5 years. She was a contractual employee for the first 3.5 years and is now permanent. Before joining this university she taught at another university for a year. Her total work experience is 13.5 years, including experience as an academic coordinator/administrator in a private university. She is 38 and married.

Ms. Jiya has participated in several teacher training forums and found them very useful:

“I am much benefitted by the trainings and all teachers definitely should attend these workshops and trainings.”

**9.3.1. Interviewer observations**

Ms. Jiya was softly spoken, took keen interest in the interview questions and responded in detail. She said this was her first interview about teaching and she enjoyed talking about teaching very much.
9.3.2. Ms. Jiya’s approachability and unapproachability

Ms. Jiya was identified both as approachable and unapproachable by students. Student 5 named her as the most approachable teacher, and Student 3 named her as the second approachable teacher. Student 2 mentioned her name as the second most unapproachable teacher, yet did not discuss the characteristics that contributed to this opinion. Ms. Jiya’s characteristics of approachability and unapproachability are shown in Table 9.2.

Table 9.2 Ms. Jiya’s characteristics of approachability

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 1: Individual characteristics</th>
<th>Freq</th>
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<tbody>
<tr>
<td>1</td>
<td>Caring or sympathetic</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Nice</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Encouraging</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Smiling</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Tolerant</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Trustworthy</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Attractive personality</td>
<td>1</td>
</tr>
</tbody>
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<table>
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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Theme 2: Characteristics in terms of teacher-student relationship and approachability</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students are confident they will be listened to</td>
</tr>
<tr>
<td>9</td>
<td>Give students time to talk to them</td>
</tr>
<tr>
<td>10</td>
<td>Ignore anyone</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 3: Characteristics in terms of learning environment and academic support for students</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Engaging teaching style and encouraging student class participation</td>
</tr>
<tr>
<td>12</td>
<td>Motivating</td>
</tr>
<tr>
<td>13</td>
<td>Explain everything in interesting manner</td>
</tr>
<tr>
<td>14</td>
<td>Attends to all the students</td>
</tr>
</tbody>
</table>

In addition to the characteristics listed in Table 9.2, students also discussed why they identified her as approachable or unapproachable.
9.3.3. Students’ perception and opinion of Ms. Jiya

Student 3 did not say a great deal about Ms. Jiya, but praised Ms. Jiya specifically in terms helping to sort out a problem the class had during an exam. The incident narrated by student 3, mentioned in Chapter 6, resulted in a few students becoming upset and they talked to Ms. Seemi who was their subject teacher. When students told Ms. Seemi about this incident she got upset too and talked to the coordinator. The students wrote an application on the coordinator’s advice that was forwarded to a higher authority. Student 3 was of the opinion that Ms. Jiya was a great help and support in solving this problem.

In addition to being helpful, this student also mentioned Ms. Jiya as trust worthy. Student 3 described Ms. Jiya as a good teacher due to her engaging teaching style and ability to explain everything:

“Ms. Jiya is not a teacher only, but a mother too, and gives examples from real life including her own family life. This makes the course interesting and the students can always learn better by the real life examples compared to the hypothetical ones.”

Student 5 praised Ms. Jiya’s teaching style in terms of encouraging behaviour which is beneficial for students and can directly influence student interest in the course. This was evident from the following statement by this student:

“When teachers encourage us, we feel like working harder and get better results in their courses. She is a very good teacher. I like her a lot and that is why I like her course too.”

Like Ms. Seemi, Ms. Jiya is admired for being tolerant and answering questions that students ask in class:
“We can easily ask her questions in class and that is why we do not need to go to her other than the class.”

This student also attributed the significant academic progress she had made to Ms. Jiya:

“Because of Ms. Jiya I have developed self-confidence. I learnt from her how to give a good presentation, organize the information and write reports.”

Student 5 also mentioned the same incident that Student 3 talked about:

“In our last semester we had some problem in our exams, Ms. Jiya was the first one that we went to. We were pretty sure she will help us instead of refusing to believe us. We requested her that we wanted to talk and she came out of the staffroom as she could see we did not want to talk in the staffroom. We then discussed the same problem with Ms. Seemi as well as Ms. Hira. Their advice and end result was good.”

Students 3 and 5 find Ms. Jiya approachable due to her teaching abilities and her relationship with students. They both referred to the same incident during exams where another teacher helped two students in answering the exam questions and how they felt supported by Ms. Jiya who was their subject teacher.

On the contrary, Student 2 identified Ms. Jiya as unapproachable. It is important to note that when student 3 narrated the story of exam cheating (Chapter 6) she referred to Student 1 and 2 as the students helped in the exam by Ms. Zara. Therefore, Students 1 and 2 were not supported by Ms. Jiya during the exam cheating incident. This may be a reason for Student 2 to dislike Ms. Jiya. It is also important to note that Student 2 did not provide specific characteristics in relation to identifying Ms. Jiya as unapproachable, but had a
firm opinion of unapproachability which again supports this view may be due to a 'one-off' incident such as the exam cheating incident.

9.3.4. Ms. Jiya’s self-perceptions and her relationship with students and her approachability and unapproachability

Ms. Jiya stated:

“With my qualification and experience, I think I convey my concepts in a better way than I used to earlier.”

The above statement is how Ms. Jiya described herself in the first instance. She gives credit to her professional degrees as a contributing factor to making her a better teacher. She also thinks that she has a good relationship with her students and this experience is improving with time:

“I have a very good relationship with my students and they are definitely comfortable with me. My relationship with my students is always improving. I keep hearing difficult stories of other teachers, but luckily have never faced any challenges myself.”

Ms. Jiya’s statements are evidence of holding a positive opinion of herself as a teacher and also in terms of her relationship with students. She further stated:

“I also know that there is still room for improvement. I always take feedback from my students. They get opinions from their seniors about us and after they have had their experience with us, their feedback is really important.”

Ms. Jiya is the only teacher among Education department teachers who showed awareness of how student opinions are shaped. In addition, she is also keen to get student feedback mentioning its significance.
9.3.5. Ms. Jiya’s relationship with students and attachment styles

Regarding her relationship with students, Ms. Jiya stated:

“I am a reflective teacher and I am 95% sure that I am the best liked teacher by the students. The students appreciate me and just recently they complimented me at a function at the department as well and I felt great about it.”

Ms. Jiya is confident about having a positive relationship with her students and believes she is best liked. In addition, she told a story about her relationship with a Masters student, discussing how she felt when the student was reluctant to approach her and how she tried to build a better relationship:

“About six months ago, I was teaching Masters in second semester. I thought I was very communicative with them and they used to discuss with me everything comfortably even their other course issues as well. A male student got lower marks than he was expecting in the mid-term exam and the Class Representative (CR) came to me saying that he was a bit upset and if I could review his marks. This incident actually hurt me, I thought I was very communicative with my students and wished he had come to me directly instead of the CR speaking to me on his behalf. I observed that student over the semester though, he was most communicative with me, and even that level of communication was not a good one. He is more confident in the current semester and this has made me very happy. My efforts paid back!”

Thus, it can be concluded that Ms. Jiya is concerned with students and her feelings are influenced by her relationship with them. She observes students to understand changes in their behaviour and is happy to contribute in a positive manner to her students’ lives. She acknowledged the happiness she
gains while positively contributing to her students’ lives. This indicates a spiritual behaviour in that she finds pleasure in helping others. Although her attachment profile shows the highest score on dismissing attachment style (Figure 9.3), her interview information shows that she finds pleasure in developing relationships with students and helping them.

Figure 9.3 Ms. Jiya’s attachment profile.

9.3.6. Ms. Jiya and her wellbeing

While talking about her satisfaction with personal life, Ms. Jiya said:

“Is there anything above 100%? (laughs). My husband and daughter are very supportive.”

Similar to her personal life, Ms. Jiya informed of complete satisfaction with her professional life and explained the phenomenon of professional satisfaction as she understands it:

“I believe we thrive in professional life when we are fully satisfied with our personal lives, otherwise our personal life issues keep interfering with our professional attitudes.”

Her wellbeing profile is in accordance with interview information showing a high level of satisfaction in all facets of wellbeing (Figure 9.4).
Commenting on the purpose of her life, Ms. Jiya informed:

“At the back of my mind, I know that nothing is more important than my family and educating my children. I believe if I cannot educate my own children, there is no purpose in educating students in the university. I would sacrifice my professional life for my personal life.”

This statement shows that for Ms. Jiya her personal life and children are very important and she would choose sacrificing her professional life for the sake of her children. However, she wants to maintain quality in her professional life as well. She believes her spiritual beliefs definitely influence her teaching style. Ms. Jiya looks at the respect she gains from her students as an immediate reward of her good intentions and actions. The statement below shows that she does not keep religion and spirituality separately and they go hand in hand with each other for her. Ms. Jiya believes that teachers are responsible for being good role models for their students:

“My spiritual self shone after I performed pilgrimage few years back. This experience resulted in enhancing my tolerance threshold. Being a good
person in general and being good to people have come to me through religion. I prefer greeting my students instead of traditionally waiting for them to do so and start talking about their last day and how the day has been today. This is a way of maintaining good relationship with others. God clearly says He may forgive us if we do not pray regularly, but will never forgive us for ignoring our duties to other humans."

9.3.8 Ms. Jiya-in summary

Ms. Jiya was identified as approachable by two students and unapproachable by one student. Theme 1 (Table 9.2) has the highest number of characteristics with highest frequency of all themes. Caring and sympathetic, nice, tolerant, trustworthy are a few characteristics identified by her students that contribute to her approachability. In theme 3 (Table 9.2), academic competence and characteristics of an approachable teacher in terms of learning environment and academic support for students included her engaging style, encouraging student class participation, explaining everything in an interesting manner and being much appreciated. Students also admire her for motivating them and attending to all students. Students identified her as someone who will listen to them and give them time to talk as described under theme 2: her characteristics in terms of teacher-student relationship and approachability. That Ms. Jiya never ignores students is also seen as a contributing factor in the perception of her approachability.

Ms Jiya’s self-perceptions are realistic and positive, however she was unaware that one of her students disliked her. Ms. Jiya’s interview information and attachment profile are not in coherence. Her attachment profile shows her attachment style as dismissing, whereas her interview information and a
majority of student views indicate that she develops relationships with her students and this is a source of pleasure for her. Her wellbeing profile is in accordance with interview responses and shows high wellbeing. She firmly believes that her spirituality has a significant role in making her a caring and responsible teacher.

9.4. Case 14: Ms. Sana

Ms. Sana is a permanent faculty member and her total work experience is 10 years of teaching at the Education department. She is a 34 year old married woman.

9.4.1. Interviewer’s observations

During the interview Ms. Sana responded to questions by talking about the education system, teachers or students, but rarely shared her personal views or experiences. While she replied to most questions, she did not talk much about herself. The interviewer observed that she was not as cooperative as other teachers and seemed to show less interest in the interview.

9.4.2. Ms. Sana’s approachability and unapproachability

Student 2 said Ms. Sana was the second most approachable teacher, yet did not comment on her characteristics or teaching style. Student 2 simply stated “Ms. Sana is as good as Ms. Seemi” and could not think of anything in particular to say about her. For Students 4 and 6, Ms. Sana was the one teacher named as unapproachable. Her characteristics of unapproachability are in Table 9.3.
Table 9.3 Ms. Sana’s characteristics of unapproachability

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 1: Personal characteristics</th>
<th>Freq</th>
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<tbody>
<tr>
<td>1</td>
<td>Very strict</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Look too serious</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Communication is usually limited to yes or no</td>
<td>1</td>
</tr>
</tbody>
</table>

Theme 3: Characteristics in terms of learning environment and academic support for students

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme 3: Characteristics in terms of learning environment and academic support for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Teaching style is outstanding</td>
</tr>
</tbody>
</table>

9.4.3. Students’ perception and opinion of Ms. Sana

Students who identified Ms. Sana as unapproachable did not provide a long list of characteristics, however they had much to say about her. Student 4 described Ms. Sana as follows:

“She’s like someone from an army. Her communication is usually limited to yes and no. Though her teaching style is very outstanding and I like her lectures, yet when I have to go to her for something, I hesitate. She’s very strict. When we go to her for help, she tells us that first we have to do what we can do to the best of our efforts and only then she will help us. She doesn’t get that we may not have understood something and that’s why we want her help. We write the lesson plans, but fear her so much that can’t go to show her what we have done. I think most of the students feel the same about her. She’s getting better now.”

