

**Students' perceptions of lecturers and its influence on their
need for autonomy, competence and relatedness**

Rose Sempe

**Students' perceptions of lecturers and its
influence on their need for autonomy,
competence and relatedness**

by

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DECLARATION OF AUTHENTICITY

I, Rose J.L. Sempe, declare that this study titled: *Students' perceptions of lecturers and its influence on their need for autonomy, competence and relatedness*, which I hereby submit for the degree Magister Educationis in Educational Psychology at the University of Pretoria, is my own work and that all resources and citations from literature have been acknowledged in-text and referenced in full. This dissertation has not been previously submitted by me for any degree at this or any other tertiary institution.

Rose J.L. Sempe

July 2020

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

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ABSTRACT

The purpose of this study was to investigate and understand how students' perception of their lecturers influence their basic psychological needs. The study was approached using Self-Determination Theory as a theoretical lens, focusing specifically on the aspect of basic needs satisfaction (need for autonomy, competence and relatedness).

A qualitative research approach was followed to ensure that the research questions could be answered. The study followed a secondary data analysis design, with data sources in the form of pre-existing narratives that were collected from the first-year students at the University of Pretoria describing the attitudes and behaviours of motivating and demotivating lecturers. Purposive sampling procedures were used to select the 20 information rich narratives for use in this study. Further, inductive thematic data analysis procedures were employed as these allowed for the clustering and thematising of meaningful data.

The emerging themes were: lecturer's relationship with the students, formal content presentation, teaching approach, and lecturer's personality. These themes represent the aspects of lecturers' attitudes and behaviours that potentially foster or thwart students' basic psychological needs. The findings highlighted a positive role of the students' perception of their lecturers on their perception of the learning environment. The findings further highlighted the importance of lecturers understanding the effect of motivation on their students in order for them to sustain a classroom environment where students can excel through having their basic psychological needs met.

Keywords: first year students; perception; lecturer; motivation; motivating; demotivating; Self-Determination Theory; basic psychological needs; autonomy; competence; relatedness.

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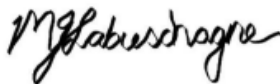
To whom it may concern

The dissertation entitled, "Students' perceptions of lecturers and its influence on their need for autonomy, competence and relatedness" has been edited and proofread as of 18 June 2020.

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 10 years. Furthermore, I am a member of the South African Translators' Institute (SATI) and the Professional Editors' Guild (PEG).

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ABBREVIATIONS AND ACRONYMS USED IN THIS DISSERTATION

HEIs	Higher Education Institutions
SDT	Self-Determination Theory
CET	Cognitive Evaluation Theory
OIT	Organismic Integration Theory
COT	Causality Orientations Theory
BNT	Basic Needs Theory
ZPD	Zone of Proximal Development
Occ	Occurrence
M	Motivating
D	Demotivating
Narr	Narrative
Para	Paragraph

TABLE OF CONTENTS

DECLARATION OF AUTHENTICITY	i
ETHICAL CLEARANCE CERTIFICATE.....	ii
ACKNOWLEDGMENTS.....	iii
ABSTRACT	iv
LANGUAGE EDITOR CERTIFICATE.....	v
ABBREVIATIONS AND ACRONYMS USED IN THIS DISSERTATION	vi
CHAPTER 1 OVERVIEW OF THE STUDY	1
1.1 Introduction	1
1.2 Problem statement and rationale	2
1.3 Research questions	3
1.4 Working assumptions.....	4
1.5 Concept Clarification	4
1.5.1 First-Year students	4
1.5.2 Perception.....	4
1.5.3 Lecturer / Teacher	5
1.5.4 Motivation	5
1.5.5 Self-Determination Theory.....	5
1.5.6 Autonomy.....	5
1.5.7 Competence	5
1.5.8 Relatedness.....	5
1.6 Theoretical Framework	6
1.7 Research Methodology	7
1.7.1 Introduction	7
1.7.2 Background of the initial study	7
1.7.3 Research Methodology.....	8
1.7.4 The present study	10
1.7.5 Quality Criteria.....	21
1.7.6 Ethical considerations.....	23
1.8 Layout of The Study	24

1.9 Conclusion	25
CHAPTER 2 LITERATURE REVIEW	26
2.1 Introduction	26
2.2 Motivation.....	26
2.2.1 The importance of motivation in education	26
2.2.2 Overview of motivation	27
2.3 Social-cognitive theories of motivation	29
2.3.1 Maslow’s Hierarchy of Needs	29
2.3.2 Expectancy-Value Theory.....	31
2.3.3 Attribution Theory	33
2.3.4 Summary	34
2.4 Self-Determination Theory (SDT).....	34
2.4.1 Historical background	34
2.4.2 Basic Needs Theory (BNT)	41
2.4.3 Understanding intrinsic and extrinsic motivation in the educational context ..	47
2.5 Relevance of SDT to education	49
2.6 Conclusion	51
CHAPTER 3 RESEARCH FINDINGS AND DISCUSSION	53
3.1 Introduction	53
3.2 Research results	53
3.2.1 Coding process notes	53
3.2.2 Summary of themes.....	53
3.2.3 Theme 1: lecturer’s relationship with the students	56
3.2.4 Theme 2: formal content presentation	57
3.2.5 Theme 3: teaching approach	59
3.2.6 Theme 4: lecturer’s personality.....	61
3.2.7 Synthesis of themes	63
3.3 Conclusion	65
CHAPTER 4 FINDINGS, CONTRIBUTIONS, LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS	66
4.1 Introduction	66
4.2 Addressing the research questions.....	66

4.2.1 Secondary Research Question 1: How does students' need for autonomy influence their motivation?	66
4.2.2 Secondary Research Question 2: How does students' need for competence influence their motivation?	67
4.2.3 Secondary Research Question 3: How does students' need for relatedness influence their motivation?	68
4.2.4 The primary research question guiding this study	68
4.3 Potential contributions of the study	70
4.3.1 Contributions to policy and practice	70
4.3.2 Contributions to the literature	71
4.4 Possible limitations of the study	71
4.5 Recommendations	72
4.5.1 Recommendations for practice	72
4.5.2 Recommendations for training	72
4.5.3 Recommendations for future research.....	73
4.6 Conclusions	73
REFERENCE LIST	75
ANNEXURES	108
ANNEXURE A: Invitation Letter	109
ANNEXURE B1: Thematic Data Analysis: Phase 1- Example of Highlighted Narrative with Initial Impressions.....	110
ANNEXURE B2: Thematic Data Analysis: Phase 1 – Familiarisation with Data and Phase 2 – Generating Initial Codes.....	111
ANNEXURE B3: Thematic Data Analysis: Phase 3 – Searching for Themes	132
ANNEXURE B4: Thematic Data Analysis: Phase 4 – Reviewing Themes and Phase 5 – Defining and Naming Themes.....	142

LIST OF FIGURES

Figure 1.1: Example of a highlighted narrative with initial impressions	16
Figure 1.2: Example of coded excerpts with initial codes	17
Figure 1.3: Example of sorting codes into potential themes	18
Figure 2.1: Maslow's Hierarchy of Needs adapted from Maslow (1943; 1987)	29
Figure 2.2: The Self-determination Continuum adapted from Ryan and Deci (2000)	37

LIST OF TABLES

Table 1.1: Example of data excerpts linked to their codes and themes	19
Table 3.1: Identified themes with their descriptions and indicators.	54

CHAPTER 1 OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Internationally, matters concerning student engagement and retention are prioritised on the agendas of higher education institutions (Busse, 2013). This is the case as low student retention rates are a cause for worry (O’Keeffe, 2013) as the omnipresent goal of higher education institutions the world over is to safeguard student success (Hepworth et al., 2018). Additionally, in the South African context, the Department of Higher Education and Training (2019) has found that “almost half of the 2017 graduates in public HEIs were for undergraduate degrees (45.6% or 96 120), followed by undergraduate certificates and diplomas (26.3% or 55 426) and postgraduate below Master’s level (20.6% or 43 377)” (p. 20). In light of such low graduation rates in the country, particular concern has been raised regarding first-year students’ ability to do well in their studies (Letseka & Maile, 2008). Furthermore, motivation has specifically been highlighted as a reason why both full-time and part-time students fail to complete their first year of study (Hill, 2013).

Higher education institutions need to acknowledge that there are many different reasons that contribute to student motivation to complete their studies, as well as disengagement from their studies. Only through understanding these underlying reasons (Harvey & Luckman, 2014) will these institutions be able to address their retention concerns. According to Bowles and Brindle (2017), the factors that contribute to students’ satisfaction, motivation and retention in their courses are divided into three categories, which affect each other, namely: situational, institutional and dispositional factors. Carroll et al. (2009) cite situational factors as circumstances that affect a student’s life; dispositional factors as a student’s beliefs, attitudes and values; and institutional factors as the policies, procedures and structure of the university. Taking into account that the institution plays such a massive role in the retention of its students, the focus of the present study was therefore on the institutional factors that influence students’ motivation (dispositional factor) to complete their studies, or at the very least their first year of study. Moreover, specific attention was paid to the need for lecturers to provide a positive

learning environment (situational factor) in which students can actively participate as an aspect that encourages continued enrolment.

1.2 PROBLEM STATEMENT AND RATIONALE

Considering that motivation is such a significant feature in the instructional process, with the teachers being the main vehicles of instruction, their actions can either promote or impede the task persistence of their students and their students' autonomous learning (Reeve, 2012). Due to this reason, the classroom environment becomes a vital point of contact with students as it has an impact on the students' persistence and motivation (Dwyer, 2017). Hoffman (2014) clarifies that although classroom interactions between faculty and students are characteristically academic, they can also be interpersonal and relational. Many studies advocate that the interaction between the student and the teacher/lecturer is a vital aspect in encouraging student engagement (Groves et al., 2015).

The effect of teachers' behaviour on students' academic achievement has been the focus of numerous studies (e.g. Soroya et al., 2014). The findings suggest that teacher's attitudes and expectations, whether they are conscious of them or not, greatly affect a student's academic performance (Peterson et al., 2016). A study done by Ulug et al. (2011) found that a teacher's positive attitude has positive effects on student achievement, while negative attitudes have a negative effect on student performance. Positive teacher attitudes, as perceived by their students, include: being compassionate; showing and interest in students' work (Ulug et al, 2011); being supportive, helpful, and understanding (Smart, 2014); and being enthusiastic (Keller et al., 2016). Furthermore, negative attitudes have been identified as teachers being discrediting towards students, uninterested, showing anger, and a lack of understanding (Ulug et al., 2011). Moreover, these findings are supported by Deci and Ryan's Self-Determination Theory, which states that the way in which teachers motivate their students has a profound effect on the students' psychological well-being, thus affecting their academic performance (Niemiec & Ryan, 2009; Reeve, 2012).

Supportive relationships with teachers and “student-centred pedagogies appeared to help students develop social networks that created a sense of belonging and encourage persistence” (Dwyer, 2017, p. 328). Additionally, the expectations that teachers have of their students’ achievements affect the way in which they act towards their students and thus can impact students’ motivation, the students’ perception of themselves, and how they perform academically (Jennings & Greenberg, 2009; Jussim & Harber, 2005). Borghi et al. (2016) state that when students’ expectations are clarified to teachers and said teachers adjust their perceptions to take these perceptions into consideration, their teaching service improves, thus forging a partnership between the student and the educational institution. In light of the aforementioned aspects, it is important to clarify that the focus of this study is not on the teachers’ intentions, but on the impressions the teacher makes on the students in the classroom context and the students’ behaviour thereafter (Mojavezi & Tamiz, 2012; Wubbels & Brekelmans, 2005). Therefore, once we understand how students’ perceptions of their teacher affect their motivation, we will begin to recognise how to keep students motivated and help them gain academic achievement.

