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THE ROLE OF THE LECTURER IN THE SUBJECTIVE WELL-BEING OF FIRST-YEAR EDUCATION STUDENTS

NAVESHINI THUMBIRAN

2019

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THE ROLE OF THE LECTURER IN THE SUBJECTIVE WELL-BEING OF FIRST-YEAR EDUCATION STUDENTS

by

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Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS
(Educational Psychology)

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PRETORIA
October, 2019

UNIVERSITEIT VAN PRETORIA
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DECLARATION OF AUTHENTICITY

I Naveshini Thumbiran (student number 17262837), declare that this study titled: *The role of the lecturer in the subjective well-being of first year Education students,* which I hereby submit for the degree Master Educationis in Educational Psychology at the University of Pretoria, is my own work and has not been previously submitted by me for a degree at this or any other university. All resources and citations from literature have been acknowledged in-text and referenced in full.

_____

Naveshini Thumbiran
October 2019

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ETHICAL CLEARANCE CERTIFICATE

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RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: **EP 18/04/01**
DEGREE AND PROJECT	MEd Students' experiences of motivating and demotivating lecturers and the effects on their wellbeing
INVESTIGATOR	Ms Naveshini Thumbiran
DEPARTMENT	Educational Psychology
APPROVAL TO COMMENCE STUDY	21 May 2018
DATE OF CLEARANCE CERTIFICATE	21 October 2019

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

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Ms Bronwynne Swarts
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This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

ACKNOWLEDGEMENTS

I wish to express my sincerest gratitude to the following individuals without whom the completion of this dissertation would have not been possible:

- To God – *Om Namah Shivaya.*
- To my supervisor, Prof. Salome Human-Vogel for your exceptional guidance and support. Thank you for pushing my limits further than I thought possible.
- To my dear parents, your unconditional love, support and consistent motivation keeps me going every day.
- To my dear sisters, Magz and Dinese. Your support and confidence in me has given me the strength to do my best. Thank you both for putting up with my moods, stress and anxiety throughout this process.
- To my dear friend Refilwe Modisi, your support and assistance throughout this programme motivated me to push forward. I am immensely grateful to have completed this journey with you.
- To my assistant, Mrs Betty Motshabane, you lessoned the stress of juggling full time employment and full time studying. Thank you for your consistent support and bubbly conversations.
- Melissa Labuschagne for your exceptional expertise in technical and language editing.

ABSTRACT

The present study was a qualitative research study aimed to explore and describe the role of the lecturer in the subjective well-being of first-year education students. This research utilised secondary data that was collected for a prior study, comprising essays completed by first-year education students at the University of Pretoria. 125 students from randomly selected modules participated in the original study. The narratives concerned how the students described their lecturers as motivating and demotivating. The narratives, completed by male and female students, were selected based on lengthy, content-rich narratives. An inductive thematic analysis was completed to explore and analyse the data from a qualitative, interpretivist perspective. The five dimensions of the PERMA model (Positive emotions, Engagement, Relationships, Meaning and Accomplishment) guided and were used as the theoretical framework of the present study to help understand students' subjective well-being (Seligman, 2011). Three themes emerged from the students' descriptions of their lecturers as motivating. The findings suggest that the students were motivated when their lecturers utilised effective teaching approaches, facilitated a positive student-lecturer relationship and when students felt satisfied with their learning. One theme emerged where the students described their lecturer as demotivating; this was the case when their lecturers used ineffective teaching approaches. All five dimensions of the PERMA model were identified when students felt motivated by their lecturers, while two dimensions of the PERMA model were identified when students felt demotivated by their lecturers. There is a need for lecturer training programmes aimed at increasing the awareness of the lecturers' role in student motivation and student subjective well-being, as well as teaching practises that aim to promote student motivation. Consequently, student subjective well-being can be valuable to universities in improving students' academic success as well as their subjective well-being.

Keywords: University student; Lecturer; Perceptions; Secondary data; Motivation; Thematic analysis; Demotivation; Narratives; Subjective well-being; PERMA model.

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LANGUAGE EDITOR CERTIFICATE

Exclamation Translations

To whom it may concern

The mini-dissertation entitled, "The role of the lecturer in the subjective well-being of first-year education students" has been edited and proofread as of 18 October 2019.

As a language practitioner, I have a Basic degree in Languages, an Honours degree in French and a Master's degree in Assessment and Quality Assurance. I have been translating, editing, proofreading and technically formatting documents for the past nine years. Furthermore, I am a member of the South African Translators' Institute (SATI) and the Professional Editors' Guild (PEG).

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ACRONYMS AND ABBREVIATIONS USED IN THIS DISSERTATION

PERMA	Positive Emotions, Engagement, Relationships, Meaning, Accomplishment
ACT	American College Testing
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
B.Ed	Bachelor of Education
ERG	Existence, Relatedness and Growth
SDT	Self Determination Theory
NAR	Narrative
M	Motivating
DM	Demotivating
P	Page number

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CHAPTER 1 INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION AND RATIONALE

Student success and persistence in their university studies depend on both academic and non-academic factors (Lotkowski, Robbins & Noeth, 2004). According to Fraser and Killen (2003), previous academic success is not the only predictor for university students' success. Ergo, there is a new interest that focuses on students' mental health, experiences and achievements (Topham & Moller, 2011). Therefore it has been argued that non-academic factors must be considered in contributing to students' success at university (Fraser & Killen, 2003). According to a report on American College Testing (ACT), which is an organisation directed at education and career research in America, individual psychosocial factors, family factors and career planning, are some of the non-academic aspects that contribute to students' success at university (ACT, 2007). One of the individual psychosocial factors that contributes to students' success at university is students' perception of their lecturers as motivating or non-motivating. Furthermore, according to Possel, Rudasill, Adelson, Bjerg and Wooldridge (2013), lecturers impact students' feelings and attitudes towards the learning environment, which is associated with student well-being. Therefore, my research focus was on the role of the lecturer in the subjective well-being of first-year education students. In this study, I explored how students described their lecturers as motivating or non-motivating.

The International Charter on Health-promoting Universities and Colleges was introduced in 2015, which highlights an international interest in supporting student well-being in higher education institutions (Okanagan Charter, 2015). Furthermore, according to a survey conducted by the South African Council on Higher Education (CHE), the Department of Higher Education and Training (DHET) is becoming increasingly cognisant of the importance of university students' experiences, and is conducting research aimed at improving students' academic and personal experiences (Strydom, Basson & Mentz, 2012). Therefore university students' well-being is becoming an important area of research and support both internationally and within South Africa.

Ballantyne, Borthwick and Packer (2000) state that students' evaluation of teaching and learning has become a useful feedback process regarding the quality of university teaching. Thus, recent attention nationally and internationally has been focused on the improvement of teaching and learning in higher education (Khong et al., 2016; Stanton, Zandvliet, Dhaliwal & Black, 2016; Subbaye & Dhunpath, 2016). Therefore, considering students' perceptions of lecturers can be valuable to the implementation of staff development and support for students.

Furthermore, it is necessary to enhance the subjective well-being of education students who will become future educators. Turner, Zanker and Braine (2012) describe the contemporary teaching profession as an unpredictable and stressful field that consequently requires novice teachers to sustain their mental health and well-being. Thus, teacher training must focus on enhancing subjective well-being early in university so that students can cope with challenges and become effective educators (McCallum & Price, 2010). This study aimed to provide implications for lecturers to support not only first-year education students, but university students in general in their transition to higher education.

1.2 PROBLEM STATEMENT

Research findings suggest that students transitioning from high school to their first year in university experience higher levels of strain, stress and anxiety as compared to the general population (Bore, Pittolo, Kirby, Dluzewska, & Marlin, 2016; Koydemir & Selisik, 2016; Ullah, 2017). Students face many challenges in the transition from high school to higher education, such as the change from adolescence to adulthood and the increasing demands of university life. Owing to some of these challenges, there is a high prevalence of students experiencing depression, anxiety and stress (Bayram & Bilgel, 2008). According to Bayram and Bilgel (2008), students who are satisfied with their education display lower levels of psychological distress. Therefore, the focus on students' well-being is becoming increasingly important and prevalent owing to the positive impact it may have on student persistence and success at university. University students' success is greatly influenced by their motivation (Killen, 1994; Pascarella & Terenzini, 2005, as cited in Strydom, Basson & Mentz, 2012; Talbot, 1990). Motivation is also linked to students' subjective well-being. According to Niemiec and Ryan (2009), how lecturers motivate students

affects their subjective well-being. Furthermore, Hammond (2004, as cited in Stanton et al., 2016) has found that well-being is a long-term outcome of education. Well-being is also influenced by personal, interpersonal, and environmental aspects (Edwards, Ngcobo & Pillay, 2004). Therefore students' subjective well-being is highly influenced by their interpersonal relationships, in particular, the relationship between students and their lecturers/teachers. In addition, students' perceptions of their lecturers may increase their commitment to their learning environment. Additionally, student-lecturer interaction impacts the level of student motivation and positive engagement, which may lead to a positive learning environment (Human-Vogel & Mahlangu, 2009).

Fraser (1998, as cited in Chen, Fan & Jury, 2017) states that the social, psychological and pedagogical factors of the learning environment influence student attitudes and achievement. According to Possel et al. (2013), lecturer support has significant implications for students' overall well-being and is associated with positive and negative effects. Students who feel supported by their lecturers have been found to be more inclined to experience positive affect and a positive learning environment, which may enhance student well-being. However, students who perceive their lecturers to be unsupportive experienced negative affect and were demotivated (Possel et al., 2013). Therefore, lecturers who are perceived as unsupportive may impact students' well-being by contributing to a demotivating learning environment.

1.3 PURPOSE OF THE STUDY

According to a recent handbook on enhancing student well-being, mental health difficulties were found to be significantly prevalent among students in many Australian universities (Baik, Larcombe, Brooker, Wyn, Allen, Brett, Field & James, 2017). According to a Canadian study conducted by Stanton et al. (2016), students' perception of their learning environment is a limited area of research. Hagenauer and Volet (2014) state that the teacher-student relationship at university is an important yet under-researched topic. Furthermore, previous research states that the educator plays a critical role in supporting student well-being within higher education institutions (Baik et al., 2017; Niemiec & Ryan, 2009). Thus, determining how university students' well-being is related to their educational experiences is an important area of research (Soutter, O'Steen & Gilmore, 2014). Therefore, to

address some of the aforementioned gaps and concepts, the present study aimed to investigate students' perceptions of their lecturers as motivating or non-motivating and how these perceptions affected the students' subjective well-being within a South African context. I aimed to use secondary data to identify the themes concerning first-year education students' perceptions of their lecturers.

Considering the literature on student well-being, the lecturer appears to have a great responsibility for creating a learning environment that will foster student well-being, especially within higher education institutions (Baik et al., 2017). The results of the present study may inform further research emphasising the importance of student motivation and subjective well-being for first-year education students. This could allow for appropriate support to be developed by universities and lecturers, which would increase students' subjective well-being, improve teaching and learning and consequently academic achievement.

1.4 RESEARCH QUESTIONS

1.4.1 Primary research question:

Based on the literature reviewed and the problem formulation, this study was guided by the following primary research question:

> *How are students' subjective well-being in class affected by their perception of their lecturers as motivating or non-motivating?*

1.4.2 Secondary research questions:

To examine the above-mentioned primary research question, I formulated the following secondary research questions:

i. How do students describe lecturers whom they experience as motivating?
ii. How do students describe lecturers whom they experience as non-motivating?

1.5 WORKING ASSUMPTIONS

Based on the literature reviewed, the present study assumed the following aspects, which are outlined below.

Students perceive motivating lecturers as:

- Those who use active, collaborative and constructive teaching and learning activities, and those who are positive, respectful, approachable and genuinely interested in students' learning experience (Delaney, Johnson, Johnson & Treslan, 2010; Savage, Birch & Noussi, 2011; Xiao & Wilkins, 2015).
- Those who maintain supportive and interpersonal engagement with students (Long, Ibrahim & Kowang, 2013; Sagayadevan & Jeyaraj, 1999; Yang, 2010).
- Motivating lecturers will positively influence students' subjective well-being (Possel et al., 2013).

Students perceive non-motivating lecturers as:

- Those who do not show any interest or involvement in students' learning experiences, use boring and passive teaching techniques and do not provide sufficient active learning environments (Kember & Wong, 2000; Savage, Birch & Noussi, 2011).
- Those who do not offer social support for students (Yunus, Mustafa, Nordin & Malik, 2015).
- Non-motivating lecturers will negatively influence students' subjective well-being (Possel et al., 2013).

1.6 CONCEPT CLARIFICATION

The following concepts were developed to guide my analysis and are therefore explained below.

1.6.1 Student

According to the Cambridge Dictionary, a student refers to any individual enrolled in a learning institution (Cambridge University Press, 2019). In this study, students are

referred to as male and female individuals enrolled as first-year education students at the University of Pretoria.

1.6.2 Lecturer/Teacher/Educator

An educator is one who is involved in the teaching, education and training of students in an educational institution or organisation (Employment of Educators Act No. 76 of 1998). For the purpose of this study, I will use the terms lecturer, teacher and educator interchangeably as they share the same definition. In this study, a lecturer/teacher/educator refers to one who teaches course content to first-year education students at the University of Pretoria.

1.6.3 Perceptions

Perception refers to how a phenomenon is understood or interpreted (Keenan & Evans, 2009), as well as how we mentally represent knowledge (Schunk, 2012). In the context of the present study, perceptions are referred to as how students understand and form opinions about their lecturers as motivating and non-motivating.

1.6.4 Motivation

Motivation is often referred to as the purpose or desire that an individual has to do something or to complete a task (Han & Yin, 2016). Urdan and Schoenfelder (2006, p. 332) explain that:

> Motivation is a complex part of human psychology and behaviour that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how they persist at the task.

This makes motivation essential to human learning and behaviour. Therefore, in this study, motivation is viewed as internal and external factors that drive students to be successful at university.

1.6.5 Subjective well-being

“Subjective well-being is a broad category of phenomena that includes people’s emotional responses, domain satisfactions and global judgements of life satisfaction” (Diener, Suh, Lucas & Smith, 1999, p. 277). In the current study, subjective well-

being was understood as an individual's cognitive and affective evaluations of their lives.

1.7 THEORETICAL FRAMEWORK

The purpose of a theoretical framework is to guide the researcher's inquiry by using theory to understand the nature of the phenomenon under study (Adom, Hussein & Agyem, 2018). Ergo, to gain insight into students' subjective well-being, the proposed theoretical framework that guided this study was the Positive emotions, Engagement, Relationships, Meaning, Accomplishment (PERMA) model of subjective well-being (Seligman, 2011). I chose this model as it emphasises good mental health and the dimensions that assist in achieving this.

This study was informed by a positive psychology stance that emphasises well-being (Kulaksizoglu & Topuz, 2014). Positive education, according to Seligman, Ernst, Gillham, Reivich and Linksin (2009), reduces student depression, increases life satisfaction and encourages learning, social cohesion and social support. According to Koydemir and Selisk (2016), focusing on students' strengths and optimal functioning is important to the development of students' well-being. Therefore, PERMA can be applied within positive education (Kern, Waters, Adler & White, 2014). Seligman (2011) maintains that the five pillars of the PERMA model contribute to overall well-being, which provides support for student well-being. Therefore, these five components of well-being will be discussed below (Kern et al., 2014).

1.7.1 Positive emotions

Positive emotions are core to happiness or flourishing (joy, content, and cheerfulness) and are associated with life satisfaction, hope, gratitude, school engagement, physical vitality, and physical activity.

1.7.2 Engagement

Engagement is an individual's emotional connection to an activity or organisation (being involved, concentrating and showing interest). Engagement is linked to greater commitment to school or university.

1.7.3 Positive relationships

Positive relationships include feeling socially acceptable; supported by lecturers, peers or others; and feeling cared about and satisfied with lecturer-student social interactions. The benefits of maintaining positive relationships are related to greater life satisfaction, hope, gratitude, and spirituality.

1.7.4 Meaning

Meaning is believing that one's life is valuable or important and feeling connected to something greater. Students feel a sense of purpose and belonging within a chosen field of study.

1.7.5 Accomplishment

Accomplishment is success in goal attainment, feelings of capability and a sense of achievement. If learners are satisfied with their education, they will be more inclined towards achievement thereby reducing the chance of dropping out of school or university. Accomplishment is linked to mastery, perseverance, academic success, life satisfaction and other aspects such as hope, school engagement, growth, mind-set, physical vitality, and physical activity.

By exploring students' personal experiences of subjective well-being across these five domains (positive emotions, engagement, positive relationships, meaning and accomplishment), specific domains can be identified as affecting subjective well-being, thereby creating the potential for the support of students' subjective well-being in specific areas within the lecturer-student relationship. This also assists in understanding how motivating and non-motivating lecturers impact students' experiences of subjective well-being, which will be discussed in greater detail in Chapter 3.

1.8 RESEARCH METHODOLOGY

1.8.1 Introduction

Research is the "search for knowledge through an objective and systematic method of finding a solution to a problem", as well as a process of scientific and inductive

thinking (Kothari, 2004, p. 1). According to Kothari (2004), research methodology refers to the relevance of the research methods or techniques utilised in a specific study and the process of systematically answering a research question. This guided me to follow a particular procedure when answering the primary research question and presenting the results. In line with this, in the current section, I provide an outline of the procedures and direction followed in this study. I will discuss and justify the research methodology that I followed, and pay particular attention to (i) The paradigmatic perspectives, (ii) Research design, (iii) The selection of documents, (iv) Data documentation, (v) Data analysis (vi) Quality criteria and (vii) Ethical considerations.

The data analysed in this research were originally collected from a prior study. Therefore, I will begin the chapter by discussing secondary data analysis. Thereafter I will discuss the original study. Since a secondary analysis of data was conducted in this study, in Section 1.8.4.3 I will discuss the parameters chosen when selecting the documents that were analysed. I conclude Chapter 1 by commenting on some of the ethical considerations adopted in this study, particularly due to the fact that it comprised secondary data analysis.

1.8.2 Secondary data analysis

Secondary data analysis is ‘‘a form of research in which the data collected and processed in one study are re-analysed in a subsequent study’’ (Rubin & Babbie, 2008, p. 408). According to Johnston (2014), the use of secondary data analysis has become prevalent in contemporary research as technology provides opportunities for researchers to collect and archive vast amounts of information. In this research, I analysed narratives that were collected for a previous study. Therefore, I made use of existing data rather than collecting new data. Some important considerations that I followed in doing secondary data analysis were that the research process would not include various research issues associated with the collection of original data. The other consideration was that the secondary data chosen was suitable, adequate and reliable to provide a solution to the research problem (Kothari, 2004).

The advantages of using secondary data, according to Whiteside, Mills and McCalman (2012) and Perez-Sindin Lopez (2017), is that it uses less time, money,

resources and makes use of old data that can be used to generate new insights. Some of the potential challenges of using secondary data sets involve ethical concerns, the accessibility of the data, the quality of the data may be outdated, there may be missing information, the data collected previously may be misinterpreted or may not correlate with the research question (Perez-Sindin Lopez, 2017; Rubin & Babbie, 2008; Whiteside et al., 2012). Furthermore, the distant relationship between the researcher and participants can limit the credibility of the study as the researcher is distanced from the participants and may lack sensitivity of the context associated with the study, however this may prove to be an advantage as distance between the researcher and participants can also reduce researcher bias (Whiteside et al., 2012). I have therefore made a concerted effort to interpret the data as honestly and accurately as possible, and have spent a lot of time analysing and re-analysing the narratives in-depth and accurately. I have furthermore spent time and effort ensuring that the secondary data were relevant to this study and correlated with the research question posed.

In order to reduce some of the challenges encountered when analysing secondary data, I applied for ethical clearance to be included as a co-researcher on the project and to be granted access to the data sets. The original data consists of students' perceptions of their lecturers as motivating and non-motivating, which was directly related to my research question. Johnston (2014) states that matching the research questions to the existing data, following a systematic process for data analysis and being critically reflective of the primary data will assist in reducing the challenges related to secondary data analysis. Thus, I have endeavoured to match the data to my research question, connect the resulting themes from the data sets to existing literature in order to uphold credibility, and familiarise myself with the original study, which will be discussed in the next section.

1.8.3 Background of the original study

1.8.3.1 Purpose

The original study was conducted in 2012 at the Faculty of Education, University of Pretoria. The objective of this study was to examine first-year university students' perspectives on their most motivating and demotivating lecturers at a South African

university. A mixed methods approach was utilised in the study. The collection and use of both qualitative and quantitative data in a study is regarded as mixed methods research (Shannon-Baker, 2016). This particular study was also a cross-national study as it was being conducted in several countries around the world. Cross-national studies allow the researcher to compare the perspectives of university students around the world (Creswell, 2014). In an attempt to explore first-year university students' perspectives on their most motivating and demotivating lecturers, the primary research question focused on how the students described their lecturers according to the degree to which they were supportive of the students' autonomy, competence and relatedness. Students were requested to write narratives about their most motivating and demotivating teachers. They also completed a self-report questionnaire focusing on the three basic psychological needs (autonomy, competence and relatedness).

The following section will explore how the research participants were chosen in the original study.

1.8.3.2 Sampling of the participants

First-year education students from randomly selected modules at the University of Pretoria participated in the original study. Random sampling means that individuals in a population have an equal chance of being chosen, thus creating a good representation of the population (Creswell, 2014). The students who were enrolled for these randomly selected modules were then invited to participate in the study. Therefore, the first-year university students who participated in the study were representative of the student population and the source of the data collected in the original study.

1.8.3.3 Data collection

The B.Ed Honours students from the Educational Psychology Department assisted in the data collection process as part of fulfilling the requirements for a particular research module, which formed part of their course requirements. The data were generated and collected from each participant during a class period. Data collection involved obtaining three narratives from the first-year students, and a self-report questionnaire on their perceptions of their teachers as motivating and demotivating.

Narratives

The participants were asked to write three essays about three different lecturers: their most motivating, most demotivating, and their last class lecturer. The narratives were collected in a different order with half of the class writing about (i) Their last class teacher, (ii) Their most motivating, and (iii) Their least motivating teacher, and the other half of the class writing about their (i) Last class teacher, (ii) Their least motivating, and (iii) Most motivating teacher.

Self-report questionnaire

Students were then asked to complete self-report questionnaires about those same three lecturers. The participants were required to answer short questions about the lecturer who taught the (i) Last module, (ii) Their most motivating lecturer, and (iii) The most demotivating lecturer. The participants were also asked to rate these three categories of lecturers according to a Likert scale.

In the following paragraph, I will mention some of the ethical considerations that were carried out when collecting the data from human participants in the original study.

1.8.3.4 Ethical considerations of the original study

The following were some of the ethical considerations upheld in the original study. Firstly, permission for ethical clearance was obtained from the University of Pretoria Ethics Committee in order to commence with the study. Secondly, informed consent was obtained, however participants were not required to sign a consent document since all student participants were over the age of 18. Thirdly, to uphold voluntary participation, the research participants received a letter with information related to the purpose and procedure of the study, also ensuring anonymity and confidentiality (see Addendum A for the invitation letter). The participants were allowed to discontinue at any stage of the research process and, owing to the anonymous nature of the study, no identities were revealed, also ensuring voluntary participation and confidentiality. Fourthly, to uphold confidentiality, the data collected from the participants were stored safely at the University of Pretoria and only the researchers who conducted the study have both permission and access to the data. The data

were also published anonymously in conference proceedings and publications. Therefore, confidentiality was upheld throughout the research process.

The data collected from this study were chosen to be utilised in the present study as it correlated with the research question posed in this research. The present study is thus based on a secondary analysis of data. In the sections that follow, I go on to discuss and justify the methodology followed in this study.

1.8.4 The present study

1.8.4.1 Paradigmatic perspective

A paradigm forms the philosophical basis of any research as it guides the researcher's assumptions, beliefs, approaches and choices when conducting research (Okeke & Van Wyk, 2015). According to Moyo, Modiba and Simwa (2015), epistemology (what is knowledge) and ontology (what is truth) are important concepts in understanding a paradigm as it relates to the different ways in which we view the world and believe what is to be true. Consequently, the assumption of paradigms is that meaning and understanding are influenced by different contexts and perspectives (Okeke & Van Wyk, 2015). Therefore Moyo, Modiba and Simwa (2015) describe a paradigm as a lens through which research is conducted and the results presented. The interpretivist meta-theoretical paradigm and the qualitative methodological paradigm guided the present study as they allowed me to explore the students' perceptions of their lecturers and answer the research questions.

i. Interpretivist meta-theoretical paradigm

The epistemology of this study is based on the interpretivist paradigm. The interpretivist paradigm emphasises hermeneutics and idiography, which involves conducting a close, detailed reading of information to acquire a deep and rich understanding of the participants' lived experiences. According to Larkin and Thompson (2012), doing interpretivist analysis involves "giving voice" and "making sense", therefore the interpretivist paradigm is qualitative in nature as it emphasises the quality rather than the quantity of information (p. 101). Ergo, in the present study, an interpretivist stance allowed for an exploration into the students' perceptions and how these perceptions impacted their personal experiences. It has been argued that

interpretivist studies are complex, a continuous process, biased and time-consuming (Rahman, 2017). My responsibility as a researcher was then to ground my interpretations in the participants' views and reflect on my own misinterpretations during the research process. I sought to practice the above by keeping a research journal to reflect on and monitor any subjective interpretations pertaining to the present study. I also had many guided discussions with my research supervisor (Creswell, 2014).

ii. Qualitative methodological paradigm

Creswell (2014) states that choosing a method for your research is dependent on the nature of the research topic. The research topic in the present study aimed to explore the perceptions of students through the analysis of their narratives and to make sense of these perceptions. Therefore this is rooted in qualitative research. According to Levitt, Bamberg, Creswell, Frost, Josselson and Suárez (2018), "Qualitative research is used to describe a set of approaches that analyse data in the form of natural language (i.e. words) and expressions of experiences (e.g. social interactions and artistic presentations)" (p. 27). Consequently, I chose a qualitative approach as it allowed me to systematically organise and analyse the written narratives in order to search for in-depth descriptions of the students' perceptions of their lecturers as motivating and non-motivating (Kothari, 2004; Neuman, 2011). According to Creswell (2014), some of the advantages of using a qualitative approach are as follows: it allows for the exploration of subjective meanings, data is collected in the natural setting of the participants, the qualitative researcher is an instrument themselves, several sources of data can be used to gather information, inductive analysis is key to qualitative research, the research design is flexible, the researcher is involved in a continuous process of reflexivity, and lastly, it considers a holistic and complex picture of the research topic.

Conversely, some of the disadvantages of using a qualitative approach to research are as follows: policy developers give less credibility to qualitative research, the issue of the generalisability of the research results to the broader population due to the small sample sizes, the time consuming nature of data analysis, the complexity in the interpretation of data, and lastly, the bias and subjective perceptions of the researcher, which can influence data analysis and subsequently the validity of the

research findings (Rahman, 2017). I sought to minimise the above disadvantages by involving myself in a continuous process of reflexivity.

1.8.4.2 Research design

A research design can be understood as a map or plan of the research methods and techniques that allows for the systematic flow of research procedures (Kothari, 2004). Creswell (2014) states that research designs are types of inquiry within a research approach that guide the procedures in a study. How information is collected, organised, analysed and interpreted are important considerations to make when choosing a research design (Yin, 2011). Additionally, the skills of the researcher, time, and cost are also important factors when deciding on a research design. According to Kothari (2004), careful consideration should be given when planning a research design to avoid any errors that could change the entire research process. Therefore, he states that an appropriate research design must be planned prior to the study being conducted. Contrarily, Yin (2011) states that owing to the flexibility of qualitative research, the research design does not need to be decided at the beginning of a research study as the research process is inclined to change. However, acknowledging that a research design can be modified during the research process, I planned the research design for the present study before starting the research process in order to have a guideline to follow as a beginner researcher.

1.8.4.3 Selection of documents

Since I conducted a secondary data analysis, the sampling entailed a selection of documents from the original study. I chose and compared the narratives on motivating lecturers and the narratives on non-motivating lecturers, which consisted of content-rich information that has been analysed and coded for patterns or themes related to my research questions (Braun & Clarke, 2006). When selecting the narratives, the following parameters guided my selection: I made a selection of 30 narratives from the data set. I chose 15 narratives that were completed by males and 15 completed by females. This enabled me to provide an equal representation of males and females.

Additionally, I selected documents based on the length of the narratives and chose narratives that consisted of content-rich information that would potentially provide an

in-depth and content-rich analysis. The advantage of selecting a sample of the documents is that it was easily accessible, readily available, inexpensive and quick (Wagner, Kawulich & Garner, 2012). The disadvantage of selecting these documents, as is always the case with small case studies, is that the results cannot be generalised to the larger student population due to the small number of narratives that were analysed (Maree, 2007). Therefore, the perceptions of the students may not be indicative of all university students' perceptions in general regarding this topic. Further research would be necessary to confirm these findings to be the case for other students. Acknowledging this disadvantage, the present research aimed to understand the students' perceptions of their lecturers rather than generalising the findings to the larger student population.

1.8.4.4 Data documentation

The type of data that was collected was in the form of narratives regarding the participating students' most motivating and demotivating lecturers, as well as self-report questionnaires relating to those lecturers. In line with the qualitative methodological paradigm adopted in this study, I chose to use the narratives that were in the form of essays and not the self-report questionnaires as they are quantitative in nature. "Narratives are how people organise their everyday practices and subjective understandings" (Neuman, 2011, p. 525). A narrative text consists of descriptions, storytelling, empathic understanding, and interpretation (Neuman, 2011). The data documentation strategy being narratives or personal accounts of information provides an in-depth understanding of the students' perceptions of their lecturers as motivating and non-motivating. Therefore, caution was taken during the interpretation of the text (Neuman, 2011).

According to Merriam (2009), the advantage of using narratives is that the in-depth nature of the documents allows for the analysis and interpretation of rich data, which correlate with the goals of the interpretivist paradigm and qualitative research design. Narratives allow researchers to explore the subjective words of the participants, the data can be accessed at any time thus making data analysis convenient, and using narratives also saves the researcher time and money due to not having to transcribe audio/video recordings (Creswell, 2014).

The possible challenges of using narrative texts in qualitative research are the open-ended nature of the questions, that responses may differ in the degree of detail or that there may be responses that do not reflect the participants' true thoughts and feelings (Merriam, 2009). However, the anonymity of the students' responses during the data collection of the original study would have possibly encouraged students to express themselves truly and honestly. The researcher could also misunderstand the data, resulting in researcher bias (Creswell, 2014). Thus, I have adhered to being cognisant of my own bias throughout the research process and endeavoured to keep the interpretation of data as true to the participants' lived experiences as possible. To practice this, I made consistent reports in my research journal. The narratives were interpreted using a data analysis process, which will be discussed below.

1.8.4.5 Data analysis

Understanding and making sense of the data collected for a study is referred to as the data analysis process, which involves organising, coding, editing and tabulating important information into categories or themes (Creswell, 2014). According to Kothari (2004), generalisation is what researchers aim to obtain and research findings can thus be explained on the foundation of a theory, which is called interpretation. After selecting the documents, I was left with the task of organising the data systematically in order to make sense of it and explore meaning from the data sets with relevance to the research questions. Student perceptions of their lecturers cannot be easily observed, rather, it needs to be explored and interpreted. Therefore, the analysis of written text would provide themes or patterns that can only be explored or revealed through saturated data (Wagner, Kawulich & Garner, 2012). The qualitative approach involves an inductive analysis of data, which means that researchers build theory, explanations or patterns from the data collected and subsequently analysed, as opposed to testing a theory or hypothesis within quantitative research (Creswell, 2014). In this study, themes or explanations were derived from the analysis of the data, which was the aim of the study.

Therefore, thematic analysis and content analysis were the chosen tools for analysing the narratives provided by the student participants as this study adopted a qualitative methodological approach, which emphasises the quality and context of

data. Chapter 3 will include detailed descriptions of how I utilised thematic analysis to answer my research questions.

Thematic Analysis

Thematic analysis is suitable when answering open-ended questions concerning participants' personal views and experiences within a social context (Vaismoradi, Bondas & Turune, 2013). According to Braun and Clarke (2006, p. 79) "thematic analysis is a method for identifying, analysing and reporting patterns or themes within data and "should be seen as a foundational method for qualitative analysis" (p. 4). A theme embodies important information linked to the research question and must accurately reflect the data collected (Braun & Clarke, 2006; Ibrahim, 2012). Analysing themes has assisted me to explore the students' personal views of motivating and non-motivating lecturers and compare or make sense of these perceptions by connecting patterns of data expressed in the dataset. Thematic analysis is suitable when answering open-ended questions concerning participants' personal views and experiences within a social context, which correlates with the research question in this study that was posed to discover how students perceive their lecturers as motivating and non-motivating, and how this affects their attitudes or behaviour, and consequently their subjective well-being (Vaismoradi, Bondas & Turune, 2013).

Content Analysis

Content analysis is a data analysis method used widely in qualitative research and allows researchers to analyse data both qualitatively and quantitatively (Wilson, 2016). Content analysis allows for the meaningful interpretation of data as well as obtaining a summative meaning of the data, which involves counting or comparisons of the data (Hsieh & Shannon, 2005). The aim of content analysis is to quantify important content in the data with the purpose of understanding the subjective and underlying meanings in the data (Hsieh & Shannon, 2005). Therefore, in the present study, I utilised content analysis alongside thematic analysis as I aimed to count the number of times a category occurred in the data and what this means within the context of the research questions.

When analysing the data, I followed Braun and Clarke's (2006, p. 35) six steps in thematic analysis, which has been useful in conducting a good thematic analysis. Firstly, I aimed to familiarise myself with the data. This was done by reading and re-reading all the narratives and manually making initial notes of possible ideas or themes (see Addendum B1 for an example of the familiarisation of data). Thereafter, I generated the initial codes. I followed two steps when generating initial codes - the first step was a data-driven approach in which I coded the data in relation to the two secondary questions: How do students describe their lecturers as motivating? and How do students describe their lecturers as demotivating? The second step that I followed in the coding process was a theory-driven approach. Here, I searched for data that linked specifically to the five dimensions of the PERMA model (see Addendum B2 for an example of the initial coding process). Furthermore, the codes were counted, even if they occurred more than once in a single narrative.

The third step in Braun and Clarke's (2006) thematic analysis is searching for themes. I sought to do this by organising the codes that emerged from the data into categories. Thus, I grouped similar codes into categories in order to organise the patterns that emerged from the data. This was completed for both the secondary and primary research questions. Thereafter, I presented a list of all the categories, which was arranged according to frequency, i.e. how many times the specific category occurred in the data. When choosing the most important categories that emerged from the data, I made use of graphs to obtain a visual image of the categories that stood out the most across all the documents. I chose a frequency of 10 or more of a specific category. The present study is required for the fulfilment of a mini dissertation, therefore space does not permit me to discuss all the categories that emerged. Thus, according to the graphs, the occurrence of 10 or more of a specific category stood out the most across the data set. The graph below is an example of how I sought to choose categories that stood out in order to answer the secondary question: How do students describe their lecturers as demotivating?

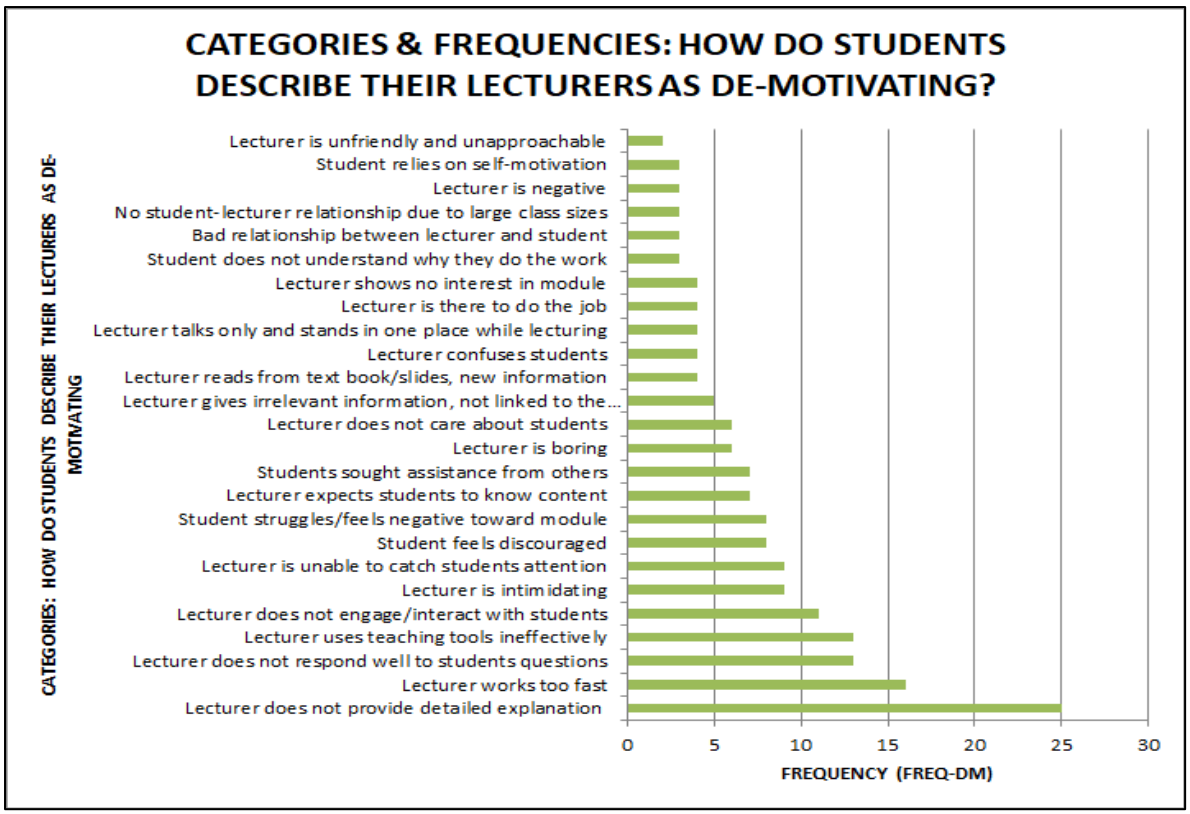

Figure 1.1: Categories and frequencies: How do students describe their lecturers as demotivating?