This student likes Ms. Sana’s teaching style, but finds her too strict. Another factor that may have influenced a sense of unapproachability is that she does not communicate well with students. For this student, Ms. Sana’s strictness and poor communication were the main reasons to identify her as unapproachable.
Like Student 4, Student 6 also identified Ms. Sana as a strict teacher and indicated mixed opinion of her, saying:

“I had the impression that she is a very strict teacher. I felt if any single mistake is made by us, she will get annoyed. I am not saying she yelled at us, but it is just that I found her strict. She then came to know about our opinion and then she got a little better.”

Student 2 shared her personal experience with Ms. Sana in these words:

“After her first two lectures, I was absent from the next two lectures for some personal reason. I then completely lost my interest in her course. I told my class fellows I do not feel like attending her class and completing the course. Without informing me they told her about this in my absence. Ms. Sana told the girls that the next time I am present, I must see her. In the next class, she asked me ‘If there is ever any problem, come and talk to me but do not think of quitting your studies.’ This made me feel better and then I was OK in her class. I am very conscious of my behaviour, about what I say and do. I don’t want to say anything that can be seen as disrespectful or can hurt anyone. Ms. Sana is an excellent teacher and is very cooperative. I understand she is an experienced teacher and concerned about her students.”

This student’s statement explains that Ms. Sana helped the student to reach a decision to continue with study. This student identified Ms. Sana as strict even though she did not recall any specific experiences to explain her strictness and generally praised Ms. Sana’s teaching style.

Students 2 and 4 both expressed that Ms. Sana is an excellent teacher, though very strict. At the same time they mentioned that she improved herself
as a teacher and cares about students. However, it is evident that a gap still prevails and students still choose not to approach this teacher.

9.4.4. Ms. Sana’s self-perceptions of her relationship with students and her approachability and unapproachability

Ms. Sana stated:

“I think the students think I’m strict.”

This is the first response provided when asked about students’ opinion of her. She further said that seeking student opinion would be better. Ms. Sana also mentioned that she knows how students think about her as their comments reach her ears. She informed:

“I have heard them saying this to each other, ‘She always picks on what was missing in the presentation. Why doesn’t she appreciate how much we tried and how much we already included? She always looks at our negatives.’ In class, I tell them ‘I don’t want to highlight your positives, because you are already good at them. I want to point out your shortcomings because I think they need attention, and because I want to improve you and make you the best you can be.’ In fact, these days the students are such that if you appreciate them even a little bit, they’ll forget that they need to try for improvement. I believe students do not work hard these days they just want to get passing marks. They do not have that kind of keenness as students used to show few years back.”

Ms. Sana’s self-perceptions are similar to those of her students. She understands that students perceive her as a strict teacher. She also knows how they talk about her and that students feel a bit uncomfortable when she points out areas of improvement without offering positive feedback. She justified this
in the above statement. It is noteworthy that even though she knows what makes her students uncomfortable, she does not want to review her style and has her own reasons to justify that.

9.4.5. Ms. Sana’s relationship with students and attachment style

Ms. Sana’s opinion about her relationship with students shows that she feels a gap between herself and the students:

“These days, we are transferring information to our students and that is it. We don’t pay attention to their character building and we don’t teach them the things that are really important. There is no facility of counselling and students don’t share much about their lives with us. There was a time when teachers knew students better than their parents did, students and teachers had warm relationship, and parents’ involvement was minimal. Things are different now.”

Ms. Sana acknowledged that the teacher-student relationship was stronger in the past. She stated teachers share knowledge without much concern for students’ overall welfare. Her comment suggests that she does not feel responsible for making efforts to establish a warm relationship with students and that it is the students who do not want to share what is going on in their lives with teachers.

Ms. Sana is of the opinion that when a student has a problem, teachers should discuss that with each other and then try to help the student:

“If there is any issue that a student is facing, all the teachers should discuss about it to help out. But if there are groups within the staff, then there will be problems obviously. It depends how much the students trust the teacher. In my opinion, the teacher should be friendly, but not a
friend to students... The students do come to us to discuss problems, but it depends on what kind of teacher it is and how much they trust him/her.”

She states that teachers are approached by the students, but did not mention that she is also approached. It appears Ms. Sana has a realistic view of her relationship with students. Initially, she discussed the gap between her and students and did not inform of an incident where students had consulted her. She also mentioned that she is teaching two courses to the final semester undergraduate students and that she behaves differently in both classes. She is critical of students and discusses they are not serious in their studies, explaining:

“I am very lenient in one course, but very strict in the other...This is so because I emphasize the importance of do’s and don’ts in one course. But in the second course, where I lecture the students, the atmosphere is different. My role keeps switching between a teacher, a guide, a counsellor, a controller and so on. The students have also noticed this. Sometimes I have to be a little strict. After the semester starts, they learn about the teachers’ style and temperament and adjust to us in a few weeks.”

In the above statement, Ms. Sana explained that her teaching style is different in two different classes, and again admitted to being strict with her students at times. She also mentioned that students adjust to teachers, after getting to know their temperament and style, within a few weeks. This implies her appreciation for students becoming adjusted to teachers, however she did not mention how flexible she is in her teaching style.

She has never been in a challenging situation with students:
“I can only talk about a class that was the first batch of students I ever taught. Any teacher who went into that class came out crying and it was really bad. They were army officers, much older in age, were quite authoritative, and had 20-25 years of teaching experience. We had just started teaching straight after completing our Masters in Education, the environment was quite intimidating. It was not easy for us to cope with the situation, but I was independently able to handle it. I never had to discuss my issues with anyone.”

The above statement suggests that Ms. Sana takes pride not needing to consult others regarding issues with teaching. She mentioned that she handles situations independently which suggest she does not seek the consultation of others. However, in a previous comment she stated that when students discuss problems with a teacher, that teacher must consult with other teachers as well and problems may be solved in a consultative process.

Talking further about students, she said:

“Earlier, we used to get the students who were hard working and a mutual respect existed between them and us. We remember all the students from two or three batches of that time just because they had great qualities. Now, we get batches that aren’t like this at all. The relationship does not get developed between us. It has become a routine that students come and go. This is how it has been for two or three years now. There are of course one or two brilliant students in each batch but we don’t get the whole class as being memorable anymore. We don’t get excited about teaching them anymore.”

She also stated:
“Relationships are built only when both sides put some effort into it and want a relationship in the first place. But today’s students don’t even bother and I guess that changes my attitude towards them too. We of course try to stop them from doing stupid stuff, but we can’t really do anything about it because the students don’t see us as authoritative figures anymore and are not ready to listen to us. In old days students used to respect us and our opinion, the situation is different now.”

Ms. Sana’s statement suggests she has not been happy with students for the last few years and holds the students responsible. Her statement indicates that she thinks students are not as respectful now as in the past. She does not appreciate this which means she used to enjoy being authoritative in past. While talking about staying in the teaching profession Ms. Sana informed that she is more interested in teaching younger children now rather than university students.

Ms. Sana’s attachment profile (Figure 9.5) is not consistent with the information she provided during the interview about her relationship with students. She scores higher on secure attachment in comparison to the other attachment styles, whereas she does not appear to be keen to develop relationships with her students.
9.4.6. Ms. Sana and her wellbeing

Ms. Sana described her level of happiness and achievements in life saying that there is no one who is satisfied with what they have:

“We all wish to have what we do not have and this happens especially when you have become parents.”

She said:

“Because of my kids, I’ve stopped studying for a while. I want them to grow up a bit before I go back to studying. My studies are going to help me grow in my profession.”

Ms. Sana’s responses did not provide a clear indication about her satisfaction with life. Although she appears to be somewhat unsatisfied as she said that no one is completely satisfied with what they have in life. During the interview she did not mention life achievements. Her wellbeing profile (Figure 9.6) does not show high scores for any facet of life.

Figure 9.5 Ms. Sana’s attachment profile.
Figure 9.6 Ms. Sana’s attachment profile.

9.4.7. Ms. Sana and her spirituality

While discussing the link between her teaching style and spirituality, Ms. Sana stated:

“While teaching, I give them examples. I tell them that when they will teach, they will have to maintain discipline in class, they need to be given examples for this and sometimes I use religious examples where possible.”

She mentioned teaching as the purpose of her life:

“Teaching overall and teaching my children is the purpose of my life of course.”

Hence, Ms. Sana did not speak about her spirituality specifically. But Ms. Sana did mention teaching is the purpose of her life and also mentioned that she informs her students that she is available to discuss issues and have a look at their draft assignments. She stated that she does not think it is necessary for her to be liked by students. Towards the end of the interview Ms. Sana was asked if she wanted to say something regarding how her spirituality and teaching are
interlinked. However, she had nothing to say in addition to what she had already said.

9.4.8. Ms. Sana - in summary

Ms. Sana was reported as the second most approachable teacher by one student and as the most unapproachable by two students. In theme 1 (Table 9.3), personal characteristics, strict behaviour, looking serious and poor communication were identified as reasons for unapproachability. At the same time, in theme 3, her outstanding teaching style was acknowledged by one of these students. The student who identified her as approachable did not list characteristics or refer to experiences to describe her approachability.

Ms. Sana’s interview responses were not detailed. She spoke less than other teachers and did not focus much on herself, or her attitudes and behaviours, rather she discussed topics generally. There is a possibility that she is a very private person which may impact communication with students. Interview data suggests that she has little concern for relationship building with students and considers being liked by students as unimportant.

Ms. Sana’s self-perception is not very different from how she is perceived by students. She knows she is considered as strict and a teacher who critically examines student work and is satisfied with this impression. Ms. Sana is aware there are no student counselling facilities available at the university and said that students these days choose not to talk to teachers, although a few years back things were different. She also reported that students do not give as much respect to teachers as students did in the past. Ms. Sana was critical of students, but did not consider looking at her own attitude and behaviour nor take responsibility for establishing relationships with students. It appears that
establishing relationships with students is not important for Ms. Sana which is in contrast to her high score on secure attachment in her attachment profile. Although Ms. Sana did not provide enough information to clearly ascertain her wellbeing, the limited interview information and her wellbeing profile do not show high wellbeing. Likewise, Ms. Sana did not speak in detail about spirituality and teaching.

9.5. Chapter summary

The case-studies of three teachers who had mixed student opinions regarding their approachability and unapproachability were presented in this chapter. Each case was followed by a brief summary. The first two case-studies were teachers perceived as approachable by two students and unapproachable by one. The third case-study was the teacher perceived as unapproachable by two students and approachable by one. A detailed discussion of the characteristics of teacher approachability and unapproachability, teacher self-perceptions and student perceptions, their attachment, wellbeing and spirituality will be presented in Chapter 10.
Chapter 10: Discussion

10.1. Introduction

This chapter summarizes findings and analysis discussed in Chapters 5, 6, 7, 8 and 9. The characteristics of teachers that determine whether students find them approachable or unapproachable are discussed first. A comparison across departments and teacher and student perceptions of approachability and unapproachability is presented next. This chapter then explains involvement of teachers’ attachment styles, wellbeing and spirituality with reference to approachability and unapproachability followed by other situational factors which emerged from interview counts. The characteristics of teacher approachability and unapproachability were studied in the context of Pakistani culture. Thus, there are individual and cultural specifications which need to considered in the research findings and discussion.

10.2. Student perceived characteristics of approachability

This section answers two research questions: What reported characteristics of teachers are used by students to guide their choice in teacher approachability? What characteristics are used by students to avoid approaching certain teachers? The characteristics by student perception of approachable and unapproachable teachers, were highlighted in the thematic analysis (Chapter 5). This research is significant as most past research explored characteristics of teacher approachability without categorization into different themes. This made analysis more comprehensive, rigorous and easy to understand due to its organization.

The identification of characteristics of teacher approachability is a significant contribution of this research. For approachable teachers four themes
emerged: (1) personal characteristics, (2) characteristics in terms of relationship with students and approachability, (3) characteristics in terms of learning environment and academic support for students, and (4) teachers as career counsellors. The order of themes was determined by the highest number of characteristics identified by students and frequency of characteristic within each theme.