Motivation, which is vital for academic success, is an imperative determining factor of how students respond to learning activities (Mahdikhani, 2016). Accordingly, the absence of motivation can result in students never making an effort to learn (Morgan, 2014). I thus found it important to understand what factors motivate students and how this motivation can be sustained to increase academic commitment and achievement. To achieve this, I drew on Deci and Ryan’s Theory on Self-Determination (see Section 1.6) as a theoretical lens, particularly concentrating on basic needs satisfaction (need for autonomy, competence and relatedness), as Self-Determination Theory postulates that when these basic needs are fulfilled in a classroom context, a student will have higher levels of intrinsic motivation and academic achievement (Badri et al., 2014).

1.3 RESEARCH QUESTIONS

This study was guided by the following primary research question:

How do students’ perceptions of their lecturers influence their motivation?

The following secondary research questions further directed the study:

- i. How does students' need for autonomy influence their motivation?
- ii. How does students' need for competence influence their motivation?
- iii. How does students' need for relatedness influence their motivation?

1.4 WORKING ASSUMPTIONS

The following working assumptions were utilised in this study:

- i. Based on the Self-Determination Theory, we can assume that students who feel that their three basic psychological needs (need for autonomy, need for competence and need for relatedness) are met by the teacher will have a high level of well-being and therefore be motivated to have high academic achievement (Badri et al., 2014; Niemiec & Ryan, 2009).
- ii. Teachers create a learning environment that is either conducive to learning or not (Dignath & Büttner, 2018; Nikolov et al., 2016).
- iii. The learning environment impacts student motivation (Ünsal, 2012; Yilmaz, 2017).
- iv. Students' perceptions of the learning environment will influence their motivation (Saeed & Zyngier, 2012).

1.5 CONCEPT CLARIFICATION

1.5.1 First-Year students

University students that are in their first year of study at the University of Pretoria.

1.5.2 Perception

The Cambridge Dictionary's (2017) definition of perception is the belief or opinion held by a person or people based on how things seem. In the present study, the opinion is held by the students regarding their lecturers.

1.5.3 Lecturer / Teacher

The Oxford Dictionary (2017) defines a teacher as a knowledge-provider or an individual who instructs others on how something is done. For the purpose of this study, the teacher is represented by the lecturers at the University of Pretoria.

1.5.4 Motivation

Motivation is a broad term, which is defined as “a natural human capacity to direct energy in the pursuit of a goal” (Ginsberg, 2005, p. 218). Ginsberg (2005) further states that our energy is directed in the form of attention, concentration and imaginations in an attempt to make sense of the world. Additionally, Reeve (2016) explains that motivation is “any internal process that energizes, directs, and sustains behaviour” (p. 31).

1.5.5 Self-Determination Theory

In this research, Self-Determination Theory refers to the three basic psychological needs (autonomy, competence and relatedness) that must be met in order to reach psychological well-being in the classroom context (Reeve, 2012).

1.5.6 Autonomy

Autonomy refers to an individual’s sense of choice in regulating their behaviour (Niemic & Ryan, 2009; Ryan et al., 2008). It includes the willingness of an individual to engage in an activity because of their interest in the activity and their sense of independence in choosing their actions (Halvari et al., 2017; Ulstad et al., 2016).

1.5.7 Competence

Competence denotes an individual’s sense of efficacy with respect to their internal and external environments (Ryan et al., 2008; Xie et al., 2018).

1.5.8 Relatedness

An individual’s need for relatedness encompasses feeling connected to and cared for by others (Niemic & Ryan, 2009; Ryan et al., 2008).

1.6 THEORETICAL FRAMEWORK

Deci and Ryan's (2008, 2016) Self-Determination Theory (SDT) was used as the theoretical framework to answer the research questions. SDT suggests that three basic psychological needs (need for autonomy, need for competence and the need for relatedness) must be satisfied in order to foster well-being and personal growth in individuals (Liu et al., 2017; Ryan et al., 2008). According to the theory, autonomy denotes freedom of choice and aligning one's actions with one's interests and values; competence encompasses feeling confident to master and achieve one's goals; and relatedness is feeling connected to and supported by significant others (Hyde & Atkinson, 2019). Furthermore, environments that support autonomy, competence and relatedness promote better internalisation of goals and values (Rayburn et al., 2018), while environments that frustrate these needs leave individuals passive, fragmented and unwell (Vansteenskiste & Ryan, 2013).

Similarly, in accord with the present study and the classroom context, a study conducted by Dincer et al. (2019) confirms that when students' need for autonomy, competence and relatedness is fulfilled by their teacher, then the students' motivation is enhanced. SDT, therefore, explores the reasons behind our, or in this case, student behaviour. According to Jang et al. (2016), when students satisfy their basic psychological needs, they experience growth in their level of personal welfare. Martin and Dowson (2009) find that when the psychological need for relatedness is met, it increases feelings of warmth, support and being nurtured by others. Findings by Dwyer (2017) suggest that these feelings can be linked to the experience of a good interpersonal relationship between the student and the teacher. Therefore, for the student's psychological needs to be met, a teacher needs to have a good interpersonal relationship with the student. A study done by Martin and Dowson (2009) concluded that quality interpersonal relationships contributed to students' academic motivation, engagement, and achievement. According to Deci and Ryan (2008), autonomous motivation, which includes intrinsic and extrinsic motivation, fosters feelings of volition and self-endorsement in individuals. Therefore, in light of the aforementioned review of SDT and its implications for the classroom context, the theory was chosen as a theoretical framework particularly because of its emphasis

on creating environments for optimum personal motivation and functioning (Rayburn et al., 2018). Moreover, from this theory I hope to infer that for a student to reach intrinsic motivation, their basic psychological needs must be met.

1.7 RESEARCH METHODOLOGY

1.7.1 Introduction

Research methodologies are the procedures and techniques used when conducting a study (Antwi & Hamza, 2015; Creswell, 2014). Additionally, they “distinguish fundamental, general scientific principles, which are their own methodology, the specific principles underlying the theory of a discipline or scientific field, and the system of specific methods and techniques used to solve special research tasks” (Bojko et al., 2018, p. 24). Understanding the systematic nature of research methodology provided me with an outline of procedures and approaches that directed the investigation of my research question.

In this section, to put this study into perspective, I found it important to first provide a background description of the purpose and methodologies used in the initial study. I thereafter discuss the research methodology and approach that I followed. Subsequently, the research design is discussed. Furthermore, the data collection strategies and documentation methods are presented, followed by the data analysis and interpretation procedures. Next, the quality criteria are discussed in terms of credibility, transferability, dependability and confirmability. Lastly, I discuss the ethical guidelines that were followed.

1.7.2 Background of the initial study

The original study was a cross-national research project, conducted with the purpose of studying and comparing the relationship between commitment and university students’ perceptions of their teachers or lecturers as motivating or non-motivating (demotivating) in multiple countries. The research approach used in the initial study was a mixed-methods approach, which, according to Creswell (2014), encompasses integrating both

qualitative and quantitative methods of data collection and interpretation. The study used self-determination as a theoretical framework, focusing on the following questions as the primary research questions: 1) Relative to their last class teacher and most demotivating teacher, do students describe their most motivating teacher as supportive of their autonomy, competence and relatedness? and 2) Relative to their last class teacher and most motivating teacher, do students describe their most demotivating teacher as focused on grades? The researchers asked students to write three essays about three different teachers (motivating, demotivating and their last class teacher), and then complete self-report questionnaires about those same teachers. It was important that all of the participants first write their three essays and thereafter complete the three sets of self-report questionnaires. There were two versions of the Narrative and Self-Report Questionnaires, which were counter-balancers for each other. Half of the participants, therefore, wrote about their last class, considered a motivating teacher and a demotivating teacher, then did the self-reports in the same order (last class, motivating then demotivating), while the other half of the participants considered their last class then considered a demotivating teacher, a motivating teacher and then did the self-reports in the same order (last class, demotivating then motivating).

1.7.3 Research Methodology

1.7.3.1 Selection of Participants

The selection of the participants involved using university students as data sources. The study required a sample of between 100 – 125 undergraduate students who were over the age of 18 to volunteer as participants in the study. Selections of the modules were done randomly, and as part of the inclusion criteria, students must have been able to complete the questionnaires provided in either English or Afrikaans.

1.7.3.2 Ethical Considerations

- Voluntary participation and informed consent

Voluntary participation was insured by providing all the participants with a letter of invitation (see Annexure A) explaining all the information legally required for consent. Due

to the anonymous nature of the study, the participants were not expected to sign informed consent. The participants could ask questions and were free to discontinue their participation at any time during the completion of the research.

- Safety in participation

The students were expected to sacrifice 60 minutes of their time for participation, with no direct benefits to them personally. No risk or harm was brought to the students as they participated in their everyday classroom environment. The students completed the questionnaires anonymously with mechanisms in place to ensure that they did not feel coerced.

- Privacy, confidentiality and anonymity

During the sampling phase, modules for the study were selected randomly. Moreover, a prerequisite for the study was that the students were not required to identify themselves for participation. Further, during the data collection phase, the materials were returned anonymously so that the students' questionnaires (data) could not be linked to their identity.

- Confidentiality of the results / findings, and data access and storage

None of the demographic information provided by the students was sufficient to identify them. The study was therefore fully anonymous. The results of the study were also published anonymously. Additionally, there is a full audit trail of all the data collected in the research project, with all copies of the materials kept by both investigators at both universities.

- Ethical approval (national and institutional)

Due to the cross-national nature of the research project, the data collection in each country was governed by the legislation in that particular country. Additionally, institutional ethical clearance was received through an application to the University of Pretoria's Ethics Committee.

1.7.4 The present study

1.7.4.1 Research approach

To investigate my primary research question, I chose to follow a qualitative research approach as it is associated with understanding the meaning, social context and personal experience of the participants being studied (van Griensven et al., 2014). Additionally, qualitative research explores the facets of reality that are unquantifiable, hence its focus is on capturing the meanings derived from relationships within social contexts (Queiros et al., 2017). Taking this into account, a qualitative study allowed me to explore and obtain a deeper understanding of how students perceive motivating and demotivating lecturers, and how this perception affects their overall motivation and achievement. This was done by reading and analysing their (the students') narratives with the purpose of being cognisant of their contexts, expressed through their unique stories told from their points of view.

Qualitative researchers consider the social world as being exploratory in nature (Leppink, 2017; Mengshoel, 2012) and multi-dimensional with multiple truths. Consequently, one of the disadvantages of qualitative research is that the interpretations of said social world are based on how the researcher understands and makes meaning of it (Leedy & Ormrod, 2014). Furthermore, this subjective method applied by qualitative researchers may at times be wrong, inaccurate or misleading (Cohen et al., 2011). With that being said, it is important to note that research that is conducted qualitatively enables researchers to investigate the opinions of both homogeneous and diverse groups of people, and helps to unpack these different perspectives within a society (Mohajan, 2018).

1.7.4.2 Research design

According to Creswell (2014), a research design serves as an explicit guide for which procedures to follow in a study. As previously stated, the research design used in the initial study was a mixed-methods research design with the qualitative aspect of the project requiring university students to write narratives describing the attributes and behaviours of motivating and non-motivating teachers. A narrative, according to Joyce

(2015), is a spoken or written story, as well as the study of human experiences and the interpretation thereof. Narratives give rich descriptions and insights into how individuals experience concrete events (Carless & Douglas, 2017). Hence, a narrative research design is one of inquiry, which entails a researcher studying the lives of individuals by asking them to provide stories about their lived experiences (Riessman, 2008).

Owing to the fact that the narratives already existed as data collected in the initial study, the narratives were interpreted to gain understanding on the phenomenon researched (Silverman, 2013), and were evaluated to determine their applicability to the present study. The research design of the present study was, therefore, a secondary analysis of narratives, which will be explained in more detail in Section 1.7.4.3. Additionally, due to the present research study following a secondary data analysis design, with the data sources in the form of pre-existing narratives, the sampling procedures used will be discussed further below in Section 1.7.4.3.