See Addendum B3 for graphs representing the categories that emerged from the data for each research question. The categories guided me to search for themes across the data and to develop a thematic map of the data (see Addendum B4). Subsequently, I formed clearly defined themes or labels for all themes, and lastly, I produced a scholarly report of the analysis (O'Connor & Gibson, 2003).

The benefit of using thematic analysis in this research was that it was flexible and could be used across different research questions; it was useful when answering qualitative research questions in particular; and provided a detailed analysis to discover emerging themes across the data set (Braun & Clarke, 2006). Coding and categorising the data assisted in identifying emerging themes early on, stimulating the search for themes throughout the coding process. This further allowed me to organise, sort, combine or discard information (Neuman, 2011). Thematic analysis is useful for researching a less studied topic as was the case here. It was also a quick and easy process, making it easily adaptable for new or inexperienced researchers like myself to utilise. It was also valuable in highlighting similarities or differences

across the data set, as well as revealing completely new insights related to the research question (Braun & Clarke, 2006). Another advantage of using thematic analysis is that the themes emerge from the interpretation of the data, therefore, there was no predetermined set of themes or ideas in this study (Braun & Clarke, 2006).

According to Braun and Clarke (2006), some of the challenges of using thematic analysis are that the collections of subjective data, such as the collection of students' perceptions in the present study, pose a challenge as researcher judgement is needed to decide what the theme is and thus themes are developed as the researcher links and understands the information. Furthermore, as opposed to quantitative data analysis, which involves statistical analysis, qualitative researcher bias and human error can impact the interpretation and exploration of themes (Braun & Clarke, 2006). I have made a concerted effort to be aware of my personal bias and how it affected my interpretations, as well as recording these in a reflective journal. In reducing human error, I systematically went through the data objectively numerous times during the familiarisation phase to get a clear and in-depth understanding of the data. During the coding process, I adhered to keeping close to what was being said by including the words that were used by the students in an attempt to not misinterpret the information.

In thematic analysis, the focus is on an in-depth understanding of the data, therefore, Braun and Clarke (2006, p. 24) state that reflective questions need to be kept in mind to guide the interpretation of data, questions such as: "What does this theme mean? What are the assumptions underpinning it? What are the implications of this theme? What conditions are likely to have given rise to it? Why do people talk about this thing in this particular way as opposed to other ways? What is the overall story the different themes reveal about the topic?" Considering these reflective questions in this study has assisted me to focus on accurately constructing and understanding the identified themes and their relevance to the research topic. Additionally, I aimed to confirm if the research findings linked to the literature I reviewed in order to test if the findings were relevant to the students' perceptions as well as previous research, thereby ensuring trustworthiness.

1.8.4.6 Quality criteria

According to Kothari (2004), quality assurance refers to studies that are valid and reliable, which are the commonalities of all research. Trustworthiness is the criteria of validity and reliability in qualitative research (Shenton, 2004), which will be discussed in the next section.

Trustworthiness

Validity is an ongoing process of the degree to which a study successfully measures what it set out to measure; reliability is the consistency in the results of a study and the degree to which the research results can be generalised to whole populations (O'Conner & Gibson, 2003). Validity and reliability in qualitative research cannot be explained as in quantitative research due to the differences in the nature of the data, methods of data collection, and data analysis. Therefore, trustworthiness is used in qualitative research to determine a study's validity and reliability (Shenton, 2004). According to Williams and Morrow (2009), there are three important categories of trustworthiness when conducting qualitative research: "integrity of data, a balance between reflexivity and subjectivity, and the clear communication of results" (p. 577). Ergo, to ensure trustworthiness in my study, the following important concepts were followed: (i) Credibility, (ii) Transferability, (iii) Dependability, (iv) Confirmability and (v) Triangulation (Gunawan, 2015; Shenton, 2004).

i. Credibility

Credibility in qualitative research involves ensuring that the research findings are congruent with the research question and whether it accurately describes the data (Shenton, 2004). Random sampling was used to select the participants in the original study. This reduces researcher bias in the selection of participants and increases the diversity of the participants being chosen for the study, thereby enhancing credibility (Shenton, 2004).

I have acknowledged that subjectivity is inevitable due to the nature of qualitative research. There should be a balance between subjectivity and reflexivity and an emphasis on reducing bias or subjectivity through reflexivity (Williams & Morrow, 2009). According to Shenton (2004, p. 68), a "reflective commentary" is vital to the

analysis and interpretation of data. I have made use of this reflective commentary through reflective questions such as the aforementioned questions drawn from Braun and Clarke (2006) as it allowed me to think and record possible biases that I may have brought into the data as a researcher, and how I could have influenced the interpretations, thereby affecting the credibility of the study. Other methods that I used in the reflexive process were bracketing and self-reflective journals to reflect on my interpretations and thoughts about the data, as well as a reminder of possible bias and the importance of keeping these biases away from the views of the participants (Williams & Morrow, 2009). I have made an effort to form clear and detailed descriptions of the data to reflect the true and accurate accounts of information from the participants. I attempted to give clear explanations of each step in the research process. I was also aware of the differences in the data from the whole sample of documents and the unique perspectives of individual narratives, and remained alert for connections between these two sets of data (Williams & Morrow, 2009). My interpretations are substantiated by providing exemplars from narratives. Additionally, I examined the links between the findings of the study and existing literature to ensure the credibility of the findings (Shenton, 2004). If there was information that did not fit with the emergent themes, I did not rule it out, rather I examined the data and provided a possible explanation (O'Conner & Gibson, 2003). Lincoln and Guba (1985, as cited in Williams & Morrow, 2009) propose member checking to ensure the transparent connection between a researcher's interpretation and the participants' meanings. My supervisor assisted me by checking my analysis frequently, therefore my data analysis has been peer-reviewed for accuracy and further discussion to prevent writing from personal experiences or researcher bias.

ii. Transferability

Within qualitative studies, sample sizes are generally small, posing a challenge for the research findings to be generalised or applied to a larger population (Shenton, 2004). It is a further challenge to generalise the results due to the context-specific approach of qualitative research. The study may not yield the same findings in a different context. Therefore the generalisability of the research findings must be approached carefully. I have acknowledged this as a limitation of qualitative research in this study.

iii. Dependability

Dependability refers to the integrity or truthfulness of the data (Williams & Morrow, 2009). Dependable research findings will be a true reflection of the participants' perceptions. To ensure the dependability of the research results, I have aimed to give a clear, concise, in-depth and detailed report of the data analysis strategies utilised to allow for future researchers to be able to repeat the study. The data process that needed to be detailed in order to uphold dependability includes a detailed step-by-step guide of data gathering, research design and reflexivity (Shenton, 2004).

iv. Confirmability

Due to the subjective interpretations of the researcher, human error or bias is anticipated. The results must be a clear reflection of the participants' opinions or perceptions and not influenced by me, the researcher (Shenton, 2004). I have attempted to be cognisant of my bias as well as subjective views, therefore the justifications for decisions and methods used are explained in detail to uphold confirmability. Furthermore, I have documented the processes of rechecking and reading through the data several times in order to minimise any misinterpretations.

v. Triangulation

Triangulation emphasises the diversity of data sources, research methods or the number of researchers in a study to validate the trustworthiness of a study (O'Conner & Gibson, 2003; Williams & Morrow, 2009). To maintain triangulation, researcher bias must be reduced through systematic, detailed and consistent data analysis methods (Gunawan, 2015), which I have made a great effort to systematically and objectively analyse or interpret. Williams and Morrow (2009) state that "triangulation of the data with other sources of data can help provide evidence of data quality" (p. 578). Thus different data sources are encouraged for greater validity of the research findings. In the present study, the data source consisted of education students. I will recommend that future studies include student populations from other faculties, and the inclusion of students other than first-years, as well as other sources of data.

In the following section, I will mention some of the ethical guidelines that were considered in this research, particularly in light of the fact that it was a secondary analysis of data.

1.8.4.7 Ethical considerations

According to Orb, Eisenhauer and Wynaden (2000), “Ethics pertains to doing good and avoiding harm” (p. 93). Every researcher has the responsibility to report research findings in a fair, objective and genuine manner, highlighting the importance of ethical considerations when doing research (Okeke & Van Wyk, 2015). Permission to utilise existing data; confidentiality and anonymity; and the analysis and reporting of research results were included in some of the ethical considerations in the present study.

i. Permission to utilise existing data

A request was made to the University of Pretoria’s Ethics committee to be granted access to the data, as well as being included as a co-researcher on the research project, which was granted (see Addendum C for ethics statement). Therefore, I had permission to use the data as secondary data in this study.

ii. Confidentiality and anonymity

There were no ethical concerns with direct human participants as the data was anonymous, participants did not have access to any data and no other information was required from the student participants. Although the data were anonymous, confidentiality was upheld throughout the research process notwithstanding a participant’s identity being revealed.

iii. Analysis and reporting of findings

The ethical concern in the present research was the misinterpretation of the true data. I have acknowledged all the sources used to substantiate my research to avoid plagiarism. Ethical practice is essential when utilising secondary data. Moreover, Thorne and Goodwin (1998, p.10) state “In secondary qualitative analysis, the distance between the original data source and the analyst poses threats to fidelity in the interpretation of findings beyond those presumed in primary research.” Being a reflexive interpreter of data means that I aimed to be cognisant of any bias and

misinterpretation of the true data (Shenton, 2004). Therefore, as a researcher, it is my responsibility to uphold truth-telling, which I have attempted to carry out through reflexive interpretation throughout the analysis and reporting of the data. As an ethical researcher, I have endeavoured to acknowledge and follow these important ethical considerations throughout the research process. I have further striven to ensure that I have provided an accurate, honest and true analysis of the participants' views.

1.9 DELIMITATIONS OF THE STUDY

The following are some of the delimitations of the study, which will be discussed in detail in chapter 4. The use of first-year education students as a representative sample of the student population, a small selection of documents were chosen to be analysed, the risk of misinterpretations or researcher bias when utilising thematic analysis and lastly, the use of possibly outdated data are some of the limitations of the present study.

1.10 CONCLUSION

In this chapter, I comprehensively discussed the rationale and purpose of this research, as well as the process and procedures that were followed in my attempt to answer the research questions. The qualitative approach of the study allowed me to analyse and interpret data from an interpretive stance by exploring the perceptions of students within an educational context. Using a secondary data analysis supported the goal of the study, which was to analyse existing data pertaining to the research topic. The research paradigm, methodology and design allowed me to explore a rich and in-depth understanding of the students and their thoughts and feelings towards their lecturers. I further discussed the data analysis strategies, quality criteria and ethical considerations chosen in the present study. Chapter 2 consists of a literature review which explores the relevant research pertaining to the present study. Chapter 3 will include a detailed description and discussion of the research findings obtained from the data analysis process, and Chapter 4 will present a conclusion to the study.

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 2 comprises a discussion on the relevant literature related to the main concepts that were explored in order to answer the research questions of this study. This chapter aims to explore literature based on: i) Motivation and theories of motivation proposed by theorists. I pay particular attention to the Self-determination Theory of Motivation as it informs the present study. ii) Motivation and its role in education specifically relating to the lecturer's role in student motivation. iii) Student motivation and well-being, paying particular attention to subjective well-being, and lastly, iv) The lecturer's role in student subjective well-being. Exploring the related literature allowed me to investigate existing information on the above-mentioned concepts, provide support for the findings in this study, and identify possible gaps in the existing research.

2.2 MOTIVATION

2.2.1 Overview

Motivation can be explained as the reason why a person decides to do something, such as completing a specific task or engaging in a specific behaviour (Han & Yin, 2016; Kaplan, Katz & Flum, 2012, Ryan & Deci, 2000b). If motivation is described as a drive to complete a task, then demotivation is the lack of drive or inspiration to do something (Ryan & Deci, 2000b). According to Turabik and Baskan (2015), motivation can also be explained as needs that individuals strive to satisfy. Motivation is not just a unitary concept, it is a complex concept that involves both different levels and types of motivation (Ryan & Deci, 2000b). Therefore, Urdan and Schoenfelder (2006, p. 332) explain that:

> Motivation is a complex part of human psychology and behaviour that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how they persist at the task.

This makes motivation essential to human learning and behaviour. Motivation is often explained as extrinsic and intrinsic motivation. Intrinsic motivation refers to

inherent satisfactions, such as personal interests or goals; while extrinsic motivation is motivation from external factors such as parents, friends, teachers or rewards (Ryan & Deci, 2000b). Some earlier views of motivation as only existing within the individual (Kleinginna & Kleinginna, 1981a as cited in Huitt, 2011) are no longer appropriate as they do not consider the context that influences motivational processes (Urdan & Schoenfelder, 2006). Both previous research and recent research on the scientific study of motivation consist of several theories proposed to understand the concept of motivation, some of which will be explored further.

2.2.2 Theories of Motivation

Many theorists studying motivation have presented theories to understand and describe the concept of motivation. Theories of motivation consist of what motivates individuals to pursue particular goals, why individuals desire a certain goal, and how they go about obtaining these goals (Brevis & Vrba, 2014). Motivational theories are usually divided into two areas: (i) Content or needs theories, and (ii) Process theories (Venugopalan, 2007). Content theories, on the one hand, generally focus on what motivates individuals, such as the fulfilment of specific needs and satisfying these needs. Process theories, on the other hand, focus on how motivation is initiated, implemented, continued and the behaviours that drive these needs (Sahito & Vaisanen, 2017). Thus, content theories emphasise motivation that is based on instincts or drives, while process theories emphasise motivation that is more cognitively based (Ololube, 2006). Maslow's Hierarchy of Needs (Brevis & Vrba, 2014; Haque, Haque & Islam, 2014; Salanova & Kirkmanen, 2010; Venugopalan, 2007) and Existence, Relatedness and Growth Theory (ERG) (Brevis & Vrba, 2014; Huitt, 2011; Venugopalan, 2007) will be among the content theories that will be discussed. Reinforcement Theory (Brevis & Vrba, 2014; Ololube, 2006; Skinner, 1963, as cited in Sahito & Vaisanen, 2017; Venugopalan, 2007) is the only process theory that will be discussed as the other process theories fall outside the scope of the present study.

There are also theories in an organisational context that deal with motivation, such as Herzberg's Hygiene Theory (Two-Factor Theory), Achievement Motivation Theory (Acquired Needs Theory), Vroom's Expectancy Theory, Equity Theory, Theory X and

Theory Y and Goal Setting Theory. I will not be discussing the aforementioned theories as they fall outside the scope and practice of the present study.

2.2.2.1 Content theories

Maslow's Hierarchy of Needs

One of the oldest and most well-known theories of motivation is Maslow's hierarchy of needs as it has set the foundation on which other motivation theories are built (Haque, Haque & Islam, 2014; Venugopalan, 2007). According to the hierarchy of needs, five basic needs motivate our behaviour and are ordered according to their level of importance (Venugopalan, 2007). These needs, as stated by Brevis and Vrba (2014) are:

i) Physiological needs (food, shelter, clothing);

ii) The need for safety and security within the family and society (having a job, health-care, being safe, well-being);

iii) The need to belong (acceptance, relationships with others);

iv) The need for esteem (feelings of worth, achievement); and

v) The need for self-actualisation (fulfilling one's abilities, reaching one's potential).

Individuals are thus motivated to satisfy these five basic needs from physiological needs to self-actualisation needs (Haque, Haque & Islam, 2014). Each need must be met before individuals strive to satisfy the next need (Haque, Haque & Islam, 2014) however, individuals may also move onto the next level of needs without fully satisfying the previous need (Salanova & Kirkmanen, 2010). Therefore, a person will be motivated in the direction of the need that they wish to satisfy.

Alderfer's ERG Theory

The ERG Theory of Motivation consists of Maslow's five basic needs that are arranged according to three levels of needs, which are existence, relatedness, and growth needs (Huitt, 2011). Existence needs include physiological and safety needs (lower-order needs), relatedness needs include the need to belong, and growth needs include self-actualisation (higher-order needs) (Brevis & Vrba, 2014). In contrast to Maslow's hierarchy of needs, proponents of Alderfer's ERG Theory argue

that individuals can be motivated to satisfy many needs at the same time or more than one need can motivate an individual to act (Venugopalan, 2007). For example, a student can be motivated to satisfy growth needs as well as the need to belong. Furthermore, if the higher-order needs are not satisfied, then the individual may turn to satisfying lower-order needs (Brevis & Vrba, 2014).

2.2.2.2 Process Theory

Reinforcement Theory

The Reinforcement Theory of motivation is rooted in Skinner's Behaviourist Theory and is also known as a learning theory (Skinner, 1963, as cited in Sahito & Vaisanen, 2017). It is one of the oldest theories of motivation (Sahito & Vaisanen, 2017) and is based on the premise that behaviour is motivated by external consequences, therefore not paying much attention to individuals' needs (Venugopalan, 2007). Previous positive or negative results of behaviour may motivate an individual to repeat the behaviour or not (Ololube, 2006). Reinforcement Theory postulates that behaviours with positive consequences, such as rewards, will motivate an individual, whereas negative consequences will demotivate the individual (Brevis & Vrba, 2014). Venugopalan (2007) suggests that Reinforcement Theory applied to motivation should foster social learning.

The Content and Process Theories of motivation are aimed at understanding individuals' needs and the thought processes that influence decisions, behaviours or activities. These two groups of motivation theory play an important role in understanding motivation as they focus on examining what drives individuals to complete particular tasks.

2.2.2.3 Self-determination Theory of Motivation

The Self-determination Theory (SDT) was the preferred theory of motivation in the present study as it informed the data of the original study, which was then used in this study. SDT is also a theory of human motivation, personality, development and well-being (Deci & Ryan, 2008b). Deci and Ryan are the pioneers of SDT as a theory of motivation and place much importance on intrinsic motivation (Kusurkar, 2013). It is known as a macro theory of motivation, as well as a multidimensional approach to

motivation (Taylor et al., 2014). SDT was constructed from the following theories: the Basic Psychological Needs Theory (well-being), Cognitive Evaluation (intrinsic motivation), the Goal Contents Theory (extrinsic goals), the Organismic Integration Theory (the internalisation of extrinsic motivation), and the Causality Orientations Theory (orientations to interests) (Ryan, 2009). Therefore, we can deduce that SDT is both a Content Theory and a Process Theory of motivation. SDT has been extensively used by researchers and practitioners in education (Vansteenkiste, Lens & Deci, 2006). According to Ryan and Deci (2000b), SDT has been one of the theories proven to be most useful in education and understanding students' learning strategies, performance and persistence. The following core concepts of SDT will be explored further: psychological needs, autonomous motivation, and Organismic Integration Theory. I will be discussing the psychological needs that play an important role in motivational processes, the role of intrinsic motivation in SDT, the internalisation process of extrinsic motivation towards intrinsic motivation and the significance of context in individual motivational processes.

Psychological Needs (Competence, Autonomy and Relatedness)

SDT is based on the premise that three psychological needs are universal and basic to every individual and when satisfied, there will be positive results, such as promoting intrinsic motivation and personal well-being (Deci et al., 2001; Kaplan, Katz & Flum, 2012). Motivation involves the psychological needs of autonomy, competence and relatedness and the context in which these needs are supported (Kaplan, Katz & Flum, 2012).

Competence refers to an individual's success in tasks or goals; autonomy is independence and taking responsibility for one's own learning, as well as having the opportunity to make one's own choices; relatedness refers to the relationship or connection with others such as feelings of support, care and respect (Deci et al., 2001). According to Urdan and Schoenfelder (2006), these needs are intertwined, which means that relatedness is the support required for individuals to make autonomous decisions, and feeling a sense of autonomy enhances competence, while competence allows individuals to feel accepted and related with others. Relatedness, competence and autonomy are essential to promoting intrinsic motivation (Ryan & Deci, 2000b; Urdan & Schoenfelder, 2006). According to SDT,

individuals are inclined towards autonomous regulation of behaviour and they can be intrinsically motivated to learn (Kusurkar, 2013). Ergo, all three psychological needs must be met so that individuals can be motivated to succeed in a task and experience well-being (Niemiec & Ryan, 2009; Ryan & Deci, 2000a). These psychological needs, when satisfied, positively influence motivation, personality development, well-being and health (Liu et al., 2017; Ryan & Deci, 2000a). SDT focuses on intrinsic goals such as life goals or growth, which facilitate well-being and positive adjustment, however, extrinsic goals such as wealth or status have been negatively associated with well-being (Vansteenkiste, Lens & Deci, 2006).

Furthermore, Urdan and Schoenfelder (2006) state that the satisfaction of these needs is largely a result of the social environment fostering and developing these needs. Similarly, Deci and Ryan (2002) state that "social contexts that facilitate the satisfaction of autonomy, relatedness and competence will support people's behaviour, promote more optimal motivation, and yield the most positive psychological, developmental, and behavioural outcomes" (p.15). Therefore, SDT considers the social environment in promoting or reducing types of motivation and the important role this plays in influencing our individual motivational processes (Deci & Ryan, 2008b).

Autonomous Motivation versus Controlled Motivation

Autonomous motivation versus controlled motivation is the main focus of SDT (Vansteenkiste, Lens & Deci, 2006). Autonomous motivation is related to one's own free will or choice, while controlled motivation is related to being forced or pressured into doing something (Vansteenkiste, Lens & Deci, 2006). Intrinsic motivation and internalised types of extrinsic motivation are described by autonomous motivation, however, poorly internalised types of extrinsic motivation are described by controlled motivation (Deci & Ryan, 1985, as cited in Vansteenkiste, Lens & Deci, 2006). The types of motivation are thus predictors of performance and well-being outcomes (Deci & Ryan, 2008a). SDT also emphasises the impact of the social environment on autonomous and controlled motivation (Vansteenkiste, Lens & Deci, 2006). For example, some social environments promote autonomous motivation in individuals, and conversely, some social environments can promote controlled motivation in individuals. Previous studies within the labour field have found that autonomy-

supportive work environments predicted the satisfaction of psychological needs, which positively influenced motivation and psychological adjustment (Deci et al., 2001).

Organismic Integration Theory

Motivation is dynamic as extrinsic motivation can change to intrinsic motivation or intrinsic motivation can change to extrinsic motivation, which is also determined by the social environment (Kusurkar, 2013). SDT further proposes motivation to be different types of behavioural regulations experienced by individuals to varying degrees (Howard, Gagne, Morin & Broeck, 2016; Ryan & Deci, 2000b). This can be explained by Organismic Integration Theory, which is a theory within SDT comprising forms of extrinsic motivation, which are: external regulation (behaviour regulated by external forces), introjected regulation (behaviour regulated by accepted rules), and lastly, identification and integration (behaviour regulated by external forces that have become personally valued and endorsed) (Kusurkar, 2013; Ryan & Deci, 2000b). According to this sub-theory, individuals experience extrinsic motivation that goes through the motivational processes mentioned above and eventually becomes internalised values or interests moving towards intrinsic motivation (Kusurkar, 2013.) Therefore, individuals can transition on a continuum from extrinsic motivation, such as an external reason for acting, towards intrinsic motivation in which behaviour is carried out due to the value and inherent interest in that behaviour (Ryan, 2009). When individuals are extrinsically motivated, they perform a task because of an external reason. For example, if a student does his homework then his parents will not punish him (Ryan, 2009). As the student goes along the continuum, he realises the value of doing his homework and eventually, it becomes a personally valued, inherent interest or goal, therefore moving towards intrinsic motivation. Individuals eventually feel self-determined as they experience and internalise extrinsically valued activities (Ryan & Deci, 2000b). Thus, intrinsic motivation is reached and the more intrinsically motivated individuals are to complete a task, the greater the satisfaction of autonomy, competence and relatedness needs (Ryan & Deci, 2000b).

2.3 MOTIVATION AND EDUCATION

The importance of understanding and exploring motivation theories is being able to apply them in various contexts. According to Turabik and Baskan (2015), every organisation has goals to be obtained and therefore organisations require individuals who are very much motivated to obtain these goals. Motivation is therefore essential in various fields. Motivation in companies and job satisfaction has been widely researched as employees are considered the "biggest asset" in the work environment who need to be motivated consistently to achieve organisational goals (Badubi, 2017, p. 44). According to Ryan (2009), motivational theory such as the Self-determination Theory can be applied to fields such as health care, business, sustainability, parenting, religion, psychotherapy, sports, learning and education. The education context is one of the most important contexts in which motivation theories can be applied (Turabik & Baskan, 2015). Student motivation in the context of education will be explored further in this study.

Motivation is an essential concept within education and learning that can help us to understand what motivates students to achieve positive academic outcomes. Students are essential to the education system and bring diversity to the learning environment. For students to be successful at school or university, they need both cognitive skills and the will to be motivated (Afzal, Ali, Khan & Hamid, 2010; Pintrich & Schunk, 2002). According to Masitsa (2008), motivation is a prerequisite for academic performance. Therefore motivation has an important place in education and learning. Intrinsically motivated students engage in learning due to interest or enjoyment, whereas extrinsically motivated learners engage in learning for rewards or to reduce punishment. Research indicates that intrinsic and extrinsic motivation are instrumental in student involvement and best learning in education (Niemiec & Ryan, 2009). Learning is dependent on student motivation to succeed in university, while many factors impact student motivation such as the students themselves, the learning content, relevance of learning content, pedagogy, learning environment, students' interest in subjects, teaching quality, quality of the curriculum, interactive classrooms and feedback, as well as the lecturer or teacher (Frumkin, 2006; Sogunro, 2015; Williams & Williams, 2011). "Almost everything teachers do in the classroom has a motivational influence on students – either positive or negative"

(Williams & Williams, 2011, p. 7). Thus, the lecturer can be viewed as the primary mediator responsible for the development of students' motivation. It can further be said that the lecturer plays a pivotal role in the facilitation of student motivation and non-motivation, which was the focus of this study.

Student motivation and the lecturer

Despite the importance of student motivation in higher education (Afzal, Ali, Khan & Hamid, 2010), previous research has focused predominantly on the teacher as a facilitator of motivation in the school environment and less on the lecturer as a facilitator of motivation in the university environment (Chireshe, 2011). For the purpose of the present study, which focuses on the role of the lecturer, I will use the terms lecturer and teacher interchangeably as both terms refer to an individual who is in a teaching position.

Finocchario (1981 as cited in Yadav & Baniata, 2012) states that the educator is the first individual to nurture motivation in the classroom environment. Teachers' behaviours and instructional practices play an important role in student motivation (Vibulphol, 2016). According to Williams and Williams (2011), teacher contributions to student motivation consist of their knowledge of the subject or competency, the motivational level of the lecturer, sense of humour, high quality of teaching, and being challenging or engaging. Lecturers, therefore, need to acquire on-going growth and become role models for students, as well as the managers of the learning and teaching environment (Williams & Williams, 2011). Motivation can also be viewed as a natural tendency to learn, and lecturers can tap into this resource (Niemiec & Ryan, 2009). Therefore, teaching consists of more than just subject matter and classroom management skills, as Brophy (1986 as cited in Afzal et al., 2010, p.82) describes educators as "active socialising agents" who stimulate students' motivation to learn.

Kaplan, Katz and Flum (2012) state that "Motivational theories aim to answer questions such as: Why do some students engage deeply, perform well and thrive in school, whereas others procrastinate, avoid or fail to learn, and drop out?" (p. 166). According to SDT, teachers can enhance or undermine students' natural capacity to learn (Niemiec & Ryan, 2009; Vibulphol, 2016). Furthermore, classroom practices should allow for the psychological needs of competence, relatedness and autonomy

to be satisfied in order to increase student motivation (Ryan & Deci, 2000b). Therefore, lecturers play an essential role in influencing the characteristics of the learning environment, which can either enhance or reduce student motivation (Urdan & Schoenfelder, 2006). For example, a learner may be motivated to do homework due to interest in a subject or because he or she wants the approval of the teacher (Ryan & Deci, 2000b). According to Yadav and Baniat's (2012) study of Saudi Arabian university students, lecturers play a fundamental role in reducing both demotivation and student anxiety. The lecturer then is responsible for student motivation and non-motivation. Moreover, motivation in the classroom requires the consideration of both the academic and social factors that influence motivation (Urdan & Schoenfelder, 2006).

2.3.1 Lecturer characteristics or behaviours associated with promoting student motivation

Intrinsic Motivation and Autonomy

Autonomous motivation comprises intrinsic and internalised extrinsic motivation (Deci & Ryan, 2008b). Taylor et al. (2014) emphasise the importance of intrinsic motivation in university students' educational success. According to the literature, intrinsic motivation and identified regulation yield a strong correlation to academic achievement (Taylor et al., 2014). Social contexts involving positive feedback and the support of autonomy will promote intrinsic motivation (Deci & Ryan, 2008b). Furthermore, through an autonomy-supportive approach, lecturers play an important role in managing the internalisation of extrinsic motivation (Deci & Ryan, 2008b). According to Kusurkar (2013), intrinsic motivation is central to academic achievement and student well-being as compared to extrinsic motivation. Moreover, teaching that supports autonomy should be learned and practised (Kusurkar, 2013).

According to Niemiec and Ryan (2009), "SDT maintains that, when students' basic psychological needs for autonomy, competence, and relatedness are supported in the classroom, they are more likely to internalize their motivation to learn and to be more autonomously engaged in their studies" (p. 139). According to SDT, lecturers should move from a controlling role towards a more caring and supportive role to foster student motivation (Urdan & Schoenfelder, 2006). Litalien et al. (2017) and Niemiec and Ryan (2009) state that teaching and learning that is supportive towards

autonomy is linked to positive educational results in the classroom. Autonomy-supportive practices in the classroom include listening to what students have to say, giving feedback, providing challenging tasks, allowing students the opportunity to make their own choices, and lastly, showing an appropriate level of affection towards students (Deci & Ryan, 1985; Ryan & Deci, 2000; Urdan & Schoenfelder, 2006). Niemiec and Ryan (2009) suggest strategies for increasing autonomy: giving students more options, meaningful rationales for academic tasks and acknowledging students' feelings about the learning environment. In a study conducted by Standage et al. (2006), support of autonomy was connected to higher autonomous self-regulation. Furthermore, some Korean studies have shown that learners who experienced autonomy and competence in the learning environment were more intrinsically motivated (Niemiec & Ryan, 2009). Niemiec and Ryan (2009) state that teachers who enhance students' autonomy enhance students' intrinsic motivation, academic success and subjective well-being. According to the results from a study by Tsai et al. (2008), students' interest was increased by teachers who were autonomy-supportive and reduced by teachers who were controlling (Niemiec & Ryan, 2009). Studies have found that autonomy support within fields of education, work, parenting, health care, sport and friendship positively influences motivation, performance, well-being and healthy development (Deci & Ryan, 2008b). Therefore, autonomy-supportive lecturers facilitate student motivation, which promotes students' academic achievement and well-being (Gutierrez & Tomas, 2019).

Lecturer Characteristics (Relatedness)

Respectful lecturers were found to be greatly motivating for their students (Lin, 2017). Previous research states that the characteristics of motivating lecturers include being respectful, polite, inspirational, having a sense of humour, good communication, being approachable, professional, understanding, and helpful (Delaney, Johnson, Johnson & Treslan, 2010; Savage, Birch & Noussi, 2011; Williams & Williams, 2011; Xiao & Wilkins, 2015). According to Long et al. (2013), a good lecturer has three perceived qualities, which are: competence (the extent of knowledge and delivery), caring (concern for student's well-being) and character (being genuine, trustworthy). According to Montalvo (1998 as cited in Williams & Williams, 2011), students gain more motivational benefits from educators they like when compared to educators they dislike. Teachers' attitudes thus influence the

satisfaction of needs as students' interest and motivation are diminished by unfriendly and uncaring lecturers, whereas students are motivated by teachers who give positive feedback and express warmth (Ryan & Grolnick, 1986 as cited in Urdan & Schoenfelder, 2006). Niemiec and Ryan (2009) suggest strategies for increasing relatedness: being warm, caring and respectful towards students. Relatedness is the feeling of being accepted, supported, liked and valued by the lecturer and is important to students' integrated regulation, while students who feel rejected by or disconnected from their educators may move away from internalisation and thus motivation is reduced (Niemiec & Ryan, 2009).

Lecturer-Student Relationship (Relatedness)

Research suggests that students' relationships with teachers and peers are strongly associated with academic achievement (Felner, Seitsinger, Brand, Burns & Bolton, 2007), student motivation, and well-being (Urdan & Schoenfelder, 2006). In accordance, positive interactions and emotional engagement between lecturers and students have been widely reported to have an important influence on students' support for learning, motivation and subjective well-being (Long et al., 2013; Sagayadevan & Jeyaraj, 1999). According to Xiao and Wilkins (2015), students are more satisfied with their education when the lecturer is committed to their academic achievement and well-being. Komarraju, Musulkin and Bhattacharya (2010) state that faculty interactions and engagement in the early university years are important in developing academic self-concept, motivation and achievement. Social relationships between the lecturer and student based on support and care are more valuable to students as these increase their engagement and effort (Urdan & Schoenfelder, 2006). According to a Malaysian study, an excellent lecturer was found to be one who masters instruction or delivery techniques and establishes good relationships with students (Samian & Noor, 2012). Therefore, the lecturer-student relationship has been shown to have a great influence on student motivation and well-being.

Social support can be understood as a network of friends, family, peers or teachers which an individual may require in times of need, and which has a positive impact on an individual's positive self-image (Cotton et al., 2002). Social support positively facilitates student learning (Cotton et al., 2002). Individuals are highly influenced by

their social contexts (Bronfenbrenner, 1986 as cited in Li et al., 2018) and thus social support influences students' academic outcomes as well as their overall well-being. A Taiwanese study indicated that students were more motivated when teachers utilised encouragement and praise (She & Fisher, 2002). In accordance, Koka and Hagger's (2010) study found that positive feedback such as praising and encouraging, as well as democratic behaviour by teachers increased students' self-determined motivation. The student-lecturer relationship facilitates the satisfaction of competence, relatedness and autonomy. Therefore, educators should aim to form learning environments that foster supportive relationships.

Lecturer Delivery/Pedagogy (Competence)

Using innovative, active and cooperative pedagogies was found to encourage a comfortable learning environment in which learners felt free to develop their self-confidence (Delaney et al., 2010; Savage, Birch & Noussi, 2011; Xiao & Wilkins, 2015). Lecturers who adopt active teaching approaches that are not regarded as boring and who provide practical, relevant examples of the real world are perceived as motivating learners (Northrup, 2002). According to Kember and Wong (2000), students' perceptions of good teaching are based on active learning, while perceptions of bad teaching are based on passive learning. Additionally, Long, Ibrahim and Kowang (2013) state that lecturers' perceived competencies, such as vast subject knowledge, creativity, increased interaction with learners, clear expectations and outcomes of learning greatly impact students' satisfaction. Niemiec and Ryan (2009) suggest strategies for increasing lecturer competence by providing effective and relevant feedback on challenging tasks. According to Hagger and Chatzisarantis (2007), the way in which teachers organise the learning environment, lessons, including learners in decision-making, giving them a variety of options, acknowledging their feelings and providing quality feedback all influence student motivation. Furthermore, a constructivist learning environment, as perceived by students, has been found to positively impact students' life satisfaction and positive affect (Chen, Fan & Jury, 2015). Therefore, lecturer pedagogy has a great impact on student motivation in the classroom (Chong, Renandya & Ng 2019).

2.3.2 Lecturer characteristics or behaviours associated with student demotivation

Lecturer attitudes and behaviours

Fallout (2005) states that if motivation increases learning, then demotivation limits learning. According to Dornyei (2001), demotivation "concerns various negative influences that cancel out existing motivation and specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (p. 143). Some of the factors that influence student motivation negatively are the teacher, teacher attitudes, the learning environment, and course content (Dorneyi, 1998). According to a study conducted by Oxford (1998 as cited in Brahramy & Araghi, 2013), the most demotivating factors for students were the teacher's criticism, little or no support, nepotism and the teacher's negative attitudes regarding the subject. The results of this study indicate that teacher-related factors are the highest demotivating factors for university students. The results also highlight the essential role of the teacher as a demotivating factor in the learning environment (Brahramy & Araghi, 2013). In accordance with Yadav and BaniAta's (2012) study involving students and their learning experiences, a common demotivating factor experienced by students was the teacher. In Ulug, Ozden and Eryilmaz's (2011) research, students' demotivation was linked to lecturers' negative attitudes towards students, which included being disinterested, discrediting, showing anger, and a lack of understanding. Yadav and BaniAta (2012, p.128) state that "when the learner comes to the classroom with low intrinsic motivation, he could be motivated extrinsically by the motivational teacher's choice of approaches and personal styles." Therefore teachers' personality, attitudes and behaviours play an important role in facilitating learners' motivation and attitude towards learning.

Lecturer Delivery/Pedagogy

According to Kember and Wong (2000), students' perceptions of bad teaching are based on passive learning, boring teaching techniques and a lack of interest in students' learning. Thus, the lecture delivery, attitudes and interactions can affect how students perceive their lecturers as motivating or non-motivating. Non-motivating lecturers are perceived as not being committed to the learning environment, thereby not sufficiently engaging students in the learning process

(Savage et al., 2011). Niemiec and Ryan (2009) state that controlling educators, who are characterised by close supervision, monitoring, rewards and punishments, can lead to students feeling anxious, bored or alienated. Furthermore, it was found that a lack of social support from lecturers may result in a decrease of positive affect, consequently impacting students' motivation and subjective well-being (Yunus et al., 2015). Savage et al. (2011) have found that non-motivating lecturers are perceived as not being committed to the learning environment, thereby insufficiently engaging students. Therefore, a controlling educational environment reduces intrinsic motivation (Niemiec & Ryan, 2009), and in doing so, reduces motivation in students.