10.2.1. Teachers’ personal characteristics contributing to approachability

Teachers’ personal characteristics (Theme 1) play a significant role in defining approachability. All personal characteristics expressed a strong positive connotation. Approachable teachers were those who emanated positive energy through behaviour. Commonly identified characteristics were: nice and polite, friendly, loving, encouraging, supportive, cooperative, helpful, caring, sympathetic and empathetic behaviour. These were the most common popular personal characteristics reported by students and were perceived as indicators of teacher approachability. A teachers’ habit of smiling was also mentioned as an indicator of approachability with high frequency. Some positive characteristics of approachable teachers mentioned in theme 1 have been identified in past research e.g., teachers’ friendly behaviour, caring, empathy, sympathy (Arnold, 2005; Efiritha, Daniel, Cosmas & Joyce, 2014; Perrine, 1998; Swanson, Frankel & Sagan, 2005; Teven, 2001).

10.2.2. Characteristics in terms of relationship with students and approachability

The most popular and common student identified characteristics in terms of teacher relationship with students (Theme 2) were: personally interested in student growth, advice on character building, always receptive
when approached, students are confident they will be listened to and helped. This shows that students appreciate the human touch in their relationship with teachers. They appreciate teachers’ availability and guidance which is not limited to academic support but also extends to general matters. Students make decisions of further communication with their teachers based on in-class and out-of-class experiences.

Some characteristics highlighted in this research have been considered significant in previous research. Factors of significance for students in teachers’ behaviour were identified by Faranda and Clarke (2004) as teacher approachability, friendliness, being receptive to student suggestions, sense of humour and enthusiasm. Faranda and Clarke (2004) concluded that students appreciated the teachers who sustained a humanistic touch in their teaching. Being supportive and approachable was also highlighted in Sue and Wood’s (2012) study on student perceptions of teaching excellence.

Similar characteristics were listed by students in earlier research that match with the themes that emerged in this research. Knowing the subject, approachability, enthusiasm and friendliness were teacher characteristics identified by Voss, Gruber and Szmigin (2007) as qualities appreciated by university students. In another study Voss, Gruber, and Reppel (2010) listed 10 quality characteristics of university teachers and ranked in order of priority these are: friendliness, empathy, helpfulness and openness (match with Theme 1), subject expertise, reliability in terms of consistency in performance, keeping agreements with students and punctuality, fairness, teaching skills, approachability, enthusiasm and teacher openness to new ideas and suggestions, criticism and questions during class (match with Theme 3). Jin (2000) reported that other than teachers being knowledgeable, being skilful,
good at getting information across (communication skills) and caring are appreciated by university students in the process of learning.

10.2.3. Characteristics of approachability in terms of learning environment and academic support for students

The most popular and commonly identified characteristics (Theme 3) were: teachers explain material in an understandable and interesting manner, engaging teaching style and encourage class participation, motivating and want students to perform at their best potential, happy to answer questions in class, keep the classroom environment friendly and joyous. This theme explains the contribution of a student-centred approach and engaging teaching style in student perceptions of teacher approachability.

The characteristics highlighted in theme 3 have been identified in previous studies. Lammers and Murphy (2002) found that university teachers regarded highly by students are knowledgeable, enthusiastic about their subject and inspiring. Barnes and Lock (2010), Herfernan et al. (2009) and Tsui (2000) also highlight Theme 3 characteristics including teaching style and learning environment teachers create in the classroom to facilitate student learning.

Hence, the significance of learning environment and academic support is important to teacher approachability. Hattie (2003) identified five major dimensions of expert teachers with similar qualities: “they can identify essential representations of their subject, can guide learning through classroom interactions, can monitor learning and provide feedback, can attend to affective attributes and can influence student outcomes” (p.5). Hattie (2003) identified 16 prototypes for these five dimensions. Some prototypes are close to student perceptions of teacher approachability with reference to the findings of this
research and these are: teacher ability to design lessons in response to students’ needs, willingness to find and include new information in teaching, creation of an engaging environment where student questions are welcomed, responsiveness to students, respect for students and understanding when students lose interest in class.

In another study, Efiritha, Daniel, Cosmas, & Joyce (2014) listed 10 strengths of lecturers as perceived by students on the basis of quantitative analysis. These strengths were categorised in the same themes as those that emerged from this research. Seven attributes fall under theme 3: preparedness for lectures, content mastery, interest/enthusiasm in teaching, use of different teaching approaches, providing accessible references, give lectures that make it easy to take notes and organize resource materials so students can learn for themselves. Whereas, the remaining three fall under theme 2, including: being sympathetic to students, being approachable to students and take care of diverse students’ background.

10.2.4. Provision of counselling support by approachable teachers

IT student responses highlighted that they value teachers who provide career counselling. As this university does not provide formal counselling services to students, they particularly value teacher efforts in this regard. Other than career counselling, students in general valued approachable teachers who extended guidance beyond academic matters and into non-academic issues. This may partially reflect the absence of counselling support at the university, but it should be noted that in the Pakistani cultural context, educators are generally expected to play such a broad role. In Pakistan there is, traditionally, a cultural role for students to approach teachers when they need help. In return
for this expected role, Pakistani teachers earn great respect (Chapter 1). This may not be the case in other cultures, or in other Pakistani universities which have a different institutional culture and different teacher-student relationship dynamics.

10.2.5. The absence of negative characteristics contributing to perception of approachability

In addition to positive characteristics of teacher approachability, students mentioned a number of negative characteristics the absence of which enhances perceptions of teacher approachability. Students may have noticed these characteristics in teachers they found unapproachable and appreciate the absence of these negative characteristics in approachable teachers. The absence of negative characteristics is a useful research finding that may be given due importance by teachers. These are discussed below.

10.2.5.1. Teachers’ personal characteristics contributing to their approachability

Negative personal characteristics (Theme 1) the absence of which enhances teacher approachability are: teachers show strict behaviour, misunderstand students and lose temper/get angry.

10.2.5.2. Characteristics in terms of relationship with students and approachability

The negative characteristics in terms of relationship (Theme 2), the absence of which enhances teacher approachability are: teachers ask the students to come some other time, refuse to help, appear to be in hurry when students want to talk, interrupt when students are speaking with them, ignore students, object to student behaviour. Hence, teachers who respect students and
make themselves available to talk when they are needed are considered as approachable.

10.2.5.3. Characteristics of approachability in terms of learning environment and academic support for students

Get annoyed if asked the same question again and again, is the only negative characteristic in theme 3 the absence of which is acknowledged and appreciated by students and acts as a contributor to perception of teacher approachability.

10.2.6. Student definition of teacher approachability

Based on student information, a comprehensive definition of teacher approachability can now be offered:

The approachable teacher possesses personal characteristics such as nice and polite, friendly, loving, encouraging, supportive, cooperative, helpful, caring, sympathetic and empathetic behaviour, habit of smiling; displays human touch in teacher-student relationship; takes personal interest in students’ growth, advises on their character building; is receptive whenever approached, listens to their students and extend them help; they use a student-centred approach and an engaging teaching style; provides career counselling to the students in addition to the counselling of non-academic matters. Teachers who are considered approachable do not show overly strict behaviour, avoid misunderstanding their students, do not lose their temper, do not refuse to help, are receptive to students and never seek to humiliate or embarrass them.
10.3. **Student perceived characteristics of unapproachability**

While most past research has focused on characteristics of approachability, this research gives equal importance to the examination of unapproachability. For unapproachable teachers three themes emerged: (1) personal characteristics, (2) characteristics in terms of relationship with students and unapproachability, and (3) characteristics in terms of learning environment and academic support for students.

10.3.1. **Teachers’ personal characteristics contributing to their unapproachability**

Characteristics of unapproachable teachers (Theme 1), as identified by students, are: taunting, impolite, strict and rude behaviour, use of swear words and awful facial expression. These are opposite to the characteristics of approachable teachers. In addition, these characteristics are similar to the absence of negative characteristics as mentioned by students in the case of approachable teachers. This demonstrates consistency of student opinion and perception of teacher approachability and unapproachability.

10.3.2. **Characteristics in terms of relationships with students and unapproachability**

Teacher characteristics that contribute to unapproachability (Theme 2) include: students fear a bad response if teacher is approached, perception that teacher does not care about students and does not have time for them, looks upset and unhappy with students. These characteristics hinder the establishment of a friendly teacher-student relationship.
10.3.3. Characteristics of unapproachable teachers in terms of learning environment and academic support

Teacher inability to teach effectively (Theme 3) is a contributing factor to student perception of unapproachability. Teachers discouraging student participation in class, mood swings, yelling and informing them that they are bad students contribute to the perception of unapproachability.

10.3.4. Acknowledgement of positive characteristics of unapproachable teachers

The characteristics of approachable teachers are positive with no negative characteristics, whereas in the case of unapproachable teachers there are negative and positive characteristics, as discussed below. Although positive characteristics are acknowledged, these do not change the overall impression of teacher unapproachability. This suggests that being a great teacher or having a good personality is no guarantee for being seen as an approachable teacher.

10.3.4.1. Positive personal characteristics and relationship with students of unapproachable teachers

The characteristic of ‘good personality’ in theme 1 is positive in nature. Nonetheless, teachers with a good personality may still be considered as unapproachable due to the presence of other characteristics for example: do not respect students, not friendly, impolite and strict. Although the characteristic of being humorous and without sarcasm was mentioned as a quality of approachable teachers in theme 2, the same has been acknowledged for unapproachable teachers, yet this does not change the perception of these teachers unapproachability.
10.3.4.2. Positive characteristics of unapproachable teachers in terms of learning environment and academic support for students

Theme 3 contains two positive characteristics: OK kind of classroom environment and teaching with great interest. However, presence of these positive characteristics does not contribute to influencing student perceptions of teacher unapproachability.

Unlike approachability, unapproachability has not been studied much in the past. However, two previous studies have focused on approachable and unapproachable university teachers. A study by Denzin and Pulos (2000) focused on undergraduate student perceptions of approachable and unapproachable teachers. Teacher characteristics identified in this study are similar to the findings of this research. The characteristics identified by Denzin and Pulos (2000) related to theme 1 of this research are: outgoing, humorous and smile. Characteristics that match theme 2 of this research are: know students’ names, willing to stay after class to meet with students, say ‘hi’ to students, show warm and caring behaviour, willing to meet with students individually, return phone calls without delay, willing to meet outside office hours, conduct one-to-one meetings students, seek student feedback, happy to share personal resources such as books, videos etc. Characteristics of encourage students to ask questions and inform that no questions are stupid is related to theme 3.

Indicators of unapproachable teachers as identified by students were: to talk down the students, make fun of students and their work and use sexist language. These characteristics fit theme 1 of unapproachability according to this research. Characteristics such as miss office hours, interrupt students when talking, look bored when teaching, complain about being busy, brag about how
much they know and keep office door closed during office hours are related to Theme 2, and those that fit Theme 3 are: do not show enthusiasm towards class material, assume students do not want to learn and are lazy, and blame students if they fail and criticize them.

In a study that focused on approachable and unapproachable teachers, Siddiqi (2005) compiled a list of factors that encourage students to meet teachers outside the classroom. Characteristics of approachable teachers include: personality, friendly, kind and loving attitude (Theme 1), problem-solving approach, useful advice, engaging style of communication (Theme 2), teacher knowledge (Theme 3). In contrast, some characteristics resulting in student reluctance to approach teachers were: communication gap and impractical advice (Theme 2), obsolete knowledge (Theme 3). Siddiqi (2005) claimed that his was one of the few studies conducted in Pakistan in the field of teacher-student interaction.

There are commonalities in the findings of Denzin and Pulos (2000), Siddiqi (2005) and this research. One commonality is that all identify characteristics that encourage as well as identify those that discourage students from approaching teachers. However, this research is different in that characteristics are grouped theme-wise, which makes it easier to understand the significance of the characteristics due to the number of characteristics highlighted by students and their frequency.