1.7.4.3 Data collection and documentation

Qualitative research analyses the subjective meanings of issues or events in the form of texts by using data instruments to collect non-standardised data from participants in their natural contexts (Eyisi, 2016; Flick, 2018). Qualitative research, therefore, consists of non-statistical methods, which incorporate numerous truths and experiences (Rahman, 2017). The type of data that consequently needs to be gathered in a study on experience needs to consist of narratives of the participants' personal experiences (Polkinghorne, 2005). The present study's data collection processes were focused on the use of pre-existing datasets from the initial study; this form of data is known as secondary data (Johnston, 2017). Secondary data analysis will be elaborated on in the following section.

Secondary data

Secondary data is data that was collected by other researchers (Sherif, 2018). According to Heaton (2008), secondary data can be collected in three ways: accessing data archives; informal data sharing; and reusing data from ones' own previous research. The datasets needed for the present study were available in the form of written narratives,

with permission granted by the primary researcher to access these raw datasets (Johnston, 2017). Since the role of the secondary researcher was to analyse the data sampled from the aforementioned datasets, the present study used the informal data sharing method. According to Heaton (2008), the process of informal data sharing involves researchers sharing their data with other researchers. Heaton (2008) further states that the primary researchers who shared their data informally could also be involved in the secondary analysis of the shared data, and they might even act as advisers in the secondary analysis process. This was true for the current study as the secondary researcher was given access to the initial dataset by the primary data collectors/researchers, with one of the primary researchers being the supervisor overseeing the present study.

The most advantageous aspect of secondary data analysis is that it is cost-effective and convenient (Johnston, 2017) as it “eliminates the time and expense of gathering data” (Sautter, 2014, p. 24). Numerous researchers, graduate students specifically, do not have the necessary resources to cover the indirect costs associated with data collection (Sherif, 2018). Therefore, the use of secondary data in this study was fitting as it granted me the opportunity to curb these kinds of data collection difficulties and focus on analysing and interpreting the pre-existing data as an alternative to spending time planning strategies on how to collect data (Johnston, 2017; Martins et al., 2018). There were also no additional costs in conducting this study, thus supporting the cost-effective nature of secondary analysis.

However, one of the shortcomings of using secondary data analysis is that the secondary researcher cannot control the quality of the data collected (Sautter, 2014). Although we hope that secondary data sources are of high quality, it may not always be the case (Sherif, 2018). Using the secondary data sets required assessing the quality of the existing data and the approach used in the initial data gathering process (Johnston, 2017; Sherif, 2018). In light of this, researchers therefore suggest that where the analyst was not part of the original research team, they need to consult with the primary researcher(s) to ensure quality analysis of the datasets (Johnston, 2017). In relation to this study, time needed to be spent on becoming familiar with the processes used in the initial data

collection and analysis was done on the available datasets to ascertain whether they were of good quality or not. It was additionally important to work collaboratively with the primary researchers, as the primary researchers critically evaluated “the quality and efficiency of collected data from the perspective of new research questions and filled in the blanks in the original study background, data collection and procedures and missing information” (Sherif, 2018, p. 8).

Since the secondary (pre-existing) data was not intended for the purposes of this secondary study, care was taken to select a suitable dataset (Martins et al., 2018) as the settings of the primary study and its sample were required to align with the expectations and needs of the secondary research (Johnston, 2017). The sampling procedures applied in the present study, therefore, included the use of purposive sampling strategies to draw from the pre-existing narratives. Purposive sampling will be elaborated on below.

Purposive sampling of secondary data

Purposive sampling, according to Joyce (2015), includes obtaining a sample from a specific population of people, in this case, pre-existing datasets that share features. Further, the sample size should be able to produce adequate, in-depth, information-rich data to answer the research questions (Devers & Frankel, 2000; Etikan et al., 2016; Joyce, 2015). Using purposive sampling strategies, narratives should be selected based on the study’s purpose with the expectation that each narrative will provide unique and rich information of value to the study (Etikan et al., 2016). In the present study, the narratives were assessed for the quality of the data provided and the ability of the data to answer the research questions (Long-Sutehall et al., 2010). “The interactive creation of purposive samples of the data allows the dataset to be reduced to include all relevant posts for a given topic of interest, ensuring that all important features are not missed” (Hoeber et al., 2017, p. 18). Narratives containing minimal comment and those lacking in discussion were not selected as part of the sample for secondary analysis. Therefore, the length and richness of the information provided in the narratives served as criteria for inclusion.

These criteria for inclusion are indicative of the concept ‘information power’, which, according to Malterud et al. (2016), specify that the more relevant information the sample has, the fewer participants are needed for the study. The sample for analysis included equal representation of male and female narratives, 10 female and 10 male so as to judge the differences in gender perceptions of lecturers. This process not only contributed to the thick descriptions of the narratives, but it also moved the data towards reaching saturation. According to Corbin and Strauss (2015), saturation occurs when there is no new data emerging from the datasets. Data saturation further serves as an indicator that sufficient data has been collected (Gentles et al., 2015) as it emphasises the depth and richness of the data and not the quantity of the narratives (Burmeister & Aitken, 2012; Fusch & Ness, 2015). This aspect of data saturation relates back to the strategy of purposive sampling as the sample size in the present study was determined by the data reaching saturation (Etikan et al., 2016).

1.7.4.4 Data Analysis and Interpretation

Due to the current study’s purpose of investigating the students’ perception of their lecturer, constructivism was used as a paradigmatic perspective as it is considered to produce “many benefits when implemented in the carrying out of research in diverse fields of study as well as in understanding teaching and learning activities at any educational level” (Adom et al., 2016, p. 1). Constructivism focuses on social world construction through an individual’s cognitive processes (Kivunja & Kuyini, 2017; Schultheiss, 2005). Additionally, according to Flick et al. (2004), constructivism is interested in the everyday routine of individuals and the construction of their social reality. In relation to students specifically, Vygotsky found that learners do not passively receive information from their environments, but rather construct meaning from their contextual experiences (Liu & Chen, 2010; Jacobs, et al., 2016).

Creswell (2014) argues that social constructivist researchers concentrate on the specific contexts in which their participants live and work in order to understand their historical and cultural settings, which was explicitly important in this study. Therefore, I relied on the participants’ views on the situation being studied (Creswell, 2014; Kivunja & Kuyini,

2017), which encompassed the students' perception of their lecturer and its influence on their basic psychological needs.

Thematic analysis

The data collected in this study was analysed inductively with me, as the researcher, generating meaning from the said data (Creswell, 2014). Consequently, thematic analysis procedures fit well with inductive data analysis as they employ clustering and thematising of meaningful information (O'Neil & Koekemoer, 2016) with the researcher starting their analysis by focusing on the specific meaning in the data and then moving to generalisations of these meanings as informed by theory (Adom et al., 2016). These methods and procedures enabled me to interpret the data in order to find meaningful patterns across the narratives (Crowe et al., 2015) and further report the experiences, meanings and realities of the participants (Braun & Clarke, 2006).

On the one hand, an advantage of thematic analysis is that it is a flexible way of analysing data and is not linked to any preceding theoretical framework, it can therefore be used within different frameworks (Braun & Clarke, 2006; Braun et al., 2018). The disadvantage of thematic analysis, on the other hand, is that reliability can be compromised due to the fact that it is a qualitative method of analysis, meaning that it is a subjective form of analysis where researchers can have many different interpretations of the data (Braun & Clark, 2006). Furthermore, the interpretation and analysis of the data may be more intricate as it is a lengthy process with elusive subjective data on one hand, and strict quality requirements for analysing said data on the other (Lune & Berg, 2016).

To analyse and interpret the narrative interviews, I followed the seven phases of thematic analysis described by Braun and Clarke (2006). These phases will be elaborated on now.

Phase 1: Familiarising myself with the data

I first immersed myself in each narrative individually (Percy et al., 2015) by reading and re-reading the narratives to familiarise myself with the data (Braun & Clarke, 2006; Crowe et al., 2015). I highlighted items (see Figure 1.1) that were of potential interest and meaning (Braun et al., 2018), concentrating on all of the lecturer descriptions that the

students mentioned, making notes on any early impressions (Braun & Clarke, 2006; Maguire & Delahunt, 2017). The highlighted excerpts were transferred verbatim onto a word document and columns were created to distinguish motivational excerpts from demotivational ones (see Annexure B2). This phase included actively, analytically, and critically reading the narratives and thinking about what the data could mean (Braun et al., 2018).

Think back on the lecturers you had in the past. Select one lecturer that stands out for you 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 many details as possible about his / her approach to teaching, techniques used, motivational style ways of relating to students.

2008

amazing, knowledgeable lecturer. This lecture was amazing and extremely knowledgeable in his field of psychology. This was one of our first subjects after high school and it was a big shift in the load of the work. In the beginning of each lecture he would select 4-5 students (often the learners who are late or who were talking the whole time) and these learners would have to act out a drama piece or create a case study that would form the basis of the class discussion.

creative, integrative presentation. includes students.

inclusive/engaging lecturing. The learners would also have a certain function or main theme or concept that we would discuss and learn during the lecture. Learners all listened well and paid a lot of attention because the lecturer constantly included students and their opinions in the lecture.

inclusive teaching/inclusion of student opinions. Some lecture would include slide shows and main topics or "words", which was disorders were written on the board. Learners/students were related to as we all had a chance to discuss or give our opinion.

encourages participation in the form of discussions.

Figure 1.1: Example of a highlighted narrative with initial impressions

Phase 2: Generating the initial codes

Phase two involved generating or producing initial codes, which comprise features of the data that appear interesting (Braun & Clarke, 2006). I analysed each excerpt and coded them by paragraph. Once each paragraph was coded, different coloured highlighters

were then used in the word document to indicate potential patterns in the data (Braun & Clarke, 2006). This process is indicated in Figure 1.2 (refer to Annexure B2 for the full table). I then organised the data into meaningful groups (Maguire & Delahunt, 2017) by identifying the significant sections of the text and attaching labels to catalogue them as they related to other data (Braun & Clarke, 2006).

Data Analysis and Coding
Verbatim Narratives and Initial/Open Codes

Script Number	Extracts Numbered According to Highlighted Paragraphs (Verbatim)		Initial/Open Codes (Per Paragraph)
	Motivational Characteristics	Demotivational Characteristics	
126F	<p>1. The lecturer that presented my last module was very informative.</p> <p>2. ... Self-study is encouraged and appreciated.</p> <p>3. A good relationship with students is kept and students feel they can ask any questions they have.</p> <p>4. The lecturer helps with understanding and learning the mainstream module better.</p> <p>5. The relationship with the students is very good and open.</p>	<p>6. This lecturer motivates the students and makes them feel because she has a big love for the subject and would like to teach us a lot of it and it may be things we do not need to know.</p>	<p>1. Knowledgeable and informative</p> <p>2. Encourages independent studying</p> <p>3. Good relations and questions encouraged</p> <p>4. – Facilitates understanding</p> <p>5. Good/open relations</p> <p>6. Motivating, informative, and open</p>

Figure 1.2: Example of coded excerpts with initial codes

Phase 3: Searching for themes

The third phase began when all of the data were coded and organised. I then listed all of the different codes that I had identified throughout the data (Nowell et al., 2017). These codes were then sorted into potentially related theme groups (Braun & Clarke, 2006; Crowe et al., 2015). I then gathered all of the related data extracts that were coded within the different themes. I did this by analysing the codes and thinking about how these

different codes combined to form the main themes (Braun & Clarke, 2006). I clustered the codes that I thought shared the same features (illustrated in Figure 1.3) so that they reflected and described a clear and meaningful pattern of data (Braun et al., 2018) (refer to Annexure B3 for the full table).