2.4 MOTIVATION AND WELL-BEING

Motivation is an important facet in academic and career success, as well as overall health (Niemiec & Ryan, 2009; Taylor et al., 2014). The social context is conducive to the spread of psychological states, behaviours, emotions and motivation (King & Datu, 2017). According to King and Datu (2017), student well-being is not just an individual experience, but also a social one. For example, autonomy-supportive teaching can initially impact a few students and later spread to most of the students in a classroom, therefore promoting students' well-being (Cohen, 2006; King & Datu, 2017). According to Kusurkar (2013), motivation not only impacts learning, but also student well-being. Therefore, motivation, well-being, and learning are important variables that depend on each other. As Seligman et al. (2009) state, "More well-being is synergistic with better learning" (p. 294). The lecturers' or teachers' role in students' well-being is important to well-being as students need their lecturers or teachers to support their psychological needs (Niemiec & Ryan, 2009). According to a Canadian study by Burton et al. (2006), intrinsic motivation is connected to high sense of well-being. In a study by Niemiec et al. (2006 as cited in Niemiec & Ryan, 2009), high school learners with high autonomous self-regulation experienced greater levels of well-being. Autonomous motivation is thus critical to academic success as well as to student well-being at all educational levels (Deci & Ryan, 2008a; Niemiec & Ryan, 2009). According to a longitudinal study completed by Piumatti (2018), which involved a sample of Italian university students, motivation protected university students from psychological distress or mental health problems such as depression during their university experience. Furthermore, King and Datu

(2017) state that greater levels of well-being influence a positive classroom, and lower levels of well-being may induce a negative classroom environment. Thus, an individuals' well-being can be shaped by their social context (King & Datu, 2017). Therefore, there is an important link between motivation and well-being with particular reference to the lecturer or teacher as a mediator.

2.4.1 Well-being

The conceptualisation of well-being belongs to a broad framework of disciplinary views, therefore there is no universal definition for well-being (Soutter, O'Steen & Gilmore, 2014). The eudaimonic and hedonic approaches of Aristotle are the basis of well-being (Waterman, 1993). The eudaimonic approach to well-being emphasises self-actualisation and optimal functioning, while the hedonic perspective of well-being focuses on satisfaction and happiness (Diener, Suh, Lucas & Smith, 1999). Three different types of well-being are described by researchers: objective, subjective and psychological well-being (Kulaksizoglu & Topuz, 2014). The World Health Organisation (WHO) (2001) describes positive mental health as "a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (p. 1). Student well-being is therefore important to both motivation and academic achievement.

From a positive psychology perspective, well-being is often synonymous with happiness (Kulaksizoglu & Topuz, 2014). According to a study conducted by Koydemir and Selisk (2016), focusing on students' strengths and optimal functioning is important to the development of well-being, especially due to the challenges that students face when transitioning to higher education. Many research findings have yielded that students transitioning from high school to the beginning of university experience greater levels of strain, stress, anxiety or mental health problems as compared to the general population (Bewick et al., 2010; Bore et al., 2016; Cotton, Dollard & Jonge, 2002; Koydemir & Selisik, 2016; Lin, 2017; Ullah, 2017). Thus, positive psychology emphasises well-being and positive affect as the main focus in student satisfaction and achievement. Furthermore, according to positive psychology, engagement and meaning are crucial to well-being (Cohen, 2006).

Therefore, the university environment must foster or support the well-being of students to increase positive learning experiences and student achievement.

2.4.2 Subjective well-being

Subjective well-being was the focus of this study as the aim was to explore students' cognitive and affective perceptions or evaluations of their lecturers. Subjective well-being is based on the hedonic perspective, which posits that if individuals wish to be happy, they must increase pleasurable situations (Kulaksizoglu & Topuz, 2014). Therefore, satisfaction and happiness can be explained by subjective well-being. Subjective well-being is based on the cognitive and affective evaluations that individual's possess of their own lives (Chen, Fan & Jury, 2017; Diener et al., 1999). It consists of three main components: the affective component - positive affect (happiness, joy, optimism), negative affect (sadness, anger); and the cognitive component - satisfaction with life (Diener et al., 1999; Ryff & Keyes, 1995). Life satisfaction is a cognitive process in which individuals are genuinely happy or satisfied with their lives (Yunus, Mustafa, Nordin & Malik, 2015). These three components in combination influence the experience of subjective well-being.

Subjective well-being, particularly the PERMA model by Seligman (2011), relates to the personal experiences of university students. Seligman's (2011) PERMA model of subjective well-being can be used to explain the five pillars that contribute to overall well-being and support for student well-being. PERMA comprises positive affect, engagement, relationships, meaning and accomplishment. **P**ositive affect is core to happiness or flourishing (joy, content, and cheerfulness) and is associated with fulfilment, hope, gratitude, engagement, and physical activity. **E**ngagement is the emotional connection to activities or organisations (being engaged, involved, concentration and showing interest). Engagement is linked to greater commitment to school or university. Positive **r**elationships include feeling socially acceptable, supported by lecturers/peers/others, cared about and satisfied with lecturer-student social interactions. The benefits of maintaining positive relationships are related to greater life satisfaction, hope, gratitude, and spirituality. **M**eaning is believing that life is important and feeling connected to one's environment. Students feel a sense of purpose and belonging within their chosen field of study when they hold this belief. **A**ccomplishment is an individual's success in goal attainments, feelings of capability

and a sense of achievement. If learners are satisfied with their education, they will be more inclined towards achievement, thereby reducing the rate of dropping out. Accomplishment is linked to mastery, perseverance, academic success and life satisfaction and other correlates such as optimism, growth, school engagement, mindset, and physical vitality.

2.4.3 Students' subjective well-being and the lecturer

According to previous research, subjective well-being predicts motivation, engagement, and achievement (King & Datu, 2017; Seligman et al., 2009). Lecturers play an important role in the classroom as they facilitate students' learning experiences and impact the motivation and subjective well-being of the students within the classroom (Savage, Birch & Noussi, 2011). Past research shows that students' perceptions of lecturer behaviour impacts their affective learning and cognitive learning (Anderson, 1979; Gorham, 1988 as cited in Frumkin, 2006). When students are more motivated by their lecturers, they experience positive emotions, interest, and involvement in their learning environment and are more inclined towards academic achievement. Han and Yin (2016) state that student motivation is greatly influenced by affective factors. Happiness is positively related to motivation (Demirbatir et al., 2013), thus happy students will be motivated to commit to their learning environment. Student motivation is positively linked to a motivating environment being provided by their lecturers (Savage et al., 2011). According to Urdan and Schoenfelder (2006), students' experiences of their lecturers and their learning environment guide not only their academic achievement, but also their attitudes towards university and academia in general.

Research findings indicate that individuals with high subjective well-being experience positive emotions and life satisfaction; conversely, individuals with low subjective well-being experience frequent negative affect and low life satisfaction (Kulaksizoglu & Topuz, 2014; Proctor, 2014). Furthermore, positive relationships and positive emotions were found to enhance subjective well-being (Lin, 2017; Proctor, 1997).

According to Lin (1986 as cited in Li et al., 2018), social support is the social and psychological support (respect, care, helpful) that individuals receive or perceive in their environment. Social support offers a feeling of security and competence to

university students, which could assist them to deal effectively with daily challenges (Li et al., 2018). A Taiwanese study revealed that the most important impact of subjective well-being among university students was harmonious interpersonal relationships between significant individuals in the learning environment (Yang, 2010). According to Lin (2017), social support predicts students' subjective well-being as students who have social support experience positive emotions from important people in their lives. In a study by Laureano, Grobbelaar and Nienaber (2014), social support for student rugby players contributed highly towards students' subjective well-being, as well as being a coping technique for their transition to university. The more social support, the more the students' experience of positive affect and the greater their well-being (Laureano, Grobbelaar & Nienaber, 2014). Emotional engagement in the classroom was found to be associated with positive emotions. Research conducted by Sagayadevan and Jeyaraj (1999) on the relationship between students and lecturers revealed that emotional engagement (affective reactions) between lecturers and students impacted positive student-lecturer interactions and academic achievement. Research indicates that supportive and emotionally engaged teacher-student relationships increase positive affect and decrease negative affect in students (Lam et al., 2012; Skinner et al., 2008). According to the literature, social support has a positive impact on subjective well-being (Tofi, Flett & Timutimu-Thorpe, 1996). Furthermore, there is a positive relationship between social support and life satisfaction. Owing to the intrinsic importance of social support, individuals possessing this experience positive emotion as compared to individuals who do not have social support, and these positive emotions may increase satisfaction with one's life (Yunus et al., 2015). Social support not only improves individuals' positive affect and well-being (Rueger, Malecki, Pyun, Aycock & Coyle, 2016), but is also a coping mechanism for stress and depression (Chou, 2000). Furthermore, social support has also been linked to a positive effect on self-esteem, which is an individual's' belief in themselves (Rueger, 2010). According to Li et al. (2018), students with greater levels of social support experience higher self-esteem, which also improves academic achievement. The more self-esteem an individual has, the greater an individual's belief in themselves to achieve their goals.

2.5 CONCLUSION

This chapter aimed to explore previous research pertaining to the topic of this research. The findings from previous studies, as presented here, emphasise the importance of exploring this topic. As such, this chapter highlighted the background of motivation, as well as the application of motivation in this context. Many studies have emphasised the importance of motivation in the education field, particularly in learning, student academic achievement and students' subjective well-being (Niemiec & Ryan, 2009; Taylor et al., 2014). The role of the teacher in promoting or reducing student motivation was given particular attention as the aim of the study was to explore the role of the lecturer in student motivation, and consequently student subjective well-being. Several studies have highlighted the great impact that the lecturer has on student learning, motivation and subjective well-being (Niemiec & Ryan, 2009; Savage, Birch & Noussi, 2011; Yadav & Baniata, 2012). Motivation thus plays a key role in university students obtaining academic goals, as well as reaching their full potential and personal growth. The more lecturers and teachers tap into this resource, the more opportunities for student success and well-being within basic and higher education.

CHAPTER 3 RESULTS AND DISCUSSION OF THE STUDY

3.1 INTRODUCTION

In answering the primary research question, I developed two secondary questions to help me explore the concept of motivation in more detail. I utilised an inductive thematic analysis of the secondary data. Therefore, the results are presented in the form of the themes and categories that emerged from the narratives. Thus, exemplars from these narratives will be presented to support these themes and categories. I will provide a reference to all exemplars in which NAR refers to the narrative number, M refers to the motivating narrative, D refers to the demotivating narrative, P refers to the page number of the narrative, and Line refers to the line number in which the exemplar can be found in the corresponding narrative. The following paragraph will explain the two steps followed in order to analyse the data and answer the research questions.

The first step was a data-driven approach to analysing the data in which I sought to explore the two sub-questions of the present study. Three themes emerged from the data with regard to how the students described their lecturers as motivating: effective teaching approaches, positive student-lecturer relationships, and student satisfaction. One theme emerged with regard to how the students perceived their lecturer as demotivating, which was ineffective teaching approaches. The second step followed was a theory-driven approach to analysing the data. As discussed in Chapter 1, the PERMA model was the chosen theoretical framework in this study, therefore I searched for how the students' perceptions of their lecturers as motivating and demotivating affected their subjective well-being by using the five dimensions of the PERMA model. All five dimensions of the PERMA model emerged regarding how the students' subjective well-being was affected by their perceptions of their lecturer as motivating, while two dimensions of the PERMA model emerged regarding how the students' subjective well-being was affected by their perceptions of their lecturer as demotivating. All of the themes consisted of categories that will be discussed in the subsequent section of the chapter. The results from previous literature will also be discussed in order to support the findings of the present study.

3.2 THEMATIC ANALYSIS: RESULTS OF THE STUDY

3.2.1 Step one: data-driven approach

The first step that was taken was to search through all the data for possible emerging themes and categories, therefore it was data-driven. The focus of the sub-questions in this study was to explore students' perceptions of their lecturers as motivating and demotivating. Table 3.1 outlines the themes and categories that emerged from the first sub-question (see Addendum B5 for categories and themes).

Table 3.1: Results of the thematic analysis of the data: How do students' describe their lecturers as motivating?

Secondary question: How do students' describe their lecturers as motivating?	
Theme	**Category**
1. Effective teaching approaches	1.1 Lecturer gives detailed explanations.
	1.2 Lecturer gives detailed examples.
	1.3 Lecturer involves students in lectures.
	1.4 Lecturer provides relevant information linked to field.
2. Positive student-lecturer relationship	2.1 Good student-lecturer relationship.
	2.2 Lecturer offered assistance/help to students.
3. Student satisfaction	3.1 Students are satisfied with lectures.
	3.2 Teaching approach is enjoyable.
	3.3 Fond of knowledgeable lecturer.

3.2.1.1 Theme 1: Effective teaching approaches

This theme consists of different ways in which the lecturer taught content to students. The different approaches to teaching aided students' understanding of the content being taught. This theme denotes how the lecturer was described to be motivating by teaching content in a way that enhanced the students' understanding.

Four categories emerged that highlighted the teaching approaches that the lecturer used to motivate the students.

Category 1.1: Lecturer gives detailed explanations

This category looks at how the lecturer provided clear and detailed explanations in a way that made students feel like they understood the content well. Being able to understand the content being taught was described as an important factor in the students feeling motivated, which was indicated by the students in the following statements:

> *...The most motivating lecturer just happens to be the lecturer that I understand the most during lectures (NAR15-M, P5, Line 1-3).*
>
> *...He tends to convey the content of all sections in the module in a way that is understandable and easily comprehendable [sic] (NAR13-M, P3-4, Line 16-19).*
>
> *...he explained in [sic] very clear, relevant and relatable manner that I understood the work whenever he spoke (NAR16-M, P5, Line 3-5).*
>
> *...His method of teaching is almost tailor-made for the course as one can extract every bit of information that one needs just by listening attentively to him… (NAR22-M, P3, Line 12-16).*

Furthermore, the students felt motivated when the lecturer provided clear and detailed explanations of the content, especially for more complex content. The following exemplars describe this:

> *…When she goes through the work she is as explicit as she can be when she explains the subject matter especially when it becomes more intricate (NAR22-M, P5, Line 6-9).*
>
> *...The lecture was motivational because of the way he taught… Even difficult topics were easily understood and it was almost not necessary to go and study for tests and exams because of the quality of learning that took place during class time… (NAR29-M, P4, Line 12-17).*
>
> *...The module is not so easy. S/he makes it to the outmost [sic] best that all students understand each part of the section (NAR9-M, P7, Line 15-17).*

Category 1.2: Lecturer gives detailed examples

The second category described the lecturers' use of examples to teach content, which improved both student understanding and motivation. The students expressed that when the lecturer provided examples, they were able to understand the content very well and were fond of the lecturer's teaching approach. The following exemplars describe how the students felt motivated when the lecturer provided sufficient examples when teaching:

> *...I think she used verry [sic] good techniques in learning the students because first she will "highlight" the main topics of every chapter and then afterwards she will do some examples so that you can be sure if you understood the work (NAR2-M, P3, Line 8-13).*
>
> *...The best lecturing style I have seen is when a lecturer gets into the lecture prepared and with extra examples in order to check that we have understood what she taught us (NAR4-M, P3-4, Line 15-16).*
>
> *...The lecturer's approach to teaching is effective. She gives us examples for our own understanding then gives us exercises (NAR18-M, P3, Line 3-5).*

In addition to providing examples when teaching, lecturers who provided real-life and practical examples were found to be motivating as the students understood the content better:

> *...Another teaching/lecturing style that I am fond of [sic] when the lecturer lecture [sic] whilst incorporating real life examples in the lecture. This helped me to understand better and also remember better... (NAR4-M, P4, Line 12-15).*
>
> *…he included real life examples in his lectures. Such reallife [sic] examples were South African examples that most students can relate to… (NAR8-M, P7, Line 1-5).*
>
> *...He uses practical applications to explain the work at hand linking it to what we are studying to become. In a way he is actually motivating us to complete our courses and go out and use these principles in the outside world (NAR15-M, P5, Line 3-5).*

A recent study in Hong Kong explored university students' conceptions of what a good teacher is, and the results indicated that teaching skills that supported learning, such as the lecturer's ability to provide clear explanations in combination with relevant and practical examples, were described as good teaching skills (Morrison & Evans, 2018). These findings support the findings in the present study in which students described a motivating lecturer as one who provides clear explanations and examples to improve learning and understanding. The results also demonstrate that

students' need for detailed explanations and examples provided by the lecturer need to be researched further in conjunction with student motivation.

Category 1.3: Lecturer involves students in lectures

This category described students feeling motivated by their lecturers when the lecturer involved them in lessons and engaged with them in the learning environment. This was described in the following statements:

> *...She/he had a unique approach to teaching he/she was very interactive and allowed us to get involved with the class and lessons (NAR20-M, P5, Line 7-9).*
>
> *...Good teaching technique – she involves the class in what she is doing. For example, she will ask volunteers to do some of the examples on the board. This helps us with correct notation and actually understanding the question (NAR25-M, P3, Line 10-13).*
>
> *...His teaching was definitely learner-centred and he always created opportunities for students to engage in his lecture (NAR28-M, P7, Line 4-6).*
>
> *...Learners all listened well and paid a lot of attention because the lecturer constantly included students and their opinions in the lecture (NAR29-M, P5, Line 13-15).*

The positive impact on student motivation of involving and interacting with students in their learning environment has been supported by previous literature (Delaney et al., 2010; Komarraju, Musulkin & Bhattacharya, 2010; Savage, Birch & Noussi, 2011; Xiao & Wilkins, 2015). Recent literature further corroborates these findings as Morrison and Evans (2018) state that the student-lecturer interaction in their study was perceived by students as good teaching skills, which supports my research findings. Therefore, student involvement or engagement was found to positively impact students' motivation.

Category 1.4: Lecturer provides relevant information linked to field

This category looked at how the lecturer motivated students by providing them with relevant information that was practical to their field of study or career. This depicted that students felt motivated when they were provided with information that helped them to understand how they would potentially be using the skills learned in the module in their future careers. This is described further in the exemplars below:

...This lecturer motivates me and also opens my eyes to the reality of the engineering field (NAR6-M, P3, Line 1-3).

...The most motivating has been the lecturer that has given more knowledge about the career I have chosen (NAR18-M, P5, Line 3-6).

...Besides the money which is a secondary motivation he showed me how fulfuling [sic] the career im [sic] studying for. He showed me exactly all the difficulties and challenges that I will experience and didn't sugarcoat them (NAR19-M, P5, Line 2-5).

…also in each of the lectures she emphasized how the work we do in her module will help us acquire the skills needed in our desired career (NAR17-M, P5, Line 8-10).

...Lecture would often bring newspaper articles that relates to the work that is relevant and real-life to the theory (NAR29-M, P5, Line 13-15).

When the lecturer provided relevant information linked to their career or field, students felt motivated. This is also indicated by Northrup (2002), who states that lecturers who provide practical, relevant examples of the real world are perceived as motivating learners. In addition, Rowe, Fitness and Wood (2015) describe the use of relevant curricula in lectures as enhancing student interest and excitement as a result of better understanding. Furthermore, a recent study noted that university lecturers who make learning content appropriate and relatable play an important role in facilitating student motivation (Reed, 2018). Therefore, delivering content that was relevant and practical to what the students were studying was found to positively impact their motivation.

The results of the above themes echo the literature, indicating the importance of lecturer pedagogy in student motivation (Hagger & Chatzisarantis, 2007). Providing detailed explanations, detailed examples, involving students in the lecture, and providing relevant and practical information to the field of study indicates the importance of the lecturer's use of teaching approaches that foster learning, and thus also foster student motivation in the university context.

3.2.1.2 Theme 2: Positive student-lecturer relationship

This theme examined how the lecturer was perceived as motivating students by the relationship the students had with the lecturer. The student-lecturer relationship was described as a good relationship, as well as one in which the lecturer provided support to students. These two categories will be explained further.

Category 2.1: Good student-lecturer relationship

This category addresses the nature of the relationship between the student and lecturer and how this relationship motivated students. According to the data, the students felt they had a good relationship with their lecturer when the lecturer had positive qualities such as being kind, friendly or approachable. The following are examples that depict what the students perceived as a good student-lecturer relationship:

> *...The relationship between the students and this specific lecturer is very good considering he/she is kind and calm and sometimes funny (NAR6-M, P7, Line 3-5).*
>
> *...He also had a very good and open relationship with the learners/students (NAR29-M, P3, Line 4-5).*
>
> *...The lecturers relationship with students is quite good. Students may approach him for help on the subject matter in class and during consultation hours (NAR22-M, P4, Line 5-8).*
>
> *...He had a close relationship with his students and I remember our first lecture with him he made us each introduce ourselves and say why we want to become teachers (NAR28-M, P7, Line 7-10).*
>
> *...The relationship with students is fair and unbiased (NAR20-M, P5, Line 15-17).*

The above results showed that the students described their lecturers as motivating when they had a good relationship with their lecturer. The description of a good student-lecturer relationship was based on the positive characteristics of the lecturer. This is supported by prior research that indicates the importance of positive interactions between lecturers and students, which have been widely reported to have an important influence on student learning, motivation and subjective well-being (Krause & Davidson, 2018; Long et al., 2013; Sagayadevan & Jeyaraj, 2012).

Category 2.2: Lecturer offered assistance or help to students

This category addresses how the students felt when they received support from their lecturer. According to the data, the students described being motivated by lecturers who supported them by being helpful and assisting them to understand the content better. Below are examples of how the students' described this:

...This lecturer often went beyond her duty and really helped with problems and questions (NAR7-M, P7, Line 1-3).

...if there is a lack of understanding I feel comfortable to ask questions as one lecturer will help and attend to you where needed (NAR10-M, P7, Line 5-7).

...He went out of his way to help a student where he could (NAR13-M, P5, Line 19-20).

...The thing I love the most about her is that she was available for longer hours for consultation and you would leave the room content (NAR1-M, P5, Line 12-16).

…always offered her time after lectures if students didn't understand some of the work or needed help with the one big assignment/portfolio…(NAR28-M, P3, Line 9-11).

...For the students that struggled with the work she had extra class work sheets as well as additional class afterwards if you wanted her to explain some concepts that were a bit vague for you (NAR2-M, P3, Line 6-11).

The current findings also reflected the important role of a supportive relationship in which the lecturer is open to offering help and assistance to students. This is further associated with improving their learning and understanding of the course content. In agreement with the current findings, Cotton et al. (2002) state that social support positively facilitates student learning. In addition, Urdan and Schoenfelder (2006) conclude that social relationships between lecturers and students that are based on support and care are valuable to students as it increases their engagement and effort and thus motivation. Further literature corroborates these findings in which the supportive lecturer is perceived as motivating (Long et al., 2013; Sagayadevan & Jeyaraj, 1999; Yang, 2010). These results can also be linked to the Self-Determination Theory of motivation, as Niemiec and Ryan (2009) state that when students' psychological need for relatedness is fulfilled, they will be more motivated. Therefore, when the lecturer provided support to the students in their learning environment, they felt motivated in class.

Past research supports the notion that the relationship between students and teachers is strongly associated with student motivation and well-being (Felner, Seitsinger, Brand, Burns & Bolton, 2007). Furthermore, according to SDT, lecturers foster student motivation if they adopt a more caring and supportive role (Urdan & Schoenfelder, 2006). The current findings validate the importance of forming student-lecturer relationships in order to foster learning, and consequently student motivation within the university context.

3.2.1.3 Theme 3: Student Satisfaction

Theme 3 addresses how students' satisfaction with lectures, the lecturers' teaching approach and the lecturer contributed to students feeling motivated. Satisfaction is described as liking something or being happy and content with lectures, the lecturers' teaching methods and the lecturer. The three categories of student satisfaction will be explained further.

Category 3.1: Students are satisfied with lectures

This category addresses how students experienced feelings of content and enjoyment in their lectures. This looks at what the lecturer did in the lectures that contributed to students feeling motivated. According to the data, when the students felt they understood the content well, they were happy with the lecture. The statements below are examples of how the students felt satisfied in lectures:

> *...I am always content with what I have learned from this lecturer after every lecture (NAR3-M, P3, Line 1-2).*
>
> *...I never leave the lecture confused or dazed but rather determined to solve the challenges (NAR16-M, P3, Line 10-12).*
>
> *...Each lecture is beneficial (NAR9-M, P7, Line 12).*
>
> *...You would go out the lecture feeling good about yourself. This is one wants when they attend lectures to come in normal and leave feeling like you on top of the world because you know you actually understand something and you not in a hopeless situation (NAR15-M, P5, Line 10-15).*

When the lecturer conducted lectures in a way that assisted students to clearly understand the content, they reported enjoying lectures and therefore being satisfied with lectures. This is in agreement with Samian and Noor (2012) and Rowe, Fitness and Wood's (2015) studies, which propose that when students enjoy or are happy with lectures, they experience excitement, interest and therefore feel motivated.

Category 3.2: Teaching approach is enjoyable

This category highlights the teaching methods used by the lecturer that made students enjoy the lecture and therefore caused them to feel motivated. According to the data, the students were happy when their lecturers used teaching methods that

were fun, interesting and entertaining. Here are examples of the students feeling satisfied with their lecturer's teaching approach:

> *...This lecturer has a really bright and innovative approach to teaching (NAR6-M, P7, Line 1-2).*
>
> *...My first year lecturer in 2011 has been very entertaining and has just made me love her lectures (NAR11-M, P5, Line 1-2).*
>
> *...His teaching style/technique is to mostly demonstrate the problem and solution in a fun way (NAR16-M, P5, Line 7-9).*
>
> *...This particular lecturer creates a pleasant and enjoyable learning environment but at the same time every task is taken seriously (NAR13-M, P4, Line 6-9).*
>
> *...This lecturer had a calm, non-complicated manner in the way he explained the work, this in turn made the lecture a more productive one (NAR16-M, P3, Line 3-5).*

When the lecturer's teaching approach was fun and entertaining, the students were satisfied with the lecture. Recent research confirms the above findings that students prefer teaching methods that contribute to interesting lectures. Moreover, the important role of the lecturer in delivering enjoyable and entertaining lectures is emphasised (Bradley, Kirby & Madriaga 2015; Wong & Chiu, 2019).

Category 3.3: Fond of knowledgeable lecturer

This category examines students' satisfaction with lecturers who were well-learned in their field, and who had a vast amount of academic and practical knowledge to share with students. The students thus felt motivated to learn from lecturers who were knowledgeable in their field of study. These exemplars depict how the students felt motivated by their lecturer:

> *...This lecturer motivated me with the knowledge they had for the chosen module. It motivated me to study more for the subject in order to gain more knowledge about it (NAR5-M, P3, Line 1-5).*
>
> *...He is an experienced and well learnered [sic] lecturer that takes his task very seriously with a lot of dedication (NAR13-M, P3, Line 11-13).*
>
> *...My chemistry lecturer is the most motivating because she knows a lot about chemistry and that is what I hope to have a career in one day (Chemical engineering) (NAR25-M, P5, Line 1-4).*

...This lecture was extremely knowledgeable about the particular field and had many real-life experiences and examples he could share with us (NAR29-M, P3, Line 1-4).

The students were satisfied with and fond of lecturers who had a rich amount of knowledge and experience within the field and those who shared these skills and experience with their students. These results are consistent with earlier studies that show that students prefer lecturers who are enthusiastic about their field and who possess current knowledge in their field of study (Berbegal-Mirabent, Mas-Machuca & Marimon 2018; Bradley, Kirby & Madriaga 2015; Long, Ibrahim & Kowang, 2013). Another study reveals the importance of the lecturer's skills in their ability to motivate students (French & Kennedy, 2017).

Student satisfaction was found to be an important factor in students feeling motivated. Enjoyable lectures that foster learning, fun teaching approaches and a knowledgeable lecturer boosts student satisfaction and is connected to student motivation within the university context. This also provides implications for lecturers to focus on teaching content in fun ways, as well as using their professional training and experience to motivate students within the learning environment.

Table 3.2 outlines the themes and categories that emerged from the second sub-question (see Addendum B6 for categories and themes).

Table 3.2: Results of the thematic analysis of the data: How do students describe their lecturers as demotivating?

Secondary question: How do students describe their lecturers as demotivating?	
Theme	**Category**
1. Ineffective teaching approaches	1.1 Lecturer does not provide clear and detailed explanations. 1.2 Lecturer works too fast. 1.3 Lecturer does not respond well to students' questions. 1.4 Lecturer uses teaching tools ineffectively. 1.5 Lecturer does not engage with students.

3.2.1.4 Theme 1: Ineffective teaching approach

Theme 1 denotes the teaching methods that the students' lecturers adopted in class that were not favoured by the students. The students described ineffective teaching methods as those that negatively impacted their learning and understanding of content. When the students felt like they could not understand the content being taught as a result of the lecturer's teaching approach, they felt demotivated. Five categories of ineffective teaching approaches emerged from this theme, which will be discussed below.

Category 1.1: Lecturer does not provide clear and detailed explanations

This category looks at how the lecturer was perceived as demotivating by not providing clear and detailed explanations when teaching content. The students described feeling demotivated due to a lack of understanding. These are examples of how students expressed their perspective in this category:

> *...He/she does not always use examples to explain a problem/solution and he/she does not always give simpler ways to explain something (NAR6-DM, P5, Line 3-5).*
>
> *...Her items and lecturing material is good but her approach in delivering the information is poor (NAR9-DM, P5, Line 8-10).*
>
> *…lecturer is good, but doesn't seem to know how to explain the concepts properly (NAR21-DM, P7, Line 1-3).*
>
> *...However he could not think on a students level, taking this subject for the first time and hearing these concepts for the first time. Thus the level of teaching was too high and thus the work was extremely difficult to understand (NAR29-DM, P7, Line 4-9).*

When the lecturer did not provide clear and detailed explanations of the content, the students felt confused and therefore demotivated to learn. This is consistent with French and Kennedy (2017) and Chong, Renandya and Ng (2019), who state that poorly delivered lectures are most likely to discourage or demotivate students. These results suggest a gap in the literature focusing on clear and detailed explanations with regard to lecturer pedagogy and its contribution to student motivation. Furthermore, these results may suggest that the lack of clear and detailed explanations given by the lecturer may highlight one of the challenges that university students experience within a South African context.

Category 1.2: Lecturer works too fast

This category denotes the fast pace of teaching adopted by the lecturer in which students described not being able to keep up with the content being taught. This negatively impacted students' learning and understanding of the content taught by the lecturer. The following statements reflect how the students felt demotivated in class as a result of the lecturer's fast teaching pace:

> *...When he/she moves to fast on the slides, he/she ends up loosing [sic] the students as some of us are unable to catch up with the pace (NAR4DM, P3, Line 4-6).*
>
> *...His/her approach to teaching is very abrupt and it moves at a very fast pace, not really explaining into [sic] detail the subject matter (NAR6-DM, P5, Line 7-8).*
>
> *...The lecturer is fast and you cannot clearly work out what she is saying (NAR14-DM, P3, Line 1-2).*
>
> *...A de-motivating lecturer is one that made me want to quit completely. His/her teaching style is firstly poor for me because he/she rushes through the work (NAR20-DM, P7, Line 1-4).*
>
> *...The lectures are acceptable and well-organised but the rate at which the lecturer moves is to me ridiculous. Missing one lecture could possibly mean you have missed a whole chapter of the module and this puts me on edge (NAR3-DM, P5, Line 7-9).*

The students described their lecturer as demotivating when s/he taught at a fast rate or went through the content too fast. As a result, the students described feeling confused or they experienced a lack of understanding of the content. Previous literature suggests that lecturer delivery (Savage et al., 2011), a lack of interest in students' learning (Kember & Wong, 2000), and a controlling educational environment (Niemiec & Ryan, 2009) negatively impact students' intrinsic motivation. However, previous literature does not specifically highlight the lecturer's fast teaching pace and how this may contribute to student motivation. Therefore, the above category highlights a gap in the literature related to lecturer pedagogy with emphasis on the fast teaching pace used by the lecturer and how this may contribute to student demotivation. Furthermore, these results may suggest that the lecturer's fast teaching pace is one of the challenges that university students experience within the South African context.

Category 1.3: Lecturer does not respond well to students' questions

This category looked at the negative responses from the lecturer, specifically when students asked a question. The students described lecturers' negative responses as demotivating as it negatively impacted their learning as well as their self-confidence. These are examples of how the students' described their feelings towards lecturers who responded negatively to their questions:

> *...And she makes me feel like every week I am learning nothing at all because when I ask a question I get unpleasant responses (NAR14-DM, P4, Line 1-3).*
>
> *...I fear asking her questions because she makes me feel very inadequate, like I don't belong in my chosen career field (NAR16-DM, P7, Line 9-11).*
>
> *...The lecturer asks you questions and when you reply she causes you to doubt your answers by not directly telling you that you're wrong or right (NAR14-DM, P3, Line 15-17).*
>
> *...When we would ask her questions she would never answer them directly or clearly which I found extremely unhelpful and frustrating (NAR28-DM, P5, Line 13-15).*
>
> *...I don't ask questions due to the fact that the lecturer can be sarcastic and will end up embarrasing [sic] me instead of answering the question (NAR10-DM, P3, Line 13-16).*

Not responding well to students' questions was an interesting category as it negatively affected the students' motivation as well as their self-confidence. When the students' lecturers responded to their questions with sarcasm, criticism or embarrassment, the students felt demotivated, which affected their self-confidence as the responses above show that the students expressed self-doubt and feelings of inadequacy. This is supported by research findings that demonstrate that the most demotivating factors for students are the teacher's criticism (Oxford, 1998 as cited in Brahramy & Araghi, 2013). Furthermore, the students' demotivation was linked to lecturers' negative attitudes towards students, which included being disinterested, discrediting, showing anger and a lack of understanding (Ulug, Ozden & Eryilmaz, 2011). In combination with ineffective teaching approaches that do not foster learning and thus motivation, it is important to note that lecturer attitude plays an important role in student demotivation.

Category 1.4: Lecturer uses teaching tools ineffectively

This category refers to the lecturer's use of teaching tools, which was perceived as ineffective as it affected students' learning and understanding of content. The students described feeling demotivated when the lecturer used PowerPoint slides, the blackboard and the analogue projector ineffectively. These are examples that reflect this category:

> *...There is no use in creating 5 consecutive slides if you're not going to go through them (NAR9-DM, P5, Line 10-12).*
>
> *...There is no motivation with these type of lecturers and for me personally, their teaching skills of just showing slides and talking are ineffective (NAR20-DM, P5, Line 11-15).*
>
> *...He made explained lecture on the blackboard but there were not space so he had to erase a lot of notes before one could finish copying (NAR8-DM, P5, Line 2-4).*
>
> *...The techniques used like just writing on the board and not explaining the procedures is very discouraging (NAR20-DM, P7, Line 5-7).*
>
> *...This lecturer does not have slides but instead makes use of an analog data projector with sheets. As the lecturer commences she writes in these sheets. The handwriting is sloppy, fast and has to be corrected quite regularly (NAR23-DM, P7, Line 6-8).*

These excerpts clearly show the students' demotivation when the lecturer used teaching tools ineffectively, which was in a way that does not foster learning but rather elicits confusion. There appears to be a gap in the literature related to how the lecturer uses teaching tools and whether or not this impacts student motivation. Therefore, this category can be explored further in future studies, particularly paying attention to the use of PowerPoint slides, projectors and the blackboard within the university context.

Category 1.5: Lecturer does not engage with students

This category examined students' experiences in class when the lecturer did not engage with them or involve them in their learning. The students described feeling demotivated when the lecturer was described as talking to herself and not interacting with students in class. These statements are examples of this category:

...She does not interact with us at all (NAR24-DM, P7, Line 12).

...Her approach to teaching is one in which I feel as if she is conversating [sic] with herself (NAR16-DM, P7, Line 2-4).

...There aren't any discussions between her and the students, thus if you fall behind in a concept you need to investigate it on your own (NAR17-DM, P4, Line 5-8).

...She never provided opportunities for students to engage with her or the topic being taught – learning was very much teacher focused (NAR28-DM, P5, Line 10-13).

...When there also seem to talk to themselves more than the students, there is no interaction and we get demotivated (NAR4-DM, P3, Line 10-13).

Not interacting with students and engaging students in their learning was found to also demotivate students. The results are in agreement with Savage et al. (2011), who state that when lecturers do not engage students in their learning environment, they are perceived as showing disinterest or not committing to students' learning process. Previous research supports these results (Savage et al., 2011; Kember & Wong, 2000) as well as a recent study that assessed teaching effectiveness, which finds that reading from PowerPoint slides without elaborating on them, and lacking interaction with students were perceived as ineffective teaching and therefore affected students' learning and motivation (Morrison & Evans, 2018).

Ineffective teaching approaches were those that negatively impacted students' understanding of content. When the students did not understand the content, they felt demotivated. According to SDT, lecturer competence is important to student motivation as the lecturer's delivery of content is linked to whether students feel motivated or demotivated (Northrup, 2002). Therefore, it can be concluded that there is a connection between the lecturer's teaching approach and student demotivation.

3.2.2 Step two: theory-driven approach

In the second step of the data analysis, I utilised the chosen theoretical framework for the study, which is the PERMA model of subjective well-being, in order to answer the primary research question. As discussed in Chapter 1, the PERMA model has five dimensions that relate to an individual's subjective well-being. I then analysed the data by searching for these five dimensions. Therefore, step two was theory-driven. The following table (see Addendum B7 for categories and themes) and Table

3.4 (see Addendum B8 for categories and themes) outline the themes and categories that emerged from the data.

Table 3.3: Results of the thematic analysis of the data: How are students' subjective well-being affected by their perceptions of their lecturer as motivating?

Primary question: How are students' subjective well-being affected by their perceptions of their lecturers as motivating?		
Theme		**Category**
1.	**Positive Emotions**	1.1 Student enjoys lectures. 1.2 Positive emotions from the lecturer.
2.	**Engagement**	2.1 Lecturer involves students in lectures.
3.	**Positive Relationships**	3.1 Good relationship between student and lecturer. 3.2 Lecturer provided support for students.
4.	**Meaning**	4.1 Lecturer related content to topic/field.
5.	**Accomplishment**	5.1 Lecturer encourages students to succeed.

3.2.2.1 Theme 1: Positive Emotions

In this section, I will report on the results of the first dimension of the PERMA model, which is positive emotions. The categories discussed below indicate the actions taken by the lecturer which students perceived as motivating, and which consequently contributed to students feeling good.