10.3.5. Student definition of teacher unapproachability

Teacher unapproachability was defined by students as:

Teacher unapproachability is determined on the basis of their personal characteristics i.e., their taunting, impolite, strict and rude behaviour, use
of swear words, awful facial expression; their inability to establish positive relationship with students as bad response is expected from these teachers if approached, an impression that these teachers do not care about the students and do not have time for them, look upset and unhappy with students; their incapability to teach effectively and extension of academic support to students, their discouraging attitude in class, mood swings, yelling at students and informing them that they are bad students.’

10.4. Comparison across departments, teachers and students

In this section, some differences and similarities between student perceptions of approachability and unapproachability in the IT and Education departments are discussed. Furthermore, similarities found between student perceptions and teacher perceptions of approachability and unapproachability are discussed.

10.4.1. Difference between IT and Education student perceptions of approachability and unapproachability

For students from the IT and Education departments, the order of significance of themes was the same other than students from the Education department did not identify teacher characteristics for counselling support (Theme 4). Thus, there is little difference in significance of the elements that influence student perceptions of approachability for students from the IT and Education departments. Teacher personal characteristics were most important for all students followed by teacher characteristics in terms of teacher-student relationship and characteristics in terms of learning environment and academic support for students.
There is a clear difference in terms of theme 4 between IT and Education students. Students from the Education department did not identify career counselling services provided by teachers however this theme emerged for IT student perceptions of approachability. This may be because students in the Education department are already clear about their career choice as most, if not all, will become teachers. Whereas, students in the IT department appreciate career counselling skills of teachers as the IT degree can lead to multiple careers. Up to date information in the field of IT and talks from IT professionals are valued by students. IT is a course where students study a combination of courses across both theoretical and practical topics. Some IT students need teacher guidance when learning and developing new programs and software, and particularly during the process of preparing and completing assignments.

In contrast to student perceptions of approachability, for student perceptions of unapproachability more differences were observed between IT students and Education department students. In the case of IT students, theme 3: teacher characteristics in terms of learning environment and academic support, was the most significant, followed by theme 2 i.e., characteristics in terms of relationship with students and theme 1, personal characteristics was least significant. Whereas, for students from the department of Education theme 1 i.e., personal characteristics was the most important in determining teacher unapproachability, followed by theme 3 with no characteristics identified for theme 2. Therefore, unlike IT students, for students in the Education department personal characteristics of teachers remain equally important in perceptions of teacher approachability and unapproachability. Differences in student perceptions across faculties was identified in past research as well. Sander et al. (2000) found that the importance of personal
relationships with teachers was rated highly by psychology students in comparison to business students. Fraser, Aldridge, Soerjaningsih (2010), while comparing the student-teacher interaction in two university departments, found that students in the Management department perceived teachers as having positive interaction as compared to the perceptions of students in Computer Science department.

10.4.2. Similarities between teacher and student perceptions of the characteristics of approachability and unapproachability

In addition to students, some teachers also discussed characteristics of approachable teachers. Teachers and students were in agreement regarding characteristics of approachable teachers. Characteristics discussed by approachable teachers in terms of teacher approachability are evident in the themes of approachability (Chapter 5) based on student perceptions. These are: gaining student trust, sympathy, empathy, care, being helpful, developing student confidence that they will receive help, sharing personal experiences, being friendly and counselling skills. The characteristics that need to be absent in approachable teachers were: insulting students and getting annoyed at students. Although this research did not aim to find similarities and differences between teacher and student perceptions of approachability, this additional information is useful and shows that there is no difference between teacher and student perceptions of approachability characteristics. Likewise, there is no difference in student and teacher perception of unapproachability characteristics though none of the teachers talked about characteristics of unapproachability in detail.
10.4.2.1. Positive characteristics of approachable teachers as highlighted by approachable and unapproachable teachers

Approachable teachers identified that approachable teachers have the following qualities: cooperative and trustworthy, feel free to discuss all sorts of issues with students, soft hearted, soft tone of voice, know students at a personal level and their problems too and good at counselling.

Unapproachable teachers also identified positive characteristics of approachable teachers. According to them, students usually approach teachers who they think will help them, are mostly friendly and helpful, are sympathetic and empathetic, such teachers are pure at heart. These teachers also acknowledged that students decide on teacher approachability or unapproachability according to the communication style of the teacher with the whole class as a group and how the teacher communicates with students. The students also appreciate the teachers who use a student-centered approach and have an engaging teaching style. One of these teachers also expressed that student personal liking counts a lot while deciding which teacher to approach and also said that teachers who are approached are blessed and gifted people.

10.4.2.2. Positive characteristics highlighted by teachers perceived as both approachable and unapproachable

The teachers for whom students have a mixed opinion of approachability and unapproachability also highlighted positive characteristics of approachable teachers. These are: friendly, sympathetic and empathetic behaviour of teachers.
10.4.2.3. The absence of negative characteristics highlighted by approachable and unapproachable teachers

Just like students, approachable teachers discussed the absence of negative characteristics which contributes to student perception of approachability. Teachers can be viewed as more approachable when they do not get annoyed or harsh and do not insult students, when students have no fear about getting humiliated or threatened. Teacher strictness was highlighted by an unapproachable teacher as a negative characteristic due to which teachers may not be seen as approachable. Characteristics identified by teachers show that their opinion of approachability and unapproachability generally matches with that of students (Tables 5.1-5.7). This confirms the reliability of teacher approachability characteristics identified by students and teachers.

10.5. Approachability and explanatory factors

It is noteworthy that among approachable teachers all except one teacher (Chapter 7) were untrained and each gave credit to teaching experience and past experience as students as contributing factors to teaching style and behaviour.

10.5.1. Similarity between approachable teachers’ self-perceptions and student perceptions

All approachable teachers were aware of how they are perceived by students. Teachers with high approachability are receptive to communication from students and, therefore, a high level of agreement exists between their perceptions and their students. It may be concluded that in addition to teacher self-perceptions being positive, they are realistic as student data provides the
same information. This shows the credibility of teacher self-perceptions and student perceptions of teachers.

### 10.5.2. Interconnection between approachability, attachment style, wellbeing and spirituality

This section responds to the research question on approachability and relationship with attachment style, wellbeing and spirituality. The aim is to examine whether approachability has a connection with secure attachment, high level of wellbeing and spirituality.

In the current research there were indications of a direct relationship between approachability and secure attachment style of teachers, as discussed below. However, this research is not suggesting that only teachers with secure attachment style exhibit approachability with their students.

Teacher attachment style and wellbeing were measured using questionnaires in addition to teacher interview responses. All approachable teachers considered relationship building with students important, with most referring to past experiences to explain the significance of the teacher-student relationship. Teachers informed that they did not put in extra effort to build this relationship, but their natural behaviour makes them approachable. Interview data of all approachable teachers shows that they not only feel comfortable in establishing relationships with students, but also seek a relationship with students where students can seek help when needed.

Approachable teacher attachment profiles (Figure 6.3) showed generally high scores on secure attachment, with most showing the next highest score on dismissing attachment style. One teacher (Mr. Ahad) had a higher score on dismissing attachment style than secure, which may be a distortion due to
personal factors as explained in the case-study in Chapter 7. As discussed in Chapter 2, people with secure attachment style have generally high self-esteem, and high level of emotional regulation, focus on personal growth, capacity for love and forgiveness, view relationships positively, are honest and insightful when it comes to self-reflection and try to be true and open in their speech. Staying calm and constructive is also among the characteristics they possess. They learn from past experiences to improve relationships. They are reflective and empathic listeners and are cooperative. People with secure attachment have the ability to create a positive and rewarding environment and have a constructive, flexible, adaptive and positive approach to life. These people are well motivated and generally enjoy their careers and feel satisfied with achievements. All characteristics of secure attachment style were visible among approachable teachers (Chapter 7).

Teacher case studies informed that students approach teachers for academic reasons as well as to seek advice on personal matters. Students approach these teachers with confidence they will receive the help they seek. Sometimes they are approached by students who are not in their classes. Some students keep in touch with these teachers leaving the university to seek advice from time to time. Hence, for students these teachers may act as ‘attachment figures’, as discussed in Bowlby’s theory (Chapter 2), and they may consult them especially when they are in trouble or need help. Therefore, these teachers act as ‘safe havens’ (Chapter 2) for these students. Mikulincer and Shaver (2007) explain that attachment figures act as ‘safe havens’ especially when one is in trouble and needs support.

In the following section, common factors to approachability and secure attachment are discussed with reference to Table 2.1 which lists all
Approachable teachers informed that they love teaching and enjoy the profession (Chapter 7). One of the characteristics of secure attachment is being well motivated and generally enjoying one’s career (Table 2.1: 24). Engagement at work is also a characteristic of wellbeing (Table 2.5: 1)

Approachable teachers have an interest in seeking honest feedback from students and have a high level of self-image, and are honest in self-reflection, all indicators of secure attachment style (Table 2.1: 2, 3). Approachable teachers stated accurately what their students felt, further indicating secure attachment style (Table 2.1: 4, 5, 6, 7, 11).

Approachable teachers were aware that their role is significant in their students’ lives. This awareness of their worth matches with the characteristic of secure attachment i.e., stable sense of worthiness (Table 2.1: 30). Teaching was a source of pleasure for these teachers and they practiced some things they were not obligated to, but were doing due to personal choice.

It is interesting to note that these teachers were approachable even though they had no teaching qualifications or formal teacher training, except for one of them. They were satisfied with their teaching, relationship style and achievements. This is also a characteristic of secure attachment (Table 2.1: 25). Nonetheless, they were open to learning and further improvement. This is a characteristic of secure attachment (Table 2.1: 12). Past experiences as teachers and students were sources of learning to become the teachers they are (Table 2.1: 22).

One teacher, Ms. Seemi, admitted that her fears and lack of confidence meant that she did not talk much with students at the start of her teaching career. However, Ms. Seemi did not behave in a defensive manner and discussed
what she thought openly. These are characteristics of secure attachment (Table 2.1: 5, 6, 7). Ms. Seemi learnt from past experience and improved over time, another characteristic of secure attachment (Table 2.1: 11, 12). She learnt how to build a positive relationship with students and how to make students comfortable so they can approach her when they are in need of help.

All approachable teachers had strong content knowledge, possessed well-developed capacity for explaining content in clear and accessible ways, believed in student-centred approach and were highly interactive. The ability to form healthy relationships is also an indicator of secure attachment style (Table 2.1: 20). Approachable teachers were concerned about student future careers and took personal interest in guiding students in terms of their future in the IT profession. A characteristic of secure attachment is being cooperative (Table 2.1: 16) and teachers cooperated with students knowing their needs. Consequently, their impressions on students were positive.

Approachable teachers were comfortable in developing relationships with students, also a characteristic of secure attachment (Table 2.1: 20) and were always happy to extend support to students, a characteristic is similar to the characteristic of cooperating and capacity of love in secure attachment (Table 2.1: 16, 30). All approachable teachers were considerate and cared about students, again a characteristic of secure attachment (Table 2.1: 29). They were consulted by students for all matters academic and non-academic and they made students feel comfortable (Table 2.1: 20). The establishment and sustainability of quality relations with others, a characteristic of secure attachment (Table 2.1: 26), is also a sign of wellbeing (Table 2.5: 7).

Eagerness to be available to students and keenness to contribute to student development, a characteristic of secure attachment (Table 2.1: 16) was
depicted through explanation of relationships with students. The kind of relationship teachers maintain with students gives students confidence to approach teachers for assistance. All approachable teachers were identified by students as loving and caring, a characteristic of secure attachment (Table 2.1: 29). These teachers clearly demonstrated eagerness to make students feel comfortable, a characteristic of secure attachment (Table 2.1: 21, 22).

The above discussion presents the congruence of characteristics of approachability and secure attachment style. Past research supports the link between secure attachment and approachability such as Karremen and Vingerhoets (2012), La Guardia, Ryan, Couchman, & Deci (2000) and Wei, Liao, Ku, & Shaffers (2011).