Coding

Open Codes	Codes	Themes
1. Knowledgeable and informative (1)	Good relations (3) Good/open relations (5)	
2. Encourages independent studying (2)	Easy to relate to (14) Friendly (18)	
3. Good relations (3) and questions encouraged (3)	Friendly/reliable (25) Close/good relationship (29)	
4. –	Not reliable (46)	
5. Good/open relations (5)	Bad relations with students (50)	Lecturer interaction/relationship with students
6. Gives irrelevant information (8)	Not friendly (88)	
7. Student encouragement (7)	Lecturer reliable with good relations with students (85)	
8. –	Liked by students (102) good relationship (121)	
9. Encourages students (9)	Lacks reliability (131)	
10. Believes in students (10)	Not reliable (132)	
11. Explained content in interesting way (11)	Unapproachable (137)	
12. Helpful (12)	Knowledgeable and informative (1)	
13. Encourages independent studying (13)	Gives irrelevant information (8)	
14. Easy to relate (14) to and flexible (14)	Explained content in interesting way (11)	
15. Democratic (15)	teaches well (18)	
16. Interactive (18), friendly (18), motivates students (18), teaches well (18)	Explains content (17)	Lecturer's presentation of content
17. Explains content (17)	Not enough information (18)	
18. Not enough information (18)		
19. No content explanation (19)		
20. No concern over student understanding (20)		

Figure 1.3: Example of sorting codes into potential themes

Phase 4: Reviewing the Themes

The themes that were devised in the third phase then needed to be refined (Nowell et al., 2017). The fourth phase involved me reviewing, modifying and developing the preliminary themes that were identified in the third phase (Braun & Clarke, 2006; Maguire & Delahunt, 2017). All data applicable to each theme needed to be extracted and linked back to the codes and then to the overall themes (Crowe et al., 2015), as depicted in Table 1.1 (refer to Annexure B4 for complete table). During this phase, I reviewed the coded data extracts

for every theme and considered whether they formed a clear pattern (Braun & Clarke, 2006; Nowell et al., 2017). I then reviewed the themes in relation to the entire data set (Braun et al., 2018). The validity of each specific theme was considered to determine whether the themes correctly and truthfully reflected the meanings in the dataset holistically (Braun & Clarke, 2006). At the end of this phase, I was clear on what my diverse themes were and the general story they told about the data (Braun et al., 2018).

Table 1.1: Example of data excerpts linked to their codes and themes

Theme	Code	Excerpt Example
1. Lecturer's relationship with the students Occ ¹ = 15 M ² = 9 D ³ = 6	Relatable Not friendly ⁵	She did not only care about schoolwork but was a flexible and easy human to talk to about anything (Narr. 132F-M, Para. 14) ⁴ . In this module the lecturer is not always friendly every day (Narr 60M-D, Para. 68).
2. Formal content presentation Occ=45 M= 22 D= 23	Knowledgeable Irrelevant information confused students.	The lecturer that presented my last module was very informative (Narr. 129F-M, Para. 1). This lecturer confuses the students at most times because she has a big love for the subject and would like to teach us a lot of it and it may be things we do not need to know (Narr. 129F-D, Para. 6).
3. Teaching approach Occ= 59 M= 40 D= 19	Encouraged questions Participation discouraged	... students feel they can ask any questions they have (Narr. 129F-M, Para 3, Line 2-4). She never provided opportunities for students to engage with her or the topic being taught (Narr. 150F-D, Para. 36).
4. Lecturer's personality Occ= 44 M= 32 D= 12	Caring Kicked students out	He showed that he cared about us as students as well as young adults making career path decisions (Narr. 150F-M, Para. 30). She kicked out people in her class as she felt the class was too full, even though there were open seats (Narr. 150F-D, Para. 33).

¹ Occ: Refers to the frequency of the themes in the dataset.

² M: Refers to Motivating narratives.

³ D: Refers to Demotivating narratives.

⁴ (Narr. 132F-M, Para. 14): Refers to the specific excerpt in the data set.

⁵ Blue Text: Demotivating codes and excerpts.

Phase 5: Defining and naming the themes

In this phase, I defined and refined the themes for final analysis. I reflected on how the themes each fit into the overall dataset and I selected excerpts from across the data narratives to show the coverage of these themes rather than drawing on only one data item (Braun et al., 2018) (see Annexure B4). I additionally noted that the themes of some of these excerpts overlapped (Braun & Clarke, 2006; Nowell et al., 2017).

Phase 6: Producing the report

Once I had the themes clearly defined, the final phase of thematic analysis began. This phase involved the final analysis and interpretation of the data in accordance with the themes and subthemes, and finally, the writing of the report (Braun & Clarke, 2006). In Chapter 3, I provide this analysis in detail in terms of the emerging themes and subthemes.

Phase 7: Reflecting on the process of analysis

The thematic analysis gave me a flexible and open approach to data analysis, which I adapted to suit the needs of my study (Braun & Clarke, 2006; Nowell et al., 2017). Furthermore, using inductive thematic analysis allowed me to give a voice to the experiences of the students by reporting their accounts of reality instead of using theory to guide my findings. Additionally, immersing myself in each narrative allowed me to understand the subject matter from the students' point of view, which gave me deeper insights into the perceptions that they had about their lecturers.

Once I had familiarised myself with the excerpts, the initial coding allowed me to organise the data in a systematic way (Braun & Clarke, 2006). The coding process helped to reduce the data into smaller, meaningful groups of information, which made it easier to categorise this information into potential themes that were then revised accordingly (Maguire & Delahunt, 2017). As a beginner in my research career, the step-by-step

process of thematic analysis provided me the opportunity to be guided by a clear process and additionally afforded me the freedom to code and categorise the data in a flexible manner (Braun & Clarke, 2006).

1.7.5 Quality Criteria

I endeavoured to adhere to the following quality criteria of qualitative research in an attempt to ensure the rigour of the study.

1.7.5.1 Credibility

Credibility requires the researcher to establish the honesty, truthfulness and plausibility of results that paint a realistic picture of the participants' voices and feedback (Walby & Luscombe, 2017). Credibility also relates to the way in which the data is interpreted as the interpretations have to be substantiated by theory, participant validation and consensus among the research team (Koch, 2006). It further involves adopting suitable methods, developing an understanding of the research setting, and establishing credible results from the perspective of the research participants (Gregory et al., 2016).

Due to the subjective attributes of qualitative research, when coding narratives into themes, the beliefs and experiences of the researcher cannot be separated from the qualitative analysis (Leppink, 2017). Being both a student and a part-time lecturer, I have an understanding of both perspectives within the research topic. I therefore found it important to use the process of reflexivity by keeping a reflective research journal in order to track such contextual influences, emotional responses, and reflections during the data analysis (Adom et al., 2016). I also bracketed any arising biases while I constructed meaning from the narratives (Chan et al., 2013). I additionally devoted adequate time to develop and cross-check my themes against the data (Dempsey, 2018). My research supervisor, being part of the original research team, checked my research questions against the pre-existing data and continually reviewed my analysis process for accuracy (Cheng & Phillips, 2014). These processes are said to increase the quality and credibility of the research as they allow the researcher to think about the ways in which their

positioning may both promote or hinder the course of co-constructing meanings (Lietz et al., 2006).

1.7.5.2 Transferability

Context has a significant influence on research findings. It is, therefore, important to provide adequate and rich contextual information about the study so that similarities or differences can be compared to other settings (Koch, 2006). The research setting, participants' characteristics and the research process have to be clearly described to provide evidence of the limitations of the study (Connelly, 2016). This was addressed through providing rich, detailed, and accurate descriptions of the research context, assumptions held throughout the research and analysis process, as well as documentation of the limitations of the research (Gregory et al., 2016).

1.7.5.3 Dependability

Dependability includes providing extensive information on the data collection, documentation and analysis methods so that the decision-making processes can be followed (Koch, 2006). Dependability measures whether an identical outcome would be attained if the study were repeated (Gregory et al., 2016). I addressed this by providing comprehensive descriptions and enough information about the research process to enable future researchers to track how the conclusions were established so that they could replicate the study in future (Connelly; 2016; Kemparaj & Chavan, 2013).

1.7.5.4 Confirmability

Confirmability is related to the researcher's objectivity and evaluates whether the findings mirror the research participants' experiences and not the biases of the researcher (Kemparaj & Chavan, 2013). I ensured confirmability by checking and validating my data analysis process and themes with my supervisor (Gregory et al., 2016). I also kept extensive notes about the data analysis and interpretation process, documenting any contextual issues and biases that occurred during the process (Connelly, 2016).

1.7.6 Ethical considerations

A key principle of ethics in the research process is that harm should to both participants and researchers should be avoided (St. John et al., 2016). Primary researchers have special obligations to ensure the security of subjects, particularly by upholding the values of respect for individuals, justice, confidentiality and beneficence (Brakewood & Poldrack, 2013). In addition, research ethics is concerned with the granting of ethical approval by Research Ethics Boards after evaluating the compliance of the researcher with the above obligations (Aluwihare-Samaranayake, 2012).

Ethical issues are equally important to the use of secondary datasets as they are to primary research because of the fair and unbiased sampling of the data and analysis thereof (Farrimond, 2013). Referring to primary research, Terre Blanche et al. (2006) state that “Researchers must provide potential participants with clear, detailed, and factual information about the study, its methods, its risks and benefits, along with assurance of the voluntary nature of participation and the freedom to refuse or withdraw without penalties” (p. 72). Terre Blanche et al. (2006) also explain that it is important to protect individual and institutional confidentiality. According to Brakewood and Poldrack (2013) the biggest risk to research participants that must be reduced in secondary data analysis is that of a confidentiality violation. They further stated that researchers should minimise this risk is by ensuring that all the identifying information of all participants is removed before data sharing, as well as using strict security protocols when releasing data. To control for ethical challenges specifically related to a secondary analysis of data, it is essential that researchers be “cognizant of the risks imposed by ethical considerations of the method and make effort to verify the alignment of the primary research with research integrity guidelines” (Sherif, 2018, p. 8). These guidelines will be discussed in the next section.

The initial study received ethical clearance from the University of Pretoria’s Ethics Committee in which the ethical considerations included voluntary participation (non-coercion of participants to take part in the study), informed consent (briefing all the participants on what the study is about), safety in participation (making sure that no harm comes to the participants in the data collection process), privacy (confidentiality and

anonymity) and trust. The processes of the present study were therefore obligated to commit to these ethical considerations, especially confidentiality and anonymity. To ensure that all the ethical considerations of the initial study were adhered to by the present study, ethical clearance was applied for and received from the University of Pretoria's Ethics Committee (Long-Sutehall et al., 2010). In addition to gaining ethical clearance for the present study, written permission was granted by the primary research team to gain access to the datasets of the initial study (Maree, 2012). These datasets were entirely anonymous since they did not include information identifying any of the participants. Long-Sutehall et al. (2010) suggest that a specific request pertaining to secondary analysis should be incorporated in all consent forms to facilitate the re-use of data, this was done and permission was granted.

1.8 LAYOUT OF THE STUDY

The following section outlines the layout of the chapters in this study.

CHAPTER 1: OVERVIEW OF THE STUDY

In Chapter 1, I provided the rationale and purpose of this study in relation to my research questions. I clarified the concepts, outlined my working assumptions and further expounded on the theoretical framework. Thereafter, I discussed the research methodology after first presenting a brief overview of the methods used and the ethical considerations in the original study. Additionally, a detailed description of the present study's research methodology was outlined by elaborating on the research approach and design. Furthermore, I discussed the data analysis and interpretation procedures and finally, the quality criteria and ethical considerations adhered to were discussed.

CHAPTER 2: LITERATURE REVIEW

Chapter 2 includes a discussion of the literature relevant to this study. I first discuss motivation and then describe the social cognitive theories of motivation. I then elaborate on Self-Determination Theory in terms of its historical background, Basic Needs Theory

and understanding intrinsic and extrinsic motivation in the educational context. Lastly, I expound on the relevance of Self-Determination Theory in education.