Category 1.1: Students enjoy lectures

The students indicated that they enjoyed lectures in which the lecturer made it a fun, interesting and entertaining learning environment. The following exemplars reflect how the students felt motivated by a fun, interesting and entertaining learning environment:

> *...She always has some sort of a joke in her, even though I doubt she realises it, and her classes are pretty light-hearted and enjoyable (NAR11-M, P5, Line 7-9).*
>
> *...This particular lecturer creates a pleasant and enjoyable learning environment but at the same time every task is taken seriously (NAR13-M, P4, Line 6-8).*

...His teaching style /technique is to mostly demonstrate the problem and solution in a fun way (NAR16-M, P5, Line 7-9).

...My first year lecturer in 2011 has been very entertaining and has just made me love her lectures (NAR11-M, P5, Line 1-5).

...I enjoy one lecturer as the lecturer makes the lesson fun, by envolving [sic] the class in the activities (NAR10-M, P7, Line 1-4).

The students enjoying lectures refers to the joy and satisfaction they experienced as a result of the teaching approaches, which they perceived as fun, interesting and entertaining. Therefore, the students were motivated when they enjoyed lectures and felt good about their learning. Furthermore, according to Bayram and Bilgel (2008), students display lower levels of psychological distress when they are satisfied with their education. This is also supported by the literature, indicating that individuals with high subjective well-being experience positive emotions and life satisfaction (Kulaksizoglu & Topuz, 2014; Proctor, 2014). Thus, the students' subjective well-being was positively affected by their perceptions of their lecturer as motivating. Therefore, the core element of the PERMA model which is positive emotions is an important contributor to happiness and subjective well-being.

Category 1.2: Positive emotions from lecturer

When the students' perceived positive emotions from their lecturer, it was indicated that they felt good or experienced positive emotions. When the lecturer expressed positive emotions, the students felt more confident in themselves. The statements below indicate the lecturers' positive emotions that impacted both students' motivation and emotions:

...His own motivation and joy was infectious and I left the room entirely inspired (NAR26-M, P5, Line 8-9).

...She made the atmosphere in the class in such a way that you wanted to be there because of her good attitude towards the students (NAR2-M, P3, Line 3-6).

...The positivity of the lecturer and their encouragement makes me feel like I can pass this first year provided I work hard (NAR12-M, P5, Line 13-15).

Furthermore, the students described being motivated by lecturers who displayed great passion and enjoyment of the subject being taught. This was indicated by the following exemplars:

> *...He loves what he does and that is a great tool interms [sic] of motivation (NAR19-M, P3, Line 14-16).*
>
> *...My year 1 lecturer for calculus has a great deal of passion for his subject. One can tell that he lectures because he enjoys it and that he cares about his students a great deal (NAR26-M, P3, Line 1-4).*
>
> *...His teaching technique is not out of the ordinary or special in any way, but what makes him different is his passion in the subject and the fact that he takes an interest in the fact that we all understand what is being presented to us (NAR13-M, P4, Line 9-14).*

When the students experienced positive emotions from their lecturer, they felt motivated as well as more confident in themselves. This is consistent with the literature, which describes the important role that the lecturer plays in eliciting positive emotions from students. According to Rowe, Fitness and Wood (2015), students describe a good teaching style when the lecturer turns mundane content into interesting content, and increases students' interest in and excitement about learning. Furthermore, student enjoyment was found to be increased when students observed the passion that lecturers had for their subject. This is supported by Rowe, Fitness and Wood's (2015) study, which reported on emotion transmission in which students attributed their interest or excitement to the lecturer's emotions. In addition, French and Kennedy (2017) state that lecturers have the ability to create enthusiasm for the subject through their own interest or passion. When students are motivated by their lecturers, it impacts their affective experiences. Therefore, according to the PERMA model, students' subjective well-being is enhanced when they are happy in their learning environment. These findings also highlight the connection between student motivation and positive affect in the learning context.

3.2.2.2 Theme 2: Engagement

Theme 2 examines how the students felt motivated when their lecturer involved and interacted with them in the learning environment. In the following section, I will report on how the lecturer engaged with and involved students in their learning and how this impacted students' motivation towards their studies.

Category 2.1: Lecturer involves students in lectures

The students indicated that they were motivated to learn when their lecturers involved them in their learning experience by being interactive and encouraging students to share their opinions. This is described by the following exemplars:

> *...She is very enthusiastic about teaching and she gets you involved in whatever she is teaching and this helps me with my understanding of the module (NAR14-M, P5, Line 1-4).*
>
> *...He also included funny jokes and would encourage people to voice their opinions or give examples of their own which kept students focus during class time (NAR8-M, P7, Line 5-8).*
>
> *...His teaching was definitely learner-centred and he always created opportunities for students to engage in his lecture (NAR28-M, P7, Line 4-6).*
>
> *...Learners all listened well and paid a lot of attention because the lecturer constantly included students and their opinions in the lecture (NAR29-M, P5, Line 13-15).*
>
> *...The lecturer allows us to communicate to each other and opens communication channels which enables us to enjoy the lecture and gain knowledge from the lecture (NAR21-M, P5, Line 4-8).*

Student engagement and involvement are found to be important to student motivation and subjective well-being (Krause & Davidson, 2018). When students feel involved and engaged in the lecture through the sharing of opinions or doing examples on the board, learning is enhanced and becomes more interesting and meaningful, therefore improving student motivation and subjective well-being. According to Sagayadevan and Jeyaraj (2012), the relationship between students and lecturers reveals that emotional engagement (affective reactions) between lecturers and students creates a positive student-lecturer interaction, and academic achievement. Furthermore, Baliyan and Moorad (2018) state that student success is dependent on creating an engaging and stimulating learning environment. These results are in accordance with those of Human-Vogel and Mahlangu (2009), who highlight the importance of student-lecturer interaction and its impact on student motivation and positive engagement, which may lead to a positive learning environment. Therefore, the PERMA model reflects that student involvement and engagement has a positive link to students' subjective well-being as it emphasises their commitment to their learning.

3.2.2.3 Theme 3: Positive relationships

In the following section, I will report on how the students described their relationship with lecturers who they perceived as motivating. The students described their relationship with the lecturer as a good as well as supportive one. The two categories that emerged will be explained further.

Category 3.1: Good relationship between lecturer and student

Students described the relationship with their lecturers as a good relationship. The following exemplars describe what students perceived as a good student-lecturer relationship, focusing more on the positive qualities of the lecturer:

> *...The relationship between the students and this specific lecturer is very good considering he/she is kind and calm and sometimes funny (NAR6-M, P7, Line 3-5).*
>
> *...Her relationship with the students is a good one, as she is light-hearted…(NAR11-M, P5, Line 14-19).*
>
> *...He was very approachable, it was comfortable going to him and asking questions. All the students are fond of him, he is a real gem (NAR16-M, P5, Line 10-13).*
>
> *...I love my chemistry additional lecturer. He really helps a lot he has so much patience and he calms me down when he speaks and teach (NAR27-M, P5, Line 1-4).*

Furthermore, the students described a good relationship with lecturers as being when the lecturer attempted to understand and relate to them:

> *...The relationship with students is fair and unbiased (NAR20-M, P5, Line 15-16).*
>
> *...Most lecturers do not form a personal relationship with their students, however, once in a while we come across that very rare individual that understands the dynamics of a students mind and takes an interest in the ones he teaches (NAR13-M, P5, Line 2-6).*
>
> *...The lecturer is able to relate to students very well and is patient as a lecturer should be in university (NAR16-M, P3, Line 5-7).*

According to the above findings, the students described motivating lecturers as those with positive characteristics. Thus, positive lecturer characteristics were found to improve students' subjective well-being as the students felt confident in approaching and interacting with lecturers. This is supported by literature, which reveals the characteristics of motivating lecturers to include being respectful, polite, inspirational,

having a sense of humour, good communication, being approachable, professional, understanding and helpful (Savage, Birch & Noussi, 2011).

Category 3.2: Lecturer provided support for students

A positive relationship between the student and the lecturer was described as a supportive relationship. These examples indicate how the students described lecturers to be supportive by being helpful and caring towards them, especially with regard to assisting students to understand the content better:

> *...He took a personal interest in all his students and became one of the most approachable lecturers. We could approach him with whatever issue we were faced with and he would advise us accordingly (NAR13-M, P5, Line 9-14).*
>
> *...The lecturer also sees those who are struggling and offers help (NAR21-M, P5, Line 9-10).*
>
> *...She always offered her time after lectures if students didn't understand some of the work or needed help with the one big assignment/portfolio we had to put together (NAR28-M, P3, Line 8-11).*
>
> *...For the students that struggled with the work she had extra class work sheets as well as additional class afterwards if you wanted her to explain some concepts that were a bit vague for you (NAR2-M, P5, Line 6-11).*

In addition, the students described that they felt supported by their lecturers when they showed that they cared for their students:

> *...One can tell that he lectures because he enjoys it and that he cares about his students a great deal (NAR26-M, P3, Line 2-4).*
>
> *...She calms me and motivate [sic] me to work hard just because she reminds me of a high school teacher. It still feels like someone cares about you! (NAR27-M, P3, Line 5-8).*
>
> *...This showed that he cared about us students as well as young adults making career path decisions (NAR28-M, P3, Line 12-14).*
>
> *...The lecture is most motivating for several reasons. They are concerned with our emotional well-being and is very friendly (NAR12-M, P5, Line 2-3).*

When the students felt cared for and supported by their lecturer, they felt more motivated, which positively affected their subjective well-being. This is corroborated in the literature by Seligman (2011), who states that positive relationships include feeling supported by lecturers and satisfied with lecturer-student social interactions.

The literature is consistent with the above findings, showing that students who feel supported by their lecturers are found to be more inclined towards experiencing positive affect and a positive learning environment, which could enhance student well-being (Possel et al., 2013). Other studies also highlight the significance of positive student-lecturer relationships and high student subjective well-being (Laureano, Grobbelaar & Nienaber, 2014; Lin, 2017; Yang, 2010).

The above findings thus highlight the importance of positive lecturer-student relationships and subjective well-being. According to the PERMA model, individuals need meaningful and positive relationships for greater life satisfaction, hope, gratitude, and spirituality. Therefore, good relationships between students and lecturers, as well as supportive relationships were found to improve students' subjective well-being.

3.2.2.4 Theme 4: Meaning

In the following section, I will report on how the students felt their lecturer was providing meaning in their lives and how this motivated them to succeed in their studies. The category in this theme examined how relating what is being taught to future careers motivates students to learn and work harder.

Category 4.1: Lecturer related content to the field/career

The students described lecturers who motivated them as those who relate what is being taught to the field or career in which the students were interested. According to the data, the students' learning experiences became more meaningful or important to them. These are examples of how the lecturers made classes more meaningful for the students:

> *...The most motivating has been the lecturer that has given more knowledge about the career I have chosen (NAR18-M, P5, Line 3-6).*
>
> *...He uses practical applications to explain the work at hand linking it to what we are studying to become. In a way he is actually motivating us to complete our courses and go out and use these principles in the outside world (NAR15-M, P5, Line 3-8).*
>
> *...Besides the money which is a secondary motivation he showed me how fulfuling [sic] the career im [sic] studying for. He showed me exactly all the difficulties and challenges*

that I will experience and didn't sugarcoat them. I saw that inspite [sic] of all the biggetry [sic] that might occur, I still want to do this (NAR19-M, P5, Line 4-7).

...He was also very honest about his own teaching experiences, his background and the pro's and cons of becoming an educator (NAR28-M, P7, Line 14-16).

The students described how their lecturer provided meaning in their lives by providing and teaching content that was relevant and meaningful to their field or career. This is substantiated by the literature, which states that when content or topics are provided that are relevant to real life and students' career goals, a positive affect is experienced as students enjoy the content more because it becomes more meaningful (Rowe, Fitness & Wood, 2015). Furthermore, the PERMA model confirms that when individuals have meaning and purpose, they are more inclined to feel satisfied and happy with their lives. Therefore, there is a positive link between providing students with meaningful content and subjective well-being.

3.2.2.5 Theme 5: Accomplishment

In the following section, I will report on how the students described their lecturers, who motivated them to develop a sense of accomplishment in class and in their career. This theme reflects the lecturer's role in motivating students to obtain good results and succeed in both university and in their career.

Category 5.1: Lecturer encourages students to succeed

The students indicated that the lecturer motivated them by encouraging them to excel in the subject and career. The following statements describe how the lecturer enhanced students' sense of accomplishment:

...I excel in her class due to her good method of teaching showing you exactly how to go about solving the problems given (NAR11-M, P5, Line 10-12).

...He was very motivational in the sense that he took an interest in our goals and pushed us to our full potential (NAR13-M, P5, Line 14-16).

...Her method of teaching really stands out for me as motivational as it gives the student great confidence on the fact that they're capable of succeeding in the subject, along with the ability of course to conquer the subject matter (NAR22-M, P5, Line 9-13).

...The lecturer has motivated me to excel under extinuating [sic] circumstance [sic] (NAR19-M, P3, Line 1-2).

...He/she always gives me an insentive [sic] to keep studying day and night not just for the sake of studying to pass but also to aim to achieve greatness and glory in the engineering faculty (NAR6-M, P3, Line 3-5).

According to the above excerpts, the lecturer had an impact on the students' sense of accomplishment. The more the lecturer motivated the students to succeed in their subject or career, the more confident the students felt in achieving success if they worked hard. This is supported by Rowe, Fitness and Wood's (2015) findings. Therefore, there is a link between lecturers who develop students' sense of accomplishment, and students' subjective well-being.

These findings are corroborated by previous research that emphasises the critical role of the educator in supporting student well-being within higher education institutions (Baik et al., 2017; Niemiec & Ryan, 2009; Possel et al., 2013). These results are in accordance with the findings of Niemiec and Ryan (2009), which state that how lecturers motivate students affects their subjective well-being, thereby highlighting the link between student motivation and subjective well-being. Furthermore, according to a study conducted in China, practicing positive education within the school setting promoted students' well-being (Cherry & Kennedy, 2018). Therefore the present study highlights the positive contribution of the PERMA model in the education context.

Table 3.4: Results of the thematic analysis of the data: How are students' subjective well-being affected by their perceptions of their lecturer as demotivating?

Primary question: How are students' subjective well-being affected by their perceptions of their lecturers as demotivating?	
Theme	**Category**
1. Negative emotions	1.1 Students feel discouraged and less confident. 1.2 Students did not enjoy lectures. 1.3 Students felt confused.
2. Lack of engagement	2.1 Lecturer does not engage students in lectures.

3.2.2.6 Theme 1: Negative emotions

In the following section, the students described their lecturers as demotivating, which affected how they felt in the classroom. The students described negative feelings such as discouragement and feeling less confident, having no enjoyment of the lectures and feeling confused. These three categories will be described in the subsequent section.

Category 1.1: Students feel discouraged and less confident

According to the data, the students described feeling discouraged and less confident as a result of the lecturer's negative responses to the students' questions. The following are examples of how the lecturer's negative responses affected the students' feelings:

> *...However, it became difficult to learn in an environment where you feel intimidated by the lecturer. Sometimes when you answer a question, and the lecturer makes you feel stupid, it demotivated, and not only don't you feel like not answering questions, you feel less confident when you get to writing the exam or test (NAR4-DM, P4, Line 3-10).*
>
> *...I don't ask questions due to the fact that the lecturer can be sarcastic and will end up embarrasing [sic] me instead of answering the question (NAR10-DM, P3, Line 13-16).*
>
> *...The lecturer asks you questions and when you reply she causes you to doubt your answers by not directly telling you that you're wrong or right (NAR14-DM, P3-4, Line 15-18).*
>
> *...I fear asking her questions because she makes me feel very inadequate, like I don't belong in my chosen career field (NAR16-DM, P7, Line 9-11).*

In addition, the students described experiencing negative feelings as a result of the lecturer using ineffective teaching approaches:

> *...A de-motivating lecturer is one that made me want to quit completely. His/her teaching style is firstly poor for me because he/she rushes through the work (NAR20-DM, P7, Line 1-4).*
>
> *...The techniques used like just writing on the board and not explaining the procedures is very discouraging…(NAR20-DM, P7, Line 5-7).*
>
> *...She makes most of the students lose their self-confidences [sic] because she does not explain the contents into more details, she just repeats everything that she has written on*

he [sic] slides and then go to the next one without giving us the chance to write notes (NAR30-DM, P3, Line 3-9).

When the students' lecturers responded to their questions with sarcasm, criticism or creating embarrassment, the students felt demotivated, which affected their self-confidence as the students' responses depicted doubting themselves and feeling inadequate. This is supported by the research finding that the most demotivating factors for students is the teacher's criticism (Oxford, 1998 as cited in Brahramy & Araghi, 2013). Furthermore, students' demotivation was linked to the lecturers' negative attitudes towards the students, which included being disinterested, discrediting them, showing anger, and having a lack of understanding (Ulug, Ozden & Eryilmaz, 2011). These negative emotions therefore decrease students' subjective well-being.

Category 1.2: Students did not enjoy lectures

According to the data, lecturers who were perceived as demotivating affected students' experiences in their learning environment. The following exemplars describe the lack of enjoyment that the students experienced in lectures as the classes were described as boring and uninteresting:

...I truly do not enjoy the classes. I never look forward to going there than the rest of my other classes. There is nothing that excites me with the thought of that class (NAR1-DM, P4, Line 6-11).

...The passive teaching style is so boring and makes you want to fall asleep in the lecture (NAR11-DM, P7, Line 6-7).

...Way of speaking was very single toned and thus extremely boring (NAR29-DM, P7, Line 12-13).

...Because the lecturer is monotonous, people tend to fall asleep or get bored, so by the end of the lecture, we have gained nothing (NAR21-DM, P3, Line 10-13).

The students also attributed their lack of enjoyment of lectures to some of the lecturers' actions, as described below:

...The lecturer can be described as quite 'cold' and really doesn't seem approachable. A question in class is usually answered and a backlash of reprimand follows if it is a really simple (as in not so smart) question. It is a pain at times to be taught by her (NAR22-DM, P7, Line 3-7).

...When we would ask her questions she would never answer them directly or clearly which I found extremely unhelpful and frustrating (NAR28-DM, P3, Line 13-15).

...Ugh! I reallt [sic] did not like this subject or the lecturer, he just demotivated me because he didn't care about us… (NAR29-DM, P8, Line 4-6).

...She makes simple tasks seem very complicated which can get annoying at times (NAR25-DM, P7, Line 10-12).

The students did not enjoy lectures as they perceived these to be boring. Moreover, the students were confused as they did not understand the content being taught. This is supported by Kember and Wong (2000), who have found that students' perceptions of bad teaching are based on passive learning, boring teaching techniques and a lack of interest in students' learning. Thus, the lecturer's teaching approach plays an important role in student demotivation and therefore negatively impacts subjective well-being.

Category 1.3: Students felt confused

The students described feeling confused in lectures due not understanding the content taught by the lecturer. The students indicated that the demotivating lecturer did not provide clear explanations and therefore caused confusion for students. The following statements describe the students' confusion in class:

...He would give out homework but would not explain the answer..., even if he does start to explain answers he would go to the question, then say "you should know how to do the rest" and then move onto another question – however I did not understand the answer so I remained confused for most duration of the module (NAR8-DM, P5, Line 4-10).

...She makes the subject seem so difficult as today I tried my best to concentrate but was clueless as to what was happening in class (NAR14-DM, P3, Line 2-5).

...You can see the love and passion she has for her subject, but she confuses the students by the way she talks to herself, and her notes are not understandable and can not [sic] be used to study (NAR27-DM, P3, Line 2-7).

...The lecturer talks a lot about simple instructions and ends up confusing the entire class and this is starting to cause students and especially me to believe the subject is useless (NAR14-DM, P3, Line 10-13).

According to the PERMA model, a lack of positive emotions negatively impacts subjective well-being which is reflected in the findings above (Seligman, 2011). The

students reported feeling confused when the lecturer did not provide clear explanations, resulting in a lack of understanding of the content and consequently, the students felt confused. According to Possel et al. (2013), students who perceive their lecturers to be unsupportive experience a negative affect and are demotivated. Therefore, the lecturer's inability to support students by providing them with clear and detailed explanations appears to have a negative impact on students' subjective well-being. Furthermore, there is a gap in the literature relating to the lecturer's role in student confusion. Therefore, more research needs to be done in this area to explore the link between student confusion and demotivation in more detail.

3.2.2.7 Theme 2: Lack of engagement

In the following section, the students described their lecturers as demotivating when lecturers were not successful in engaging with students or involving students in the learning environment. One category emerged from the data which will be discussed below.

Category 2.1 Lecturer does not engage students in lectures

This category examines students' demotivation when the lecturer did not engage or involve students in their learning. The students described lecturers talking to themselves as opposed to interacting with the students about the content. The following exemplars express how the students felt about lecturers who did not engage them in lectures:

> *...When there also seem to talk to themselves more than the students, there is no interaction and we get demotivated (NAR4-DM, P3, Line 10-13).*
>
> *...Neither do they care about the environment they create in the class room [sic]. This specific teacher showed a complete disinterest in his students and the subject as a whole (NAR13-DM, P3, Line 4-7).*
>
> *...She never provided opportunities for students to engage with her or the topic being taught – learning was very much teacher focused (NAR28-DM, P5, Line 10-13).*
>
> *...There aren't any discussions between her and the students, thus if you fall behind in a concept you need to investigate it on your own (NAR17-DM, P4, Line 5-8).*
>
> *...She hardly has consultation hours and for the module we have no discussion class (NAR9-DM, P5, Line 4-6).*

The lack of student engagement is associated with students not being involved and committed to their learning. When lecturers do not engage students in their learning environment, they are perceived as showing disinterest or not committing to students' learning process (Savage et al., 2011). According to the results, the lecturer's lack of interaction and involvement with students also affected the students' ability to participate in their learning environment. Therefore, the students experienced demotivation. The lack of engagement contributes to lower motivation to learn and lower subjective well-being in students as they lack meaning and interest in the subject content. This is supported by the literature as Eryilmaz (2015) states that engaging students in lectures increases students' levels of subjective well-being, therefore not engaging students in lectures will decrease their levels of subjective well-being. This is in accordance with the PERMA model which explicates that a lack of meaningful engagement may contribute negatively to happiness and subjective well-being.

The above themes are in agreement with those of Possel et al. (2013), which state that lecturers who are perceived as demotivating will negatively influence students' subjective well-being. Thus, Possel et al. (2013) further highlighted the important role of the lecturer in impacting students' feelings and attitudes towards the learning environment.

3.3 CONCLUSION

This chapter aimed to report and discuss the results of the present study by addressing the secondary and primary questions. The findings confirm the connection between student motivation and subjective well-being, and the lecturer as a mediator between the two. The results highlight the lecturers' actions within the classroom that have the potential to motivate and demotivate students, thereby affecting their overall life satisfaction and happiness, which is their subjective well-being. The results of the study also touch on the lecturer's role in contributing to students' intrinsic motivation, which is important to both student success and subjective well-being, as supported by the Self-Determination Theory of motivation. The subsequent chapter provides a summary and conclusions of this research.

CHAPTER 4 CONCLUSION

4.1 INTRODUCTION

The present study aimed to explore the role of the lecturer in the subjective well-being of first-year education students. In doing so, I created two secondary questions in order to study the concepts of student motivation and student subjective well-being in more detail. In my attempt to answer the primary and secondary research questions, I organised this study into four chapters. Chapter 1 explored the rationale and importance of researching this particular topic. I also included the methodology that was adopted in order to conduct the study in an organised and systematic way. Chapter 2 consisted of a review of previous research that was conducted to explore the lecturer's role in student motivation and subjective well-being. The literature review was significant to the research process as it provided support for the findings that emerged from this study. Chapter 3 presented the data analysis process and the research findings. Discussions of the findings were further presented, as well as support from previous and recent literature. In this chapter, I aim to provide i) A summary of the main findings, ii) Silences in the data, iii) The limitations of the study, and iv) Possible recommendations.

4.2 SUMMARY OF THE MAIN FINDINGS

4.2.1 Addressing the secondary research questions

How do students describe their lecturers as motivating?

The research findings for the above secondary research question reflect the lecturer's behaviours and attitudes in the classroom environment that had an impact on whether students felt motivated or not. According to the findings, the students felt motivated when the lecturer utilised teaching approaches that were effective. Effective teaching approaches were referred to as those that aided and improved students' understanding of the course content. Therefore, lecturer pedagogy such as providing detailed explanations, detailed examples, involving students in their learning and providing relevant information to the field were described as enhancing students' understanding of the lecture. The students therefore experienced

motivation as a result of understanding the content being taught. These results are supported by the literature, which highlights the connection between lecturer pedagogy and student motivation (Hagger & Chatzisarantis, 2007; Morrison & Evans, 2018). It was found that students who felt motivated by their lecturer described having a good student-lecturer relationship as a result of the lecturer's positive qualities such as being kind, friendly or approachable. The students were also motivated by a positive relationship with the lecturer in which the lecturer provided assistance or support to understand the content better. The student-lecturer relationship and interaction has been widely researched and found to have a positive impact on student motivation (Birch & Noussi, 2011; Delaney et al., 2010; Komarraju, Musulkin & Bhattacharya, 2010; Long et al., 2013; Morrison & Evans, 2018; Sagayadevan & Jeyaraj, 2012; Savage, Xiao & Wilkins, 2015; Urdan & Schoenfelder, 2006). Student satisfaction was also found to positively impact student motivation. The students felt satisfied and content with lectures when they understood the content being taught. The literature is in agreement regarding students feeling satisfied with lectures that are enjoyable and entertaining and when the lecturer is knowledgeable in their field of study (Bradley, Kirby & Madriaga, 2015; Rowe, Fitness & Wood, 2015; Samian & Noor, 2012; Wong & Chiu, 2019). Therefore, these results emphasise and further support the specific role of the lecturer in supporting students' psychological needs for autonomy, competence and relatedness, which has a positive result on students' intrinsic motivation (Niemiec & Ryan, 2009).

How do students describe their lecturers as demotivating?

The students described their lecturers as demotivating when the lecturer utilised ineffective teaching approaches that did not facilitate students' understanding of the content being taught. This included not providing detailed explanations, not providing detailed examples, working too fast, not responding well to students' questions, using teaching tools such as PowerPoint slides, the blackboard and the analogue projector ineffectively, and not engaging with students in their learning environment. Thus, when the lecturer's pedagogy did not aid students' understanding of the content being taught, the students felt demotivated. This is corroborated by the literature, which emphasises the important connection between a lecturer's

pedagogy and student demotivation (French & Kennedy, 2017; Kember & Wong, 2000; Morrison & Evans, 2018; Savage et al., 2011). These results highlight the importance of the lecturer's pedagogy and competence in student motivation. When students are not satisfied with the lecturer's competence this appears to impact negatively on their intrinsic motivation.

4.2.2 Addressing the primary research question

How are students' subjective well-being affected by their perception of their lecturers as motivating?

The students' subjective well-being was positively influenced by all five dimensions of the PERMA model. Positive Emotions were experienced when students described positive feelings as a result of enjoying the lectures. Furthermore, when the students identified positive emotions from the lecturer, they experienced a positive affect as well. The students' subjective well-being was impacted positively when they felt that the lecturer involved them in the lecture. The students also described having a positive relationship with the lecturer when they perceived the student-lecturer relationship as good, and as being one in which the lecturer provided support for students when needed. When the lecturer related the content being taught to the topic or field of study, students experienced it as meaningful and were therefore motivated. A sense of accomplishment was identified in students when lecturers encouraged students to succeed and work hard in the subject. It can be concluded that the lecturer's behaviour and attitudes impacted the students' motivation, and consequently positively impacted their subjective well-being. The lecturer positively affected the students' subjective well-being by contributing to the students' positive affect (Bayram & Bilgel; 2008; French & Kennedy, 2017; Kulaksizoglu & Topuz, 2014; Proctor, 2014; Rowe, Fitness & Wood, 2015), engaging and interacting with students (Baliyan & Moorad, 2018; Human-Vogel & Mahlangu, 2009; Sagayadevan & Jeyaraj, 2012), creating positive relationships with students (Laureano, Grobbelaar & Nienaber, 2014; Lin, 2017; Savage, Birch & Noussi, 2011; Seligman, 2011; Possel et al., 2013; Yang, 2010)**,** making the learning content meaningful to students and encouraging a sense of accomplishment in students (Rowe, Fitness & Wood, 2015). When the students felt motivated, they experienced higher levels of subjective well-

being. Therefore, the results of the present study have further emphasised the link between student motivation and subjective well-being within the learning context.

How are students' subjective well-being affected by their perception of their lecturers as demotivating?

The students' subjective well-being was negatively influenced by two dimensions of the PERMA model. The lecturer contributed to students' negative emotions in the learning environment in the following ways: students felt discouraged and less confident, students did not enjoy lectures, and the students felt confused. The students' negative emotions were a result of the lecturer failing to assist them to understand the content being taught (Kember & Wong 2000; Oxford, 1998 as cited in Brahramy & Araghi, 2013; Possel et al., 2013; Ulug, Ozden & Eryilmaz, 2011). The students' subjective well-being was negatively influenced when the lecturer did not attempt to engage with students or involve them in lectures (Eryilmaz, 2015; Savage et al., 2011). Thus, when the students felt demotivated by their lecturer, they experienced lower levels of subjective well-being. This means that the results of this study further emphasised the link between student demotivation and lower levels of subjective well-being.

4.3 LIMITATIONS OF THE STUDY

The first limitation of this study was that the original study chose first-year education students as a representative sample of the student population. Therefore, the results of the study cannot be generalised to the larger student population. Furthermore, I chose 30 narratives for the data analysis process, which is a small selection of documents thereby also decreasing the generalisability of the findings of the present research study (Maree, 2007). However, I did not aim to provide generalisability but rather a detailed and rich description in order to provide transferability, which is aligned with the qualitative research design chosen in this study (Kothari, 2004; Neuman, 2011).

The type of data analysis that was chosen for this study contributed to a limitation of the study. An inductive thematic analysis poses the risk of misinterpretations or researcher bias as I had to understand and represent the students' subjective

experiences and perceptions (Rahman, 2017). I aimed to reduce any misinterpretations of the data by involving myself in a continuous process of reflexivity using a research journal. I frequently went back to my research questions and theoretical framework to minimise any misinterpretations or a loss of focus. My supervisor assisted this reflective process by having several discussions with me regarding my interpretations of the data. I also completed a stakeholder check to make sure there were no further misinterpretations of the data. Therefore, I have endeavoured to ensure that I stay true to the data during the data analysis process.

As mentioned previously, one of the disadvantages of using secondary data is that the data set may be outdated due to the long time period between the collection of data and analysis of the data (Perez-Sindin Lopez, 2017; Rubin & Babbie, 2008; Whiteside et al., 2012). Therefore, using outdated data sets can be a possible limitation to the present study and must be considered in future research.

4.4 RECOMMENDATIONS AND FURTHER RESEARCH

The present study provides implications for lecturers to focus on improving students' motivation, and consequently their subjective well-being. Based on the research findings presented in Chapter 3, I recommend the following:

i. The findings of the present study highlight student motivation when students' understanding of the content being taught was fostered by the lecturer. Therefore, I recommend further investigation into teaching approaches that aid better understanding of course content as this is significant to student motivation and demotivation, and consequently to students' subjective well-being.

ii. Owing to this study using a sample of first-year education students to explore student motivation and subjective well-being, I recommend that future studies incorporate a larger sample of university students from different faculties and students who are in their second to fourth year of studies as well.

iii. Universities should assist in lecturer awareness of their role in student motivation and subjective well-being through workshops or training

programmes. This may improve the way in which lecturers teach and communicate with students in an attempt to improve students' motivation and subjective well-being.

iv. Based on the research results, university institutions should assist lecturers by training them to i) Use effective teaching approaches that enhance understanding of the content, ii) Engage and involve students in their learning environment, iii) Use entertaining and fun methods of teaching, iv) Be more supportive and helpful toward students, v) Form positive relationships with students, and vi) Teach content that is relevant and practical to students' careers in order to make their learning more meaningful.

v. Universities should ensure that lecturers who are employed are extremely knowledgeable in their field of study. Additionally, lecturers should also be well experienced in their field of study in order to offer students a meaningful educational experience, as well as to increase students' motivation and consequently students' subjective well-being.

4.5 CONCLUDING REMARKS

The purpose of this study was to explore the role of the lecturer in the subjective well-being of first-year education students. The research findings highlight the important role that lecturers play in impacting students' motivation, and consequently student subjective well-being within the university context. Therefore, the lecturer does not only take on the role of an educator, but also the role of an influencer who impacts students' cognitive affect and life satisfaction. Therefore, the significance of this study within the educational context is that it contributes to the improvement of student success and well-being within universities.

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ADDENDA

Addendum A: INVITATION LETTER

Addendum B: THEMATIC ANALYSIS AND INTERPRETATION

Addendum B1: Data analysis: Example of familiarisation of data

Addendum B2: Data analysis: Example of initial coding

Addendum B3: Data analysis: Graphs representing categories and frequencies

Addendum B4: Data analysis: Thematic map

Addendum B5: Data analysis: Categories and themes: How do students describe their lecturer as motivating?

Addendum B6: Data analysis: Categories and themes: How do students describe their lecturer as demotivating?

Addendum B7: Data analysis: Categories and themes: How are students' subjective well-being in class affected by their perception of their lecturers as motivating?

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Addendum C: Ethics statement

ADDENDUM A: Invitation letter

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Dear Sir / Madam,

[I / We] would like to invite you to participate in a study about …. [**We are student-researchers who are / I am**] conducting research to [**understand how …. / fulfil some of the requirements for an M.Ed (Educational Psychology) degree**]. **[I / We**] are interested in understanding **[how family experiences and family functioning can impact on the way young adults perceive relationships with their family of origin / what factors influence the likelihood that students will persist with their academic studies at University].** The results of this study will be **[presented for examination in a mini-dissertation for our M.Ed (Educational Psychology) degree / presented for publication in an academic journal].**

Although **[I/we**] will ask you questions about your gender, age and other personal information, it is very important for you to note that this study is completely anonymous and [**I / We**] will not gather any information that will allow you to be identified by anyone. You do not have to record your name anywhere on the questionnaire and you identity will remain anonymous to [**me/us**], your lecturer, or anyone else at the University. [**I / We**] analyse the data statistically and therefore we can assure you of complete anonymity.

This module was selected randomly, but your participation remains voluntary, meaning you do not have to participate if you don't want to. If you decide not to participate, you can simply return an empty questionnaire so it can be used at another time for another participant, but we hope you will assist us with this study. When you are done, simply [**place your questionnaire in the box at the front of the class / return the empty questionnaire in an envelope to…**]. **For University students only →**To protect the integrity of the data in the study, we can unfortunately not permit you to take the questionnaire home with you.

However, if you agree to assist us with this study, please complete the attached questionnaire carefully. It should take about 40 minutes of your time. [**I / We**] are not aware of any risk related to participating in this anonymous study, and completing this questionnaire does not carry any significant risk beyond that which you may encounter as a result of class attendance on campus. **Optional:** However, there are also more sensitive questions that may upset you. If this is the case, and you would like a referral to a counsellor, please write **only** your **contact number** at the end of the questionnaire and we will SMS you the name and contact details of a counsellor. **ONLY** write your contact number if you wish to obtain a referral to a counsellor.

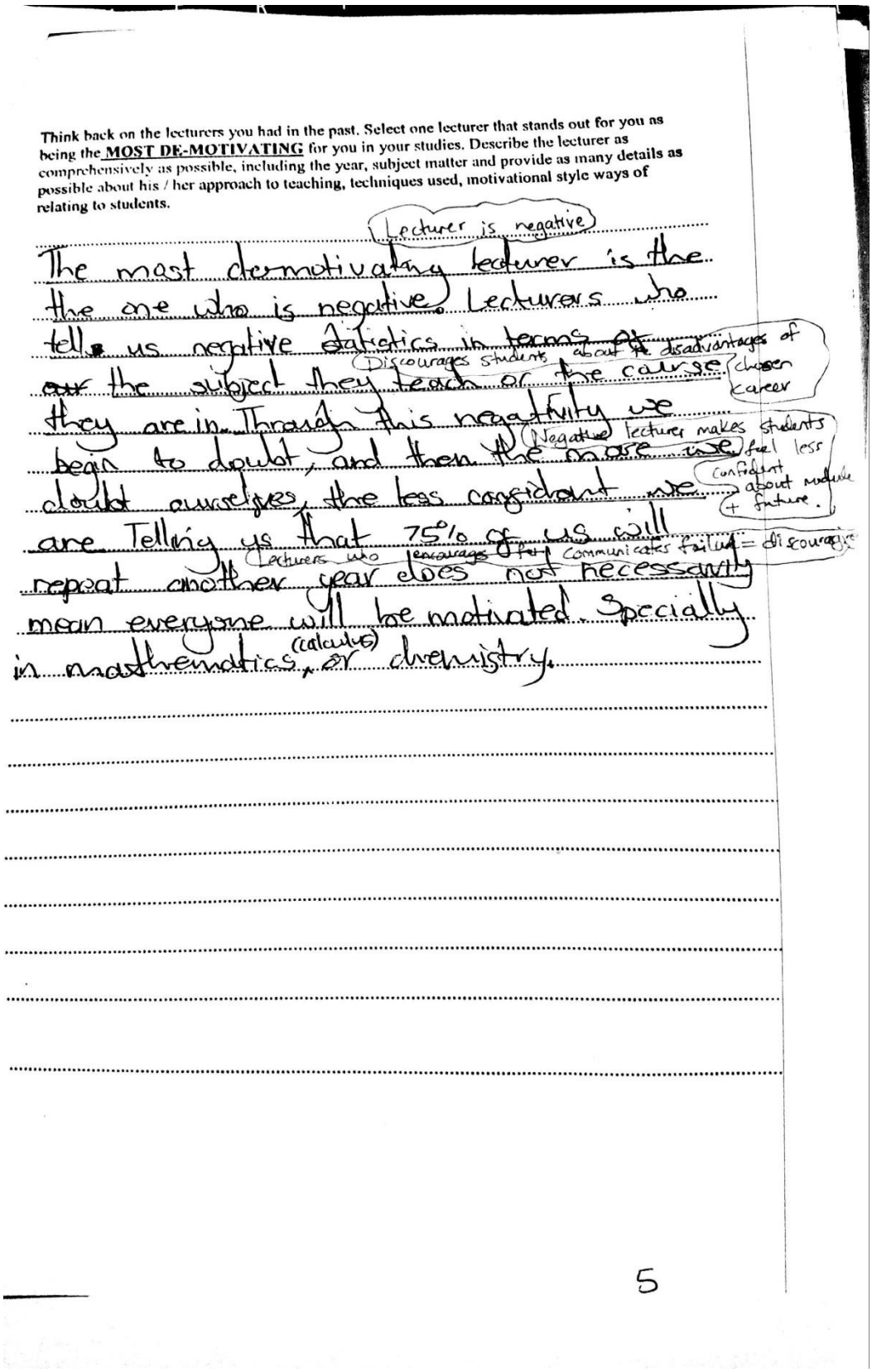
This study was reviewed and has received ethical clearance from the Faculty of Education Ethics Committee. If you have any questions about the study, you are welcome to contact the Ethics committee (ethics.education@up.ac.za).