Sable (2008) asserts a relationship exists between stability of attachment and wellbeing of those who develop attachment. Characteristics of approachability and secure attachment exhibit a harmony with characteristics of wellbeing. All approachable teachers were highly satisfied with their lives in general and personal and professional achievements, characteristics of secure attachment (Table 2.1: 25) and wellbeing (Table 2.5: 10). Mr. Wali, Ms. Seemi, Mr. Imdad and Mr. Imran showed high satisfaction with personal relationships, a characteristic of secure attachment (Table 2.1: 21), wellbeing (Table 2.5: 7) and spirituality. Mr. Ahad was generally satisfied with past personal relationships, however was currently upset due to personal and family issues. Thus, teachers’ emotions may interfere with the relationship with students and ability to manage emotions and behave nicely with students, a characteristic of secure attachment (Table 2.1:31) and wellbeing (Table 2.5: 4).

A dimension of secure attachment (Table 2.1: 28) and wellbeing (Table 2.5: 9) is positive evaluation of one’s life experience and this is also recognized
as a characteristic of secure attachment (Table 2.1: 30). High level of wellbeing is linked to approachability, as supported by Hargreaves (2000). High wellbeing is also linked to secure attachment (Table 2.1: 26). Wellbeing is connected to spirituality (e.g. Emmons, Cheung & Tehrani, 1998; Muse-Burke, 2004). According to Sawatzky, Ratner and Chiu (2005) spirituality and mental health are linked. Canda and Furman (2010) focus on wellbeing, while defining spirituality and also focus on sense of meaning and purpose in life, as a characteristic of wellbeing (Table 2.1: 5). Canda and Furman (2010) also discussed wellbeing as an achievement of spiritual journey.

Religious/spiritual wellbeing has been positively correlated with different facets of psychological and physiological health (Koenig, McCullough & Larson, 2001). Likewise, Unterrainer et al. (2010) also found a correlation between religion/spirituality and mental health, and between religion/spirituality and positive personality dimensions of extraversion and openness. Unterrainer et al (2010) emphasized that discussion of religion and spirituality in terms of relationship with wellbeing is fruitful for future research in this area. Nonetheless, Unterrainer, Ladenhauf, Moazedi, Wallner-Leibmann, & Fink (2010) emphasized a need for deeper analysis to understand the relationship of religion and spirituality with mental health and illness. Petegem, Creemers, and Aelterman (2006) claim that there is a direct link between interpersonal teacher behaviour and teacher wellbeing and there is a strong positive correlation between teachers’ wellbeing and their perceptions of being helpful/friendly.

This research suggests that spirituality has a link with secure attachment style in that approachable teachers’ religious and spiritual beliefs may play an important role in making them good teachers. This research suggests that
spiritual people wish to do something for the benefit of people/community (Chapter 3), a characteristic of secure attachment (Table 2.1: 9), and wellbeing (Table 2.5: 9). They believe in helping and guiding people and take it as their responsibility to act in a spiritual manner. They feel supported by others, a characteristic of secure attachment (Table 2.1: 13), and want to extend support to others including their students. They have a positive outlook on life that is a characteristic of secure attachment (Table 2.1: 22) and wellbeing and helping their students is a source of satisfaction for them. They want to maintain an affectionate relationship with students (Table 2.1: 29). Students do not hesitate to approach such teachers when they need help of an academic or indeed personal nature.

Approachable teachers use a student-centred approach to teaching and want to help students. These teachers’ relationship with students and their behaviour is supported by Salter’s (2011) idea that spirituality helps to build relationships, an indicator of secure attachment and wellbeing (Table 2.1: 26; Table 2.5: 7). This can be further explained in terms of Lindholm and Astin’s (2008) findings, that teachers who consider and report themselves as spiritual use a more student-centred approach with undergraduate students, and students benefit more from these teachers as compared to faculty members who consider themselves less spiritual.

Bundick and Tirri (2014) emphasized that a teacher having life goals is as important as having expertise in the subject they are teaching. Bundick and Tirri (2014) state that one’s life goals focusing on self or others show how purposeful a person is, and having a purpose in life is an indicator of spirituality (Chapter 3) and wellbeing (Table 2.5:1).
Spirituality, in this research, has been discussed from two angles: whether teachers perceive themselves as spiritual and spirituality as shown through teacher behaviour in the relationship with students, as explained in Chapter 3. Approachable teachers advocated spirituality, yet when they responded to questions related to spirituality, answers were intermingled with religious practices. In Pakistan, the majority of people are religious. Cook (2015) believed that for people who are religious and spiritual, it may be difficult to separate spirituality from religion (chapter 2). This research suggests that approachable teacher behaviour is evident in a teacher’s spiritual beliefs, primarily as spirituality plays a significant role in establishing relationships (e.g. Einolf, 2011; Fisher, 1998).

Most characteristics of approachable teachers (Tables 5.1-5.4) overlap with the characteristics of secure attachment (Table: 2.1), wellbeing (Table: 2.5) and spirituality (Chapter 3) (See Figure 10.1).

![Figure 10.1 An example of inter-relationship between characteristics of approachability, secure attachment, wellbeing and spirituality.](image)

302
Approachability, secure attachment style and wellbeing are also complemented by approachable teachers’ realistic self-perceptions. These teachers are aware of how they are perceived by students and believe that positive perceptions contribute to student learning processes. Approachable teacher self-perceptions are in harmony with how students perceive them. They are fully aware that they are recognized as caring and good teachers by their students. These teachers have good observation skills, no misperceptions about themselves and are in alignment with their student perceptions about them.

Realistic and positive self-perception is acknowledged as a component of secure attachment style (Table 2.1: 1, 2). Positive self-perceptions and high self-esteem, a characteristic of secure attachment (Table 2.1: 9), are among the indicators of wellbeing (Table 2.5: 9).

Studying student perceived approachability and unapproachability accurately is possible; however what causes teachers approachable and unapproachable behaviour is difficult to measure accurately. Nonetheless, this research has found that a relationship exists between teacher approachability, secure attachment style, high level of wellbeing and spirituality. Teacher approachability is a projection of the overlap and combination of all these characteristics. This research, however, does not claim that approachability is caused by these factors.

10.6. Unapproachability and related factors

In this part, unapproachability has been explained in terms of attachment style, wellbeing and spirituality. Unapproachability appears to be linked with dismissing attachment style and low spirituality. However, a link with wellbeing remains unclear.
10.6.1. Disparity between unapproachable teachers’ self-perception and student perceptions

No unapproachable teachers clearly reported on how students perceived them. Some said that they did not expect they were disliked by students, but others report they were not sure or have no idea. These teachers did not show an interest nor report efforts where they tried to ascertain how students found them in terms of their relationship and teaching. Hence, it may not be surprising that their self-perceptions did not match with their student perceptions. Yet, there was one consistency and that was strictness which was acknowledged by students as well as the teachers. One more explanation for these teachers not knowing about student feedback is the possibility that they did understand how they were perceived by students but discussing this with the interviewer was not easy due to the negative nature of the student perceptions.

10.6.2. Interconnection between unapproachability, attachment style, wellbeing and spirituality

There is a clear link between teachers’ dismissing attachment style and unapproachability. People with dismissing attachment style are highly self-reliant, fear rejection by others and avoid developing relationships, as discussed in Chapter 2. The unapproachable teachers did not develop relationships with students. These teachers also appeared unable to recognize that students could need their support.

Some unapproachable teachers were reported to have mood swings, looked irritated and yelled at students in class (Chapters 5 and 7). The wellbeing of these teachers appears to range from average to high levels.
However, further research is needed to determine whether unapproachability is linked with high or low wellbeing.

No unapproachable teacher claimed to be spiritual and students did not mention spiritual practices for these teachers. Similarly, views of unapproachable teachers on spirituality showed variations with a few reporting high religiosity and spirituality, whereas others stated they were not spiritual at all. Nonetheless, the behaviour of the five unapproachable teachers with students was consistent and was not indicative of spirituality.

It is noteworthy that all teachers perceived as unapproachable by students: Ms. Maha, Mr. Ali, Ms. Hira, Mr. Umar and Mr. Asad (Chapter 7), had dismissing attachment style. Mr. Muhib was the only one who had a high score on both fearful and dismissing attachment styles. People with dismissing attachment style (Table 2.3) have a positive view of self and feel they are worthy of love, but have a negative view of others, shaky self-concept, avoid close relationships, are emotionally unavailable, lack empathy with others, do not choose to develop relationships with students and colleagues, expect untrustworthy and rejecting behaviour and are highly self-reliant and adverse to others’ feedback.

People with dismissing attachment style behave in a certain manner to keep others at a distance. Unapproachable teacher interview information and student perceptions about these teachers clearly showed they were not keen to develop relationships. These teachers expressed that students cannot have any problems that they would like to discuss with them or believed that students talk about problems in Social Sciences departments perhaps but not in IT. These teachers did not report incidents where students came to seek help and support from them. These teachers’ case studies suggest that they do not disclose or
share personal stories or life experiences with students which fits with keeping students at a safe distance. Whereas, Aultman, William-Johnson, and Schutz et (2009) advocates that a certain level of disclosure in communication by teachers is useful for maintaining relationships with students.

10.7. Some other factors related with teacher approachability and unapproachability

In addition to findings based on thematic analysis of student and teacher interviews discussed above, other factors were also identified that relate to teacher approachability and unapproachability. They are discussed in this section.

10.7.1. Teacher approachability and unapproachability and relationship with demographics

All teachers included in this research are between the age ranges of 27-38, other than one teacher who is 55. All are married, other than one 27 year old who is single. For teachers included in this research, approachability and unapproachability did not show a relationship with age or marital status.

Teaching experience ranged from 2.5 years to 13.5 years and again a link did not appear to exist between teaching experience and student perceived approachability and unapproachability. One of the most approachable teachers, Mr. Ahad, had only three years teaching experience, and that too as an adjunct. The maximum experience of an approachable teacher was 10 years. The most unapproachable teacher’s minimum teaching experience is 2.5 years and maximum is 9.5 years. All three teachers with mixed opinion of approachability and unapproachability have at least 10 years of teaching experience. Hence, no discrimination can be made with reference to a teachers’ teaching experience
and perceived approachability or unapproachability, however the evidence does suggest that experience alone cannot create an approachable teacher, thus a more explicit intervention may be required to convert an unapproachable teacher into an approachable one.

All approachable and unapproachable teachers were subject specialists. However, other than Mr. Imdad, no approachable teachers had any teacher training. Likewise, among unapproachable teachers, Ms. Hira was the only trained one. Among the teachers with mixed opinion of approachability and unapproachability, Ms. Sara was untrained and Ms. Sana and Ms. Jiya were trained teachers. Hence, no conclusion can be made about approachability and unapproachability in relation to teacher training. This implies that teacher training, as currently practiced in the Pakistani university system, does not influence teacher approachability.

10.7.2. A degree in Education and teacher training may not correlate with approachability

It was discussed in Chapter 1 that in Pakistan teacher training is not a pre-requisite for becoming a university teacher. However, it can be expected that teachers in the Education department with a degree in Education may be better equipped with teaching skills, compared to the IT department where teachers are subject specialists and not necessarily teacher trained.

Consequently, teachers in the Education department could be expected to be more approachable to students as they understand how to create an environment which makes students feel comfortable using effective classroom practices, including building positive relationships and rapport with their students. In contrast, for IT teachers, managing the classroom learning
environment and teacher-student relationships may not be central to their professional practices. Hence, there was a possibility that teachers in these two departments would have different kinds of relationships with students.

The findings of this research show that students in the department of Education did experience adverse relationship issues with teachers and their teaching style. Students appreciated approachable teachers and identified characteristics that help them frame opinions. Students were also aware of the characteristics of unapproachable teachers and had stories to relate for both types of teachers. Trained and untrained teachers were perceived as unapproachable by students which means that training may not be the main factor influencing teacher behaviour, but some other factors might be more significant in this regard. This implies that a degree in Education and teacher training do not necessarily produce approachable teachers.

10.7.3. Student perceived approachability and unapproachability are clearly understood explicit ideas

Teacher approachability and unapproachability were not the terminologies used with students during data collection, as explained in Chapter 4. However, students were not only familiar with these phenomena, but interviews also showed that they had keenly observed approachability and unapproachability besides having experienced it. Students quickly gathered their thoughts and referred to personal experiences and observations in reference to teacher approachability and unapproachability, indicating that these are clearly understood and explicit ideas. Student interviews also informed that unapproachability is a standalone phenomenon and does not follow from approachability.
10.7.4. Student perceived approachability and unapproachability remains unaltered

Students did not show much change in perceptions of approachability and unapproachability of teachers during their 4 year course. Thus, perceptions of teachers’ approachability and unapproachability are relatively stable perceptions and do not usually have room to change unless there is a substantial change in teacher behaviour.