CHAPTER 3: RESEARCH RESULTS AND FINDINGS

In Chapter 3, I present the research results according to a thematic analysis of the data, indicating the themes that emerged during the data-driven analysis. Further, I discuss the findings of the research by combining the results with current literature and research.

CHAPTER 4: FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

In the final chapter, I address the research questions by revisiting the theoretical framework outlined in Chapter 2 and relating it to the findings discussed in Chapter 3. I further discuss the study's possible contributions and limitations. Lastly, I present recommendations based on the findings of the study.

1.9 CONCLUSION

In this chapter, I provided the rationale and purpose of this study in relation to my research questions. I clarified the concepts in order to elucidate my research topic and additionally outlined my working assumptions. I discussed self-determination theory, which served as a theoretical framework for my study. An extensive outline of the research methodology was described by first presenting a brief overview of the method used in the original study. Then, a detailed description of the present study's qualitative research approach was outlined. I further elaborated on the secondary analysis of narratives as a research design. I thereafter described the data collection and documentation processes in terms of purposive sampling of narratives. I discussed the data analysis and interpretation procedures by elaborating on the constructivist paradigm, which acted as an umbrella for the thematic data analysis and its phases. Finally, the quality criteria and ethical considerations adhered to were described.

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

The focus of the present study was on the institutional factors that influence student retention and motivation. I paid specific attention to the need for the teacher to provide a positive learning environment in which the student can actively participate.

To understand how institutional factors influence student retention and motivation, we first need to define motivation and further describe how it guides students to want to participate in classroom activities. Therefore, the chapter begins with an overview of motivation (Section 2.2), followed by a discussion of the social-cognitive theories of motivation (Section 2.3). Section 2.4 offers a discussion on the historical background of Self-Determination Theory (SDT), which includes sub-sections on the mini-theories that shaped the framework. Additionally, Basic Needs Theory (Section 2.4.2) is elaborated on to highlight the importance of psychological need fulfilment in education. Following this section, the relevance of SDT in education is discussed in Section 2.5. The chapter conclusion (Section 2.6) serves to provide a synopsis of the literature and the context of the study.

2.2 MOTIVATION

2.2.1 The importance of motivation in education

Motivation is one of the most important constructs in academic success, which occurs at every level in the learning and achievement process (Lin-Siegler et al., 2016). It is therefore imperative to understand the concept and how to apply it in the educational context to inspire students to learn. Accordingly, motivation theories in education are used to explain why students choose certain activities over others, their level of engagement and persistence, and their ability to seek help in their academic performance (Buckley & Doyle, 2016; Mahdikhani, 2016; Meece et al., 2006; Wentzel & Wigfield, 2007). Motivation is therefore what guides the students' attention and concentration towards important learning activities (Saeed & Zyngier, 2012). It is seen as an important and significant

component that is essential for quality education and school success, and without it, students would not exert the necessary effort to learn and would consequently learn very little (Brophy, 2013; Sternberg, 2005; Williams & Williams, 2011). Guay et al. (2008) find that parents and teachers view motivation as the main explanation of whether or not children will succeed in school. Furthermore, student motivation has been found to be strongly correlated with educational outcomes, such as effect on the content of the course (how the student feels about the content in the course) and effect on attitudes towards the teacher (how the student feels about the teacher) (Kokkonen et al., 2013; McCroskey et al., 2006; Noland & Richards, 2015). Hence, it is important for educators to target student motivation in order to improve learning as there seems to be a great link between how students are motivated, their outlook on the course and school in general, and achievement.

2.2.2 Overview of motivation

Motivation focuses on what causes individuals to act, think and develop (Deci & Ryan, 2008; Riley, 2018) and is seen as a force that guides and strengthens behaviour (Long et al., 2013; Reeve, 2009). It is described as a person's inclination to put in the effort needed to accomplish a specific goal under a certain set of circumstances (Snowman & McCown, 2013). Individuals are innately motivated to grow and achieve, therefore they need to understand a task and find it meaningful for them to stay motivated to accomplish the task, no matter how uninteresting it seems to be (Siegle et al, 2014; Stone et al., 2009). From the aforementioned descriptions, it can be deduced that motivation is an internal drive that guides an individual's behaviour and determines how engaged they are in their tasks. Motivation arises from different sources, including the individual's needs, their cognitions, emotions and environmental events (Reeve, 2012; Su & Cheng, 2015). People have different levels and types of motivation which lie on a spectrum from a-motivated (people who are not inspired or show no effort) to motivated (those who show eagerness in their pursuit of a goal), consequently concluding that motivation is not a unitary occurrence (Deci & Ryan, 2008; Ryan & Deci, 2000).

How, then, do we know when students are motivated? Motivated students are said to pay more attention, immediately start working on tasks, are inquisitive and volunteer answers, they appear happier and are more eager to learn, they also expend greater effort rather than quit when they experience difficult learning material (Schunk, 2012). McCroskey et al. (2006) note that not only is the motivation level of students entering a classroom important, but their motivation at the end of class impacts their performance subsequent to the classroom experience. Thus, understanding the motivational dynamics at work in achievement settings will permit teachers to better grasp how to promote learning holistically (Kim et al., 2015; Hulleman et al., 2008). Marsh (as cited in Saeed & Zyngier, 2012) states that teachers would be better positioned to provide a conducive learning environment if they have a solid understanding of the various sources of student motivation in any given context.

The first step to understanding motivation and how to take advantage of it, in the education context especially, is to grasp the factors that influence motivation (Jang et al., 2015). It is therefore imperative to understand the different theories of motivation and their explanation of why people are driven to certain actions. It is important to note that motivation theories are divided into two categories, namely, content theories of motivation and process theories of motivation (Fisher, 2009; De Vito et al., 2016). Content- or needs-based theories address the specific factors (i.e. identification and fulfilment of needs) that determine, sustain and halt motivation. Conversely, process theories emphasise the cognitive processes that determine the level of motivation and the initiation, direction, continuation, and halting of the behaviour that drives these needs (Hendriks, 1999; Kian et al., 2014; Ololube, 2006; Segal et al., 2005). Some of the most influential content theories to date include Maslow's Hierarchy of Needs (Brevis & Vrba, 2014) and Self-Determination Theory (SDT) (Hope et al., 2019) the focus of the present study. Whereas process theories comprise, but are not limited to Expectancy-Value Theory (Sahito & Vaisanen, 2017) and Attribution Theory (Cook & Artino Jr, 2016; Miskel, 1982). In the following sections, I will briefly describe these social-cognitive theories and clarify their relationship with student motivation and learning. SDT will be discussed in greater detail in Section 2.4.

2.3 SOCIAL-COGNITIVE THEORIES OF MOTIVATION

2.3.1 Maslow's Hierarchy of Needs

In his 1943 paper “*A Theory of Human Motivation*”, Maslow proposed that humans have different needs that must be met, with some needs being more primitive or basic than others. Maslow further elaborates a five-level pyramid that focuses on the following needs in ascending order: physiological needs, safety, belongingness and love, esteem and lastly, self-actualisation. This emphasises that the lower the need in the hierarchy, the greater its strength (Noltemeyer et al., 2012; Snowman & McCown, 2013). According to Maslow's theory (illustrated in Figure 2.1), an individual's most essential needs, also known as physiological or deficiency needs, are for air, food, clothing and shelter (Freitas & Leonard, 2011), while the stages of needs that follow encompass an individual's safety and psychological needs (Karnatovskaia et al., 2015).

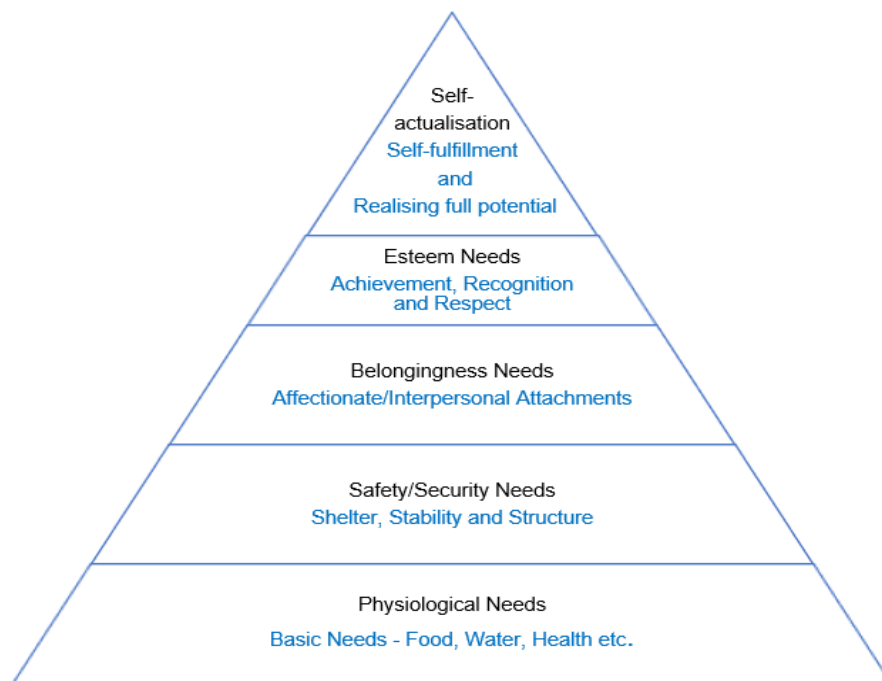


Figure 2.1: Maslow's Hierarchy of Needs adapted from Maslow (1943; 1987)

According to Maslow's Hierarchy of Needs, if deficiency needs are not met, an individual will not be able to progress up the hierarchy to realise their psychological needs for growth and development (Freitas & Leonard, 2011; Hamel et al., 2003; Lester, 2013). For

example, people who are hungry for food are motivated or driven by little other than finding food (Neher, 1991; Ozguner & Ozguner, 2014; Williams & Williams, 2011). Therefore, people who are unable to recognise or even meet their higher-level needs, as proposed, will have a diminished capacity to achieve social and emotional well-being (Gorman, 2010; Noltemeyer et al., 2012).

Understanding Maslow's theory can assist teachers or lecturers to create an environment that enhances learning by helping them to understand the basic needs of the student. This is done by highlighting that it is not realistic to expect students to perform in school if their basic physiological and safety needs are not fulfilled (Schunk, 2012). A student's need for self-actualisation, contentment and flourishing, in the form of academic success, is chiefly central to their well-being (Elwick & Cannizzaro, 2017). As such, an analysis of students' needs highlights the concerns and issues that impact attaining academic success (Freitas & Leonard, 2011). Silva et al. (2017) find that students who experience difficulty in meeting their basic physiological needs (e.g. eating a healthy meal or finding shelter for the night), find it hard to concentrate and perform well in school. The reason for this, according to Winicki and Jemison (2003), is that food instability, in particular, could lead to fatigue, concentration difficulties, anxiety and irritability, which in turn affect students' classroom performance. This is in line with Williams and Williams (2011), who discovered that if students are hungry or thirsty, or if they are in an environment that is physically, mentally or emotionally unsafe, they will have difficulty paying attention and learning. A student's psychological needs and non-academic factors such as taking tests, being anxious, family responsibilities, student health, psychological stress and socio-economic status affect the student's classroom performance and can be manifested in the student's inability to meet school demands (Freitas & Leonard, 2011; Jeno et al., 2018). Psychological stressors, such as anxiety, affect a student's performance and can cause them to fall behind in class (Khoshlessan & Das, 2019; Sizoo et al., 2008). Additionally, socio-economic status has been associated with lower academic performance and slower academic growth as compared to higher socio-economic statuses (American Psychological Association, 2018). Furthermore, the satisfaction of belongingness needs, such as family engagement and teacher support, encourages students to meet new challenges and grow academically (Kiyama et al., 2015). These

psychological needs can be addressed through learning communities, study groups, as well as social learning strategies (Freitas & Leonard, 2011). Therefore, in order for the student to reach higher levels of the hierarchy, teacher support is an absolute necessity (Williams & Williams, 2011).