Yours Sincerely

Dr Salomé Human-Vogel

Co-researchers (depending on the study)

ADDENDUM B1 Data analysis: Example of familiarisation of data



Think back on the lecturers you had in the past. Select one lecturer that stands out for you as being the **MOST DE-MOTIVATING** for you in your studies. Describe the lecturer as comprehensively as possible, including the year, subject matter and provide as many details as possible about his / her approach to teaching, techniques used, motivational style ways of relating to students.

Lecturer is negative

The most demotivating lecturer is the the one who is negative. Lecturers who tell us negative statistics in terms of our the subject they teach or the course they are in. Through this negativity we begin to doubt, and then the more we doubt ourselves, the less confident we are. Telling us that 75% of us will repeat another year does not necessarily mean everyone will be motivated. Specially in mathematics, (calculus) or chemistry.

Discourages students about the disadvantages of chosen career

(Negative) lecturer makes students feel less confident about module + future.

Lecturers who encourages often communicates failure = discouraging

5

Think back on the lecturers you had in the past. Select one lecturer that stands out in your mind as being the **MOST MOTIVATING** for you in your studies. Describe the lecturer as comprehensively as possible, including the year, subject matter and provide as much detail as possible about his / her approach to teaching, techniques used, motivational style and relationship with students.

In this current year of 2012, I got moved from my previous class of regarding literacies in education to another class which had just been formed as it was "too full." His teaching was definitely learner-centred and he always created opportunities for students to engage in his lecture. He always offered assistance willingly and tried his best to answer our questions. He had a close relationship with his students and I remember our first lecture with him he made us each introduce ourselves and say why we want to become teachers and be honest whether or not our parents forced us into it or if it was the only course we could get into. This showed that he cared about us as students as well as young adults making career path decisions. He was also very honest about his own teaching experiences, his background and the pros and cons of becoming an educator. He was also very helpful and allowed room for creativity and was flexible and open-minded. He always gave back assignments, tasks and tests back soon after we had handed them in, and always offered constructive criticism.

ADDENDUM B2 Data Analysis: Example of initial coding

Primary research question: How are students' subjective well-being in class affected by their perception of their lecturers as motivating?
Secondary research question: i. How do students describe their lecturers as motivating?

		STEP 1: DATA DRIVEN	**STEP 2: THEORY DRIVEN**
***NO**	***Excerpt from narratives***	***Codes: How do students describe their lecturers as motivating?***	***Codes: How are students' subjective well-being affected by their perception of their lecturers as motivating?***
NAR1-**M	She would make slides. Colourful slides with so much more explanations.	Lecturer > colourful slides > more explanations (NAR1-M)	
	We would some exercises in class and it would give us an idea of how to answer the rest of the questions.	Lecturer > did exercises > gave student an idea how to answer questions (NAR1-M)	
	she confidently approaches us with a smile	Lecturer > confidently approaches students, smiles (NAR1-M)	Lecturer > confidently approaches students with a smile > *Positive emotions* (NAR1-M)
	The thing I love the most about her is that she was available for longer hours for consultation and you would leave the room content, and not more confused than you were.	Student > love about the lecturer > longer consultations hours > student leaves feeling content, not confused (NAR1-M)	Student > the thing I love the most about her > *Positive emotions* > available for longer hours for consultation > *Engagement (*NAR1-M)
NAR2-M	She made the atmosphere in the class in such a way that you wanted to be there because of her good attitude towards the students.	Lecturer > good attitude towards students > atmosphere in the class > you wanted to be there > (NAR2-M)	Lecturer > good attitude > student wanted to be there > *Positive emotions* > *Engagement (*NAR2-M)
	I think she used verry good techniques in learning the students because first she will "highlight" the main topics of every chapter and then afterwards she will do some examples so that you can be sure if you understood the work.	Lecturer > good teaching techniques > highlights main points, do examples > make sure student understands work (NAR2-M)	

***NO:** Refers to the number of each narrative
**M: Refers to narratives that describe lecturers as motivating

Primary research question: How are students' subjective well-being in class affected by their perception of their lecturers as demotivating?
Secondary research question: ii. How do students describe their lecturers as demotivating?

		STEP 1: DATA DRIVEN	**STEP 2: THEORY DRIVEN**
***NO**	***Excerpt from narratives***	***Codes: How do students describe their lecturers as demotivating?***	***Codes: How are students' subjective well-being affected by their perception of their lecturers as de-motivating?***
NAR1-**DM	I find some module I do, so annoying. They make us do things that for me, are not related to civil engineering.	Module is annoying > not related to field (NAR1-DM)	Student > module > annoying > *Negative Emotions* (NAR1-DM)
	They don't make it any easier to focus because they teach so dull	Lecturers > does not make it easy to focus > teaching is dull (NAR1-DM)	
	They walk around the room now and then to check on the work we do.	Lecturers > walk around now and then > to check on work being done (NAR1-DM)	
	I really don't understand why we do it. Then they make us write essay explaining why we still chose engineering. I don't understand why, from high school, these are topics to write about	Student > does not understand why they do the work (NAR1-DM)	Student > does not understand why they do the work > *Not meaningful* (NAR1-DM)
	We also have quizzes we do. I do not know why we write them because they give us total marks anyway.	Lecturers > give students quizzes > student does not understand why they do quizzes (NAR1-DM)	Lecturers > give students quizzes > student does not understand why they do quizzes > *Not meaningful* (NAR1-DM)
	The lecturer doesn't seem to enjoy what she does. They look as bored as the rest of the students.	Lecturer > does not enjoy what she does > are bored as the students (NAR1-DM)	Lecturer, students > bored > *Negative Emotions* (NAR1-DM)
	I truly do not enjoy the classes. I never look forward to going there than the rest of my other classes. There is nothing that excites me with the thought of that class.	Student > does not enjoy class > does not look forward to attending class > no excitement about class (NAR1-DM)	Student > does not enjoy classes > classes do not excite student > *Negative Emotions* Student > does not look forward to class > *Lack of Engagement* (NAR1-DM)

***NO:** Refers to the number of each narrative
**DM: Refers to narratives that describe lecturers as demotivating

ADDENDUM B3 Data Analysis: Graphs representing categories and frequencies

FIGURE 1: CATEGORIES & FREQUENCIES: HOW DO STUDENTS DESCRIBE THEIR LECTURER AS MOTIVATING?

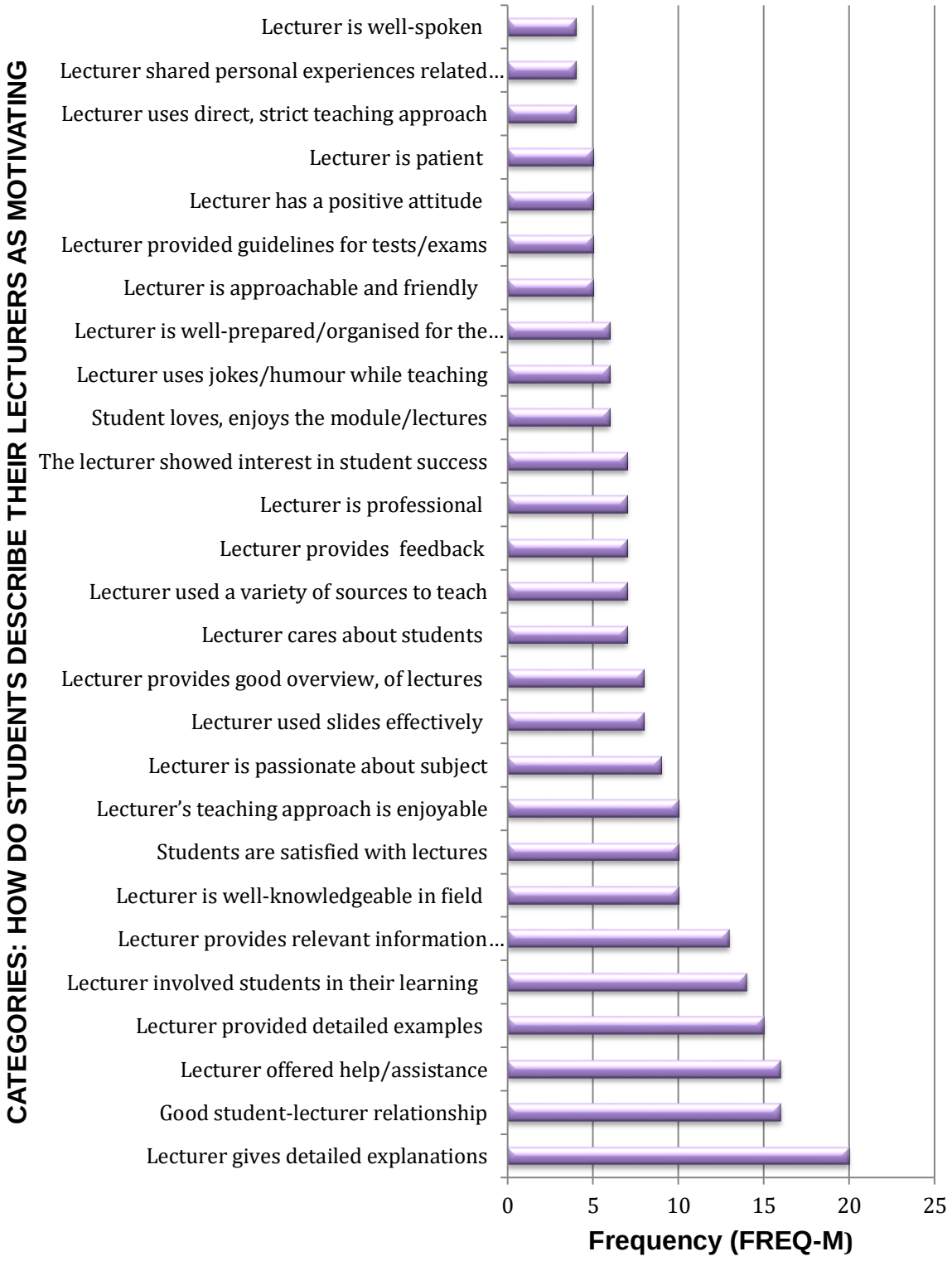


FIGURE 2: CATEGORIES & FREQUENCIES: HOW DO STUDENTS DESCRIBE THEIR LECTURERS AS DEMOTIVATING?

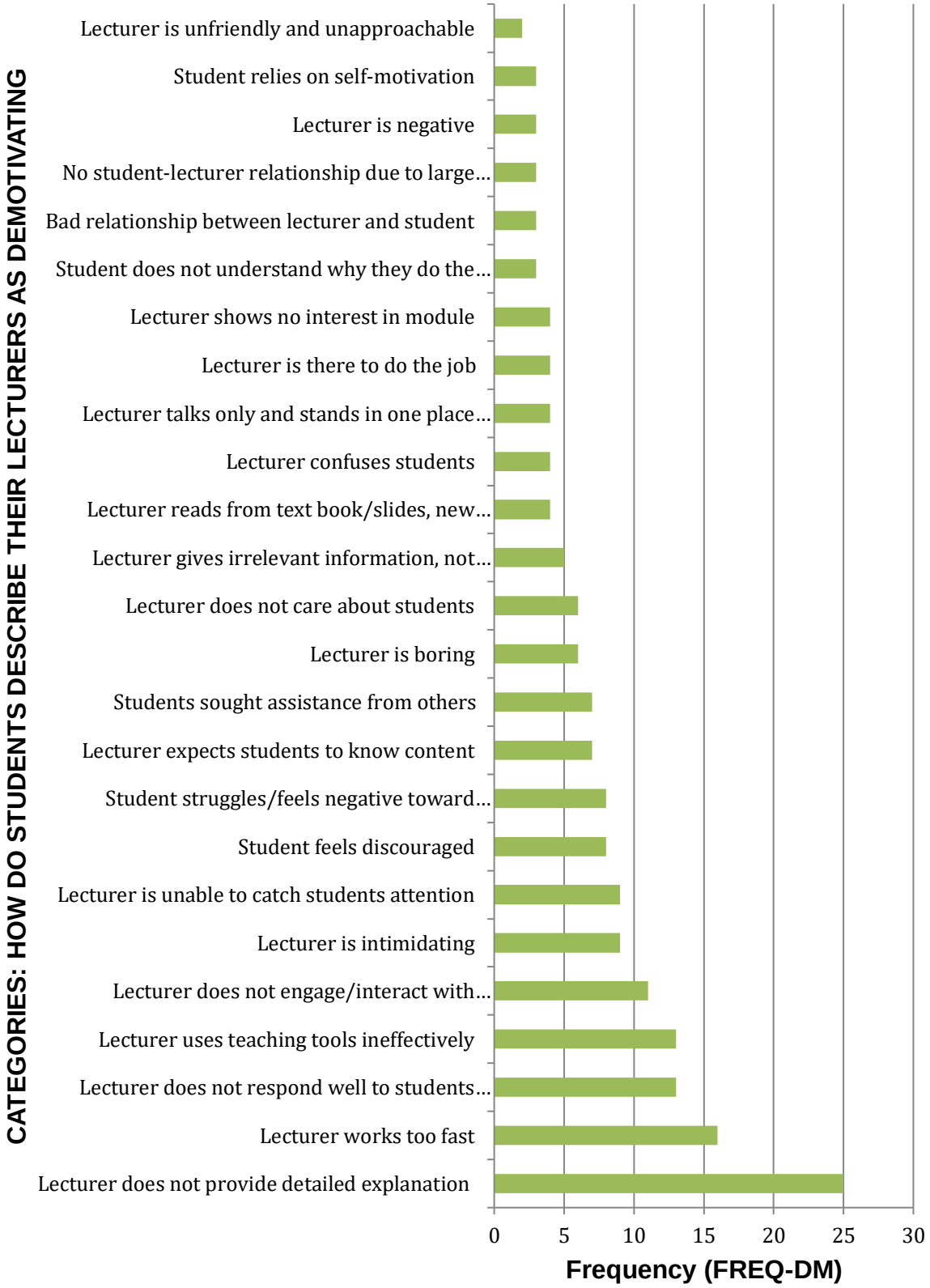
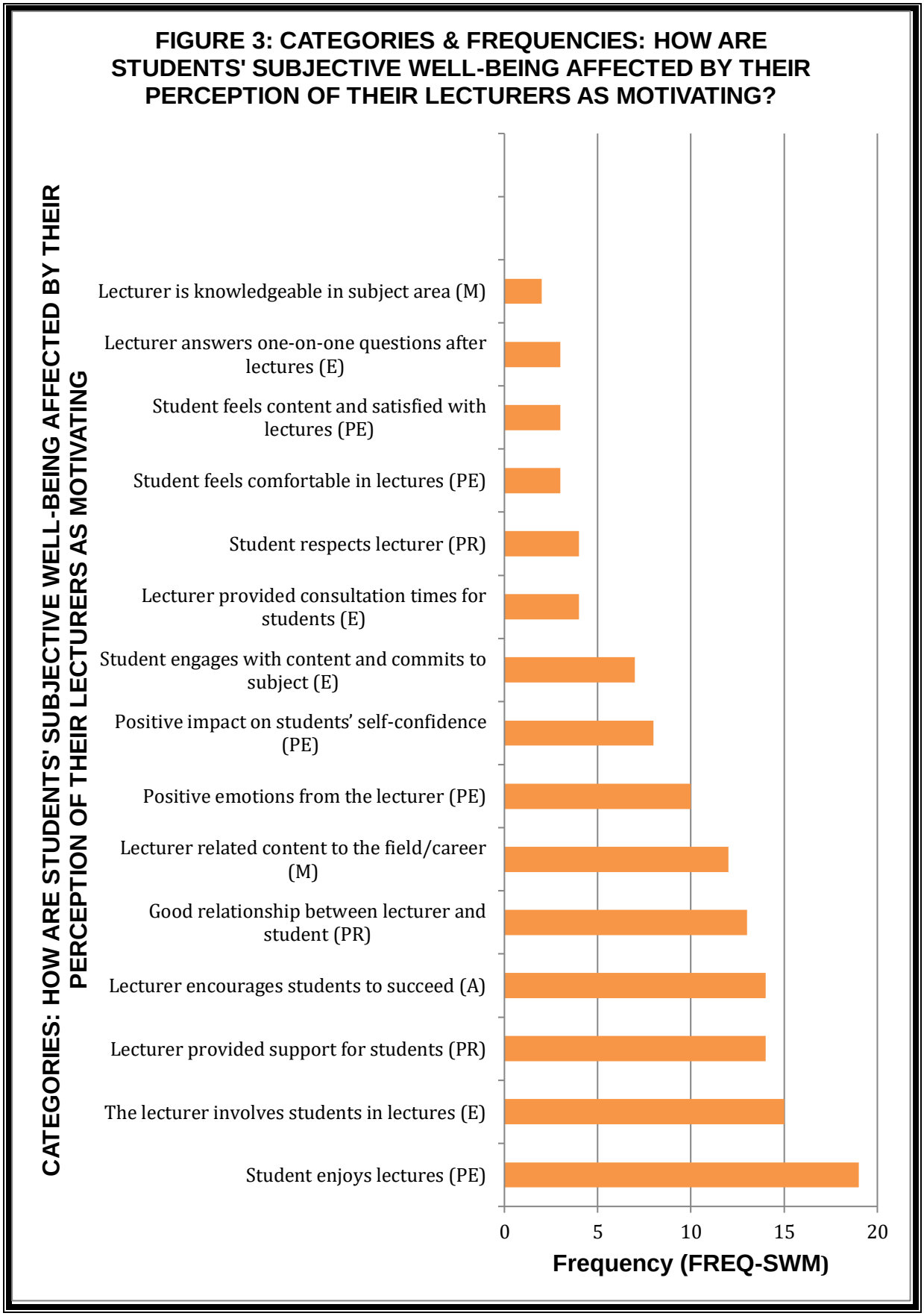
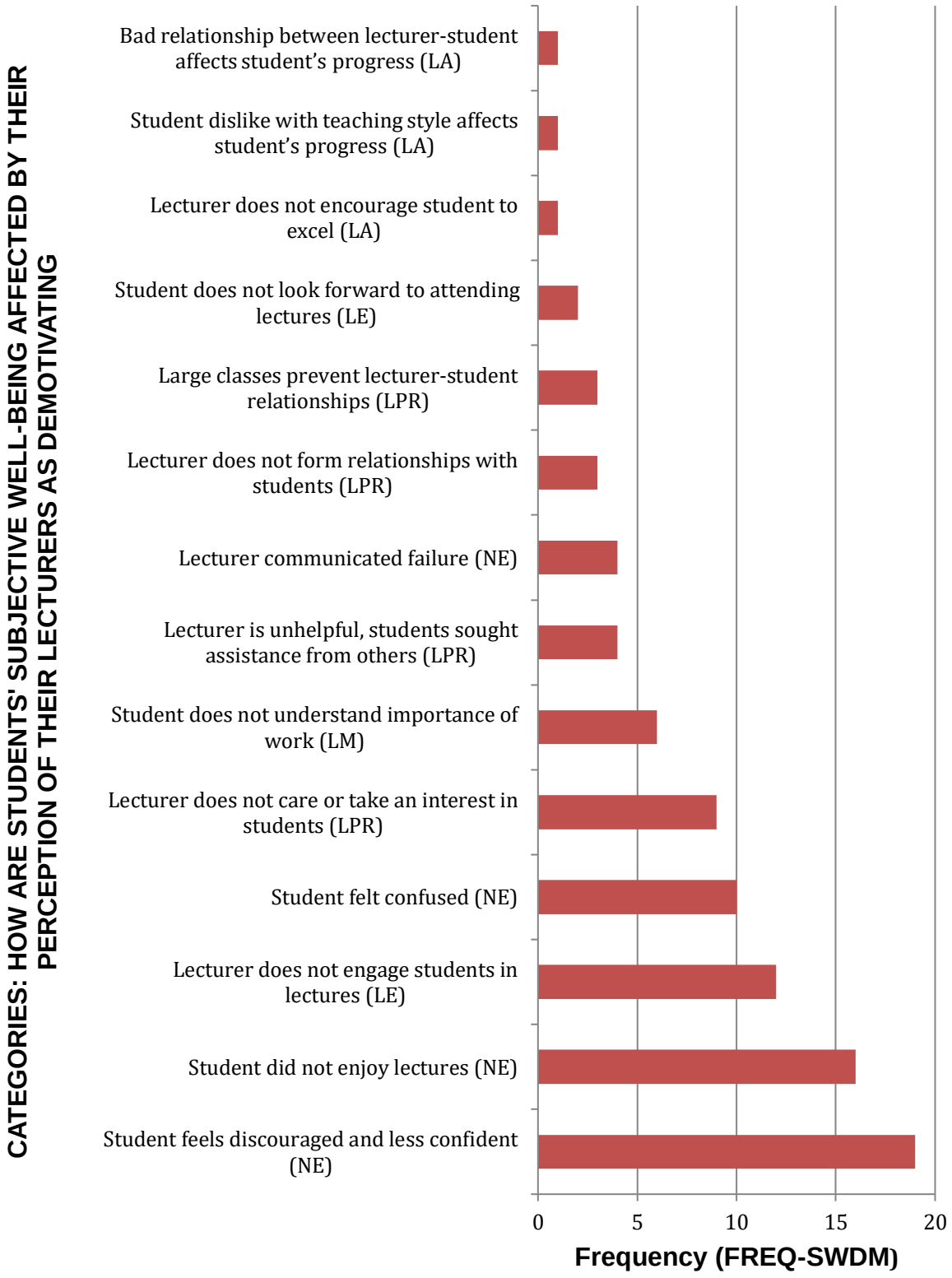


FIGURE 3: CATEGORIES & FREQUENCIES: HOW ARE STUDENTS' SUBJECTIVE WELL-BEING AFFECTED BY THEIR PERCEPTION OF THEIR LECTURERS AS MOTIVATING?



PE: Positive emotions
M: Meaning
E: Engagement
A: Accomplishment
PR: Positive relationship

FIGURE 4: CATEGORIES & FREQUENCIES: HOW ARE STUDENTS' SUBJECTIVE WELL-BEING AFFECTED BY THEIR PERCEPTION OF THEIR LECTURERS AS DEMOTIVATING?



NE: Negative emotions LE: Lack of engagement LPR: Lack of positive relationship
M: Lack of meaning LA: Lack of accomplishment

ADDENDUM B4 Data analysis: Thematic map

Figure 1: Secondary research questions

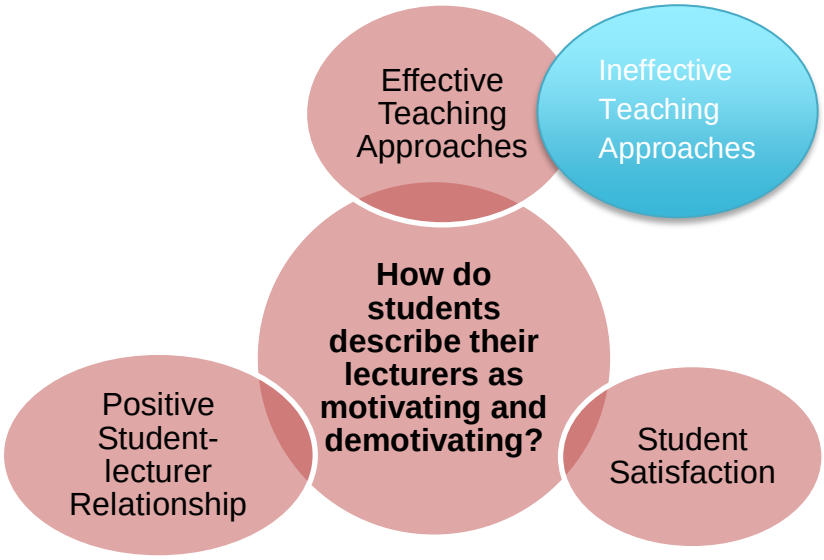
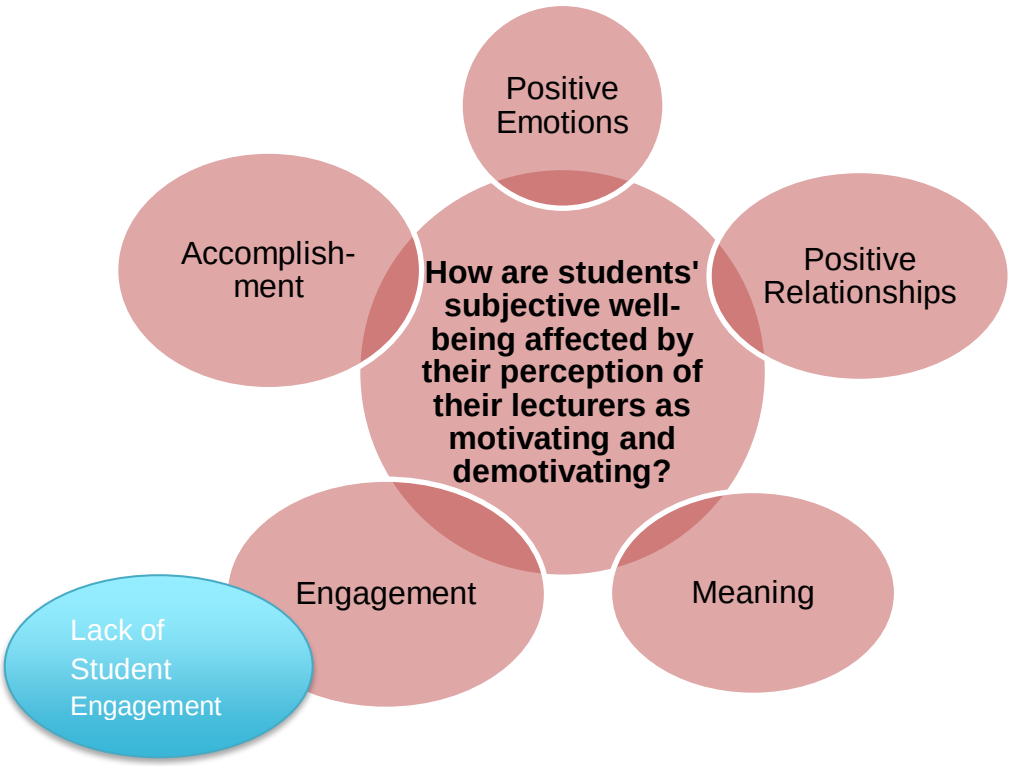


Figure 2: Primary research questions



*Motivating – pink
*Demotivating - blue

ADDENDUM B5 Data analysis: Categories and themes

Secondary research question:

i. How do students describe their lecturers as motivating?

Theme	Category	Codes: How do students describe their lecturers as motivating?	Exemplar from narratives
Effective teaching approaches	**The lecturer gives detailed explanations (Freq-M = 20)**	1. Lecturer > gives detailed explanations (NAR12-M)	They give detailed and very explainations of the various elements of work.
		2. Method of teaching > explaining > student excels in class (NAR11-M)	I excel in her class due to her good method of teaching showing you exactly how to go about solving the problems given.
		3. Student > understands lecturer > motivating (NAR15-M)	The most motivating lecturer just happens to be the lecturer that I understand the most during lectures.
		4. Teaching > understandable, easily comprehendible (NAR13-M)	He tends to convey the content of all sections in the module in a way that is understandable and easily comprehendable.
		5. Lecturer > makes some mistakes > able to teach (NAR3-M)	Even though she makes mistakes she still manages to get the principle of the chapter through to students.
		6. Teaching technique > if students stay interested > lecturer makes sense (NAR25-M)	Her teaching technique are good but not great because they do not hold peoples attention for long. They are good however, because if you do manage to stay interested and listen all the time, then everything she says makes sense.
		7. Lecturer > picked student up from despair > clear, relevant, relatable explanations > student understood content (NAR16-M)	The lecturer who motivated me picked me up from a place of despair. I was off to a very bad start and he explained in very clear, relevant and relatable manner that I understood the work whenever he spoke.
		8. Teaching > tailor made for module > students understood content by: listening, self-study, reviewing lectures (NAR22-M)	His method of teaching is almost tailor-made for the course as one can extract every bit of information that one needs just by listening attentively to him and doing the necessary self-study and review of the lectures.
		9. Lecturer > elaborates > students are content with what was taught (NAR22-M)	He (the lecturer) elaborates a great deal on whatever he is teaching and he also leaves us, the students, content with what he's taught us.
		10. Teaching > explanations > explicit (NAR22-M)	When she goes through the work she is as explicit as she can be when she explains the subject matter especially when it becomes more intricate.
		11. Lecturer > factual, to the point > worked in an orderly manner (NAR23-M)	The lecturer that I have found to be the most motivating was also factual and to the point but this lecturer

			worked in a orderly manner from one point to another.
		12. Lecturer > clear, structured instructions > available for questions > email, consultation hours (NAR29-M)	Instructions for assignments were very clear and structured and he was available for questions via e-mail and during consultation times.
		13. Lecturer > willing to re-explain (NAR28-M)	always made opportunities for discussions with her students. She was always willing to re-explain work.
		14. Lecturer > teaching > students easily understood > self-study was not necessary (NAR29-M)	The lecture was motivational because of the way he taught and the respect he got from the students. Even difficult topics were easily understood and it was almost not necessary to go and study for tests and exams because of the quality of learning that took place during class time and this was also a reason why everyones attention was on him.
		15. Lecturer > attends to clueless student > ensures student understand (NAR3-M)	When a student is clueless, the lecturer will stop and attend to this student until he/she has an idea of what we are doing.
		16. Lecturer > makes sure students understand content (NAR9-M)	The module is not so easy. S/he makes it to the outmost best that all students understand each part of the section.
		17. Lecturer > takes time to ensure students understand. (NAR24-M)	She take some time not a lot but enough to make sure we understand.
		18. Lecturer > assures students if they understand the basics, content becomes simple (NAR26-M)	His method of motivation is to assure us that calculus is incredibly simple as long as you understand the basic principles behind the core complex calculations.
		19. Lecturer > looks at problems realistically > makes more sense (NAR25-M)	She looks at some of the mathematical problems in a realistic context which makes more sense.
		20. Lecturer > good communication skills > conveys explanation well (NAR20-M)	He/she had good communication skills and could convey his/her explanation quite well.
Positive student-lecturer relationship	**Good student-lecturer relationship (Freq-M = 16)**	1. Relationship between students and lecturer > good > lecturer is kind, calm, funny (NAR6-M)	The relationship between the students and this specific lecturer is very good considering he/she is kind and calm and sometimes funny.
		2. Lecture > good, open relationship with students > students respected lecturer (NAR29-M)	He also had a very good and open relationship with the learners/students
		3. Lecturer > relationship with students > fair, unbiased (NAR20-M)	The relationship with students is fair and unbiased.
		4. Lecturer > offers fair attention, best support (NAR20-M)	She offers fair attention and offers the best support.
		5. Lecturer's relationship with students > good, approachable for help,	The lecturers relationship with students is quite good. Students may approach him for help on the

		provided consultation hours, counselling (NAR22-M)	subject matter in class and during consultation hours, however they may also receive counselling from him which is quite a nice 'extra/bonus' for the students.
		6. Lecturer > personal relationship with students > understands students, shows interest in students (NAR13-M)	Most lecturers do not form a personal relationship with their students, however, once in a while we come across that very rare individual that understands the dynamics of a students mind and takes an interest in the ones he teaches.
		7. Lecturer > close relationship with students > engaged with students, interested in students (NAR28-M)	He had a close relationship with his students and I remember our first lecture with him he made us each introduce ourselves and say why we want to become teachers. And be honest whether or not our parents forced us into it or if it was the only course we could get into.
		8. Lecturer and students > communication is mutual (NAR9-M)	The communication between the lecturer and students is very mutual.
		9. Student > feels comfortable and free to express opinions > (NAR3-M)	In lectures I feel comfortable and free to express my opinion
		10. Teaching > interesting > student felt comfortable to ask questions > expects a good answer (NAR5-M)	The lecturer made it interesting for me in the way they taught and explained the work. For me this is very important, it makes me feel more comfortable in asking questions knowing I will get a correct and good answer.
		11. Smaller class > know each other, individual motivation from lecturer (NAR21-M)	It is a small class and so we are able to know each other by name and the lecturer can motivate us to do better individually.
		12. Student > respect for lecturer (NAR9-M)	This lecturer receives the respect s/he deserves from the students.
		13. Student > respect for lecturer (NAR29-M)	The lecture was motivational because of the way he taught and the respect he got from the students. Even difficult topics were easily understood and it was almost not necessary to go and study for tests and exams because of the quality of learning that took place during class time and this was also a reason why everyones attention was on him.
		14. Student > respect for lecturer (NAR3-M)	but at the same time I have great respect for this lecturer.
		15. Lecturer > respects students (NAR23-M)	He respects students and informs them about the consequences of mistakes that can be made in assignments or tests.
		16. Lecturer > relates to students (NAR16-M)	The lecturer is able to relate to students very well and is patient as a lecturer should be in university.
Positive student-lecturer relationship	**Lecturer offered help/assistance (Freq-M =**	1. Lecturer > keen to help solve problems/cases (NAR2-M)	They lecturer was verry keen in helping you right in the certain cases or problems that you had to solve.