10.7.5. Teacher-group in-class experience impacts teacher-student relationship

For this research, individual student perceptions of approachability and unapproachability was the focus in the context of individual experiences. However, findings showed that student perceptions are not only formed on the basis of individual experiences with teachers. Student observations of teacher behaviour with the student group in class remains significant for students in determining approachability and unapproachability. It was also evident that students experience these behaviours in class and these lay the foundations of the teacher-student relationship. Hence, the behaviour teachers demonstrate in the classroom play a significant role in student perceptions of approachability and unapproachability.

10.7.6. More textured and numerous characteristics identified in case of approachable teachers than for unapproachable

The number of approachable teachers identified in this research was less than the number of unapproachable teachers. Furthermore, the characteristics of approachable teachers were considerably more textured and more numerous than characteristics of unapproachable teachers (Chapter 5). Students were
great admirers of the approachable teachers they discussed. Whereas, in the case of unapproachable teachers, the number of characteristics identified was not large, yet the message of unapproachability was clear. This may be because students were valued more highly by, and had a variety of memorable experiences with, the teachers they approached. Whereas, for teachers they did not approach, they had mostly narrow and negative interactions and did not have many experiences to recall.

10.7.7. No disparity in student opinion for most approachable and most unapproachable teachers

There was agreement amongst student opinions regarding the most approachable and unapproachable teachers. A high frequency of students talking about these teachers’ approachability and unapproachability indicates reliability of information provided.

10.7.8. What matters is the overall impression that teachers present

The presence of some characteristics mentioned by students (Chapter 5) may not be enough to define teacher approachability and unapproachability. Rather, it is the overall impression that teachers present to students that contributes to student perceptions of teacher approachability, irrespective of the number of characteristics identified by students. An example of an overall impression being significant is the common characteristic of strictness between an approachable teacher Ms. Sara (discussed in Chapter 7) and unapproachable teacher Ms. Maha (discussed in Chapter 8). Ms. Sara’s strictness is acceptable to students in terms of rules and regulations as it conveys that she wants to teach them to follow rules. However, Ms. Maha’s strict behaviour is not acceptable by students as it conveys to students that she does not care about them or their
learning. Thus, similar behaviour may be interpreted in different ways depending on the overall impression of the teacher.

**10.7.9. Teacher behaviour is given meanings with reference to context**

The emphasis of Education students on personal characteristics of teachers may be due to two recent events, as discussed in Chapter 6. A number of students appreciated some teachers for their stance on the two events and formulated a strong negative opinion of others. It appears that students who had problems in these events approached teachers who advised them about an appropriate course of action and hence the students appreciated their help. Whereas, the students who were complained against did not have positive things to say about the same teachers. The second event was about a matter related with student behaviour exhibited during a party at the university. Some teachers showed a harsh behaviour to a few students in return and hence, students felt hurt and upset. The response was not a corrective measure or suggested apology, but it was a clear scolding and done in class in the presence of the other students.

These events and outcomes suggest that teacher behaviour is given meaning with reference to context and teachers’ responses in sensitive situations that can leave a deep impact on student perceptions. A study by Fiksenbaum, L. M., Wickens, C. M., Greenglass, E. R., & Wiesenthal, D. L. (2012) also emphasized that approachable teachers are a source of help for students when in need of support. Fiksenbaum et al (2012) focused on university students' perceptions of fairness following an academic strike and highlighted that with their academic experience, approachable teachers contributed to students’ satisfaction as well as their healing process in a post-strike period.
10.7.10. Students give more importance to critical and recent events and experiences with teachers

From the above discussion, it seems teacher responses during these two events dominated students’ perceptions about these teachers perhaps ignoring overall behaviour. An important finding of this research is that certain characteristics may not be enough for students to determine teacher approachability and unapproachability, but their execution at the right time also matters. Students expected a high level of support from teachers in these scenarios, however failure on the part of a few teachers to extend support to students led to establishment of a perception of unapproachability. Whereas, teachers who extended their support to students at that time were seen as most approachable.

10.7.11. Significance of verbal and non-verbal communication

An important factor in determining teacher approachability and unapproachability for students in this research was verbal and non-verbal communication (Chapter 5: teachers’ personal characteristics in Theme 1 and characteristics in terms of relationship with students in Theme 2). Written communication was not mentioned as an indicator of approachability or unapproachability. No student mentioned written feedback/comments on their work/assignments in relation to teacher approachability and unapproachability.

10.7.12. Teachers behaviour can leave a long lasting impact on students

In reference to student comments in Chapter 5, it can be concluded that sometimes negative teacher-student relationships can leave a long lasting impact on students which may be damaging for their wellbeing. It is unfortunate
that no support system for students is available in this university. At the same time, positive teacher-student relationships can influence students in a positive manner and as evident in some teacher interviews where they informed that past students keep in touch and still consult them for advice. This finding is of significant value to understand that teacher-student relationships can be significant in students’ lives.

10.7.13. Teacher-student relationship is a power relationship

The teacher-student relationship is a unique one. In this relationship there is an imbalance of power (see Chapter 2). Students can depend on teachers and approach them for support, however, teachers do not depend on students. Another significant point is that teachers have a relationship with students at two levels: teacher relating to students as a class group and relating to the individual student. This research highlights that teachers’ classroom interaction with students forms the basis of their relationships and students decided upon teachers’ approachability and unapproachability due to classroom experiences. It is clear from the above discussion that one-off negative experiences can poison the teacher-student relationship to the extent that a student will consider that teacher unapproachable. This is a major finding and suggests that teachers may need to attend to students who incur such experiences and seek to repair the damage done to the relationship. This is the teachers’ responsibility as they are in the position of power.

10.7.14. Possible explanation for teachers driven to seek approval from their students

The possibility that teachers are driven to seek approval from students and that’s why they show certain behaviour cannot be refused. In the case of
such teacher behaviour for those perceived as approachable by students, their perception of approachability can be considered as evidence of the genuine nature of their behaviour. A possible explanation for approachable teachers’ behaviour when they want students to depend on them and help students may be because this enhances the teacher’s personal and professional identity. However, in the case of unapproachable teachers where they wish to seek student approval their behaviour may not be considered genuine as it is not perceived as an indicator of approachability, but of unapproachability.

**10.7.15. Significance of teacher awareness of student perceptions**

Student perception of teacher approachability is an important area of study in teacher-student relationships. Evidence from this research is that sometimes teachers do not understand how their behaviour influences student feelings, academic learning and perceptions. Awareness of student perceptions can be helpful for teachers to know the significance of their behaviour to students’ lives. This awareness can become a source of positive modification in teacher’ behaviour and in the learning environment. Garza, Ovanda, and Seymour (2010) are of the opinion that the teaching environment can be improved in light of information about student perceptions of caring teachers.

**10.7.16. Sometimes it is not teaching style only but other administrative factors that can signify a teacher’s image on students**

This research also highlighted that the teachers’ teaching style, along with others, such as when a particular course is taught, matters to students. Student background knowledge related to a course is important to keep in consideration before deciding on when a course should be taught during the degree program. Sometimes students take time to adjust to the environment
when they start their degree and cannot understand the technically complex ideas immediately. Some students have issues understanding lectures in the English language due to a weak language background. Therefore, course planning needs to be undertaken carefully keeping in mind all possible factors that can hamper student learning and influence the teachers’ image for the students.

10.7.17. Student related factors influencing perceptions of teacher approachability and unapproachability

Student related factors influencing perceptions of teacher approachability and unapproachability were beyond the scope of this research. However, information gathered through teacher and student interviews showed that student demographics, academic background, attachment styles, wellbeing, personality and numerous other factors might be involved in forming perceptions of teacher approachability and unapproachability and this needs to be researched in detail.

10.7.18. Contribution of cultural specifications leading to perceptions of approachability and unapproachability

It is important to keep in mind that student expectations from teachers and student perceptions are influenced by socio-cultural settings (Chapter 2). These cultural settings may include, but are not limited to, the culture of the country in terms of interpersonal relationships and teacher-student relationships. The culture of the particular institution and department may also contribute to student perceptions. For example, student needs and appreciation of counselling support from teachers may be culture specific for only these
students and students in countries like Australia may not have the same expectation of teachers.

10.8. Chapter Summary

This chapter discussed the various characteristics of approachable and unapproachable teachers and formally defined student perceived approachability and unapproachability. A few characteristics highlighted in this study may not be able to be generalized to other cultures. The comparison between the IT and Education departments and teacher and student perceptions of approachability and unapproachability was also discussed. A few similarities and differences between the perception of IT and Education students surfaced. Good agreement between student perception and approachable teachers’ self-perception exists, but this was not so in the case of unapproachable teachers. The interconnection of teachers’ attachment styles, wellbeing and spirituality along with some other contributing factors was discussed with reference to approachability and unapproachability. A link between secure attachment and spirituality in practice does appear to be a qualifying factor for approachability, and wellbeing appears to be between average to high for most of approachable teachers. In the case of unapproachability, a link between dismissing attachment style and low level of spirituality in practice is apparent with wellbeing of unapproachable teachers being no different to approachable teachers. Chapter 11 concludes the discussion with an overview of the findings and presents some limitations of this study and recommendations for future research that may contribute to the study of approachability and unapproachability with reference to attachment style, wellbeing and spirituality at the tertiary level.
Chapter 11: Summary and conclusions

11.1. Introduction

This research aimed at answering three research questions focusing on teacher characteristics that help students determine approachability and unapproachability. Teachers’ attachment styles, wellbeing and spirituality were studied as explanatory factors in the phenomenon of approachability and unapproachability.

11.2. Key findings

• This research is significant as it not only focuses on student perceived approachability and unapproachability, but also includes approachable and unapproachable teachers as participants.

• Semi-structured interviews were used to gather data to understand student perceptions of approachability and unapproachability and this proved to be an effective means of studying such phenomena. Most previous research focused on quantitative methods and a need for qualitative research was acknowledged in the past, as discussed in Chapter 1. Hence, studying this phenomenon using qualitative methods is a useful contribution of this research.

• Case-study design, including teacher and student interview data, proved effective in comparing teacher self-perceptions and student perceptions.

• Thematic analysis of student interview data enabled organization and discussion of the identified student perceived characteristics of teacher approachability and unapproachability. This research provides rich, comprehensive, well organised and rigorous information on the phenomenon of approachability and unapproachability.
• Identification of characteristics of approachability resulted in four themes: (1) personal characteristics, (2) characteristics in terms of relationship with students and approachability, (3) characteristics in terms of learning environment and academic support for students, and (4) teachers as career counsellors. Identification of characteristics of unapproachability is also a significant contribution of this research as unapproachability has not been studied much in past research. For unapproachable teachers, three themes emerged: (1) personal characteristics, (2) characteristics in terms of relationship with students and unapproachability, and (3) characteristics in terms of learning environment and academic support for students.

• Absence of negative characteristics contributing to the perception of approachability is a significant finding of this research.

• Acknowledgement of positive characteristics of unapproachable teachers as highlighted by students is also a significant finding. Though positive characteristics are acknowledged, they do not change the overall impression of teacher unapproachability.

• This research did not attempt to define approachability and unapproachability based on previous research and definitions surfaced from analysis of student information. Teacher approachability and unapproachability are student perceived phenomena and therefore this was considered the most appropriate way of defining these phenomena. This has not been researched substantially in the past.

• Little difference was found in significance of the elements that establish student perceptions of approachability in the case of students from IT and Education departments. However, teacher career counselling
support for IT students was valued, whereas Education department students did not mention the need for this support.

- In the case of unapproachability for IT students, teacher characteristics in terms of learning environment and academic support were most significant, whereas for students from the Education department personal characteristics of teachers were of most importance in determining teacher unapproachability.

- Teachers and students were in agreement on characteristics of approachable teachers. Likewise, there was no difference in student and teacher perception of unapproachability, although no teachers talked about characteristics of unapproachability in detail.