Considering the importance of psychological needs, a theory that is aligned with Maslow's model of basic need satisfaction is Self-Determination Theory (SDT), which will be discussed further in Section 2.4. SDT elaborates on three basic psychological needs (i.e. autonomy, competence and relatedness), which need to be fulfilled to ensure optimal functioning or self-determination (Ryan et al., 2008). This is synonymous with Maslow's self-actualisation level. The three basic needs will be further deliberated upon in Section 2.4.2.

2.3.2 Expectancy-Value Theory

Expectancy-Value Theory is defined as a cognitive-motivational theory that explains how an individual's strength of motivation to strive for and achieve a certain goal is related to the incentive value of that specific goal (De Simone, 2015; Van den Broeck et al., 2010; Vansteenkiste et al., 2005). Expectancy-Value Theory encompasses two different categories of expectancies: 1) Efficacy expectations, which are the beliefs that one can effectively execute the required behaviour to yield the outcomes, and 2) Outcome expectations, which are an individual's estimations of whether or not a specific behaviour will lead to desired outcomes (Bandura, 1997; Phan, 2014; Van den Broeck et al., 2010; Vansteenkiste et al., 2005). Simultaneously, the theory distinguishes between four domains of task values, which include intrinsic value (the extent to which the individual enjoys the task), attainment value (the importance the individual places on a task), utility value (the perceived usefulness of the task), and cost (the extent of sacrifice the individual endures while performing the task) (Dever, 2016; Guo et al., 2016). Expectancy values are assumed to affect a person's classification of a given situation, which consequently leads them to try to maximise any activities perceived as positive (or with attractive outcomes), and minimise activities seen as negative (or with aversive outcomes) (Kempen et al., 2017; Van den Broek et al., 2010; Vansteenkiste et al., 2005).

Expectancy-Value Theory therefore promotes the idea that people will only be motivated to do something if the outcome is attainable (Schunk, 2012). Schunk (2012) further clarifies that when people view an outcome as attractive and believe that it is within their capacity to attain said outcome, it is only then that they will act because people are not inherently motivated to do the impossible. This theory, therefore, describes how both expectations and values impact task choices, task persistence and task performance (Demetriou & Schmitz-Sciborski, 2011; Dever, 2016; Wigfield & Eccles, 2000).

Moreover, there are two further components to this theory: 1) Expectation for success, and 2) The value placed on the task, which determines a student's motivation to participate in activities. Only when students perceive that there is a probability of attaining the goal and acquiring the incentives linked with that goal will they be motivated to act (Eccles & Wigfield, 2002; Martin & Dawson, 2009; Phan, 2014). Therefore, the extent to which students perceive themselves as capable in an academic module (expectation for success) and the degree to which they believe the module is useful, important or interesting (task value) directly predict their module-related persistence, commitment, ambition, task selection and performance (Liem & Chua, 2013). Furthermore, studies have revealed mounting evidence of achievement being strongly influenced by expectancy beliefs; while choice, effort and persistence are strongly influenced by value beliefs (Gasco & Villarroel, 2014; Guo et al., 2016; Trautwein et al., 2012). A study conducted by Wu and Fan (2017) on *Academic Procrastination* has found that college students are more likely to persist in their effort and finish tasks when they feel positive about their academic skills. Their findings further reveal that students who perceive the academic tasks to be meaningful are more likely to avoid missing deadlines and are therefore more likely to persist in these tasks. Therefore, together, expectancy for success and task value are correspondingly associated with outcomes in learning such as selecting study topics, the level of involvement in learning, and achievement (Cook & Artino Jr, 2016).

2.3.3 Attribution Theory

Attribution Theory examines the causal explanations that individuals ascribe to events and how these ascriptions cognitively, emotionally and behaviourally affect their future actions (Martin & Dowson, 2009; Maymon et al., 2018; Shell et al., 1995). The theory describes how individuals interpret events and how their interpretations of these events influence their motivation to learn (Cook & Artino Jr, 2016; Demetriou & Schmitz-Sciborski, 2011). According to Weiner (2018), it is specifically when the individual encounters unexpected negative results (e.g. failing a test) that they reflect on the causes for their failure, whereas an expected positive result (e.g. obtaining an 'A' in a test) does not cause such continued reflection. The causes or explanations ascribed to events may be personally or socially positioned, may be stable or unstable over time, or may be personally controllable or uncontrollable, and are therefore respectively known as locus, stability and controllability (Demetriou, 2011; Martin & Dowson, 2009; Weiner, 2018).

In the context of student motivation, attributions are the explanations that students offer as reasons behind their successes or failures (Cauley & McMillan, 2010; Cook & Artino Jr, 2016). Most frequently, individual successes and failures in academic achievement are attributed to four fundamental factors, namely: ability (interior, stable and uncontrollable); effort (interior, unstable and controllable); task difficulty (exterior, stable and uncontrollable); and luck (exterior, unstable and uncontrollable) (Leana-Tuşcilar, 2016; Weiner, 2016). According to Dong et al. (2015):

If a student attributes his or her failure to an internal, unstable, and personally controllable cause, such as poor effort, in the future he or she will likely have higher expectations for success, experience more hope and guilt, and be more motivated to put effort into attaining future success (p. 534).

Individuals who recognise that their own actions are the cause of their success or failure take more accountability for their learning and persist even after they have failed (Dong et al., 2015; Martin & Dowson, 2009). Therefore, in order to support a learning environment that promotes student retention and resilience, it is important to understand

students' attributions for both their failures and successes (Demetriou & Schmitz-Sciborski, 2011; Leana-Tuççilar, 2016).

2.3.4 Summary

In the Attribution Theory, Weiner (2018) describes how events are interpreted by individuals and how these individuals' interpretations influence motivation for learning current and future behaviours (Demetriou & Schmitz-Sciborski, 2011; Cook & Atrino Jr, 2016). According to Expectancy-Value Theory, an individual's expectations and the value placed on certain tasks are influenced by that individual's beliefs about those tasks (Demetriou & Schmitz-Sciborski, 2011; Guo et al., 2015). Maslow suggests in his Hierarchy of Needs that people are inspired to take part in activities that they distinguish as helping them acquire their needs (Gorman, 2010). All three aforementioned theories prove that learning is an adaptive process that involves the cohesive functioning of the complete person, including their thoughts, emotions, perceptions and behaviours (Kolb & Kolb, 2009). Therefore, when teachers recognise their students' internal motivational resources and when they produce opportunities for their students to align their internal resources with their immediate environment, then motivation will be sustained (Rayburn et al., 2018; Reeve & Jang, 2006). Additionally, when teachers recognise and cultivate a student's need, they facilitate autonomy and, moreover, cause the student to feel that they are able to meet the challenges of their school work (Jang et al., 2010; Niemiec & Ryan, 2009; Zandvliet et al., 2014), no matter what their circumstances. Furthermore, it is imperative to note that learning is not an outcome, but rather a process in which "the primary focus should be on engaging students in a process that best enhances their learning, a process that includes feedback on the effectiveness of their learning efforts" (Kolb & Kolb, 2009, p. 43).

2.4 SELF-DETERMINATION THEORY (SDT)

2.4.1 Historical background

Since its inception, Self-Determination Theory (SDT) has been supported by many researchers and its importance has been emphasised across several different domains

such as education, health care and sport (Gagné & Deci, 2005; Rayburn et al., 2018; Ryan & Deci, 2009). SDT focuses on universal psychological needs (need for autonomy, need for competence and need for relatedness) that must be satisfied in order for an individual to reach psychological well-being (Ryan, 2009; Ryan & Deci, 2000; Liu et al., 2017). A 'need' is defined as a universal necessity required for optimal development and integrity (Deci & Ryan, 2008; Hang et al., 2017; Ryan, 2009). SDT differentiates self-determined (intrinsic) and controlled (extrinsic) types of intentional regulation and clarifies that when behaviour is self-determined, it is regulated by a process of choice. However, when it is controlled, the behaviour is regulated by a process of compliance, and sometimes defiance (Deci et al., 1991; Jeno et al., 2018; Niemiec & Ryan, 2009). SDT was thus founded "in the dialectical view which concerns the interaction between active, integrating human nature and social contexts that either nurture or impede the organism's active nature" (Ryan & Deci, 2002, p. 6). The theory emerged from mini-theories made up of organismic and systematic assumptions, which highlight the concept of basic psychological needs (Ryan, 2012; Ryan & Deci, 2002; Sjöblom et al., 2016). These theories are, namely, Cognitive Evaluation Theory, Organismic Integration Theory, Causality Orientations Theory and Basic Needs Theory (Ryan & Deci, 2008). SDT differentiates between the mini-theories stating how they address the nature, determinants and consequences of intrinsic and extrinsic motivation (Ryan et al., 2009). I will be discussing the three mini-theories and how they relate to intrinsic and extrinsic motivation in the following sections. Basic Needs Theory (see Section 2.4.2) will be discussed more extensively as it is the central focus of the present study.

2.4.1.1 Cognitive Evaluation Theory (CET)

Cognitive Evaluation Theory explicitly addresses the facilitation contrasted with the thwarting of intrinsic motivation by social and environmental factors. At the same time, it also acknowledges the three important psychological needs that have to be satisfied in order to foster self-motivation within the individual (Riley, 2018). CET does not focus on the causes of intrinsic motivation but rather concentrates on the conditions that enable versus those that reduce it. This theory does so by explaining how the processes and outcomes of intrinsic motivation are affected by social influences (Matosic et al., 2014;

Ryan et al., 2009). CET promotes the idea that intrinsic motivation is diminished by self-controlling forms of regulations, and enhanced by autonomous forms of self-regulation (Gagné & Deci, 2005; Ryan & Deci, 2002; Shen & Lui, 2018). This motion is supported by Ryan et al. (2009) who state that events negatively affecting autonomy and competence weaken intrinsic motivation, whereas events that support feelings of autonomy and competence preserve or improve intrinsic motivation. Therefore, in order for intrinsic motivation to be sustained, the individual will need to feel both competent and autonomous.

Offering individuals rewards has both informational (providing information about the individual's ability) and controlling (the pressure individuals experience as a result of the reward) aspects (Matosic et al., 2014; Ryan & Deci, 2002). A reward perceived as informational causes the individual receiving the reward to feel competent and autonomous, leading to higher intrinsic motivation. If a reward is perceived as controlling, however, it makes an individual feel helpless and incompetent, thus decreasing motivation (Hanis & Fox, 2015). A student receiving a good grade on a test or assignment accompanied by the lecturer explaining what the student did right and how the grade can be improved serves as an informational reward, which tends to foster feelings of competence in the student, thus increasing intrinsic motivation (Hagger et al., 2015). Conversely, if a reward is promised to a student as a form of coercion for them to perform well, the student will most likely feel pressure to perform well in order to receive the reward and could thus measure their competence in relation to gaining the reward, which could potentially decrease intrinsic motivation.

2.4.1.2 Organismic Integration Theory (OIT)

Organismic Integration Theory (OIT) was introduced by Deci and Ryan (1985) to explain the different forms of extrinsic motivation and the contextual factors that either endorse or hamper the internalisation and integration of behaviours. According to OIT, motivation is not a unitary process and extrinsic motivation falls on a continuum between amotivation and intrinsic motivation (Ryan & Deci, 2000; Deci & Ryan, 2008; Gunnell et al., 2014). Figure 2.2 depicts motivation as consisting of five types of regulatory processes

(amotivation, external, introjected, identified and integrated forms of regulation), which lie on a continuum of autonomy supporting extrinsic motivation (Ryan & Deci, 2000; Ryan et al., 2009; Lombas & Esteban, 2018). According to McDavid et al. (2014), the reasons why individuals engage in different activities “reflect different forms of motivation ranging from more internalised and autonomous (intrinsic motivation and identified regulation) to less autonomous and controlling (introjected and external regulation)” (p. 472). The regulatory processes will thus be discussed in the sections below.