	16)		
		2. Lecturer > went beyond her duty > helped with problems and questions (NAR7-M)	This lecturer often went beyond her duty and really helped with problems and question.
		3. lecturer >helps students where needed > do not understand > feel comfortable to ask questions (NAR10-M)	if there is a lack of understanding I feel comfortable to ask questions as one lecturer will help and attend to you where needed.
		4. Lecturer > out of way to help student (NAR13-M)	He went out of his way to help a student where he could.
		5. Lecturer > offers help > students that struggle (NAR21-M)	The lecturer also sees those who are struggling and offers help.
		6. Lecturer > helpful > takes students' needs seriously but > not much of a relationship with students due to a large class (NAR25-M)	But if you speak to her (one-on-one) she is very helpful and takes your needs seriously.
		7. Lecturer > helpful with module (NAR27-M)	The last lecturer I had the lecturer was very helpful with the mainstream.
		8. Student > love about the lecturer > longer consultations hours > student leaves feeling content, not confused (NAR1-M)	The thing I love the most about her is that she was available for longer hours for consultation and you would leave the room content, and not more confused than you were.
		9. Lecturer > observed students difficulties > increased consultation times (NAR9-M)	In observing the difficulties we students have, the lecturer increased the consultation hours.
		10. Lecturer > offered help after class (NAR28-M)	always offered her time after lectures if students didn't understand some of the work or needed help with the one big assignment/portfolio we had to put together.
		11. Lecturer > helpful (NAR28-M)	He was also very helpful
		12. Lecturer > helpful (NAR2-M)	This lecturer were never shy in lending a helpful hand.
		13. Lecturer > helpful (NAR27-M)	I love my chemistry additional lecturer. He really helps a lot he has so much patience and he calms me down when he speaks and teach.
		14. Lecturer > provided extra work, additional class > Students that struggled (NAR2-M)	For the students that struggled with the work she had extra class work sheets as well as additional class afterwards if you wanted her to explain some concepts that were a bit vague for you.
		15. Lecturer > support > brilliant lectures, extra learning material > Subject was much easier (NAR7-M)	She gives brilliant lectures and provides students with extra learning material if relevant.
		16. Lecturer > gives advice, pointers > ensure students know what to do > students can ask for help (NAR12-M)	They give advice and pointers. They make sure you know what to do and that you are welcome to come for help.
Effective	**The lecturer**	1. Lecturer > did exercises >	We would some exercises in class

teaching approach	**provided detailed examples – students understand content (Freq-M = 15)**	gave student an idea how to answer questions (NAR1-M)	and it would give us an idea of how to answer the rest of the questions.
		2. Lecturer > good teaching techniques > highlights main points, do examples > make sure student understands work (NAR2-M)	I think she used verry good techniques in learning the students because first she will "highlight" the main topics of every chapter and then afterwards she will do some examples so that you can be sure if you understood the work.
		3. Teaching style > incorporates real –life examples > student understands, remembers better (NAR4-M)	Another teaching/lecturing style that I am fond of when the lecturer lecture whilst incorporating real life examples in the lecture. This helped me to understand better and also remember better because through that I am more able to remember.
		4. Lecturing style > lecturer is prepared, extra examples > check if students understand content (NAR4-M)	The best lecturing style I have seen is when a lecturer gets into the lecture prepared and with extra examples in order to check that we have understood what she taught us.
		5. Lecturer > provided time for examples, answer questions (NAR5-M)	Time in class to do examples and ask questions
		6. Teaching technique > examples and explaining (NAR5-M)	Techniques such as doing example on the board and explaining them.
		7. Lecturer > included real-life, relatable examples > lectures interesting > students willing to attend class (NAR8-M)	In 2011, the lecturer taught criminology where he included real life examples in his lectures. Such reallife examples were South African examples that most students can relate to and that the lectures always seems interesting and people were always willing to go to his class.
		8. Lecturer > simple and difficult examples > to understand content (NAR10-M)	Will show examples of both simple and more difficult to give us as a class an idea of what is required from us.
		9. Lecturer > does extensive examples (NAR12-M)	They do extensive examples and want to engage us in all the work.
		10. Teaching > uses practical applications > links examples to field > complete course > use principles in the working world (NAR15-M)	He uses practical applications to explain the work at hand linking it to what we are studying to become. In a way he is actually motivating us to complete our courses and go out and use these principles in the outside world.
		11. Teaching > familiar examples (NAR16-M)	He would use examples with which everyone was familiar.
		12. Teaching approach > effective > uses examples, exercises > corrects mistakes, does not discourage students about desired career (NAR18-M)	The lecturer's approach to teaching is effective. She gives us examples for our own understanding then gives us exercises. The lecturer corrects our most common mistakes and does not say anything that might discourage us to pursue our career.
		13. Teaching > uses slides,	The lecturer uses slides to explain

		good examples (NAR21-M)	and also uses good examples to explain.
		14. Lecturer > does examples, gives questions > helpful (NAR25-M)	She also does a lot of examples and gives questions for us to do alone which helps me a lot.
		15. Lecturer > does many examples (NAR25-M)	Maths is not something you can just talk about so she does many examples with the class.
Effective teaching approaches	**The lecturer involved/engaged students in their learning (Freq-M = 14)**	1. Lecturer > fun lesson > involves students in activities (NAR10-M)	I enjoy one lecturer as the lecturer makes the lesson fun, by envolving the class in the activities.
		2. Lecturer > engages students > students write on the board > points put common mistakes (NAR12-M)	Furthermore the lecturer forces the students, at certain times, to go to the front to write on the board. This engages us further and points out common mistakes that we all make.
		3. Lecturer > does extensive examples > engages with students in the work (NAR12-M)	They do extensive examples and want to engage us in all the work.
		4. Teaching > enthusiastic, involves students > helps with understanding content (NAR14-M)	She is very enthusiastic about teaching and she gets you involved in whatever she is teaching and this helps me with my understanding of the module.
		5. Teaching approach > interactive, involved students (NAR20-M)	She/he had a unique approach to teaching he/she was very interactive and allowed us to get involved with the class and lessons.
		6. Lecturer > allows communication > enjoys lecture, gain knowledge (NAR21-M)	The lecturer allows us to communicate to each other and opens communication channels which enables us to enjoy the lecture and gain knowledge from the lecture.
		7. Lecturer > interacts with students (NAR24-M)	She interact with her students.
		8. Teaching technique > good > involves class in examples > helps with understanding content (NAR25-M)	Good teaching technique – she involves the class in what she is doing. For example, she will ask volunteers to do some of the examples on the board. This helps us with correct notation and actually understanding the question.
		9. Teaching approach > learner centred > engaged students in class (NAR28-M)	His teaching was definitely learner-centred and he always created opportunities for students to engage in his lecture.
		10. Lecturer > engaged students in class (NAR29-M)	Lecturer often asked students to comment or to mention a story they know that correlates with the theory.
		11. Lecturer > engages students in their learning (NAR29-M)	In the begining of each lecture he would select 4-5 students (often learners who are late or who were talking the whole time) and these learners would have to act out a drama piece or cre e ate a case study that would form the basis of the class discussion.
		12. Lecturer > involved students in lecture > students discussed, gave	Leaners/students were related to as we all had a chance to discuss or give our opinion.

		opinions (NAR29-M)	
		13. Lecturer > interacts, involves students > links content to careers (NAR17-M)	She is more interactive and involved with the students, also in each of the lectures she emphasized how the work we do in her module will help us acquire the skills needed in our desired career.
		14. Lecturer > included students, students opinions in lectures > students listened, paid attention (NAR29-M)	Learners all listened well and paid a lot of attention because the lecturer constantly included students and their opinions in the lecture.
Effective teaching approaches	**The lecturer provides relevant information linked to field/career (Freq-M = 13)**	1. Lecturer > provides relevant information to topic (NAR9-M)	They provide information during the class that is relevant to the specific topic that the lecture is about.
		2. Lecturer > relevant, basic information (NAR12-M)	This lecturer gives a good overview of our work, gives us relevant basic or grounding information such as definitions and then carries out extensive examples.
		3. Lecturer > brought newspaper articles relevant to content (NAR29-M)	Lecture would often bring newspaper articles that relates to the work that is relevant and real-life to the theory.
		4. Lecturer > exposed student to the reality of the field (NAR6-M)	This lecturer motivates me and also opens my eyes to the reality of the engineering field.
		5. Lecturer > forces student to be the best in the field > student works harder (NAR6-M)	He/she forces me to pursue being the best at my chosen field and in turn, it makes me work harder.
		6. Lecturer > motivated by topic, reminded students the importance of the module in the field (NAR8-M)	She was motivated about her topic and often reminds the students why the module is important for the particular study field.
		7. Module > student is reminded of career chosen > looks forward to subject (NAR16-M)	I always look forward to this subject because it is one of the reminders of why I chose my study field.
		8. Lecturer > gives information about student's chosen career (NAR18-M)	The most motivating has been the lecturer that has given more knowledge about the career I have chosen.
		9. Lecturer > ensures correct qualifications > gives information relevant to career (NAR18-M)	This lecturer makes sure that we acquire all the correct qualifications for this career. The lecturer gives us the information that we need for this career, this is a kind of motivation.
		10. Lecturer > motivated student to pursue career > showed students how fulfilling and challenging career can be (NAR19-M)	Besides the money which is a secondary motivation he showed me how fulfuling the career im studying for. He showed me exactly all the difficulties and challenges that I will experience and didn't sugarcoat them. I saw that inspite of all the biggetry that might occur, I still want to do this.
		11. Teaching approach > effective > uses examples,	The lecturer's approach to teaching is effective. She gives us examples

		exercises > corrects mistakes, does not discourage students about desired career (NAR18-M)	for our own understanding then gives us exercises. The lecturer corrects our most common mistakes and does not say anything that might discourage us to pursue our career.
		12. Lecturer > interacts, involves students > links content to careers (NAR17-M)	She is more interactive and involved with the students, also in each of the lectures she emphasized how the work we do in her module will help us acquire the skills needed in our desired career.
		13. Lecturer > advice > relevant to students (NAR13-M)	He tends to motivate all his students by giving us advice that directly applies to us individuals.
Student satisfaction	**Students are satisfied with lectures (Freq-M = 11)**	1. Student > feels content with what has been learnt (NAR3-M)	I am always content with what I have learned from this lecturer after every lecture.
		2. Student > never leaves lecture confused > leaves ready to solve challenges (NAR16-M)	I never leave the lecture confused or dazed but rather determined to solve the challenges.
		3. Student > understands what is being done (NAR3-M)	As a student, I have never had an unclear picture of what we are doing.
		4. Lecture > student is satisfied with lectures (NAR9-M)	In all the lectures, a student is satisfied.
		5. Lecture > beneficial lectures (NAR9-M)	Each lecture is beneficial.
		6. Lecture > student leaves with understanding content (NAR15-M)	You would go out the lecture feeling good about yourself. This is one wants when they attend lectures to come in normal and leave feeling like you on top of the world because you know you actually understand something and you not in a hopeless situation.
		7. Lecture > students feel motivated to study hard (NAR12-M)	In their lecture you are motivated to study hard.
		8. Lecture > time in lecture is fruitful (NAR9-M)	50 minutes of lecture time is fruitful in this lecture.
		9. Lecture > went well with slides > well composed, detailed (NAR23-M)	His slides was well composed and contained the right amount of detail – Also the lecture itself went very well together with the slides.
		10. Lectures > focused on a main themes/concept > discussed, learned (NAR29-M)	The lectures would also have a certain function or main theme or concept that we discuss and learn during the lecture.
		11. Lecturer > gives many activities > helps with understanding > studying becomes easy, doesn't take long (NAR27-M)	He also has a lot of activities that helps you get to understand your work easily so studying for chemistry is not that hard. And it doesn't take too long.
Positive Lecturer characteristics	**The lecturer is well-knowledgeable in field of study (Freq-M = 10)**	1. Lecturer > knowledge in the module > motivated student to study > gain more knowledge (NAR5-M)	This lecturer motivated me with the knowledge they had for the chosen module. It motivated me to study more for the subject in order to gain more knowledge about it.
		2. Lecturer > knowledgeable	Knowledge on the subject

		in the subject (NAR5-M)	
		3. Lecturer > experienced, well learnered, dedicated, takes tasks seriously (NAR13-M)	He is an experienced and well learnered lecturer that takes his task very seriously with a lot of dedication.
		4. Lecturer > brilliant, intelligent (NAR22-M)	One of the most motivating lecturers which I have encountered thus far in my studies is a brilliant, highly intelligent lady who has been taking me for maths.
		5. Lecturer > well knowledgeable in subject (NAR25-M)	My chemistry lecturer is the most motivating because she knows a lot about chemistry and that is what I hope to have a career in one day (Chemical engineering).
		6. Lecturer > well knowledgeable in subject (NAR26-M)	He had an incredible amount of knowledge on the subject and he believed every word that he said.
		7. Lecturer > well knowledgeable in field > gave real-life experiences, examples (NAR29-M)	This lecture was extremely knowledgeable about the particular field and had many real-life experiences and examples he could share with us.
		8. Lecturer > amazing, well knowledgeable in field (NAR29-M)	The lecture was amazing and extremely knowledgeable in his field of psychology.
		9. Lecturer > well knowledgeable in field > gave student hope for own studies > student felt safe (NAR29-M)	The way he knew the psychology themes and term out of his head really gave me hope for my studies in psychology and it was inclusive and made everyone as first year students feel safe.
		10. Lecturer > author for prescribed text book (NAR8-M)	She was also one of the authors for the prescribed textbooks.
Effective teaching approaches	**The lecturer's teaching approach is enjoyable (Freq-M = 10)**	1. Teaching approach > bright and innovative (NAR6-M)	This lecturer has a really bright and innovative approach to teaching.
		2. Lecturer > entertaining > student loves lectures > teaching > ensures understanding before moving on (NAR11-M)	My first year lecturer in 2011 has been very entertaining and has just made me love her lectures. She keeps the work coming, but she never goes on without ensuring that we understand the topic we are dealing with.
		3. Lecturer > in control, while student enjoys learning (NAR12-M)	The lecturer is in control but we have freedom to enjoy what we learn.
		4. Lecturer > pleasant, enjoyable learning environment > while tasks are taken seriously (NAR13-M)	This particular lecturer creates a pleasant and enjoyable learning environment but at the same time every task is taken seriously.
		5. Teaching > calm, non-complicated manner > productive lecture (NAR16-M)	This lecturer had a calm, non-complicated manner in the way he explained the work, this in turn made the lecture a more productive one.
		6. Teaching style > fun way (NAR16-M)	His teaching style /technique is to mostly demonstrate the problem and solution in a fun way.
		7. Teaching style > entertaining but serious	His teaching style was chaotic, relying on constant movement,

		(NAR26-M)	unexpected shouting and shock value. It was entertaining but serious and at times a tiny bit frightening.
		8. Student > loved lecturers work (NAR30-M)	It was a male lecturer and liked or loved his work very much that most of the student could see.
		9. Student > wishes lecturer taught all modules (NAR15-M)	You would sometimes whish he lectured you in all your modules.
		10. Student > wishes all lecturers to be like this lecturer (NAR22-M)	I wish if Mathematics teachers, in all grades across the country be like her. I sincerely do.
Positive lecturer characteristics	**The lecturer is passionate about subject (Freq-M = 9)**	1. Lecturer > passion for subject (NAR26-M)	My year 1 lecturer for calculus has a great deal of passion for his subject. One can tell that he lectures because he enjoys it and that he cares about his students a great deal.
		2. Lecturer > passionate about topic (NAR26-M)	He kept me enthralled with nothing more than his passion for the topic.
		3. Teaching technique > passion for subject > interest in students understanding content (NAR13-M)	His teaching technique is not out of the ordinary or special in any way, but what makes him different is his passion in the subject and the fact that he takes an interest in the fact that we all understand what is being presented to us.
		4. Lecturer > constantly smiling, enjoys the work > motivates students to succeed (NAR14-M)	and he is constantly smiling and enjoys the work she is teaching, he actually motivates me to becoming a successful.
		5. Lecturer > love for job (NAR19-M)	He loves what he does and that is a great tool interms of motivation.
		6. Lecturer > love for module (NAR22-M)	The only motivation that I have got from him is his love for the course he teaches. That is about enough that I need though.
		7. Lecturer > light-hearted, excited about content > Relationship between lecturer and students > good (NAR11-M)	Her relationship with the students is a good one, as she is light-hearted, and she gets excited in or being able to realise what to do for certain given problems, and knowing what to do to solve them.
		8. Lecturer > enthusiastic > made students love subject (NAR16-M)	His enthusiasm was very infectious, he made you to love the subject no matter how difficult you found it.
		9. Lecturer > motivated and joyful > student was inspired (NAR26-M)	His own motivation and joy was infectious and I left the room entirely inspired.
Effective teaching approaches	**The lecturer used slides effectively (Freq-M = 8)**	1. Lecturer > colourful slides > more explanations (NAR1-M)	She would make slides. Colourful slides with so much more explanations.
		2. Teaching > uses slides > to explain (NAR21-M)	The lecturer uses slides to explain and also uses good examples to explain.
		3. Lecturer > used slides, opened discussions (NAR28-M)	She made use of slides during lectures
		4. Lectures > slide shows > main topics/words (NAR29-M)	Some lectures would include slide shows and main topics or “words”, which was disorders were written on the board.

		5. Slides > pictures, photographs, video clips > better understanding of content (NAR29-M)	There were often pictures, photographs and video clips included in the slides so that we could have a better understanding of the theory discussed.
		6. Lectures > well prepared > powerpoint presentations > key words > students did not have to take down a lot of notes (NAR29-M)	All the lectures were well prepared on an powerpoint presentation. These slides did not have too many words, only key words so we did not spend the whole lecture writing down frantically.
		7. Lecturer > made own notes > did not rely on text book > allowed for questions and answered students questions (NAR30-M)	He did not rely on the book, he always made notes on the things according to his understanding,
		8. Lecturer > ensures students can see/refer to the notes (NAR24-M)	makes sure that even if she is going fast we can always see and refere back to her notes.
Effective teaching approaches	**The lecturer provides good overview, recap of lectures (Freq-M = 8)**	1. Lecturer > good introduction > address content with special attention (NAR9-M)	Her introduction in topics is very good and she addresses section with special attention.
		2. Lecturer > recaps previous lecture before continuing with next lecture (NAR9-M)	There is always recap of the previous lecturer wether on a practice question or on notes before the is a continuation.
		3. Lecturer > goes through work thoroughly > so that students do well (NAR2-M)	They have gone through the work verry thoroughly so that you can make sure of good grades at the end of the year.
		4. Lecturer > gives good overview (NAR12-M)	This lecturer gives a good overview of our work, gives us relevant basic or grounding information such as definitions and then carries out extensive examples.
		5. Lecturer > gives overview of content covered weekly > student is able to prepare themselves (NAR18-M)	This lecturer gives us an overview of what is to be done during each week, in this way I can plan which work I will do and when.
		6. Lecturer > gives students time to recap (NAR25-M)	She understands that we are first years and gives us time to recap what we learnt in matric at home.
		7. Lecturer > provides practice questions for each chapter (NAR9-M)	Practice questions are always provided at the beginning, the middle and the end of chapters.
		8. Lecturer > gives summary on what was done, what will be done next (NAR9-M)	Every afternoon after classes, updates as to what we did and what we will do next is always available.
Effective teaching approaches	**The lecturer used a variety of sources to teach (Freq-M = 7)**	1. Lecturer > teaching > visual (NAR5-M)	Visual
		2. Lecturer > made cards > answered questions with class (NAR1-M)	She would make cards in lectures and we would answer questions with class
		3. Lecturer > use of material	Using materials in order for us to

		> students to understand better (NAR5-M)	understand it better.
		4. Lecturer > uses variety of sources to teach > helpful > ensures learning (NAR12-M)	This lecturer uses the projector, the blackboard, click-up (internet) and the textbook to lecture. This variety of sources are actually very helpful in order to gain the required information, it ensures you will not miss something and the repetition helps you to remember,
		5. Teaching technique > gives tests/activities before teaching content > forces students to study hard, practice in class (NAR6-M)	This lecturer has a very unique style/technique of teaching. He/she gives us tests/discussion activities to complete before discussing the chapter or subject matter or the test/activity. This approach forces students to study as comprehensively as possible and it also gives us time to practice questions and solutions in class.
		6. Teaching techniques > all > students to understand graphically, verbally, internal learning (NAR18-M)	This lecturer tries to use all techniques of teaching to make us comprehend graphically, verbally, internal learning
		7. Teaching approach > students do questions individually > to understand content (NAR10-M)	The approach is better as we are required to do questions on our own in class to make sure we understand.
Effective teaching approaches	**The lecturer provides feedback (Freq-M = 7)**	1. Lecturer > points out common mistakes (NAR12-M)	They bring up certain common mistakes or what to watch out for.
		2. Teaching approach > effective > uses examples, exercises > corrects mistakes, does not discourage students about desired career (NAR18-M)	The lecturer's approach to teaching is effective. She gives us examples for our own understanding then gives us exercises. The lecturer corrects our most common mistakes and does not say anything that might discourage us to pursue our career.
		3. Lecturer > show mistakes > students are motivated to work harder (NAR21-M)	The lecturer can explain to us and show us our mistakes individually which motivates us to work hard.
		4. Lecturer > informs students about the consequences of mistakes (NAR23-M)	He respects students and informs them about the consequences of mistakes that can be made in assignments or tests.
		5. Lecturer > gave feedback on tests/exams > students could discuss results (NAR29-M)	Feedback on exams or tests were given promptally and you could discuss the test result you got if you see faulty marking.
		6. Lecturer > gave assessments back on time > constructive criticism (NAR28-M)	He always gave back assignments, tasks and tests back soon after we had handed them in, and always offered constructive criticism.
		7. Lecturer > good criticism for assignments (NAR29-M)	He provided good criticism on assignments.
Positive lecturer characteristics	**The lecturer is professional (Freq-M = 7)**	1. Lecturer > sophisticated (NAR6-M)	This specific lecturer is a very sophisticated lecturer.

		2. Lecturer > sophisticated > sees students as sophisticated > improves students learning (NAR6-M)	This lecturer is also very sophisticated and he/she sometimes also takes us to be sophisticated, which improves our learning ability.
		3. Lecturer > professional in field (NAR19-M)	This was done by a lecturer who is a professional in my field of study.
		4. Lecturer > distinguished, elegant person (NAR22-M)	The lecturer that presented my last module was/is quite a distinguished (seemingly) and elegant person.
		5. Lecturer > stands out, unforgettable (NAR5-M)	In my studies last year 2013, there is a lecturer who stands out in my mind and I will never forget the classes.
		6. Lecturer > punctual (NAR5-M)	On time
		7. Lecturer > punctual (NAR16-M)	The lecturer is very punctual and very honest about everything.
Positive student-lecturer relationship	**The lecturer showed interest in student success (Freq-M = 7)**	1. Lecturer > interest in students goals > push students to reach full potential (NAR13-M)	He was very motivational in the sense that he took an interest in our goals and pushed us to our full potential.
		2. Lecturer > identified students potential > help them reach it (NAR13-M)	He was the type of teacher who always saw the limitless possibilities a student could reach and showed them how to reach it.
		3. Lecturer > made student feel like he/she could achieve the impossible (NAR30-M)	He was the most motivating lecture because he made me believe that I can achieve the impossibles.
		4. Lecturer > makes student enjoy learning , want to prepare (NAR12-M)	They make you enjoy learning their work and make you want to prepare as much as possible.
		5. Lecturer > gives student incentive to study, to pass, be successful in the field (NAR6-M)	He/she always gives me an insentive to keep studying day and night not just for the sake of studying to pass but also to aim to achieve greatness and glory in the engineering faculty.
		6. Teaching method > gives student confidence to succeed in module (NAR22-M)	Her method of teaching really stands out for me as motivational as it gives the student great confidence on the fact that they're capable of succeeding in the subject, along with the ability of course to conquer the subject matter.
		7. Lecturer > takes subject seriously > wants students to succeed (NAR22-M)	The lecturer, like the previous one, takes her subject very seriously and really wants her students to succeed.
Positive student-lecturer relationship	**Lecturer cares about students (Freq-M = 6)**	1. Lecturer > concerned with students emotional well-being (NAR12-M)	The lecture is most motivating for several reasons. They are concerned with our emotional well-being and is very friendly.
		2. Lecturer > personal interest in students (NAR13-M)	He took a personal interest in all his students and became one of the most approachable lecturers. We could approach him with whatever issue we were faced with and he would advise us accordingly.
		3. Lecturer > cares for students (NAR26-M)	My year 1 lecturer for calculus has a great deal of passion for his subject.

			One can tell that he lectures because he enjoys it and that he cares about his students a great deal.
		4. Lecturer > cares about students > career decisions (NAR28-M)	This showed that he cared about us students as well as young adults making career path decisions.
		5. Lecturer > calms, motivates students > cares for student (NAR27-M)	She calms me and motivate me to work hard just because she reminds me of a high school teacher. It still feels like someone cares about you!
		6. Lecturer > does not leave students (NAR27-M)	She doesn't leave you like all the other lecturers and for now it is still a bit necessary.
Student satisfaction	**Student loves, enjoys the module/lectures (Freq-M = 6)**	1. Student > loves the subject > was not disappointed with the lecturer (NAR22-M)	I so happen to love this subject so initially my greatest concern was that I would be taught by a lecturer who would suck the life out of the module. Fortunately this didn't happen.
		2. Student > enjoyed subject (NAR30-M)	The subject we was dealing with was scientific and I enjoyed it that I even got a distinction in it.
		3. Lecture > Student has energy, enjoys lecture (NAR3-M)	I always have energy when going to this lecture and I enjoy it most of the time.
		4. Lecture > student enjoys > students work hard (NAR27-M)	I enjoy every second of his class even though we work extremely hard.
		5. Lectures > are fun (NAR11-M)	Her classes are never dull, and are fun to be in.
		6. Lecturer > refreshes love for the module (NAR9-M)	S/he refreshes the love for this module.
Effective teaching approaches	**Lecturer uses jokes/humour while teaching (Freq-M = 6)**	1. Teaching > no awkward silence when teaching > jokes > makes students comfortable > teaching methods are working (NAR3-M)	When teaches there is never an awkward silence, the lecturer throws a few jokes here and there to make everyone comfortable, and from my point of view it looks as if the lecturers methods are working.
		2. Lecturer > funny jokes, encourage students to share opinions/examples > kept students focused (NAR8-M)	He also included funny jokes and would encourage people to voice their opinions or give examples of their own which kept students focus during class time.
		3. Lecturer > jokes > lectures > light-hearted, enjoyable (NAR11-M)	She always has some sort of a joke in her, even though I doubt she realises it, and her classes are pretty light-hearted and enjoyable.
		4. Lecturer > jokes > students remember common mistakes > mood of working hard (NAR12-M)	The lecturer makes jokes that help us to remember these common mistakes. Through this and other interaction a mood of working hard is created.
		5. Method of teaching > creating a fun, encouraging learning environment (NAR13-M)	He had a unique method of teaching by creating a fun and encouraging learning environment for all his classes.
		6. Lecturer > jokes > easier to remember content (NAR14-M)	Is constantly making jokes which in turn actually makes it easier to remember stuff in the module
Effective teaching approaches	**The lecturer is well-prepared/org**	1. Lecturer > well prepared for class (NAR9-M)	The lecturer is always well prepared for class.

	anised for the lecture (Freq-M = 6)		
		2. Lecturer > well prepared for class > no communication with class (NAR9-M)	Yes she comes to class well prepared but she has no communication with the class.
		3. Lecturer > well prepared, well equipped to answer questions (NAR13-M)	Sitting in his lectures it is evident that he comes well prepared for every lecture and he is well equipped to answer whatever question is presented to him by a student.
		4. Lecturer > prepared > student enjoys subject (NAR25-M)	She is always very prepared which makes me enjoy maths so much more because it flows nicely together.
		5. Lecturer > organised (NAR28-M)	She was a good teacher/lecturer in the sense that she was very organised with her lectures and always made time to go through work thoroughly that was important for examinations.
		6. Lecturer > prepared (NAR5-M)	Prepared
	The lecturer is approachable and friendly (Freq-M = 5)	1. Lecturer > friendly (NAR12-M)	The lecture is most motivating for several reasons. They are concerned with our emotional well-being and is very friendly.
		2. Lecturer > friendly, approachable in/out of lecture > eased student's pressure, stress (NAR13-M)	One lecturer that stood out among the rest as someone who constantly motivated me in the allocated module and in university as a whole. I, fortunately, found this specific lecturer. The year 2014 obviously is going to be a tough one in terms of the adjustment from high school to university. This lecturer eased the pressure and stress by being a friendly and approachable face both in and out of the lecture hall.
		3. Lecturer > approachable > gives advice (NAR13-M)	He tends to motivate all his students by giving us advice that directly applies to us individuals.
		4. Lecturer > approachable to ask questions > students are fond of lecturer (NAR16-M)	He was very approachable, it was comfortable going to him and asking questions. All the students are fond of him, he is a real gem.
		5. Lecturer > friendly and approachable (NAR24-M)	She is friendly and approachable.
	Lecturer provided guidelines for tests/exams (Freq-M = 5)	1. Lecturer > prepared guidelines for exam and mock question, answers (NAR8-M)	Before the exam, she prepared guidelines for the exam and gave a mock answer for a particular example exam question.
		2. Lecturer > gave guidelines for tests > hinted what is important (NAR8-M)	He specifically demarcates sections for tests and would even go through the textbook to exclude specific sections and make sure students understand with extra appendixes he would remind the class a few times whether to study it or not. He would also hint at work that is very

			important and would keep repeating such hints.
		3. Lecturer > used some lecturer time for revision before tests/exams > mock exam questions (NAR8-M)	The lecture before tests or exams he would end early or devote the entire lecture for revision and during such he would propose mock exam questions similar format to the real test questions
		4. Lecturer > went through content important for exams (NAR28-M)	She was a good teacher/lecturer in the sense that she was very organised with her lectures and always made time to go through work thoroughly that was important for examinations.
		5. Lecturer > provided guidelines for tests, exams (NAR29-M)	Tests and exams material was discussed through the year and provided a exam scope, only in class time.
	The lecturer has a positive attitude (Freq-M = 5)	1. Lecturer > good attitude towards students > atmosphere in the class > you wanted to be there > (NAR2-M)	She made the atmosphere in the class in such a way that you wanted to be there because of her good attitude towards the students.
		2. Lecturer > positive and realistic > student can conquer any problems (NAR3-M)	The lecturer is always positive and realistic at the same time I feel as if I can conquer any problem when the lecturer is teaching.
		3. Lecturer > positive > makes students believe in themselves > want to work harder > builds confidence > ensures students do their best (NAR4-M)	The most motivating is the one who is most positive, making us believe in ourselves and want to work harder. The build up our confidence and ensure that we do our best 'for' the best outcome.
		4. Lecturer > encouraging persona, attitude > to excel in all modules (NAR13-M)	His persona and attitude toward the content he is presenting is one that encourages us to excel at the module he lectures as well as others.
		5. Lecturer > positivity, encouragement > work hard > can pass (NAR12-M)	The positivity of the lecturer and their encouragement makes me feel like I can pass this first year provided I work hard.
	The lecturer is patient (Freq-M = 5)	1. Lecturer > is patient(NAR16-M)	The lecturer is able to relate to students very well and is patient as a lecturer should be in university.
		2. Lecturer > patient (NAR21-M)	The lecturer that is most motivating to me is very patient and kind.
		3. Lecturer > helpful, patient, calms student > student loves lecturer (NAR27-M)	I love my chemistry additional lecturer. He really helps a lot he has so much patience and he calms me down when he speaks and teach.
		4. Lecturer > allows students to ask questions > lecturer is patient (NAR3-M)	The lecturer gives students time after the lecture to ask questions about what they don't understand and lecturer never seems to lose patience.
		5. Lecturer > Patient to explain (NAR1-M)	and is patient to explain every detail from the basics.
	Lecturer uses direct, strict teaching approach (Freq-M = 4)	1. Approach to teaching > strict, mostly gentle (NAR6-M)	The lecturer takes a very strict but mostly gental approach to teaching.

		2. Teaching style > direct, assertive > student fond of lecturer (NAR19-M)	He has a very direct approach and had an assertive teaching style. I like this in a person.
		3. Teaching technique > handles herself, reactions towards students > keeps students alert > gain knowledge (NAR18-M)	The lecturer's technique and the way she handles herself infront of us and her reactions towards us, keep us awake during lectures. This makes us learn even though we sometimes are too tired too, at least by the end of the day, we gain some insight about the unit we were doing.
		4. Lecturer > strict > students were ready to learn from lecturer (NAR29-M)	He comes across very stickt but everyone was always ready to learn more and hear what he had to say.
	The lecturer shared personal experiences related to the field (Freq-M = 4)	1. Lecturer > sharing own experiences of perseverance > motivated students to have dreams (NAR13-M)	He motivated us by telling us his own experiences and how he had persevered. He showed us how high we could reach and how big we could dream.
		2. Lecturer > international > place not favourable for success > used intelligence, academic ability to overcome > student feels motivated to excel (NAR19-M)	The lecturer has motivated me to excel under extinuating circumstance. He is an international and not native to South Africa. He comes from a country where things aren't favourable for success, But he used he's intelligence and academic ability to overcome.
		3. Lecturer > told a personal story about failure and success > not giving up (NAR20-M)	She's/he's quite motivational because he/she told us a story of how he/she failed math but then succeeded in the end. Given the she/he didn't give up.
		4. Lecturer > honest about own experiences > gave pros and cons of field (NAR28-M)	He was also very honest about his own teaching experiences, his background and the pro's and cons of becoming an educator.
	The lecturer is well-spoken (Freq-M = 4)	1. Lecturer > does not mumble, confidently approaches students, smiles (NAR1-M)	She doesn't mumble during classes, she confidently approaches us with a smile
		2. Lecturer > speaks well, clear (NAR12-M)	They speak well and are very clear.
		3. Lecturer > loud, speaks well > helps students to listen (NAR25-M)	The lecturer is very loud and speaks well. She does not speak in a monotone which helps with listening.
		4. Lecturer > speaks in a monotone (NAR25-M)	Although she speaks in a monotone and says a lot of unnecessary things she motivates me because she knows so much about chemistry. I hope to know as much as she does one day.
	The lecturer's accent was difficult to understand but the lecturer was good (Freq-M = 3)	1. Lecturer > accent > difficult to understand > paid more attention to students > made sure students understand (NAR19-M)	I started getting taught by him as of 2014 and there is some form of a language barrier in terms of articulation which requires full concentration to understand when he speaks. Challenging as this may be it's good because one of the best learning tools is an undivided

			accent. The subject matter is quite difficult and his accent is hard to catch aswell so he rectify's and justifies this by trying to pay students as much attention as he can so each individual can have some form of understanding.
		2. Lecturer > difficult accent > incredible lecturer (NAR26-M)	Although he has a heavy and difficult-to-understand accent, he could be an incredible lecturer.
		3. Lecturer > difficult accent to understand > occasionally (NAR25-M)	The only thing I do not like about my maths lecturer is the fact that I do not understand her sometimes due to her accent (it is not very bad so misunderstanding only happens occasionally).

*NAR**:*** Refers to the number of each narrative
Freq-M: Refers to the number of times the particular code appears in all 30 narratives

ADDENDUM B6 Data analysis: Categories and themes

Secondary research question:

ii. How do students describe their lecturers as demotivating?

Theme	Category	Codes: How do students describe their lecturers as demotivating	Exemplar from narratives
Ineffective teaching approaches	**Lecturer does not provide detailed explanation (Freq-DM = 25)**	1. Lecturer > does not articulate how subject works > does not give examples > does not explain using simple ways (NAR6-DM)	This specific lecturer does not really articulate to the students how a specific subject works. He/she does not always use examples to explain a problem/solution and he/she does not always give simpler ways to explain something.
		2. Teaching approach > no detailed explanations (NAR6-DM)	His/her approach to teaching is very abrupt and it moves at a very fast pace, not really explaining into detail the subject matter.
		3. Lecturer > took long to explain demarcation of tests > refers to click up (NAR8-DM)	With regards to tests he would take long to explain the demarcation instead he would just refer to click up.
		4. Lecturer > explaining > unclear > students asked other class for clarification (NAR8-DM)	Often his way of explaining was so unclear that classmates asked the other class to clarify concepts and test information.
		5. Lecturer > does not make sense when speaks (NAR9-DM)	The most demotivating lecture has to be the one that hardly makes sense when she speaks.
		6. Items and lecturing material > good but approach in delivering information > poor (NAR9-DM)	Her items and lecturing material is good but her approach in delivering the information is poor.
		7. Teaching > student does not understand (NAR10-DM)	I find it very difficult to understand the lecturer while the lecturer is explaining concepts.
		8. Lecturer > incorrect explanation > student corrected lecturer (NAR10-DM)	There have been many times where the student in the lecture have corrected the lecturer on the work as the lecturer has explain incorrectly.
		9. Lecturer > started lecture without introducing topic (NAR2-DM)	She always just started with the work without telling the main topic which to work are about.
		10. Lecturer > makes subject difficult for students to understand (NAR14-DM)	She makes the subject seem so difficult as today I tried my best to concentrate but was clueless as to what was happening in class.
		11. Teaching methods > does not go in detail > expects students to know content > does not work for student (NAR14-DM)	Her methods of teaching seem to not be working for me as she does not go into detail with her subject but expects us to know the work.
		12. Teaching methods > irrational > does not make sense (NAR14-DM)	Her methods feel irrational to me as she does not make sense at all as to what she is doing.
		13. Lecturer > skips steps, does not work methodically > student side tracked/don't know what is	She skips steps and doesn't work methodically therefore I am easily side tracked as to what's going on.

	going on (NAR14-DM)	
	14. Lecturer > killed student's dream > could not understand content taught > lecturer assumes student doesn't study and that the content is simple (NAR15-DM)	When I think about this lecturer, I remember how he almost killed my dreams of becoming a Chemical Engineer. During our first few lectures I thought I was doing rock science, I couldn't understand a thing. And when complained she told you that we weren't studying and that the topic was quite simple.
	15. Lecturer > does not uses full explanations, barely uses diagrams (NAR17-DM)	She barely uses diagrams and fully explain the work.
	16. Lecturer > does not teach/explain concepts properly (NAR21-DM)	The de-motivating lecturer is good, but doesn't seem to know how to explain the concepts properly.
	17. Lecturer > factual, to the point, information is given > not thoroughly explained (NAR23-DM)	I felt that the lecturer is factual and to the point. Sometimes I feel that information is just given by the lecturer instead of thoroughly described.
	18. Lecturer > did not motivate student to do subject > lecturer made subject complicated > student regrets taking subject (NAR24-DM)	My lecturer has not realy had a positive impact on motivating me to take this subject infact she has made it so complicated that I wonder why I took the subject.
	19. Lecturer > makes simple tasks complicated (NAR25-DM)	She makes simple tasks seem very complicated which can get annoying at times.
	20. Teaching skills > horrible (NAR24-DM)	Her teaching skill are horrible
	21. Teaching approach > relied on fact and proof > without explanations (NAR26-DM)	Her approach to teaching relied on fact, proof, fact, proof. No explanations or background information.
	22. lecturer > subject requires writing > does not provide explanation/understanding (NAR30-DM)	He is my current lecture in 2014 and the subject requires a whole lot of writting of which he tries to explain but he doesn't explain enough to make us understand the subject completely.
	23. Lecturer > gave homework > did not do corrections (NAR8-DM)	He would give out homework but would not explain the answer, even if he does start to explain answers he would go to the question, then say "you should know how to do the rest" and then move onto another question – however I did not understand the answer so I remained confused for most duration of the module.
	24. Lecturer > gives homework > no feedback (NAR30-DM)	He always gives us work/homework that he never gives the feed-back.
	25. Lecturer > well knowledgeable in subject, wrote books > level of teaching was too high > content is difficult to understand (NAR29-DM)	He was extremely knowledgeable about his subject and has written many books. However he could not think on a students level, taking this subject for the first time and hearing these concepts for the first time. Thus the level of teaching was too high and thus the work was extremely difficult to understand.

Ineffective teaching approaches	**Lecturer works too fast (Freq-DM = 16)**	1. Lecture > worked at quick pace > did not ask if students kept up/had any questions (NAR2-DM)	She worked at a verry quich pase and she never aked whether the students are keeping up or even if they have any questions.
		2. Lecturer > moves through slides too fast > losing students who cannot catch up (NAR4-DM)	When he/she moves to fast on the slides, he/she ends up loosing the students as some of us are unable to catch up with the pace.
		3. Teaching approach > abrupt, too fast (NAR6-DM)	His/her approach to teaching is very abrupt and it moves at a very fast pace, not really explaining into detail the subject matter.
		4. Lecturer > teaches too fast (NAR9-DM)	Her pace of lecturing is extremely high.
		5. Teaching technique > too fast > unable to take notes > self-study (NAR10-DM)	The lecturer's teaching techniques are boring also moves through one work way to quickly unable to take notes in class. This puts me in a situation of self-study which is not what my parents are paying for. The lecturer is meant to help understand the work and concepts.
		6. Lecturer > rushes through content (NAR12-DM)	This lecturer really does not motivate me because just rush through everything.
		7. Lecturer > does examples too fast (NAR12-DM)	They do carry out examples but go a bit fast for me (this may just be my slow nature though).
		8. Lecturer > too fast, does not upload notes (NAR15-DM)	She is too fast and doesn't upload lecture notes on the university portal. She only uploads note on questions she upload.
		9. Lecturer > gives little time to take notes > but does stop to explain > if student struggles to understand (NAR11-DM)	Due to the possible shortage of time however, she gives very little time for you to write down much of what is shown on the slides. She does however stop what she is doing to explain something to you if you are struggling to understand.
		10. Lecturer > fast > student does not understand what is being said (NAR14-DM)	The lecturer is fast and you cannot clearly work out what she is saying.
		11. Lecturer > prepared for classes > but teaching > too fast (NAR17-DM)	She teaches me chemistry in first year and she's always prepared for her classes, however she has forced us to adjust to varsity life. To substantiate the above statement , she teaches us at a fast pace, and the tone at which she teaches us is usually the same throughout the lecture.
		12. Teaching style – dislike > goes through work too fast, no effort to see if everyone understands (NAR19-DM)	This lecturer teaches me a very fundamental subject this semester and it de-motivates me that I don't like her teaching style. I need this module to pass and I'll never have to do it again so it really doesn't feel well that something as simple as this might prevent my progress. She goes through work to fast and makes no effort to see if anyone understands. She's more about moving cattle through then paying to individuality (if you understand the metaphore).