- A comparison between teacher self-perceptions and student perceptions of teachers is a key contribution of this research. All approachable teachers were aware of how they are perceived by students. This shows the credibility of teachers’ and students’ self-perceptions. Whereas, unapproachable teachers’ self-perceptions were not consistent with how they were perceived by students.

- Another key finding is that approachability, secure attachment, wellbeing and spirituality in practice are interlinked. Whereas, unapproachability is linked with teachers’ dismissive attachment style, however no clear connection was detectable in terms of unapproachability, wellbeing and spirituality in practice.

- No significant relationship appeared to exist between teacher age, marital status and years of experience in terms of approachability and unapproachability. However, gender difference remained beyond the scope of this study.
• A degree in Education or teacher training cannot guarantee teacher approachability.

• Student perceived approachability and unapproachability are clearly understood and explicit ideas.

• For a majority of students, approachability and unapproachability of specific teachers remains unaltered over a period of time.

• Teacher-group in-class experience strongly impacts on the teacher-student relationship.

• More textured and numerous characteristics were identified in the case of approachable teachers than for unapproachable teachers.

• Teacher behaviour is given meaning and understood by students with reference to context.

• Students give great importance to critical and recent events and experiences with teachers when determining approachability and unapproachability.

• Like past research, the significance of verbal and non-verbal communication was highlighted as a key factor in teacher-student relationships.

• Teacher behaviour can have long lasting impacts on students.

• The contribution of cultural specifications leading to perceptions of approachability and unapproachability are also a highlight of this research.

11.3. Limitations

This research has several limitations that are important to mention.

Though this university is considered a large university, it is ranked low both in
terms of research and teaching, as mentioned in Chapter 1. This university cannot be considered as a representative of teachers and students in other universities of Pakistan.

Another limitation is that this research did not aim to generalize results due to the small sample size of the university, departments and number of students and teachers interviewed. However, this research is highly useful for its qualitative texture and the phenomenological study of approachability and unapproachability. This implies that perhaps the generalizability of findings while studying approachability and unapproachability may not be possible as differences between students and teachers of different faculties, cultural factors, individual differences and many other factors will influence the phenomenon of study.

In this study, teachers are described through the lenses of students. The personal attitudes, behaviours and feelings, all in part culturally shaped, require a fuller account to more accurately interpret the data. This remained beyond the scope of current research and such a study may prove useful in understanding the relationship phenomenon.

Characteristics of approachable and unapproachable teachers highlighted by students in the departments of IT and Education may not necessarily be similar to those in other departments of the same university. Each department may have a different culture and variation in the expectations and perceptions of behaviour by teachers and students.

Student information can be considered more reliable in the case of a higher number of students talking about one teacher with the same perceptions, as compared to one student providing information or where student information is contradictory.
In some case-studies a difference was noticeable between teacher interview information and profiles on Relationship Style Questionnaire (RSQ) (Annexure-C) and Personal Wellbeing Index-Adult (PWI-A) (Annexure-D). There are several explanations for this. Sometimes participants do not understand, or misunderstand the statements and err while responding and do not ask for help in understanding even when the researcher is available to clarify. The possibility of filling in questionnaires and not taking them seriously or providing false answers cannot be overlooked. Participants may not have given accurate information on questionnaires or may have responded in a deceptive manner due to discomfort in showing true feelings when their identity is not concealed from the researcher. Therefore, the likelihood of lack of precision exists in results of RSQ and PWI-A.

The possibility of the disturbed socio-political situation in Pakistan over the last few years could also have influenced teacher responses on some items of the PWI-A, e.g. item number 6 asking: how satisfied are you with how safe you feel? and item number 8: how satisfied are you with your future security?

The RSQ measures relationship styles of dyadic relationships where there is not much power imbalance in general. RSQ measured teachers’ general attachment styles, but was unable to capture their attachment styles as teachers. The teacher-student relationship is a relationship where the power imbalance cannot be avoided as teachers are in a role of providing support and students are the ones seeking help and support. However, the RSQ was used to have some idea about teachers’ general attachment style and should not be considered as a measure of teachers’ relationship style with their students. However, the use of RSQ and PWI-A gave a general and broad picture of the
teachers’ relationship styles and wellbeing, and this information was cross-checked with specific interview questions

Gender based analysis remained beyond the scope of this thesis, however the researcher is aware that student gender and teacher gender would be very interesting to examine in terms of student perception of teacher approachability and unapproachability.

11.4. Recommendations

Future research on approachable and unapproachable teachers at the university level can be helpful in understanding these phenomena more deeply. Most researchers focus on the study of approachability with the possibility of interfering factors. Their research signifies the factors and processes involved in approachability. It is notable that no past research studied the link between unapproachability and related factors. There is a need to study both the phenomena of approachability as well as unapproachability in detail.

Further research can be helpful in understanding the interfering dynamics of approachability and unapproachability, then methods to maximize approachability and minimize unapproachability can be tested and introduced. Further research is needed to study the interconnection of approachability and unapproachability with teacher attachment styles, wellbeing and spirituality. Longitudinal and larger scale studies involving more students and teachers would be valuable. The current research suggests that characteristics of approachability and unapproachability may be culturally specific and clarification would be possible in further cross-cultural investigation.

The themes that emerged in this analysis of student perceived approachability and unapproachability can prove helpful for teachers, teacher
trainers and to future researchers. Professional development courses need to address relationship issues and different classroom situations. If teachers do not have pre-service teacher training, in-service teacher training can be very beneficial. However, if pre or in-service training can still not be provided, a system of mentorship can support teachers. Workshops and discussions addressing the significance of approachability, wellbeing and spirituality can be beneficial for teachers’ level of awareness and classroom practices.

This research highlights that students expect some counselling support from teachers as counselling services are usually not available for students in Pakistani universities and teachers are expected to act as counsellors sometimes. Hence, either a counselling support system should be provided or teachers need to be trained in student counselling. There is of course a need for counselling services for teachers as well.

An effort to fill the gap between teacher self-perceptions and how students perceive them can lead to teachers’ improved behaviour with facilitation. Though a system of teacher evaluation is in place, improvement in implementation can be beneficial for teachers as well as students. Excellence in teaching awards might be a good idea to encourage teachers to improve the quality teaching and relationships with students.

Sometimes teachers are so preoccupied with what is going on in their lives, including their studies, that it becomes nearly impossible for them to spend time with students. Yet, this is an important element of their business. A balanced work load needs to be considered for these teachers, so that students are not at a disadvantage in this situation.

Expecting that approachability and unapproachability are perceived in the same way by all students across departments/faculties may be misleading
and should be given due consideration when researching approachability and unapproachability.

Teaching environment can be improved in light of information about student perceptions of caring teachers. Sometimes it is not the teaching style only but a few other administrative factors that can influence a teacher’s image to students. Course planning needs to be conducted carefully keeping in mind all possible factors that can hamper student learning and influence a teachers’ positive image to their students.
Annexure

Annexure-A: Student Semi-structured Interview

i. Male / female
ii. Age (approximate)
iii. Department

Part-I

1. What are the roles and responsibilities of a teacher?
   Think of all the teachers teaching in your department and keeping in mind the most approachable teacher(s), answer these questions:
   (In case there is more than one teacher, we can talk about them one by one)
2. Why do you find this teacher approachable? Describe this teacher’s characteristics.
3. Did you ever try to approach this teacher seeking any sort of help?
   3a. If yes, how did the teacher try to help you?
4. If the teacher could not help you, what were the reasons in your opinion?
5. Where do you usually approach this teacher e.g., in class, teacher’s office, café?
6. Do you also approach this teacher via phone or email?
7. Are there any other qualities that would make this teacher even more approachable to the students?

Part-II

Think of all the teachers teaching in your department and keeping in mind the most unapproachable teacher(s), answer these questions:
(In case there is more than one teacher, we will talk about them one by one)
8. Why do you find this teacher unapproachable? Describe this teacher's characteristics.
9. Despite this, did you ever have to (e.g., in case approaching this teacher was unavoidable) approach this teacher seeking any sort of help?
10. If yes, how did the teacher respond?
11. If the teacher could not help you, what were the reasons in your opinion?
12. Have you or any other student who you know had a bad experience with this teacher?
   14a. If yes, recount what actually happened?
Annexure-B: Teacher Semi-structured Interview

i. Male / female
ii. Age (approximate)
iii. Single / married / divorced / widow
iv. Number of years in teaching profession
v. Total work experience
vi. Number of years in this university
vii. Full time / part time
viii. Qualification/training in teacher education
ix. The year in which attended this training
x. How extensive was the training?

1. In addition to teaching and research, what other responsibilities does a teacher have?
2. Do you think students may need support from their teachers?
   2a. If yes, why do you think students would need support?
   2b. If no, why do you think so?
3. What are the characteristics that a teacher should possess due to which the students find it easier to approach the teacher?
4. Did you ever attend any training on what kind of relationship should be developed with the students and how to maintain it?
5. Generally describe the relationship with your students?
6. How do you foster good relationship with your students? Do you make an attempt to reach out to your students?
7. What do you find most challenging in your relationship with students?
8. If you compare your present relationship with your students with the time when you started your teaching career, do you find any differences?
   10a. If yes, what kind?
   10b. If no, how have you been able to maintain stable relationship style?
9. How do you think students perceive you in terms of the teaching relationship?
10. Why do you think students would choose/not choose to approach you if they needed any kind of support?
11. Thinking about your life and personal circumstances, how satisfied are you with your life as a whole?
12. How satisfied are you with your personal achievements?
13. How satisfied are you with your professional achievements?
14. Have you ever thought of changing the profession of teaching?
15. How important do you think it is for you to be liked by your students?
16. Would you like to comment on overall purpose of your life?
17. Do you think your religious or spiritual beliefs assist your practice as teacher?
Annexure-C: Psychological Wellbeing Index-Adult (PWI-A)

This questionnaire has 9 questions about life satisfaction. Please answer all the questions by marking ✓ in the box that explains your situation the best.

<table>
<thead>
<tr>
<th>Question</th>
<th>Completely Satisfied</th>
<th>Completely Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thinking about your own life and personal circumstances, how satisfied are you with your life as a whole?</td>
<td>2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>2. How satisfied are you with your standard of living?</td>
<td>2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>3. How satisfied are you with your health?</td>
<td>2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>4. How satisfied are you with what you are achieving in life?</td>
<td>2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>5. How satisfied are you with your personal relationships?</td>
<td>2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>6. How satisfied are you with how safe you feel?</td>
<td>2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>7. How satisfied are you with feeling a part of your community?</td>
<td>2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>8. How satisfied are you with your future security?</td>
<td>2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>9. How satisfied are you with your spirituality or your religion?</td>
<td>2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9</td>
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</tbody>
</table>
### Annexure-D: Relationship Style Questionnaire (RSQ)

#### Relationship Style Questionnaire (RSQ)

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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I find it difficult to depend on other people</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>It is very important for me to feel independent</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>I find it easy to get emotionally close to others</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>I want to merge completely with another person</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
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<td>5.</td>
<td>I worry that I will be hurt if I allow myself to come close to others</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
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<td>6.</td>
<td>I am comfortable without close emotional relationships</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
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<td>7.</td>
<td>I am not sure that I can always depend on others to be there when I need them</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
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<td>8.</td>
<td>I want to be completely emotionally intimate with others</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
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<td>Question</td>
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<td>9.</td>
<td>I worry about being alone</td>
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<td>10.</td>
<td>I am comfortable depending on other people</td>
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<td>11.</td>
<td>I often worry that romantic partners don’t really love me</td>
<td>1</td>
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<td>12.</td>
<td>I find it difficult to trust others completely</td>
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<td>13.</td>
<td>I worry about others getting too close to me</td>
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<td>14.</td>
<td>I want emotionally close relationships</td>
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<td>15.</td>
<td>I am comfortable having others depend on me</td>
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<td>16.</td>
<td>I worry that others don’t value me a much as I value them</td>
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<td>17.</td>
<td>People are never there when you need them</td>
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<td>Question</td>
<td>Rating Options</td>
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<td>18.</td>
<td>My desire to merge completely sometimes scares people away</td>
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<td>19.</td>
<td>It is very important to me to feel self-sufficient</td>
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<td>20.</td>
<td>I am nervous when anyone gets close to me</td>
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<td>21.</td>
<td>I often worry that romantic partners won’t want to stay with me</td>
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<td>22.</td>
<td>I prefer not to have other people depend on me</td>
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<td>23.</td>
<td>I worry about being abandoned</td>
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<td>24.</td>
<td>I am somewhat uncomfortable being close to others</td>
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<td>25.</td>
<td>I find that others are reluctant to get as close as I would like</td>
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<td>26.</td>
<td>I prefer not to depend on others</td>
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<td>27.</td>
<td>I know that others will be there when I need them</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
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<td>28.</td>
<td>I worry about others not accepting me</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
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<td>29.</td>
<td>Romantic partners often want me to be closer than I feel comfortable</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
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<td>30.</td>
<td>I find it relatively easy to get close to others</td>
<td>Not at all like me</td>
<td>Somewhat like me</td>
<td>Very much like me</td>
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<td></td>
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Annexure-E: Ethics Approval

17 December 2012

Dr R Matthews
School of Education

Dear Dr Matthews

ETHICS APPROVAL No: HP-2012-168
PROJECT TITLE: Exploring teacher approachability: interconnections between wellbeing and adult attachment theory

I write to advise that the Low Risk Human Research Ethics Review Group (Faculty of Humanities and Social Sciences and Faculty of the Professions) has approved the above project. The ethics expiry date for this project is 31 Dec 2015.