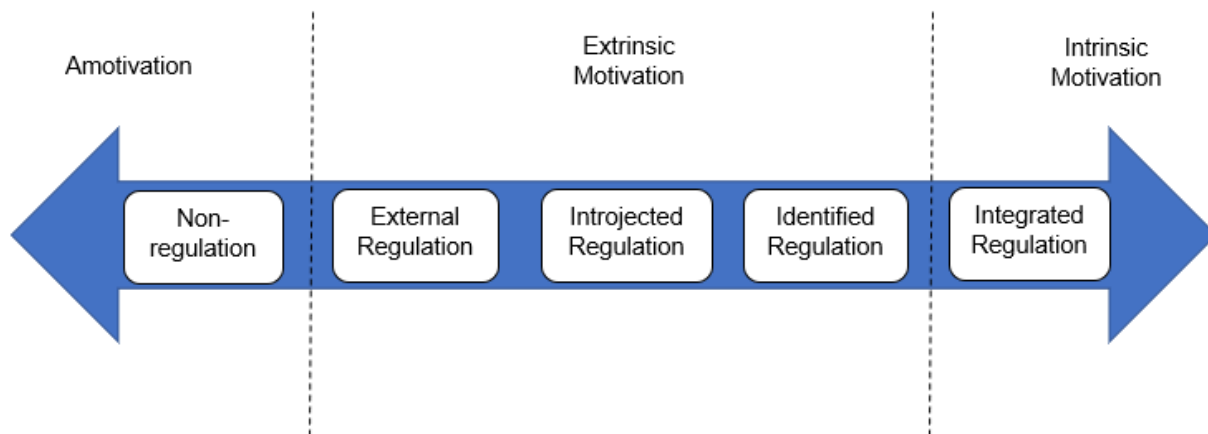


Figure 2.2: The Self-determination Continuum adapted from Ryan and Deci (2000)

Nonregulation/Amotivation: Amotivation lies on the far left of the self-determination continuum and is described as a state in which an individual lacks the intention to act. This may be the case as they may not experience the competence to carry out the activity or the individual may not see the connection between their actions and the desired outcome (Ryan et al., 2009; Sánchez de Miguel et al., 2017; Sun & Chen, 2010). Students who experience amotivation might not understand the reason for completing certain activities and will therefore have little or no intention to complete the activity (Xie, Guan & Boyns, 2018). A contributing factor to amotivation seems to be diminished social support from teachers, which is said to lead to poor concentration and boredom (Shen et al., 2010; Shen et al., 2010b). Amotivation is therefore identified as the least autonomous and self-determined type of motivation (Lombas & Esteban, 2018) and is thus comparable to the impersonal motivational style in Causality Orientations Theory (see Section 2.4.1.3) (Sheldon & Prentice, 2019).

External Regulation: Behaviours within external regulation have a locus of initiation that is external to the individual (Gunnell et al., 2014), which include offers of rewards or threats of punishments (Deci et al., 1991; Raufelder et al., 2015; Sun & Chen, 2010). Individuals are motivated by either the promise of reward or the avoidance of punishment, therefore external regulation is regarded as the least autonomous form of extrinsic motivation (Ryan & Deci, 2002; Taylor et al., 2014). Within the educational context, a student is pressured to engage in an activity either when a reward (such as a trophy) or punishment (such as detention) is present. Consequently, the student will only engage in the activity to either attain the reward or to avoid the punishment (Perlman & Goc Karp, 2010; Vansteenkiste & Ryan, 2013). The student's actions are therefore driven by and depend on contingencies of reinforcement or punishment, and because external regulations are not internalised, they are not sustained when the contingency is not prominent or explicitly applied (Ryan et al., 2009).

Introjected Regulation: Introjected regulation is a fairly controlled form of internalised regulation in which behaviours are completed to avoid guilt or anxiety or to achieve ego enhancements such as pride (Vansteenkiste & Ryan, 2013). The individual participates in order to feel better about their self-worth and to evade blows to the self-esteem (Ryan et al., 2009; Xie et al., 2018). Consequently, while this regulation is more internally motivated, it still has an outwardly perceived locus of causality and is not experienced as part of the self (Naude et al., 2016; Ryan, 2009; Ryan & Deci, 2000). Introjected regulation encompasses internalised rules that pressure the individual to behave and are reinforced by threatened sanctions such as guilt or the promise of reward, thus leading the individual to conform as a result of internal coercion to avoid feeling bad or guilty (Deci et al., 1991; Sánchez de Miguel et al., 2017; Wentzel & Wigfield, 2007). A student will, therefore, engage in an activity such as completing an assignment to avoid feeling bad about themselves (Cox & Ullrich-French, 2010; Cox et al., 2011) or act out of competition, for example, being the best in class, in order to feel a sense of pride (in de Wal et al., 2014). Ryan et al. (2009) state that introjected regulation represents a larger degree of internalisation than external regulation, but because it is based on internal rewards and punishments, it is still considered controlled behaviour.

Identified Regulation: Identified regulation is an autonomous and self-determined form of extrinsic motivation which encompasses a cognisant valuing of a behavioural goal and accepting the behaviour as being personally important (Brooks & Young, 2011; Raufelder et al., 2015; Ryan & Deci, 2000, 2002). Motivation research in the field of education has found that students who intentionally strive to do well in a module or subject have come to accept the goal of academic achievement as being important to them personally (Cox & Ullrich-French, 2010; in de Wal et al., 2014; Pelman & Goc Karp, 2010). The student is thus said to have identified with and accepted the regulatory processes and therefore has come to value the behaviour (Deci et al., 1991; Matosic et al., 2014; Sun & Chen, 2010). These findings are consistent with Ryan et al. (2009), who write that “action reflects values, meaning that behaviours regulated through identification will persist independently of environmental rewards - they will be better maintained than their more controlled counterparts” (p. 112).

Integrated Regulations: This form of regulation serves as the most autonomous form of extrinsic motivation as identified regulations are completely assimilated to the self (Ryan & Deci, 2000; Taylor et al., 2014). Integrated regulation results when identifications have been appraised and become a congruent part of the values, goals and needs that are already part of the individual (Ryan & Deci, 2002; Vansteenkiste & Ryan, 2013; Wentzel & Wigfield, 2007). For example, a student might have initially taken a module because it was an important or a compulsory part of the course, but eventually, the student comes to regard the module as a beneficial part of their overall growth and life goals (Sánchez de Miguel et al., 2017). It is important to note that although the behaviours in integrated regulation share several characteristics with intrinsic motivation (i.e. behaviours becoming part of the students value system), it is still considered an extrinsic type of motivation because the individual’s actions serve the purpose of attaining a separable outcome and not for the mere enjoyment of the activity (Ryan & Deci, 2000; Sun & Chen, 2010).

2.4.1.3 Causality Orientations Theory (COT)

Causality Orientations Theory was proposed to catalogue the characteristics of personality that are largely essential to the regulation of behaviour and experience (Ryan & Deci, 2002). COT describes the individual differences in how people regulate their behaviour to orientate themselves to the different aspects of the environment (Ryan, 2009). The theory identifies three orientations in SDT: 1) impersonal orientation in which the behaviour occurs, but the individual does not feel a sense of intentionality concerning the behaviour, 2) Controlled orientation where the individual shows intentional behaviour, but the person orientates the behaviour towards the contingencies and constraints in the environment, and 3) Autonomous orientation where the person pursues situations in which they feel ownership of their behaviour (Washburn, 2017). Students who exhibit a high impersonal orientation see themselves as incompetent and perceive that they will not be unable to master tasks, while those who are highly control-orientated are motivated by extrinsic events such as deadlines or being monitored by the lecturer (Ye et al., 2013). Both of these orientations are in contrast to autonomy-orientated students who perceive environmental contingencies as opportunities to prove their competence and who seek the most reliable information before making choices (Hagger & Chatzisarantis, 2011; Hagger et al., 2015; Ye et al., 2013).

2.4.1.4 Summary of the mini-theories

In summary, CET indicates that contextual events, such as the presentation of rewards, have the possibility of both increasing and decreasing intrinsic motivation based on whether the rewards are informational or controlling. Alternatively, it is stipulated in OIT that motivation is determined by the contextual factors that either increase or hamper the internalisation of self-determined or autonomous behaviours. Finally, the focus of COT is on how students regulate their behaviours based on different environmental contexts. Together, these mini-theories differentiate between intrinsic and extrinsic forms of regulation and clarify the effects that controlling versus autonomy-supportive behaviours have on motivation. Although Basic Needs Theory forms part of the mini-theories that mould SDT, it will be discussed further in Section 2.4.2 as it encompasses the core basis of the theoretical framework that conceptualises this study's research questions.

2.4.2 Basic Needs Theory (BNT)

Basic Needs Theory is one of the mini-theories that facilitated the advancement of SDT (Ryan, 2009; Ryan & Deci, 2018). The central principle of SDT is that the fulfilment of the three basic psychological needs is a required condition for an individual's growth, integrity and well-being. This is the case as it maximises motivation, performance, and development within social contexts (Emery et al., 2016; Ryan et al., 2008; Ten Cate et al., 2011). It is therefore postulated in BNT that an individual's basic psychological needs for autonomy (a sense of choice in regulating behaviour), competence (a sense of efficacy with regards to internal and external environments) and relatedness (feeling connected to and cared for by others) must be supported in order to obtain psychological well-being (Liu et al., 2017; Ryan & Deci, 2000; Sun & Chen, 2010). Furthermore, satisfying these basic psychological needs is seen as an enabling factor for learning, well-being and intrinsic motivation (Niemic & Ryan, 2009). According to SDT, the socio-cultural environments we are part of can support or thwart our basic psychological needs to varying degrees (Sjöblom et al., 2016). It is therefore important to note that while self-determined motivation is an individual process, the nature of its development largely depends on a supportive environment. As such, interaction with a variety of individuals (e.g. peers, family, teachers, colleagues) in diverse settings (e.g. home, school, work) results in individual needs in the three areas being met (Bernard et al., 2014; Ryan & Deci, 2000). Accordingly, it is imperative to understand how the thwarting or satisfaction of these basic needs either hampers or promotes individual well-being and how these phenomena impact motivation. In the following sections, I will distinctly review each of the basic needs and explain how they can be satisfied in order to facilitate commitment and academic achievement.

2.4.2.1 *Autonomy*

Autonomy refers to an individual's sense of choice in regulating their behaviour (Rayburn et al., 2018), highlighting that when individuals act autonomously, they meditatively embrace an activity as their own, hence embracing that activity at the uppermost level of reflection (Ryan et al., 2008; Taylor et al., 2014). When people feel that they are

autonomously motivated, they experience a sense of volition (Vansteenkiste & Ryan, 2013). However, when they perceive that they are being controlled, individuals experience pressure to think, and display particular behaviour (Haerens et al., 2015; Ryan & Deci, 2008). Consequently, controlled motivation is seen to drain energy whilst autonomous motivation enhances energy (Ryan & Deci, 2008).

Autonomy in education is viewed as the attitude that students have towards learning in which they take responsibility in making decisions about their own learning (Dickinson, 1995; Jang et al., 2009; Niemiec & Ryan, 2009; Rayburn et al., 2018). Students are autonomous when they dedicate their time and energy willingly to their studies (Naude et al., 2016; Niemiec & Ryan, 2009). The common theme here is that learners who have their need for autonomy met become more motivated, which leads to more effective work (Dickinson, 1995; Jang et al., 2010). Further, learners who are autonomously motivated are those who learn independently, who identify and formulate their goals to suit their own interests and needs, and those who monitor their own learning (Dickinson, 1995; Kursurkar & Ten Cate, 2013).