		13. Teaching style > poor > rushes through work > student wanted to quit completely (NAR20-DM)	A de-motivating lecturer is one that made me want to quit completely. His/her teaching style is firstly poor for me because he/she rushes through the work.
		14. Teaching techniques > moves very fast > student relies on self-study (NAR21-DM)	The techniques the lecturer uses are very vague. The lecturer uses slides to lecture and moves very fast, so I cannot keep up and I learn the subject better on my own.
		15. Lecturer > fast > gained nothing out of lecture (NAR21-DM)	So the lecturer is fast, vague and monotonous. Because the lecturer is monotonous, people tend to fall asleep or get bored, so by the end of the lecture, we have gained nothing.
		16. Lectures > acceptable, well-organised, however > lecturer moves too fast > missing one lecture > miss a whole chapter of work (NAR3-DM)	The lectures are acceptable and well-organised but the rate at which the lecturer moves is to me ridiculous. Missing one lecture could possibly mean you have missed a whole chapter of the module and this puts me on edge.
Ineffective teaching approaches	**Lecturer does not respond well to students questions (Freq-DM = 13)**	1. Student > ask question > unpleasant responses from lecturer > learning nothing (NAR14-DM)	And she makes me feel like every week I am learning nothing at all because when I ask a question I get unpleasant responses.
		2. Lecturer > demotivates students who have questions (NAR14-DM)	She constantly demotivates you whenever you have a question to ask.
		3. Lecturer > asks questions > students doubt answers > lecturer does not tell students if they are right/wrong (NAR14-DM)	The lecturer asks you questions and when you reply she causes you to doubt your answers by not directly telling you that you're wrong or right.
		4. Student > fears asking questions > lecturer makes student feel inadequate, don't belong in field (NAR16-DM)	I fear asking her questions because she makes me feel very inadequate, like I don't belong in my chosen career field.
		5. Student > does not want to ask questions > Lecturer does not answer question correctly > no understanding (NAR10-DM)	I feel as if I shouldn't ask questions because of time the lecturer does not answer one question correctly as there is no understanding.
		6. Lecturer > does not answer questions completely, lacks patience (NAR21-DM)	The lecturer does not do justice to the questions asked by students and lacks patience.
		7. Lecturer > confused > does not answer students questions properly (NAR21-DM)	The lecturer seems to be confused at times and cannot answer our questions properly.
		8. Lecturer > does not answer students questions clearly, directly (NAR28-DM)	When we would ask her questions she would never answer them directly or clearly which I found extremely unhelpful and frustrating.
		9. Lecturer > does not relate to students > student regrets asking questions > but good lecturer (NAR9-	She hardly relates to students and in most cases, when you ask a question, you will wish you never did. However she is a good lecturer.

		DM)	
		10. Student > ask questions > no correct answers from lecturer (NAR5-DM)	Asking questions would not get you the correct answer.
		11. Lecturer > does not clarify questions/statements (NAR9-DM)	For her to provide clarity on a statement a question a student has, it will be seeing a panda in Africa.
		12. Lecturer > ignored students questions (NAR7-DM)	This lecturer regularly shot down any question I had by ignoring me and talking louder (not just my experience).
		13. Student > does not ask questions > lecturer does not answer question > is sarcastic, embarrassing (NAR10-DM)	I don't ask questions due to the fact that the lecturer can be sarcastic and will end up embarrasing me instead of answering the question.
Ineffective teaching approaches	**Lecturer uses teaching tools ineffectively (Freq-DM = 13)**	1. Lecturer > used slides on projector, gave class tests on projector > allowed for cheating > class was overfull > a lot of talking > lecturer hinted at answers (NAR8-DM)	She made use of slides put on projectors as notes and she also gave small class tests periodically on the projector. These small class tests were given in class and allowed cheating to continue during the course of the class test. This was acknowledged because the class was so full that everybody sat next to each other and some did not even have chairs to sit at some of the tests chattering was heard all the time and the lecturer made hints about the answers to the test.
		2. Lecturer linked real-life examples to lecture > used slides > slides only consisted of headings (NAR8-DM)	The lecturer linked many real-life examples to her lecture and made use of slides but the slides only include headings
		3. Lecturer > does not go through all slides (NAR9-DM)	There is no use in creating 5 consecutive slides if you're not going to go through them.
		4. Lecturer > only uses slides (NAR21-DM)	The lecturer uses slides and that's it.
		5. Teaching skills > showing slides, and talking > ineffective (NAR20-DM)	There is no motivation with these type of lecturers and for me personally, their teaching skills of just showing slides and talking are ineffective.
		6. Lecturer > reads slides > not effective but > gives examples and corrections > effective (NAR21-DM)	The lecturer reads what is on the slides which is not very effective, but I gain when the lecturer gives us examples to do and does the corrections.
		7. Lecturer > gave slides > student relies on self-study (NAR29-DM)	Work was given on slides and a lot was left to self-study.
		8. Teaching techniques > slides > vague (NAR21-DM)	The techniques the lecturer uses are very vague. The lecturer uses slides to lecture and moves very fast, so I cannot keep up and I learn the subject better on my own.
		9. Lecturer > used blackboard to explain > not enough space > erased notes before students finished coping (NAR8-DM)	He made explained lecture on the blackboard but there were not space so he had to erase a lot of notes before one could finish copying.
		10. Teaching techniques >	The techniques used like just writing

		writing on board > no explanations > discouraging for student (NAR20-DM)	on the board and not explaining the procedures is very discouraging especially if your're in the labour intensive course like the one I'm in now.
		11. Lecturer > does not check if students can see notes written on board (NAR24-DM)	She loves to write on the board and does not check if we all can see.
		12. Lecturer > use of projector only > does not go in detail (NAR12-DM)	They just use the projector and do not really delve into the work.
		13. Lecturer > uses data projector with sheets > handwriting on sheets are sloppy, fast, need to be corrected regularly (NAR23-DM)	This lecturer does not have slides but instead makes use of an analog data projector with sheets. As the lecturer commences she writes in these sheets. The handwriting is sloppy, fast and has to be corrected quite regularly.
Ineffective teaching approaches	**Lecturer does not engage/interact with students (Freq-DM = 11)**	1. Lecturer > not successful in engaging students (NAR12-DM)	They attempt to engage students but are not very successful.
		2. Teaching approach > having a conversation with herself (NAR16-DM)	Her approach to teaching is one in which I feel as if she is conversating with herself.
		3. Teaching technique > formal, no discussions > fall behind > self-study (NAR17-DM)	Her teaching techniques are more formal, she teaches and students have to grasp the information. There aren't any discussions between her and the students, thus if you fall behind in a concept you need to investigate it on your own.
		4. Lecturer > did not engage students in their learning > learning was teacher-focused (NAR28-DM)	She never provided opportunities for students to engage with her or the topic being taught – learning was very much teacher focused.
		5. Lecturer > love, passion for subject but > talks to herself > confuses students (NAR27-DM)	You can see the love and passion she has for her subject, but she confuses the students by the way she talks to herself, and her notes are not understandable and can not be used to study.
		6. Lecturer > talks to themselves > no interaction between lecturer and student > de-motivated (NAR4-DM)	When there also seem to talk to themselves more than the students, there is no interaction and we get demotivated.
		7. Lecturer > does not interact with students at all (NAR24-DM)	She does not interact with us at all.
		8. Lecturer > does not form personal relationship with students (NAR20-DM)	Relationship with students is not really personal. He/she is just a teacher/lecturer and we are just learners.
		9. Lecturer > does not relate to students > student regrets asking questions > but good lecturer (NAR9-DM)	She hardly relates to students and in most cases, when you ask a question, you will wish you never did. However she is a good lecturer.
		10. Lecturer > indifferent > because of students	The lecturer of one of my courses is a rather indifferent person, but this

		(NAR11-DM)	is due to the students she faces.
		11. Students > too rowdy > irritated lecturer > lecturer is indifferent towards students (NAR11-DM)	The sometimes rowdy class causes her to get irritated, which could possibly be the reason why she seems to be rather indifferent to the class.
Negative lecturer characteristics	**Lecturer is intimidating (Freq-DM = 9)**	1. Lecturer > intimidating > when answering question = lecturer makes you feel stupid > difficult to learn, de-motivated to ask questions > less confident when writing exams/tests (NAR4-DM)	However, it became difficult to learn in an environment where you feel intimidated by the lecturer. Sometimes when you answer a question, and the lecturer makes you feel stupid, it demotivated, and not only don't you feel like not answering questions, you feel less confident when you get to writing the exam or test.
		2. Lecturer > negative > negative statistics in field of study > students self-doubt > become less confident (NAR4-DM)	The most demotivating lecturer is the one who is negative. Lecturers who tell us negative statistics in terms of the subject they teach or the course they are in. through this negativity we begin to doubt, and then the more we doubt ourselves, the less confident we are.
		3. Lecturer > no sympathy (NAR16-DM)	She has no shred of sympathy.
		4. Lecturer > rude to student (NAR24-DM)	She is sometime rude for example she would tell us to move to the forfront when we cannot hear her mean while the class is extremely full.
		5. Lecturer > belittles students (NAR25-DM)	The lecturer speaks very slow and talks in a way that "belittles" you.
		6. Lecturer > does not understand that some students don't understand easily > de-motivating comments to students (NAR21-DM)	The lecturer doesn't seem to understand that some people cannot grasp the concepts immediately, and tells us some de-motivating comments.
		7. Lecturer > corrects, finds fault with students opinions (NAR28-DM)	f a student ever had the chance to give his/her own opinion she would always have to correct it or find fault with it.
		8. Lecturer > condescending approach towards students (NAR28-DM)	She had a very condescending approach towards her students.
		9. Lecturer > treats students like children (NAR15-DM)	She treats us like children and who don't know what where we are and what we are here for.
Ineffective teaching approaches	**Lecturer is unable to catch students attention (Freq-DM = 9)**	1. Student > interest in subject but > lecturer unable to catch student's attention (NAR10-DM)	The lecturer is unable to catch my attention even though I find the subject interesting.
		2. Lecturers > does not make it easy to focus > teaching is dull (NAR1-DM)	They don't make it any easier to focus because they teach so dull
		3. Lecturer > could not capture students attention > some students fell asleep (NAR26-DM)	She was entirely unable to capture the attention of the students, resulting in very few students paying attention and several actually asleep.

		4. Lecturer > same tone (NAR17-DM)	She teaches me chemistry in first year and she's always prepared for her classes, however she has forced us to adjust to varsity life. To substantiate the above statement , she teaches us at a fast pace, and the tone at which she teaches us is usually the same throughout the lecture.
		5. Lecture > not challenging to work on examples/exercises for students to learn (NAR30-DM)	She does not challenge me, to be able to work on certain examples or exercises to have the desire to know more.
		6. Teaching technique > boring (NAR10-DM)	The lecturer's teaching techniques are boring also moves through one work way to quickly unable to take notes in class. This puts me in a situation of self-study which is not what my parents are paying for. The lecturer is meant to help understand the work and concepts.
		7. Teaching style > passive, boring > student want to fall asleep (NAR11-DM)	The passive teaching style is so boring and makes you want to fall asleep in the lecture.
		8. Lecturer > vague, monotonous > students fall asleep, bored > gained nothing out of lecture (NAR21-DM)	So the lecturer is fast, vague and monotonous. Because the lecturer is monotonous, people tend to fall asleep or get bored, so by the end of the lecture, we have gained nothing.
		9. Lecturer > does not encourage enthusiasm from student (NAR12-DM)	They just do not pull enthusiasm from me.
Student negative experience	**Student feels discouraged (Freq-DM = 8)**	1. Student > understands self-study > feels useless in this lecture (NAR3-DM)	I understand that I'm supposed to study most of material alone but in that lecture hall I feel useless most of the time.
		2. Lecturer > makes student feel incapable of simple things (NAR25-DM)	The JPO 110 (Professional Orientation) lecturer is the most de-motivating lecturer I have because she makes me feel incapable of things which are so simple.
		3. Student > deflated > uninspired (NAR16-DM)	In her lectures I feel deflated, she does not motivate or inspire me at all.
		4. Lecturer > makes students lose self-confidence > does not explain contents in detail, repeats what is on slides, moves onto next slide without ensuring if students wrote all notes (NAR30-DM)	She makes most of the students lose their self-confidences because she does not explain the contents into more details, she just repeats everything that she has written on he slides and then go to the next one without giving us the chance to write notes.
		5. Lecturer > good at breaking down content > but students not inspired by lecturer (NAR22-DM)	To her credit though she is good at breaking down the subject matter even though her students are not inspired at all by her.
		6. Lecturer > does not use motivational words (NAR18-DM)	This lecturer does not use any motivational words
		7. Teaching technique > to do as much as possible > does not motivate students	Her teaching technique is to do as much as possible and she realy does not motivate you at all.

		(NAR24-DM)	
		8. Lecturer > insightful > gives assistance, good at job > does not motivate student to excel (NAR11-DM)	She is someone with insight in her work and has no issues in assisting you if you need assistance. She however does not present the subject in such a way that would motivate me to excel in it, but she is a person who is good in her job nonetheless.
Student negative experience	**Student struggles/feels negative toward module (Freq-DM = 8)**	1. Student > de-motivated > struggling in additional module (NAR17-DM)	It is de-motivating to see that you struggle in an additional module but excel in the mainstream, which should be the opposite way around.
		2. Lecturer > offers subject in a way > students dislike subject (NAR30-DM)	The lecture is a woman and she offers the subject that most of the students dislike because of the way she offers it.
		3. Lecturer > makes student dislike subject (NAR30-DM)	To myself I can say when it comes to the subject she does not motivate me but instead she makes me dislike it even more.
		4. Student > students don't need this module (NAR25-DM)	I feel that any student accepted to study engineering should not need the professional orientation lectures at all.
		5. Lecturer > made subject dreadful for student (NAR16-DM)	The lecturer who has been the most de-motivating for me, made the subject dreadful for me.
		6. Lecturer > punctual but drives out the love and passion from the module (NAR9-DM)	Nevertheless she is punctual and she has the ability to drive out the love and passion students have for this module.
		7. Student > does not enjoy class > does not look forward to attending class > no excitement about class (NAR1-DM)	I truly do not enjoy the classes. I never look forward to going there than the rest of my other classes. There is nothing that excites me with the thought of that class.
		8. Students > some enjoy class, most students do not (NAR30-DM)	Some of the students enjoy being in his class but most don't.
Ineffective teaching approaches	**Lecturer expects students to know content (Freq-DM = 7)**	1. Lecturer > believes students must do most of the work, must know what lecturer is doing in class > not always the case (NAR3-DM)	I think the lecturer believes in students doing most of the work done and that by the time we're in the leture, we already know what she is doing and that is not always the case.
		2. Lecturer > assumes students know what is talked about > difficult for students to ask questions (NAR4-DM)	Also when a lecturer assumes that you know what she is talking about it makes it difficult to ask question that one may be unsure of on that particular subject.
		3. Teaching > assumes students have done work before > mocks students who have achieved substandard work (NAR15-DM)	The lecturer that is most de-motivating is the one that teaches me the most important core subjects. She teaches as if we have done everything before and mocks people who have achieved substandard work.
		4. Teaching > does not focus on subject at hand > assumes students know the work (NAR16-DM)	When she teaches she never focuses on the subject at hand she would always refer to another subject and assume that you should

			already know the work at hand.
		5. Lecturer > teaches > students are responsible for learning and studying (NAR20-DM)	He/she is a person that just teaches and gives the impression that learning and studying is your responsibility.
		6. Lecturer > if explains answers > assume students understand , move onto next question > student is left confused (NAR8-DM)	He would give out homework but would not explain the answer, even if he does start to explain answers he would go to the question, then say "you should know how to do the rest" and then move onto another question – however I did not understand the answer so I remained confused for most duration of the module.
		7. Teaching methods > does not go in detail > expects students to know content > does not work for student (NAR14-DM)	Her methods of teaching seem to not be working for me as she does not go into detail with her subject but expects us to know the work.
No student-lecturer relationship	**Students sought assistance from others (Freq-DM = 7)**	1. Students > sought alternative lecturers to help understand content (NAR7-DM)	Although she did manage to give the lectures successfully student often needed to find an alternative lecturers to help with extra problems or questions.
		2. Student > rather seek help from other lectures than current lecture (NAR16-DM)	I would rather take notes in her class and seek help from other lecturers than to have her help me.
		3. Student > sought help from others > clearer perspective on the lecturer's teaching methods (NAR15-DM)	But instead of giving up, we decided to seek help from these who have been through the same experiences as us. This really helped us get a clear perspective on her teaching methods and how to take on her lectures.
		4. Teaching method > poor > negative impact on motivation > student went to another lecturer to understand content (NAR10-DM)	I Recently moved to another lecturer in One subject due to the negative impact on my motivation. And in hope to catch up or bridge one gap created due to poor methods of teaching.
		5. Lecturer > explaining > unclear > students asked other class for clarification (NAR8-DM)	Often his way of explaining was so unclear that classmates asked the other class to clarify concepts and test information.
		6. Tutor > excellent, made content understandable, gave examples, interesting stories (NAR29-DM)	The tutor was excellent for this subject! She made the work more understandable and incorporated examples and interesting stories.
		7. Other lecturers > patience, offers support to students (NAR20-DM)	Other modules which are developmental – have patient lecturers that offer plenty of support, in our academic journey.
Negative lecturer characteristics	**Lecturer is boring (Freq-DM = 6)**	1. Lecturer > old, soft, not interesting (NAR1-DM)	She is old, soft and not interesting.
		2. Lecturer > speaks very slowly (NAR25-DM)	The lecturer speaks very slow and talks in a way that "belittles" you.
		3. Lecturer > speaking > single toned, boring (NAR29-DM)	Way of speaking was very single toned and thus extremely boring.
		4. Lecturer > vague,	So the lecturer is fast, vague and

			monotonous > students fall asleep, bored > gained nothing out of lecture (NAR21-DM)	monotonous. Because the lecturer is monotonous, people tend to fall asleep or get bored, so by the end of the lecture, we have gained nothing.
		5.	Students > restless, sleepy in lectures > ineffective lecture (NAR17-DM)	Usually students become restless and sleepy in her lectures and thus non of the students find the lectures effective.
		6.	Lecturer > does not make learning fun, get students attention (NAR17-DM)	Also, she is unable to make learning fun and grasp the attention of the students.
No student-lecturer relationship	**Lecturer does not care about students (Freq-DM = 6)**	1.	Lecturer > does not care about students well-being, level of comprehension (NAR13-DM)	Some teachers just don't care about the well being of their students and the level of comprehension their students have.
		2.	Student > dislike for subject, lecturer > lecturer doesn't care about students > but if did not understand > left time for questions (NAR29-DM)	Ugh! I reallt did not like this subject or the lecturer, he just demotivated me because he didn't care about us, although he left time for questions if you did not understand.
		3.	Lecturer > kicked some students out of class > class was too full > not accommodating > does not re-explain content (NAR28-DM)	I would describe her as de-motivating because she kicked out people in her class as she felt the class was too full, even though there were open seats. Everytime these students came back from the other class (that was really full) she would allow us back into her class but not explain the work that we had missed out on. We felt unwanted in her class and she wasn't accommodating at all.
		4.	Lecturer > does not answer students questions clearly, directly > unhelpful, frustrating (NAR28-DM)	When we would ask her questions she would never answer them directly or clearly which I found extremely unhelpful and frustrating.
		5.	Lecturer > no consultation hours, no discussion class (NAR9-DM)	She hardly has consultation hours and for the module we have no discussion class.
		6.	Lecturer > offers little support (NAR20-DM)	It takes time for me to understand complex concepts and she offers little support.
Ineffective teaching approaches	**Lecturer gives irrelevant information, not linked to the topic/field (Freq-DM = 4)**	1.	Module is annoying > not related to field (NAR1-DM)	I find some module I do, so annoying. They make us do things that for me, are not related to civil engineering.
		2.	Lecturer > deviated from subject, provided irrelevant detail, missed basic concept > confusion, more self-study to understand content (NAR7-DM)	The lecturer kept deviating from subject and talked more about experimental data, that was in my opinion to detailed than was necessary, and missed the basic concept of the subject.
		3.	Lecturer > wonders off from main topic (NAR23-DM)	The most de motivating lecturer that I have had tends to wonder of from the main theme of the subject.
		4.	Lecturer > gave irrelevant facts, disconnected with average students (NAR26-	She did attempt to motivate us by occasionally getting excited over a fact, unfortunately those facts would

		DM)	only be interesting to a person in her field and were irrelevant to the children, somewhat undermining the effect. She had clearly spent a great deal of time with others with similar interests and has become disconnect with average students.
Ineffective teaching approaches	**Lecturer reads from text book or slides without providing new information (Freq-DM = 4)**	1. Lecturing style > reads straight from textbook > no extra information (NAR4-DM)	The one lecturing style that I have seen is when the lecturer reads everything straight from the textbook and offers no extra information on the subject.
		2. Teaching approach > poor > not enough knowledge about subject > student questions importance of the subject (NAR5-DM)	The lecturers approach to teaching was very poor. The lecturer didn't have enough knowledge about the subject, leaving the students to think if the subject is really that important.
		3. Lecturer > reads from textbook > does not give own knowledge > demotivating > student puts no effort into studying, module, attending class (NAR5-DM)	The lecturer would just read out the text book giving no own knowledge. For me this was very De-motivating and I never put a effort into studying for the module or coming to class because of the lecturer.
		4. Lecturer > reads what is in the text book > student prefers self-study than attending class (NAR17-DM)	She directly translates whats in the text books, thus why I am implying is that according to the way she teaches, self-studying is actually better than attending class.
Ineffective teaching approaches	**Lecturer confuses students (Freq-DM = 4)**	1. Lecturer > confuses students > student believes the subject is useless (NAR14-DM)	The lecturer talks a lot about simple instructions and ends up confusing the entire class and this is starting to cause students and especially me to believe the subject is useless.
		2. Lecturer > confuses students > focusing on content students already grasped (NAR17-DM)	She more often confuses us in our lectures, the possible reason for this could be that we learning at a pace slower the main stream subject. And with that she wants to start concepts from the basic principals and develope on those, whereas we have already grasp the complex concepts of the mainstream module.
		3. Student > confused by lecturer > moving through sections without connecting the sections (NAR23-DM)	I would not say that I was demotivated by the lecturer but from time to time I was definitely confused. The reason why is because she moves from point to point within the chapter without connecting the subsections.
		4. Lecturer > wasting students' time >love, passion for subject but > talks to herself > confuses students (NAR27-DM)	It almost feels like the lecturer is wasting our time. You can see the love and passion she has for her subject, but she confuses the students by the way she talks to herself, and her notes are not understandable and can not be used to study.
Ineffective teaching	**Lecturer talks only and**	1. Teaching techniques > standing in one place	She used the techniques of standing in a single place and

approaches	**stands in one place while lecturing (Freq-DM = 4)**	talking for whole lecture (NAR26-DM)	talking at us until the lecture is over.
		2. Lecturer > only talks > makes students wait (NAR11-DM)	The lecturer keeps talking and talking, and even if you know what to do, she makes you wait so that the whole class is on the same wavelength.
		3. Lecturer > only talks > does not ensure if students can hear (NAR24-DM)	This women just talks and talks. She does not make sure that we can hear her.
		4. Teaching style > passive – stands behind desk and laptop (NAR11-DM)	She has a rather passive style of teaching, simply standing behind her desk and laptop, explaining the work covered in her slides.
Ineffective teaching approaches	**Lecturer is there to do the job (Freq-DM = 4)**	1. Lecturer > there to finish the lecture > does not care for students (NAR2-DM)	It felt she was only there and want to get the permitted time for class over and done with and not carring for the students at all.
		2. Lecturer > does the job > does not motivate students > students have to figure out the rest on their own (NAR17-DM)	As for motivation, she rarely gives motivation to the students, it's more about her doing her job in teaching us but the rest we have to figure out on our own.
		3. Lecturer > does what is required for the day (NAR18-DM)	She just does what is required for the day.
		4. Lecturer > wants to finish lecture and get paid (NAR23-DM)	This lecturer acts as if she just wants to get the session over with and a paycheck at the end of the month.
Negative lecturer characteristics	**Lecturer shows no interest in module (Freq-DM = 4)**	1. Lecturer > does not enjoy what she does > are bored as the students (NAR1-DM)	The lecturer doesn't seem to enjoy what she does. They look as bored as the rest of the students.
		2. Lecturer > no interest in her work (NAR1-DM)	She just shows no interest in the work she does.
		3. Lecturer > dislike for module (NAR12-DM)	The lecturer does not seem to like their module at least not as much as the other lecturers.
		4. Lecturer > does not care about the lecture environment > disinterest in students and module (NAR13-DM)	Some teachers just don't care about the well being of their students and the level of comprehension their students have.
Student negative experience	**Student does not understand why they do the work (Freq-DM = 3)**	1. Student > does not understand why they do the work (NAR1-DM)	I really don't understand why we do it. Then they make us write essay explaining why we still chose engineering. I don't understand why, from high school, these are topics to write about
		2. Lecturers > give students quizzes > student does not understand why they do quizzes (NAR1-DM)	We also have quizzes we do. I do not know why we write them because they give us total marks anyway.
		3. Lecturers > so much planned to do > does not make sense what they expect from students (NAR1-DM)	They always have so much planned to do that they speak about it and never make sense what they expect from us.

No student-lecturer relationship	**Bad relationship between lecturer and student (Freq-DM = 3)**	1. Lecturer > contact with students > lecturer is impatient and irritated (NAR23-DM)	The lecturer is not particularly rude when coming into verbal contact with student but definitely shows signs of impatience and irritation.
		2. Lecturer > bad relationship with students > students did not like lecturer > impacted progress and participation in module (NAR29-DM)	Bad relationship with students, most students did not like him at all and this largely influenced the marks that learners received and willingness to participate in this subject and do well.
		3. Lecturer > contact with students > lecturer is impatient and irritated (NAR23-DM)	The lecturer is not particularly rude when coming into verbal contact with student but definitely shows signs of impatience and irritation.
No student-lecturer relationship	**No student-lecturer relationship due to large class sizes (Freq-DM = 3)**	1. Lecturer > relationship with students > ineffective > class too big > does not ensure if everyone understood content > moves on (NAR17-DM)	Her relationships with students isn't effective, maybe it's because our classes are too big, but usually in class she'd propose a question solve it and even if only a few students have grasp content she moves onto the next one without considering those students behind.
		2. Lecturer > large classes > relationship with students not developed (NAR20-DM)	Mainstream lecturers are hard to access because the classes are large. The relationship with students are not that developed.
		3. Lecturer > no relationship with students > big class (NAR21-DM)	The lecturer whom I am writing about does not motivate me. It is a huge class obviously and there is no relationship with students because it is a big class.
Negative lecturer characteristics	**Lecturer is negative (Freq-DM = 3)**	1. Lecturer > not positive > hints at failure (NAR20-DM)	There is no positive motivating. Sometimes he/she hints at failure.
		2. Lecturer > focused on students being part of the statistics (NAR2-DM)	The most De-motivating lecturer was the one who always talked about the statistics and how we are going to be part of it.
		3. Lecturer > saying most of the class will repeat a year > not motivating (NAR4-DM)	Telling us that 75% of us will repeat another year does not necessarily mean everyone will be motivated. Specially in mathematics (calculus) or chemistry.
Student self-motivation	**Student relies on self-motivation (Freq-DM = 3)**	1. Student > self-motivation to pass (NAR15-DM)	But I do not blame her teaching methods, clearly her methods works cause there are a lot of graduates in the field. This is my motivation too. Im motivated to pass with the highest possible mark.
		2. Lecturer > no motivational style > students > rely on self-motivation (NAR20-DM)	She/he doesn't have much of a motivational style. I would say for this module – one must motivate oneself.
		3. Student > relies on self-motivation (NAR22-DM)	I am not sure why she is like this, neither is it my business to know but I've concluded, just three weeks into the academic year that I'll do well in her subject through my own toil and motivation.

Negative lecturer characteristics	**Lecturer is unfriendly and unapproachable (Freq-DM = 2)**	1. Lecturer > does not give students friendly face (NAR18-DM)	This lecturer does not really give students a friendly face.
		2. Lecturer > cold, not approachable > answers question with a backlash of reprimand > pain to be taught by lecturer (NAR22-DM)	The lecturer can be described as quite 'cold' and really doesn't seem approachable. A question in class is usually answered and a backlash of reprimand follows if it is a really simple (as in not so smart) question. It is a pain at times to be taught by her.

NAR: Refers to the number of each narrative
Freq-DM: Refers to the number of times the particular code appears in all 30 narratives

ADDENDUM B7 Data analysis: Categories and themes

Primary research question: How are students' subjective well-being in class affected by their perception of their lecturers as motivating?

Themes (PERMA model)	Categories	Codes	Exemplar from narratives
Positive emotions (PE)	**Student enjoys lectures (Freq-SWM = 19)**	1. Student > energy and enjoys lecture > Positive emotions (NAR3-M)	I always have energy when going to this lecture and I enjoy it most of the time.
		2. Lecturer > refreshes students' love for module > Positive emotions (NAR9-M)	S/he refreshes the love for this module
		3. Students > interested in class > Positive Emotions (NAR25-M)	Her teaching technique are good but not great because they do not hold peoples attention for long. They are good however, because if you do manage to stay interested and listen all the time, then everything she says makes sense.
		4. Lecturer > jokes > classes are light-hearted, enjoyable > Positive emotions (NAR11-M)	She always has some sort of a joke in her, even though I doubt she realises it, and her classes are pretty light-hearted and enjoyable.
		5. Classes > fun > Positive emotions (NAR11-M)	Her classes are never dull, and are fun to be in.
		6. Student > enjoys what is learnt > Positive emotions (NAR12-M)	The lecturer is in control but we have freedom to enjoy what we learn.
		7. Lecturer > makes student enjoy learning content > Positive emotions (NAR12-M)	They make you enjoy learning their work and make you want to prepare as much as possible.
		8. Lecturer > creates a pleasant, enjoyable learning environment > Positive emotions (NAR13-M)	This particular lecturer creates a pleasant and enjoyable learning environment but at the same time every task is taken seriously.
		9. Lecturer > created a fun, encouraging learning environment > Positive emotions (NAR13-M)	He had a unique method of teaching by creating a fun and encouraging learning environment for all his classes.
		10. Student > finds subject enjoyable > Positive Emotions (NAR16-M)	I find the subject very enjoyable as the lecturer's teaching style is in line with my learning preferences.
		11. Lecturer > enthusiasm > made student love subject > Positive Emotions (NAR16-M)	His enthusiasm was very infectious, he made you to love the subject no matter how difficult you found it.
		12. Teaching style > fun way > Positive Emotions (NAR16-M)	His teaching style /technique is to mostly demonstrate the problem and solution in a fun way.
		13. Student > loves subject > Positive Emotions (NAR22-M)	I so happen to love this subject so initially my greatest concern was that I would be taught by a lecturer who would suck the life out of the module. Fortunately this didn't happen.
		14. Lecturer > prepared for module > student enjoys module > Positive	She is always very prepared which makes me enjoy maths so much more because it flows nicely together.

		Emotions (NAR25-M)	
		15. Student > loved lecturers work > Positive emotions (NAR30-M)	It was a male lecturer and liked or loved his work very much that most of the student could see.
		16. Lecturer – entertaining, student loves lectures > Positive emotions (NAR11-M)	My first year lecturer in 2011 has been very entertaining and has just made me love her lectures. She keeps the work coming, but she never goes on without ensuring that we understand the topic we are dealing with.
		17. Student > enjoys every second of class > students work hard > Positive Emotions > Engagement (NAR27-M)	I enjoy every second of his class even though we work extremely hard.
		18. Lecturer > encourages communication > student enjoys lecture > Positive Emotions (NAR21-M)	The lecturer allows us to communicate to each other and opens communication channels which enables us to enjoy the lecture and gain knowledge from the lecture.
		19. Lecturer > makes lesson fun > Positive emotions > Lecturer > involves class, > Engagement (NAR10-M)	I enjoy one lecturer as the lecturer makes the lesson fun, by envolving the class in the activities.
	Positive emotions from the lecturer (Freq-SWM = 10)	1. Lecturer > confidently approaches students with a smile > Positive emotions (NAR1-M)	she confidently approaches us with a smile
		2. Lecturer > loves what he does > Positive Emotions (NAR19-M)	He loves what he does and that is a great tool interms of motivation.
		3. Lecturer > passionate about subject , enjoys it > Positive Emotions (NAR26-M)	My year 1 lecturer for calculus has a great deal of passion for his subject. One can tell that he lectures because he enjoys it and that he cares about his students a great deal.
		4. Student > grateful that lecturer expects a lot from students > Positive Emotions (NAR22-M)	I am quite grateful that he expects much of us (and he should) since it is also an indication of what the subject means to him.
		5. Lecturer > knowledgeable > student is hopeful about future > Positive Emotions (NAR25-M)	My chemistry lecturer is the most motivating because she knows a lot about chemistry and that is what I hope to have a career in one day (Chemical engineering).
		6. Lecturer > motivated, joy, student was inspired > Positive Emotions (NAR26-M)	His own motivation and joy was infectious and I left the room entirely inspired.
		7. Lecturer > passionate about subject > Positive emotions (NAR13-M)	His teaching technique is not out of the ordinary or special in any way, but what makes him different is his passion in the subject and the fact that he takes an interest in the fact that we all understand what is being presented to us.
		8. Lecturer > passion for subject > kept student enthralled > Positive Emotions (NAR26-M)	He kept me enthralled with nothing more than his passion for the topic.
		9. Lecturer > good attitude > student wanted to be there > Positive emotions (NAR2-M)	She made the atmosphere in the class in such a way that you wanted to be there because of her good attitude towards the students.