Ethics approval is granted for three years subject to satisfactory annual progress and completion reporting. The form titled Project Status Report is to be used when reporting annual progress and project completion and can be downloaded at http://www.adelaide.edu.au/ethics/human/guidelines/reporting. On expiry, ethics approval may be extended for a further period.

Participants in the study are to be given a copy of the Information Sheet and the signed Consent Form to retain. It is also a condition of approval that you immediately report anything which might warrant review of ethical approval including:

- serious or unexpected adverse effects on participants,
- previously unforeseen events which might affect continued ethical acceptability of the project,
- proposed changes to the protocol; and
- the project is discontinued before the expected date of completion.

Please refer to the following ethics approval document for any additional conditions that may apply to this project.

Yours sincerely

ASSOCIATE PROFESSOR RACHEL A. ANKENY
Convenor
Low Risk Human Research Ethics Review Group (Faculty of Humanities and Social Sciences and Faculty of the Professions)
Applicant: Dr R Matthews

School: Education

Application/RM No: 14422

Project Title: Exploring teacher approachability: interconnections between wellbeing and adult attachment theory

Low Risk Human Research Ethics Review Group (Faculty of Humanities and Social Sciences and Faculty of the Professions)

ETHICS APPROVAL No: HP-2012-108

APPROVED for the period until: 31 Dec 2015

This study is to be conducted by Fizza Sabir, PhD Candidate.

ASSOCIATE PROFESSOR RACHEL A. ANKENY
Convener
Low Risk Human Research Ethics Review Group (Faculty of Humanities and Social Sciences and Faculty of the Professions)
Annexure-F: Participant Information Sheet-students

HUMAN RESEARCH ETHICS COMMITTEE
Participant Information Sheet for Students

Title
Exploring teacher approachability: interconnections between wellbeing and adult attachment theory

Purpose of the study

This research aims at exploring teacher approachability. Teachers’ approachability will be examined with reference to their wellbeing and their attachment styles as described by adult attachment theory. The focus of the current research is on undergraduate University teachers and students. The teachers will be administered two questionnaires to determine their relationship styles and wellbeing. Semi-structured interviews will be conducted to ascertain the teachers’ views on approachability and provide a profile of their beliefs and personal qualities relevant to approachability. This data will be contrasted to student insights into approachability through student interviews.

The findings of this research may lead to initiate some innovation in pre-service and in-service teacher training programs organized for raising awareness about the significance of teacher approachability in learning environment. It is hoped this research can be put to use to suggest to the Higher Education Commission (HEC) incorporation of new faculty courses, to enhance teacher-student relationship and teachers’ wellbeing. In addition, workshops on teacher-student wellbeing can also be recommended for inclusion in degree courses offered by Education departments in Pakistani universities.

What will be asked of the participant?

Participation in this study is completely voluntary, and you may withdraw at any stage or avoid answering questions which you feel are too personal or intrusive.

To participate in this research, you will need to sign a consent form. Your decision about whether to participate will not affect your study/wellbeing at the University.

How much time will it take?

Interviews: Approximately 30-40 minutes

Possible benefits from the study, to the participants and/or the community

- An opportunity for participants to share their views/perceptions and experiences of the teacher approachability.
- The results of this study are expected to be able to inform Pakistani educational policy and teacher training programs.

Assurance of confidentiality

All details will be kept confidential. Codes will be assigned to participants. Names of participants will not be identified in the final report or in any publications resulting from this research.
Measures that will be taken in the event of an adverse event

If, at any time participants experience discomfort/stress, please inform the researcher. The activity will be discontinued immediately. If so requested by the participant, all data taken up to that time will be removed from the study and permanently disposed of. The participant is informed that no consequences whatsoever will follow from their request. If at any time after completion of an interview, a participant may contact a researcher by email and request that their data be removed from the study. Upon receiving such a request, all data taken from that participant will be removed from the study and permanently disposed of. The participant is informed that no consequences whatsoever will follow from their request.

The information and project records will be stored in the main researcher’s laptop. However, the data will be archived on a CD and stored for safekeeping in a locked storage area in the School of Education, University of Adelaide. Backup copies of the CD will also be produced and safely stored in a locked cupboard on campus for 5 years. Please refer to the University’s independent complaints sheet attached.

Contacts

| Dr. Robert Matthews | robert.matthews@adelaide.edu.au |
| Dr. Ian Green       | ian.green@adelaide.edu.au      |
| Fizza Sabir         | fizza.sabir@adelaide.edu.au    |
Annexure-G: Participant Information Sheet-teachers

HUMAN RESEARCH ETHICS COMMITTEE
Participant Information Sheet for Teachers

Title

Exploring teacher approachability: interconnections between wellbeing and adult attachment theory

Purpose of the study

This research aims at exploring teacher approachability. Teachers’ approachability will be examined with reference to their wellbeing and their attachment styles as described by adult attachment theory. The focus of the current research is on undergraduate University teachers and students. The teachers will be administered two questionnaires to determine their relationship styles and wellbeing. Semi-structured interviews will be conducted to ascertain the teachers’ views on approachability and provide a profile of their beliefs and personal qualities relevant to approachability. This data will be contrasted to student insights into approachability through student interviews.

The findings of this research may lead to initiate some innovation in pre-service and in-service teacher training programs organized for raising awareness about the significance of teacher approachability in learning environment. It is hoped this research can be put to use to suggest to the Higher Education Commission (HEC) incorporation of new faculty courses, to enhance teacher-student relationship and teachers’ wellbeing. In addition, workshops on teacher-student wellbeing can also be recommended for inclusion in degree courses offered by Education departments in Pakistani universities.

What will be asked of the participant?

Participation in this study is completely voluntary, and you may withdraw at any stage or avoid answering questions which you feel are too personal or intrusive.

To participate in this research, you will need to sign a consent form. You decision about whether to participate in this study will not affect your employment status/wellbeing at the University.

How much time will it take?
Questionnaires: Approximately 20 minutes
Interviews: Approximately 30-40 minutes

Possible benefits from the study, to the participants and/or the community
- An opportunity for participants to share their views/perceptions of the teacher approachability. The questionnaires will give a picture of their attachment styles and general wellbeing
- The results of this study are expected to be able to inform Pakistani educational policy and teacher training programs.

Assurance of confidentiality

All details will be kept confidential. Codes will be assigned to participants. Names of participants will not be identified in the final report or in any publications resulting from this research.
Measures that will be taken in the event of an adverse event

If, at any time participants experience discomfort/stress during filling the questionnaire and during the interview, please inform the researcher. The activity will be discontinued immediately. If so requested by the participant, all data taken up to that time will be removed from the study and permanently disposed of. The participant is informed that no consequences whatsoever will follow from their request. If at any time after completion of an interview, a participant may contact a researcher by email and request that their data be removed from the study. Upon receiving such a request, all data taken from that participant will be removed from the study and permanently disposed of. The participant is informed that no consequences whatsoever will follow from their request.

The information and project records will be stored in the main researcher’s laptop. However, the data will be archived on a CD and stored for safekeeping in a locked storage area in the School of Education, University of Adelaide. Backup copies of the CD will also be produced and safely stored in a locked cupboard on campus for 5 years. Please refer to the University’s independent complaints sheet attached.

Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Dr. Robert Matthews</td>
<td><a href="mailto:robert.matthews@adelaide.edu.au">robert.matthews@adelaide.edu.au</a></td>
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<tr>
<td>Dr. Ian Green</td>
<td><a href="mailto:ian.green@adelaide.edu.au">ian.green@adelaide.edu.au</a></td>
</tr>
<tr>
<td>Fizza Sabir</td>
<td><a href="mailto:fizza.sabir@adelaide.edu.au">fizza.sabir@adelaide.edu.au</a></td>
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Annexure-H: Consent Form

Human Research Ethics Committee (HREC)

CONSENT FORM

1. I have read the attached Information Sheet and agree to take part in the following research project:

<table>
<thead>
<tr>
<th>Title:</th>
<th>Exploring teacher approachability</th>
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</thead>
<tbody>
<tr>
<td>Ethics Approval</td>
<td>HP-2012-108</td>
</tr>
<tr>
<td>Number:</td>
<td></td>
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</table>

2. I have had the project, so far as it affects me, fully explained to my satisfaction by the research worker. My consent is given freely.

3. Although I understand the purpose of the research project it has also been explained that involvement may not be of any benefit to me.

4. I have been informed that, while information gained during the study may be published, I will not be identified and my personal results will not be divulged.

5. I understand that I am free to withdraw from the project at any time.

6. I agree to the interview being audio/video recorded. Yes ☐ No ☐

   Note: this point is required only for projects involving digital recording (audio or video). Delete part or all as required.

7. I am aware that I should keep a copy of this Consent Form, when completed, and the attached Information Sheet.

Participant to complete:

Name: ___________________ Signature: ___________________ Date: _________

Researcher/Witness to complete:

I have described the nature of the research to __________________________

(print name of participant)

and in my opinion she/he understood the explanation.

Signature: __________________ Position: __________________ Date: _________
Annexure-I: Complaints Procedure

The University of Adelaide
Human Research Ethics Committee (HREC)

This document is for people who are participants in a research project.

CONTACTS FOR INFORMATION ON PROJECT AND INDEPENDENT COMPLAINTS PROCEDURE

The following study has been reviewed and approved by the University of Adelaide Human Research Ethics Committee:

<table>
<thead>
<tr>
<th>Project Title:</th>
<th>Exploring teacher approachability</th>
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</thead>
<tbody>
<tr>
<td>Approval Number:</td>
<td>HP-2012-108</td>
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</tbody>
</table>

The Human Research Ethics Committee monitors all the research projects which it has approved. The committee considers it important that people participating in approved projects have an independent and confidential reporting mechanism which they can use if they have any worries or complaints about that research.

This research project will be conducted according to the NHMRC National Statement on Ethical Conduct in Human Research (see http://www.nhmrc.gov.au/publications/synopses/e72syn.htm)

1. If you have questions or problems associated with the practical aspects of your participation in the project, or wish to raise a concern or complaint about the project, then you should consult the project co-ordinator:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr. Robert Matthews</th>
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<tbody>
<tr>
<td>Fizza Sabir</td>
<td></td>
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<tr>
<td>Phone:</td>
<td>+61 8 8313 0488</td>
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<td>+92 333 5205311</td>
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</table>

2. If you wish to discuss with an independent person matters related to:
   • making a complaint, or
   • raising concerns on the conduct of the project, or
   • the University policy on research involving human participants, or
   • your rights as a participant,

   contact the Human Research Ethics Committee’s Secretariat on phone (08) 8313 6028 or by email to hrec@adelaide.edu.au

secretariat/ethics/human/complaints
References


Barnacle, R. (2001). *Qualitative research methods series: Phenomenology*

Retrieved from:


[cited 29 Jun 15].


Karim, N. (2007). *Managing higher education in Pakistan under GATS environment*. Qurtaba University of Science and Information Technology,