		10. Lecturer > positivity > makes student hopeful about passing (NAR12-M)	The positivity of the lecturer and their encouragement makes me feel like I can pass this first year provided I work hard.
	Positive impact on students' self-confidence (Freq-SWM = 8)	1. Student > after lecture > feels good about oneself > Positive Emotions (NAR15-M)	You would go out the lecture feeling good about yourself. This is one wants when they attend lectures to come in normal and leave feeling like you on top of the world because you know you actually understand something and you not in a hopeless situation.
		2. Student > leaves lecture determined to solve challenges > Positive Emotions (NAR16-M)	I never leave the lecture confused or dazed but rather determined to solve the challenges.
		3. Lecturer > positive impact on students' self-doubt > Positive Emotions (NAR16-M)	This lecturer made a huge impact on my self-doubt, I don't know the lecturer on a personal level but I know that whenever you ask questions the lecturer is ready and willing to bend over backwards until certain that you understand the answers.
		4. Lecturer > picked student up from despair > Positive Emotions (NAR16-M)	The lecturer who motivated me picked me up from a place of despair. I was off to a very bad start and he explained in very clear, relevant and relatable manner that I understood the work whenever he spoke.
		5. Lecturer gave student hope to succeed in studies > made students feel safe > Positive Emotions (NAR29-M)	The way he knew the psychology themes and term out of his head really gave me hope for my studies in psychology and it was inclusive and made everyone as first year students feel safe.
		6. Lecturer > positive > student can conquer any problem > (NAR3-M)	The lecturer is always positive and realistic at the same time I feel as if I can conquer any problem when the lecturer is teaching.
		7. Lecturer > most positive, makes students believe in themselves, builds confidence, ensures students do their best (NAR4-M)	The most motivating is the one who is most positive, making us believe in ourselves and want to work harder. The build up our confidence and ensure that we do our best 'for' the best outcome.
		8. Lecturer > eased pressure and stress > being friendly and approachable > Positive emotions (NAR13-M)	One lecturer that stood out among the rest as someone who constantly motivated me in the allocated module and in university as a whole. I, fortunately, found this specific lecturer. The year 2014 obviously is going to be a tough one in terms of the adjustment from high school to university. This lecturer eased the pressure and stress by being a friendly and approachable face both in and out of the lecture hall.
	Student feels comfortable in lectures (Freq-SWM = 3)	1. Student > feels comfortable in lectures, free to express feelings > Positive emotions (NAR3-M)	In lectures I feel comfortable and free to express my opinion
		2. Lecturer > jokes > student feels comfortable > Positive emotions (NAR3-M)	When teaches there is never an awkward silence, the lecturer throws a few jokes here and there to make everyone comfortable, and from my

			point of view it looks as if the lecturers methods are working.
		3. Lecturer > teaching > interesting > student feels comfortable > Positive emotions (NAR5-M)	The lecturer made it interesting for me in the way they taught and explained the work. For me this is very important, it makes me feel more comfortable in asking questions knowing I will get a correct and good answer.
	Student feels content and satisfied with lectures (Freq-SWM = 3)	1. Student > content > Positive emotions (NAR3-M)	I am always content with what I have learned from this lecturer after every lecture.
		2. Lectures > student satisfied > Positive emotions (NAR9-M)	In all the lectures, a student is satisfied.
		3. Student > content with what is taught > Positive Emotions (NAR22-M)	He (the lecturer) elaborates a great deal on whatever he is teaching and he also leaves us, the students, content with what he's taught us.
Engagement (E)	**The lecturer involves students in lectures (Freq-SWM = 15)**	1. Lecturer > involves students > Engagement (NAR14-M)	She is very enthusiastic about teaching and she gets you involved in whatever she is teaching and this helps me with my understanding of the module.
		2. Lecturer > funny jokes > encouraged student to share opinions > Engagement (NAR8-M)	He also included funny jokes and would encourage people to voice their opinions or give examples of their own which kept students focus during class time.
		3. Lecturer > forces students to write on the board > engages students > Engagement (NAR12-M)	Furthermore the lecturer forces the students, at certain times, to go to the front to write on the board. This engages us further and points out common mistakes that we all make.
		4. Lecturer > gives advice, pointers > ensure students know what to do > students can ask for help > Engagement (NAR12-M)	They give advice and pointers. They make sure you know what to do and that you are welcome to come for help.
		5. Lecturer wants to engage students in work > Engagement (NAR12-M)	They do extensive examples and want to engage us in all the work.
		6. Lecturer > interactive and involved students > Engagement (NAR17-M)	She is more interactive and involved with the students, also in each of the lectures she emphasized how the work we do in her module will help us acquire the skills needed in our desired career.
		7. Lecturer > interactive, allowed students to be involved > Engagement (NAR20-M)	She/he had a unique approach to teaching he/she was very interactive and allowed us to get involved with the class and lessons.
		8. Lecturer > interacts with students > Engagement (NAR24-M)	She interact with her students.
		9. Lecturer > created opportunities for students to engage > Engagement (NAR28-M)	His teaching was definitely learner-centred and he always created opportunities for students to engage in his lecture.
		10. Lecturer > engaged	Lecturer often asked students to

		students > Engagement (NAR29-M)	comment or to mention a story they know that correlates with the theory.
		11. Lecture > included students opinion > involved students > Engagement (NAR29-M)	Learners all listened well and paid a lot of attention because the lecturer constantly included students and their opinions in the lecture.
		12. Lecturer > allowed for questions and answered students questions > Engagement (NAR30-M)	he allowed us to ask as many questions as they were and answered them in the best ways he could.
		13. Lecturer > related to students, students gave own opinions > Engagement (NAR29-M)	Leaners/students were related to as we all had a chance to discuss or give our opinion.
		14. Lecturer > encourages communication > student enjoys lecture > Engagement (NAR21-M)	The lecturer allows us to communicate to each other and opens communication channels which enables us to enjoy the lecture and gain knowledge from the lecture.
		15. Lecturer > makes lesson fun > Lecturer > involves class, > Engagement (NAR10-M)	I enjoy one lecturer as the lecturer makes the lesson fun, by envolving the class in the activities.
	Student engages with content and commits to subject (Freq-SWM = 7)	1. Lecturer > encourages student to be the best in field > student works harder > Engagement (NAR6-M)	He/she forces me to pursue being the best at my chosen field and in turn, it makes me work harder.
		2. Lectures > interesting > students willing to go to class > Engagement (NAR8-M)	In 2011, the lecturer taught criminology where he included real life examples in his lectures. Such reallife examples were South African examples that most students can relate to and that the lectures always seems interesting and people were always willing to go to his class.
		3. Lecturer > jokes to help remember mistakes > mood of working hard > Engagement (NAR12-M)	The lecturer makes jokes that help us to remember these common mistakes. Through this and other interaction a mood of working hard is created.
		4. Lecture > student is motivated to study hard > Engagement (NAR12-M)	In their lecture you are motivated to study hard.
		5. Lecturer > makes student want to prepare as much as possible > Engagement (NAR12-M)	They make you enjoy learning their work and make you want to prepare as much as possible.
		6. Lecturer > show mistakes > students are motivated to work harder > Engagement (NAR21-M)	The lecturer can explain to us and show us our mistakes individually which motivates us to work hard.
		7. Student > enjoys every second of class > students work hard > Positive Emotions > Engagement (NAR27-M)	I enjoy every second of his class even though we work extremely hard.
	Lecturer provided consultation times for	1. Lecturer > increased consultation times > Engagement (NAR9-M)	In observing the difficulties we students have, the lecturer increased the consultation hours.

	students (Freq-SWM = 4)		
		2. Lecturer > clear, structured instructions > available for questions > email, consultation hours > Engagement (NAR29-M)	Instructions for assignments were very clear and structured and he was available for questions via e-mail and during consultation times.
		3. Lecturer > approachable, provided consultation hours, offers counselling > Engagement (NAR22-M)	Students may approach him for help on the subject matter in class and during consultation hours, however they may also receive counselling from him which is quite a nice 'extra/bonus' for the students.
		4. Student > the thing I love the most about her > available for longer hours for consultation > Engagement (NAR1-M)	The thing I love the most about her is that she was available for longer hours for consultation and you would leave the room content, and not more confused than you were.
	Lecturer answers one-on-one questions after lectures (Freq-SWM = 3)	1. Lecturer > gives time after lectures for questions > Engagement (NAR3-M)	The lecturer gives students time after the lecture to ask questions about what they don't understand and lecturer never seems to lose patience.
		2. Lecturer > answered questions after class > Engagement (NAR26-M)	Being a guest lecturer he was unfortunately unable to build relationships with students but he did stay after to answer any questions we had.
		3. Teaching approach > ensure students understand content > answers questions after lecture > Engagement (NAR26-M)	His approach to teaching is to ensure that students have a comprehensive understanding of basic principles. This can be detrimental to the overall understanding as it takes a great deal of time and he allows a single student to interrupt the class with a question only relevant to that student, although he is more than happy to answer any questions after the lecture as well. Overall, he teaches slowly but ensures understanding, made more difficult by his accent.
Positive relationships (PR)	**Lecturer provided support for students (Freq-SWM = 14)**	1. Lecturer > gave students support > Relationship (NAR7-M)	Eventhough the subject wasn't easy, it was much easier because the support was there.
		2. Lecturer > gives students advice > Relationship (NAR13-M)	He tends to motivate all his students by giving us advice that directly applies to us individuals.
		3. Lecturer > personal interest in students, approachable > gives advice > Relationship (NAR13-M)	He took a personal interest in all his students and became one of the most approachable lecturers. We could approach him with whatever issue we were faced with and he would advise us accordingly.
		4. Lecturer > out of his way to help student > Relationship (NAR13-M)	He went out of his way to help a student where he could.
		5. Lecturer > willing to bend over backwards until student understands > Relationship (NAR16-M)	This lecturer made a huge impact on my self-doubt, I don't know the lecturer on a personal level but I know that whenever you ask questions the

			lecturer is ready and willing to bend over backwards until certain that you understand the answers.
		6. Lecturer > offers students fair attention, best support > Relationship (NAR20-M)	She offers fair attention and offers the best support.
		7. Lecturer > offer help to students who struggle > Relationship (NAR21-M)	The lecturer also sees those who are struggling and offers help.
		8. lecturer > cares about students > Relationship (NAR26-M)	My year 1 lecturer for calculus has a great deal of passion for his subject. One can tell that he lectures because he enjoys it and that he cares about his students a great deal.
		9. Lecturer > calms, motivates student to work hard , cares about student > Relationship (NAR27-M)	She calms me and motivate me to work hard just because she reminds me of a high school teacher. It still feels like someone cares about you!
		10. Lecturer > offered help after lectures > Relationship (NAR28-M)	always offered her time after lectures if students didn't understand some of the work or needed help with the one big assignment/portfolio we had to put together.
		11. Lecturer > accommodating > Relationship (NAR28-M)	She was a good lecturer who was also accommodating however, as she wasn't a teacher herself, and studied psychology she often said indirectly that we should've chosen another career path because of the state of the South African teaching context. So in that sense she wasn't very motivating.
		12. Lecturer > cared about students > Relationship (NAR28-M)	This showed that he cared about us students as well as young adults making career path decisions.
		13. Lecturer > concerned about students emotional well-being > Relationship (NAR12-M)	The lecture is most motivating for several reasons. They are concerned with our emotional well-being and is very friendly.
		14. Lecturer > additional classes if student did not understand > Relationship (NAR2-M)	For the students that struggled with the work she had extra class work sheets as well as additional class afterwards if you wanted her to explain some concepts that were a bit vague for you.
	Good relationship between lecturer and student (Freq-SWM = 13)	1. Lecturer is kind, calm, funny > Good relationship between lecturer and student > Relationship (NAR6-M)	The relationship between the students and this specific lecturer is very good considering he/she is kind and calm and sometimes funny.
		2. Lecturer > light-hearted, excited about content > relationship with students > good > Relationship (NAR11-M)	Her relationship with the students is a good one, as she is light-hearted, and she gets excited in or being able to realise what to do for certain given problems, and knowing what to do to solve them.
		3. Lecturer > students were fond of lecturer > approachable > student felt comfortable to ask questions > Relationship (NAR16-M)	He was very approachable, it was comfortable going to him and asking questions. All the students are fond of him, he is a real gem.
		4. Lecturers relationship with student > fair and unbiased > Relationship	The relationship with students is fair and unbiased.

		(NAR20-M)	
		5. Good relationship with students > Relationship (NAR22-M)	The lecturers relationship with students is quite good.
		6. Lecturer > helps a lot, calms student > student loves lecturer > Relationship (NAR27-M)	I love my chemistry additional lecturer. He really helps a lot he has so much patience and he calms me down when he speaks and teach.
		7. Lecturer > good, open relationship with students > Relationship (NAR29-M)	He also had a very good and open relationship with the learners/students
		8. Lecturer > close relationship with students > interacts with students > Relationship (NAR28-M)	He had a close relationship with his students and I remember our first lecture with him he made us each introduce ourselves and say why we want to become teachers. And be honest whether or not our parents forced us into it or if it was the only course we could get into.
		9. Mutual communication between lecturer and students > Relationship (NAR9-M)	The communication between the lecturer and students is very mutual.
		10. Lecturer > friendly, approachable > Relationship (NAR24-M)	She is friendly and approachable.
		11. Lecturer > friendly > Relationship (NAR12-M)	The lecture is most motivating for several reasons. They are concerned with our emotional well-being and is very friendly.
		12. Lecturer > takes an interest in students > forms a personal relationship with students > Relationship (NAR13-M)	Most lecturers do not form a personal relationship with their students, however, once in a while we come across that very rare individual that understands the dynamics of a students mind and takes an interest in the ones he teaches.
		13. Lecture > relates to students well > Relationship (NAR16-M)	The lecturer is able to relate to students very well and is patient as a lecturer should be in university.
	Student respects lecturer (Freq-SWM = 4)	1. Student > respect for lecturer > Relationship (NAR3-M)	In lectures I feel comfortable and free to express my opinion but at the same time I have great respect for this lecturer.
		2. Student > respects lecturer > Relationship (NAR9-M)	This lecturer receives the respect s/he deserves from the students.
		3. Lecture > students respected lecturer > Relationship (NAR29-M)	students respected him a lot.
		4. Lecturer > received respect from students > Relationship (NAR29-M)	The lecture was motivational because of the way he taught and the respect he got from the students.
Meaning (M)	**Lecturer related content to the field/career (Freq-SWM = 12)**	1. Lecturer > importance of content to the field > Meaning (NAR8-M)	She was motivated about her topic and often reminds the students why the module is important for the particular study field.
		2. Lecturer > exposed student to the reality of the field > Meaningful (NAR6-M)	This lecturer motivates me and also opens my eyes to the reality of the engineering field.

		3. Lecturer > links content to career/field of work > Meaning (NAR15-M)	He uses practical applications to explain the work at hand linking it to what we are studying to become. In a way he is actually motivating us to complete our courses and go out and use these principles in the outside world.
		4. Student > subject reminds student why they chose the field > Meaning (NAR16-M)	I always look forward to this subject because it is one of the reminders of why I chose my study field.
		5. Lecturer > shared the importance of the module to career > Meaning (NAR17-M)	She is more interactive and involved with the students, also in each of the lectures she emphasized how the work we do in her module will help us acquire the skills needed in our desired career.
		6. Lecturer > does not discourage students about desired career > Meaning (NAR18-M)	The lecturer's approach to teaching is effective. She gives us examples for our own understanding then gives us exercises. The lecturer corrects our most common mistakes and does not say anything that might discourage us to pursue our career.
		7. Lecturer > gives knowledge about career chosen > Meaning (NAR18-M)	The most motivating has been the lecturer that has given more knowledge about the career I have chosen.
		8. Lecturer > gives information about career > Meaning (NAR18-M)	This lecturer makes sure that we acquire all the correct qualifications for this career. The lecturer gives us the information that we need for this career, this is a kind of motivation.
		9. Lecturer > shared pros and cons of career > Meaning (NAR19-M)	Besides the money which is a secondary motivation he showed me how fulfuling the career im studying for. He showed me exactly all the difficulties and challenges that I will experience and didn't sugarcoat them. I saw that inspite of all the biggetry that might occur, I still want to do this.
		10. Lecturer > honest about pros and cons of career > Meaning (NAR28-M)	He was also very honest about his own teaching experiences, his background and the pro's and cons of becoming an educator.
		11. Lecturer > shared personal experience of success > Meaning (NAR19-M)	The lecturer has motivated me to excel under extinuating circumstance. He is an international and not native to South Africa. He comes from a country where things aren't favourable for success, But he used he's intelligence and academic ability to overcome
		12. Lecturer > shared personal experience of success > Meaning (NAR20-M)	. She's/he's quite motivational because he/she told us a story of how he/she failed math but then succeeded in the end. Given the she/he didn't give up.
	Lecturer is knowledgeable in subject area (Freq-SWM = 2)	1. Lecturer >knowledgeable on subject, believed every word > Meaning (NAR26-M)	He had an incredible amount of knowledge on the subject and he believed every word that he said.
		2. Lecturer > amazing, well knowledgeable in field > Meaning (NAR29-M)	The lecture was amazing and extremely knowledgeable in his field of psychology.
Accomplis	**Lecturer**	1. Lecturer >goes through	They have gone through the work verry

hment (A)	**encourages students to succeed (Freq-SWM = 14)**	work thoroughly> makes sure of good grades > Accomplishment (NAR2-M)	thoroughly so that you can make sure of good grades at the end of the year.
		2. Lecturer > knowledgeable > motivated student to study hard, gain more knowledge > Accomplishment (NAR5-M)	This lecturer motivated me with the knowledge they had for the chosen module. It motivated me to study more for the subject in order to gain more knowledge about it.
		3. Lecturer > good method of teaching > explanations > excel in her class > Accomplishment (NAR11-M)	I excel in her class due to her good method of teaching showing you exactly how to go about solving the problems given.
		4. Lecturer > persona and attitude > encourages students to excel in module > Accomplishment (NAR13-M)	His persona and attitude toward the content he is presenting is one that encourages us to excel at the module he lectures as well as others.
		5. Lecturer > interest in students' goals, pushed students to their full potential > Accomplishment (NAR13-M)	He was very motivational in the sense that he took an interest in our goals and pushed us to our full potential.
		6. Lecturer > showed students how to reach limitless possibilities > Accomplishment (NAR13-M)	He was the type of teacher who always saw the limitless possibilities a student could reach and showed them how to reach it.
		7. Lecturer > motivated student to excel > Accomplishment (NAR19-M)	The lecturer has motivated me to excel under extinuating circumstance. He is an international and not native to South Africa. He comes from a country where things aren't favourable for success, But he used he's intelligence and academic ability to overcome.
		8. Subject > enjoyed > distinction > Positive Emotions > Accomplishment (NAR30-M)	The subject we was dealing with was scientific and I enjoyed it that I even got a distinction in it.
		9. Teaching method > gives student confidence in succeeding, conquer subject matter > Accomplishment (NAR22-M)	Her method of teaching really stands out for me as motivational as it gives the student great confidence on the fact that they're capable of succeeding in the subject, along with the ability of course to conquer the subject matter.
		10. Lecturer > incentive to study > success in field > Accomplishment (NAR6-M)	He/she always gives me an insentive to keep studying day and night not just for the sake of studying to pass but also to aim to achieve greatness and glory in the engineering faculty.
		11. Lecturer > shared personal experience of perseverance, showed students how big they could dream > Accomplishment (NAR13-M)	He motivated us by telling us his own experiences and how he had persevered. He showed us how high we could reach and how big we could dream.
		12. Lecturer > constantly	Is constantly making jokes which in turn

		smiling, enjoys the work > motivates students to succeed > Accomplishment (NAR14-M)	actually makes it easier to remember stuff in the module and he is constantly smiling and enjoys the work she is teaching, he actually motivates me to becoming a successful.
		13. Lecturer > professional in field > Accomplishment (NAR19-M)	This was done by a lecturer who is a professional in my field of study.
		14. Lecturer > wants students to succeed > *Accomplishment* (NAR22-M)	The lecturer, like the previous one, takes her subject very seriously and really wants her students to succeed.

NAR: refers to the number of each narrative
Freq-SWM: Refers to the number of times the particular code appears in all 30 narratives

ADDENDUM B8 Data analysis: Categories and themes

Primary research question: How are students' subjective well-being in class affected by their perception of their lecturers as demotivating?

Themes (PERMA model)	Categories	Codes	Exemplar from narratives
Negative emotions (NE)	**Student feels discouraged and less confident (Freq-SWDM = 20)**	1. Student > supposed to study material on their own > feels useless in class > Negative Emotions (NAR3-DM)	I understand that I'm supposed to study most of material alone but in that lecture hall I feel useless most of the time.
		2. Lecturer > intimidating > makes student feel stupid, less confident to write exams/tests > when answering a question > Negative Emotions (NAR4-DM)	However, it became difficult to learn in an environment where you feel intimidated by the lecturer. Sometimes when you answer a question, and the lecturer makes you feel stupid, it demotivated, and not only don't you feel like not answering questions, you feel less confident when you get to writing the exam or test.
		3. Lecturer > negative > module > students start to self-doubt > less confident students are > Negative Emotions (NAR4-DM)	The most demotivating lecturer is the one who is negative. Lecturers who tell us negative statistics in terms of the subject they teach or the course they are in. through this negativity we begin to doubt, and then the more we doubt ourselves, the less confident we are.
		4. Lecturer > negative impact on students' motivation > Negative Emotions (NAR10-DM)	The lecturer has a negative impact on my motivation.
		5. Lecturer > sarcastic when student asks question > student > embarrassed > Negative Emotions (NAR10-DM)	I don't ask questions due to the fact that the lecturer can be sarcastic and will end up embarrasing me instead of answering the question.
		6. Lecturer > unpleasant responses to students' questions > students doubt their answers > Negative emotions (NAR14-DM)	The lecturer asks you questions and when you reply she causes you to doubt your answers by not directly telling you that you're wrong or right.
		7. Students have questions > lecturer demotivates > Negative emotions (NAR14-DM)	She constantly demotivates you whenever you have a question to ask.

		8. Lecturer > mocks students who have achieved substandard work > de-motivating > Negative emotions (NAR15-DM)	The lecturer that is most de-motivating is the one that teaches me the most important core subjects. She teaches as if we have done everything before and mocks people who have achieved substandard work.
		9. Lecturer > made subject dreadful for student > Negative Emotions (NAR16-DM)	The lecturer who has been the most de-motivating for me, made the subject dreadful for me.
		10. Student > feels deflated in lecture, lecturer does not inspire student > Negative Emotions (NAR16-DM)	In her lectures I feel deflated, she does not motivate or inspire me at all.
		11. Student > fears asking questions > feel inadequate, do not belong in career field chosen > Negative Emotions (NAR16-DM)	I fear asking her questions because she makes me feel very inadequate, like I don't belong in my chosen career field.
		12. Lecturer > made student want to quit > Negative Emotions (NAR20-DM)	A de-motivating lecturer is one that made me want to quit completely. His/her teaching style is firstly poor for me because he/she rushes through the work.
		13. Teaching > not explaining > discouraging > Negative Emotions (NAR20-DM)	The techniques used like just writing on the board and not explaining the procedures is very discouraging especially if your're in the labour intensive course like the one I'm in now.
		14. Lecturer > made students feel unwanted in class > Negative Emotions (NAR28-DM)	I would describe her as de-motivating because she kicked out people in her class as she felt the class was too full, even though there were open seats. Everytime these students came back from the other class (that was really full) she would allow us back into her class but not explain the work that we had missed out on. We felt unwanted in her class and she wasn't accommodating at all.
		15. Lecturer > corrects, finds fault with students opinions > Negative Emotions (NAR28-DM)	If a student ever had the chance to give his/her own opinion she would always have to correct it or find fault with it.
		16. Lecturer >does not explain content > makes students lose self-confidence > Negative Emotions (NAR30-DM)	She makes most of the students lose their self-confidences because she does not explain the contents into more details, she just repeats everything that she has written on he slides and then go to the next one without giving us the chance to write notes.
		17. Student > not challenged by lecturer > no desire to learn > Negative	She does not challenge me, to be able to work on certain examples or exercises to have the desire to

		Emotions (NAR30-DM)	know more.
		18. Lecturer > not inspiring > Negative Emotions (NAR22-DM)	To her credit though she is good at breaking down the subject matter even though her students are not inspired at all by her.
		19. Lecturer > drives out the love, passion students have for module > Negative Emotions (NAR9-DM)	Nevertheless she is punctual and she has the ability to drive out the love and passion students have for this module.
		20. Lecturer > condescending approach towards students > Negative emotions (NAR28-DM)	She had a very condescending approach towards her students.
	Student did not enjoy lectures (Freq-SWDM = 16)	1. Lecturer, students > bored > Negative Emotions (NAR1-DM)	The lecturer doesn't seem to enjoy what she does. They look as bored as the rest of the students.
		2. Student > does not enjoy classes > classes do not excite student > Negative Emotions (NAR1-DM)	I truly do not enjoy the classes. I never look forward to going there than the rest of my other classes. There is nothing that excites me with the thought of that class.
		3. Lecturer > teaching technique is boring > Negative Emotions (NAR10-DM)	The lecturer's teaching techniques are boring also moves through one work way to quickly unable to take notes in class. This puts me in a situation of self-study which is not what my parents are paying for. The lecturer is meant to help understand the work and concepts.
		4. Lecturer > passive teaching style > boring, want to fall asleep > Negative Emotions (NAR11-DM)	The passive teaching style is so boring and makes you want to fall asleep in the lecture.
		5. Lecturer > does not pull enthusiasm from students > Negative Emotions (NAR12-DM)	They just do not pull enthusiasm from me.
		6. Student > pain at times to be taught by lecturer > Negative Emotions (NAR22-DM)	The lecturer can be described as quite 'cold' and really doesn't seem approachable. A question in class is usually answered and a backlash of reprimand follows if it is a really simple (as in not so smart) question. It is a pain at times to be taught by her.
		7. Lecturer > single tone of voice > boring > Negative Emotions(NAR29-DM)	Way of speaking was very single toned and thus extremely boring.
		8. Student > did not like subject, lecturer > Negative Emotions (NAR29-DM)	Ugh! I reallt did not like this subject or the lecturer, he just demotivated me because he didn't care about us, although he left time for questions if you did not understand.
		9. Student > dislike subject	The lecture is a woman and she

		> the way it is offered > Negative Emotions (NAR30-DM)	offers the subject that most of the students dislike because of the way she offers it.
		10. Lecturer > does not motivate student > makes student dislike module > Negative Emotions (NAR30-DM)	To myself I can say when it comes to the subject she does not motivate me but instead she makes me dislike it even more.
		11. Lectures > some students enjoy, some students do not enjoy > Negative Emotions (NAR30-DM)	Some of the students enjoy being in his class but most don't.
		12. Students > restless, sleepy in lectures > ineffective lecture > Negative emotions (NAR17-DM)	Usually students become restless and sleepy in her lectures and thus non of the students find the lectures effective.
		13. Lecturer > monotonous > student > bored > Negative Emotions > (NAR21-DM)	So the lecturer is fast, vague and monotonous. Because the lecturer is monotonous, people tend to fall asleep or get bored, so by the end of the lecture, we have gained nothing.
		14. Student > module > annoying > Negative Emotions (NAR1-DM)	I find some module I do, so annoying. They make us do things that for me, are not related to civil engineering.
		15. Lecturer > makes tasks complicated > annoying > Negative Emotions (NAR25-DM)	She makes simple tasks seem very complicated which can get annoying at times.
		16. Lecturer > does not answer questions clearly > student > unhelpful and frustrating > Negative Emotions (NAR28-DM)	When we would ask her questions she would never answer them directly or clearly which I found extremely unhelpful and frustrating.
	Student felt confused (Freq-SWDM = 10)	1. Lecturer > did not explain, assumed student should know content > student became confused > Negative Emotions (NAR8-DM)	He would give out homework but would not explain the answer, even if he does start to explain answers he would go to the question, then say "you should know how to do the rest" and then move onto another question – however I did not understand the answer so I remained confused for most duration of the module.
		2. Student > clueless > lecturer makes subject seem difficult > Negative Emotions (NAR14-DM)	She makes the subject seem so difficult as today I tried my best to concentrate but was clueless as to what was happening in class.
		3. Lecturer > confuses students > Negative Emotions (NAR17-DM)	She more often confuses us in our lectures, the possible reason for this could be that we learning at a pace slower the main stream subject. And with that she wants to start concepts from the basic principals and develope on those, whereas we have already grasp the complex concepts of the

			mainstream module.
		4. Student > confused by lecturer > Negative Emotions (NAR23-DM)	I would not say that I was demotivated by the lecturer but from time to time I was definitely confused. The reason why is because she moves from point to point within the chapter without connecting the subsections.
		5. Lecturer > lecturer made subject complicated > student regrets taking subject > Negative emotion (NAR24-DM)	My lecturer has not realy had a positive impact on motivating me to take this subject infact she has made it so complicated that I wonder why I took the subject.
		6. Lecturer > makes student feel incapable of simple things > Negative Emotions (NAR25-DM)	The JPO 110 (Professional Orientation) lecturer is the most de-motivating lecturer I have because she makes me feel incapable of things which are so simple.
		7. Lecturer > belittles student > Negative Emotions (NAR25-DM)	The lecturer speaks very slow and talks in a way that “belittles” you.
		8. Student > de-motivated > confused in class > Negative Emotions (NAR30-DM)	When I’m in that class I feel motivated because I always get confused, even if try to concentrate I just don’t get it.
		9. Confuses students > talks to herself > Negative Emotions (NAR27-DM)	You can see the love and passion she has for her subject, but she confuses the students by the way she talks to herself, and her notes are not understandable and can not be used to study.
		10. Lecturer > confuses students > students start to believe subject is useless > Negative Emotions (NAR14-DM)	The lecturer talks a lot about simple instructions and ends up confusing the entire class and this is starting to cause students and especially me to believe the subject is useless.
	Lecturer communicated failure (Freq-SWDM = 4)	1. Lecturer > communicated failure > Negative Emotions (NAR4-DM)	Telling us that 75% of us will repeat another year does not necessarily mean everyone will be motivated. Specially in mathematics (calculus) or chemistry.
		2. Lecturer > killed students’ hope in career > Negative Emotions (NAR15-DM)	When I think about this lecturer, I remember how he almost killed my dreams of becoming a Chemical Engineer. During our first few lectures I thought I was doing rock science, I couldn’t understand a thing. And when complained she told you that we weren’t studying and that the topic was quite simple.
		3. There is no positive motivating. Sometimes he/she hints at failure > Negative Emotions (NAR20-DM)	There is no positive motivating. Sometimes he/she hints at failure.

		4. Lecturer > de-motivating comments > Negative Emotions (NAR21-DM)	The lecturer doesn't seem to understand that some people cannot grasp the concepts immediately, and tells us some de-motivating comments.
Lack of engagement (LE)	**Lecturer does not engage students in lectures (Freq-SWDM = 12)**	1. Lecturer > talks to themselves > no interaction with students > Lack of Engagement (NAR4-DM)	When there also seem to talk to themselves more than the students, there is no interaction and we get demotivated.
		2. Lecturer > ignored students' questions > Lack of Engagement (NAR7-DM)	This lecturer regularly shot down any question I had by ignoring me and talking louder (not just my experience).
		3. Lecturer > no consultation hours, no discussion class > Lack of Engagement (NAR9-DM)	She hardly has consultation hours and for the module we have no discussion class.
		4. Student > lecturer unable to catch student's attention > Lack of engagement (NAR10-DM)	The lecturer is unable to catch my attention even though I find the subject interesting.
		5. Lecturer > not successful at engaging with student > Lack of Engagement (NAR12-DM)	They attempt to engage students but are not very successful.
		6. Lecturer > showed disinterest in students, subject > Lack of Engagement (NAR13-DM)	Neither do they care about the environment they create in the class room. This specific teacher showed a complete disinterest in his students and the subject as a whole.
		7. Lecturer > teaching > talking to herself > Lack of Engagement (NAR16-DM)	Her approach to teaching is one in which I feel as if she is conversating with herself.
		8. Lecturer > reads what is in the text book > student prefers self-study than attending class > Lack of engagement (NAR17-DM)	She directly translates whats in the text books, thus why I am implying is that according to the way she teaches, self-studying is actually better than attending class.
		9. Lecturer > no discussions with students > Lack of Engagement (NAR17-DM)	Her teaching techniques are more formal, she teaches and students have to grasp the information. There aren't any discussions between her and the students, thus if you fall behind in a concept you need to investigate it on your own.
		10. Lecturer > does not interact with students > Lack of Engagement (NAR24-DM)	She does not interact with us at all.
		11. Lecturer > could not capture students attention > some students fell asleep > Lack of engagement (NAR26-DM)	She was entirely unable to capture the attention of the students, resulting in very few students paying attention and several actually asleep.

		12. Lecturer > no opportunities for students to engage with her > Lack of Engagement (NAR28-DM)	She never provided opportunities for students to engage with her or the topic being taught – learning was very much teacher focused.
	Student does not look forward to attending lectures (Freq-SWDM = 2)	1. Student > does not look forward to class > Lack of Engagement (NAR1-DM)	I truly do not enjoy the classes. I never look forward to going there than the rest of my other classes. There is nothing that excites me with the thought of that class.
		2. Lecturer > reads from textbook > does not give own knowledge > demotivating > student puts no effort into studying, module, attending class > Lack of engagement (NAR5-DM)	The lecturer would just read out the text book giving no own knowledge. For me this was very De-motivating and I never put a effort into studying for the module or coming to class because of the lecturer.
No positive relationship (NPR)	**Lecturer does not care or take an interest in students (Freq-SWDM = 9)**	1. Lecturer > does not care about students > Lack of/no relationship (NAR2-DM)	It felt she was only there and want to get the permitted time for class over and done with and not carring for the students at all.
		2. Lecturer > indifferent towards students > Lack of/no relationship (NAR11-DM)	The lecturer of one of my courses is a rather indifferent person, but this is due to the students she faces.
		3. Lecturer > does not care about students well-being > Lack of/no relationship (NAR13-DM)	Some teachers just don't care about the well being of their students and the level of comprehension their students have.
		4. Lecturer > no sympathy > Lack of/no relationship(NAR16-DM)	She has no shred of sympathy.
		5. Lecturer > offers little support > Lack of/no relationship(NAR20-DM)	It takes time for me to understand complex concepts and she offers little support.
		6. Lecturer > signs of impatience, irritation when in contact with student > Lack of/no relationship(NAR23-DM)	The lecturer is not particularly rude when coming into verbal contact with student but definitely shows signs of impatience and irritation.
		7. Lecturer > not accommodating > Lack of/no relationship (NAR28-DM)	I would describe her as de-motivating because she kicked out people in her class as she felt the class was too full, even though there were open seats. Everytime these students came back from the other class (that was really full) she would allow us back into her class but not explain the work that we had missed out on. We felt unwanted in her class and she wasn't accommodating at all.
		8. Lecturer > demotivating > did not care about students > Lack of/no	Ugh! I reallt did not like this subject or the lecturer, he just demotivated me because he

		relationship (NAR29-DM)	didn't care about us, although he left time for questions if you did not understand.
		9. Lecturer > rowdy class > irritated > indifferent to class > Lack of/no relationship (NAR11-DM)	The sometimes rowdy class causes her to get irritated, which could possibly be the reason why she seems to be rather indifferent to the class.
	Lecturer is unhelpful, students sought assistance from others (Freq-SWDM = 4)	1. Student > had to find other lecturers to help them > Lack of/no relationship (NAR7-DM)	Although she did manage to give the lectures successfully student often needed to find an alternative lecturers to help with extra problems or questions.
		2. Lecturer > unclear explanations > student sought help from other class > Lack of/no relationship (NAR8-DM)	Often his way of explaining was so unclear that classmates asked the other class to clarify concepts and test information.
		3. Student > sought help from others > Lack of/no relationship(NAR15-DM)	But instead of giving up, we decided to seek help from these who have been through the same experiences as us. This really helped us get a clear perspective on her teaching methods and how to take on her lectures.
		4. Other lecturers > offer support for students > Lack of/no relationship (NAR20-DM)	Other modules which are developmental – have patient lecturers that offer plenty of support, in our academic journey.
	Lecturer does not form relationships with students (Freq-SWDM = 3)	1. Lecturer > does not form personal relationship with students > Lack of/no relationship (NAR20-DM)	Relationship with students is not really personal. He/she is just a teacher/lecturer and we are just learners.
		2. Lecturer > disconnected with university students > Lack of/no relationship (NAR26-DM)	She did attempt to motivate us by occasionally getting excited over a fact, unfortunately those facts would only be interesting to a person in her field and were irrelevant to the children, somewhat undermining the effect. She had clearly spent a great deal of time with others with similar interests and has become disconnect with average students.
		3. Lecturer > relationship with students > bad > student did not like lecturer > Lack of/no relationship > affected progress and participations > Lack of Engagement, decrease in accomplishment (NAR29-DM)	Bad relationship with students, most students did not like him at all and this largely influenced the marks that learners received and willingness to participate in this subject and do well.
	Large classes prevent	1. Relationship between lecturer and student > ineffective > large classes	Her relationships with students isn't effective, maybe it's because our classes are too big, but

	lecturer-student relationships (Freq-SWDM = 3)	> Lack of/no relationship (NAR17-DM)	usually in class she'd propose a question solve it and even if only a few students have grasp content she moves onto the next one without considering those students behind.
		2. Relationship with students > not developed > large classes > Lack of/no relationship (NAR20-DM)	Mainstream lecturers are hard to access because the classes are large. The relationship with students are not that developed.
		3. Lecturer > no relationship with students > big class > not motivating > Lack of/no relationship (NAR21-DM)	The lecturer whom I am writing about does not motivate me. It is a huge class obviously and there is no relationship with students because it is a big class.
Lack of meaning (LM)	**Student does not understand importance of work (Freq-SWDM = 6)**	1. Student > does not understand why they do the work > Not meaningful (NAR1-DM)	I really don't understand why we do it. Then they make us write essay explaining why we still chose engineering. I don't understand why, from high school, these are topics to write about
		2. Lecturers > give students quizzes > student does not understand why they do quizzes > Not meaningful (NAR1-DM)	We also have quizzes we do. I do not know why we write them because they give us total marks anyway.
		3. Teaching approach > poor > not enough knowledge about subject > student questions importance of the subject > Lack of meaning (NAR5-DM)	The lecturers approach to teaching was very poor. The lecturer didn't have enough knowledge about the subject, leaving the students to think if the subject is really that important.
		4. Student > students don't need this module > Not meaningful (NAR25-DM)	I feel that any student accepted to study engineering should not need the professional orientation lectures at all.
		5. Lecturer > confuses students > students start to believe subject is useless > > Not meaningful (NAR14-DM)	The lecturer talks a lot about simple instructions and ends up confusing the entire class and this is starting to cause students and especially me to believe the subject is useless.
		6. Lecturer > did not share pros and cons of the field > Not meaningful (NAR6-DM)	He/she has never motivated me to be an engineer nor has he/she explained the benefits or challenges of being an engineer.
Lack of sense of accomplishment (LA)	**Lecturer does not encourage student to excel (Freq-SWDM = 1)**	1. Lecturer > does not motivate student to excel in subject > decrease in accomplishment (NAR11-DM)	She is someone with insight in her work and has no issues in assisting you if you need assistance. She however does not present the subject in such a way that would motivate me to excel in it, but she is a person who is good in her job nonetheless.

	Student dislike with teaching style affects student's progress (Freq-SWDM = 1)	1. Dislike with lecturer's teaching style > prevent progress > decrease in accomplishment (NAR19-DM)	This lecturer teaches me a very fundamental subject this semester and it de-motivates me that I don't like her teaching style. I need this module to pass and I'll never have to do it again so it really doesn't feel well that something as simple as this might prevent my progress. She goes through work to fast and makes no effort to see if anyone understands. She's more about moving cattle through then paying to individuality (if you understand the metaphore).
	Bad relationship between lecturer-student affects student's progress (Freq-SWDM = 1)	1. Lecturer > relationship with students > bad > student did not like lecturer > Lack of/no relationship > affected progress and participations > Lack of Engagement, decrease in accomplishment (NAR29-DM)	Bad relationship with students, most students did not like him at all and this largely influenced the marks that learners received and willingness to participate in this subject and do well.

NAR: refers to the number of each narrative
Freq-SWDM: Refers to the number of times the particular code appears in all 30 narratives

ADDENDUM C: ETHICS STATEMENT

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Ethics Committee

21 May 2018

Ms Naveshini Thumbiran

Dear Ms Thumbiran

REFERENCE: EP 18/04/01

This letter serves to confirm that your application was carefully considered by the Faculty of Education Ethics Committee. The final decision of the Ethics Committee is that your application has been **approved** and you may now start with your data collection. The decision covers the entire research process and not only the days that data will be collected. The approval is valid for two years for a Masters and three for Doctorate.

The approval by the Ethics Committee is subject to the following conditions being met:

1. The research will be conducted as stipulated on the application form submitted to the Ethics Committee with the supporting documents.
2. Proof of how you adhered to the Department of Basic Education (DBE) policy for research must be submitted where relevant.
3. In the event that the research protocol changed for whatever reason the Ethics Committee must be notified thereof by submitting an amendment to the application (Section E), together with all the supporting documentation that will be used for data collection namely; questionnaires, interview schedules and observation schedules, for further approval before data can be collected. Non-compliance implies that the Committee's approval is null and void. The changes may include the following but are not limited to:
    - Change of investigator,
    - Research methods any other aspect therefore and,
    - Participants
    - Sites

The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.

Upon completion of your research you will need to submit the following documentations to the Ethics Committee for your Clearance Certificate:

- Integrated Declaration Form (Form D08),
- Initial Ethics Approval letter and,
- Approval of Title.

Please quote the reference number **EP 18/04/01** in any communication with the Ethics Committee.

Best wishes

Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education