For teachers to be able to sustain student autonomy, they need to recognise their students' inner motivational resources and provide students the opportunity to match their inner resources with the activities in the classroom (Hang et al, 2017; Jang et al., 2010; Reeve & Jang, 2006). Autonomy-supportive teachers tend to motivate students to be more curious and show a greater desire for challenges (Flink et al., 1990; Wentzel & Wigfield, 2007). Strategies that teachers could use to enhance autonomy include: providing choices and meaningful explanations for learning activities; recognising, understanding and acknowledging the feelings students have about class topics; and reducing pressure and control on students (Jang et al., 2016; Niemiec & Ryan, 2009). Research further states that teachers facilitate a student's autonomy when: they value the students' perspectives; they identify and nurture the students' need; they provide challenges; emphasise concrete and meaningful lesson objectives; and they deliver interesting and enriching activities (Jang et al., 2010; Rayburn et al., 2018). Autonomy-supportive teachers provide students with the knowledge they need to feel capable to address a problem in their own way. Such teachers further create an atmosphere with the

least pressure and demands in order for students to feel autonomous (Shen et al., 2009; Rayburn et al., 2018). Piaget's theory (as cited in Sun & Chen, 2010) clarifies that "when children are allowed to actively explore their environment, learning takes place, therefore satisfying the need for autonomy" (p. 367). An autonomy-supportive environment provides students with a variety of opportunities for directing their own behaviour (Shen et al., 2009; Hang et al., 2017). Additionally, autonomy-supportive environments provide students with positive feedback and a context in which their opinions are considered (Naude et al., 2016; Ryan & Deci, 2000).

Allowing the student to take part in the decision-making process fosters a sense of care and autonomy and therefore causes the student to be more willing to contribute to the course (Reeve, 2012; Reeve et al., 2014). According to Reeve and Jang (2006), "Asking for students' input on a lesson plan is an autonomy-supportive behaviour because it seeks to identify students' psychological needs and integrate them into the day's lesson" (p. 210). Teacher's care, providing structure and the provision of support for autonomy correlates positively to students' engaged behaviour and emotion (Naude et al., 2016; Skinner et al., 2008). Students who have autonomy-supportive teachers demonstrate substantially improved functioning and educational outcomes in the classroom, more so than students who have controlling teachers (Mammadov et al., 2018; Reeve & Jang, 2006). According to Sun and Chen (2010), research has found that autonomy, above competence and relatedness, is the psychological need that drives competence and intrinsic motivation. By encouraging autonomy and self-determination in a university classroom, teachers may not see clear, immediate changes or improvements in performance, but instead, students may elect additional courses in the subject area, be more interested in the course content and be more persistent when faced with challenges (Garcia & Pintrich, 1996; Montalvo & Mansfield, 2007).

Students in higher education are presumed to be independent learners (Bailey, 2013) through the active regulation of their own learning (Leese, 2010), therefore this context is seen to vary from other educational contexts. As a result, their reliance on teachers is expected to decrease as student independence increases (Wentzel, 2009; Hagenauer & Volet, 2014). In addition, the relationship between students and their teachers, and

students' dependence on their teachers can differ between programs, years of study, classes and subjects taught in the higher education context (Leenknecht et al., 2020). Notwithstanding these findings, research has shown that even independent learners in the higher education context need to be encouraged to study autonomously (Ryan & Deci, 2017). Furthermore, several studies have found correlations between student motivation and autonomy-supportive teaching in higher education (e.g. Dwyer, 2017; Groves et al., 2016; Jenó et al., 2018; Leenknecht et al., 2020).

2.4.2.2 Competence

An individual's need for competence constitutes a desire to feel effective in the actions they pursue (Kursurkar & Ten Cate, 2013). Competence also denotes an individual's sense of efficacy regarding their internal and external environments (Ryan et al., 2008; Xie et al., 2018). Competence can also be referred to as self-efficacy as it includes an individual's perception of their own competence. Self-efficacy is a person's judgment of their confidence and capacity to be able to carry out a specific task in a specific situation to reach desired goals (Aloe et al., 2014; Bandura, 1997; Zandvliet et al., 2014). It is, therefore, safe to assume that self-efficacy and competence encompass the same construct, thus they will be used interchangeably henceforth. According to Bernard et al. (2014), the need for competence is satisfied by feelings of being efficient and being able to demonstrate mastery. The more competent a person feels while performing an activity, the more intrinsically motivated they will be to repeat said activity (Deci & Ryan as cited in Sun & Chen, 2010; Naude et al., 2016). The more positive a person's thoughts are about their self-efficacy, the greater their effort and perseverance will be in carrying out the task (Kursurkar & Ten Cate, 2013; Linnenbrink & Pintrich, 2003). Conversely, students who do not feel competent and those whose need for competence is thwarted experience negative emotions and outcomes (Sun & Chen, 2010).

Researchers in educational settings have progressively been drawing more attention to the role that students' thoughts and beliefs play in the learning process (Mammadov et al., 2018; Pajares, 2006; Schunk, 2003; van Dinther et al., 2011). Empirical studies have found that students regard themselves as competent when they feel that they are able to

cope with the pressures of their schoolwork. Furthermore, teachers can support students' need for competence by introducing learning activities that are challenging in order to allow the students the opportunity to test and develop their academic abilities (Filak & Nicolini, 2018; Niemiec & Ryan, 2009; Williams & Williams, 2011). When teachers or lecturers introduce these challenging learning activities, they create what Vygotsky termed the Zone of Proximal Development (ZPD), which is the "critical space where a child cannot quite understand something on her own but has the potential to do so through proximal interaction with another person" (Donald et al., 2012, p. 56). It is therefore important for teachers to provide students with enough feedback on these challenging activities by acting as a scaffold between what the student can achieve on their own and what the student can achieve with aid from others (Donald et al., 2012). Teachers should help motivate students when they have not achieved as well as they had hoped. This support from the teachers initiates the desire for the student to learn by interacting with the environment, therefore enforcing the need for competence (Koka & Hagger, 2010; Raabe & Readdy, 2016).

2.4.2.3 Relatedness

An individual's need for relatedness encompasses feeling connected to and cared for by others (Brooks & Young, 2011; Ryan et al., 2008; Xie et al., 2018). The need for relatedness is fulfilled through support, assistance, warmth, encouragement and nurturance from significant others (Martin & Dowson, 2009; Naude et al., 2016). Bernard et al. (2014) state that:

Individuals who felt that people in their life cared about them would be more likely to assert that their basic needs for relatedness were met compared to people who believed that few people in their life cared for them (p. 158).

Relationships play a significant role in a student's life (Martin & Dowson, 2009; Rayburn et al., 2018). When a student feels accepted by their teachers and peers, they become more emotionally, cognitively and behaviourally engaged in class (Connell & Wellborn as cited in Martin & Dowson, 2009; Zandvliet et al., 2014). Belongingness, which is a central theme in SDT, is cultivated by the collection of both the teacher and the students in the

classroom (Deci & Ryan, 2000; Jacobi, 2018; Wentzel & Wigfield, 2007). Academic-relatedness teaches students the values, attitudes, beliefs, and orientations necessary to function effectively in educational settings (Martin & Dowson, 2009). Subsequently, a student's need for relatedness is satisfied when they feel that they belong and are sincerely liked, respected and valued by their teacher (Kim et al., 2015; Niemiec & Ryan, 2009). Teachers who care for their students are in a better standing to preserve students' curiosity and cooperation than teachers who are viewed as non-caring. How students perceive their teachers, whether caring or uncaring, affects their level of engagement in school and their persistence in asking for assistance (Jeno et al., 2018; Montalvo & Mansfield, 2007).

Strategies that enhance relatedness are said to include conveying warmth, caring and respect to students. A teacher's involvement with their students' classroom activities satisfies these needs for relatedness, thus leading to positive student outcomes (Deci & Ryan, 2000; Niemiec & Ryan, 2009; Rayburn et al., 2018). Students need to feel a certain level of trust, respect, caring, concern and community with others in order for them to feel connected (Goldman et al., 2017; Williams & Williams, 2011). Therefore, when a teacher behaves in a warm manner towards a student, when they show respect to the student and when they show that they genuinely care for the student, the student's need for relatedness will be satisfied. A strong sense of relatedness puts students in a better position to take on challenges, set ambitious goals and set high standards that energise and motivate them (Martin & Dowson, 2009). According to Extended Attachment Theory (with Attachment Theory being the positive relationships between parents and children), teachers who are sensitive towards their students act as a secure base from which students can become more engaged in learning tasks and safely explore the school environment (Pianta et al. as cited in Roorda et al., 2011). A student's emotional security serves as a mediator between the support the teacher gives and the student's engagement in learning tasks (Thijs & Koomen, 2008; Zumbunn et al., 2014). Students internalise the values and motivation of the teachers to whom they feel connected, and if the students feel rejected by these teachers, they will not internalise the motivation (Niemiec & Ryan, 2009). This notion is supported by Wentzel (as cited in Martin &

Dowson, 2009), who find that high-quality relationships cause individuals to internalise the beliefs and values of the significant people in their lives.

Ahlberg, Moss and Pence (as cited in Sun & Chen, 2010) find that, according to Vygotsky's Social Constructivist Theory, learning cannot take place if the learner acts as a "lone scientist" (p. 367). According to this theory, an environment that is socially constructive, "enhances social interactions, promotes a sense of belongingness, and stabilizes the relatedness in the classroom" (Sun & Chen, 2010, p. 378). Vygotsky's Theory of the Zone of Proximal Development (ZPD) further highlights this finding as the student needs the assistance of the teacher to be able to learn (Ciampa, 2014). In his Social Constructivist Theory, Vygotsky contends that because learning ensues through interactions with others, for example, teachers, parents and other learners, it can be viewed as a socio-culturally mediated and collaborative process. Therefore, a student's need for relatedness is the foundation for meaningful learning (Snowman & McCown, 2013; Sun & Chen, 2010). Social constructivist pedagogy indicates that developing sound relationships with others, especially those more knowledgeable than yourself, is critical to learning (Churcher et al., 2014; Sun & Chen, 2010). Viewing learning from both a ZPD and self-determination perspective, relatedness serves as both a need to be satisfied and a resource for learning achievement (Sun & Chen, 2010). From the Social Constructivist Learning Theory viewpoint, effective learning environments should empower students to master the collective knowledge by providing relevant social interaction (Rayburn et al., 2018; Sun & Chen, 2010). Students who feel alienated commonly lack the motivation to engage in learning and attending school (Meece et al., 2006).

2.4.3 Understanding intrinsic and extrinsic motivation in the educational context

An individual has intrinsic motivation when they engage in an activity for the innate pleasure and fulfilment it offers (Goldman et al., 2017; Ryan & Deci, 2000; Ryan et al., 2009) or when they see the task as an opportunity to learn without receiving an extrinsic reward (Coon & Mitterer as cited in Haider et al., 2015). Thus, individuals are more likely to endorse and participate in an activity if they enjoy and identify with the activity (Patall et al, 2008; Vansteenkiste & Ryan, 2013). In order to maintain intrinsic motivation, people

need to feel autonomous and competent (Gagné & Deci, 2005; Rayburn et al., 2018) as “intrinsic motivation energizes a wide variety of behaviours that reward the individual with experience of autonomy, competence, and relatedness in the activity” (Niemic & Ryan, 2009, p. 371). Individuals are therefore intrinsically motivated and have a heightened vitality, well-being and self-esteem when their psychological needs for autonomy and competence, specifically, are met (Bernard et al., 2014).

A classroom environment that supports the satisfaction of autonomy, competence and relatedness produces students who are more intrinsically motivated (Goldman et al., 2017; Niemic & Ryan, 2009). When these psychological needs are thwarted, however, students withdraw, become disengaged and act out (Behzadnia et al., 2018; Skinner & Pitzer, 2012). Consequently, students who are disengaged are distracted, passive, give up easily when challenged, and fail to plan or monitor their work (Jang et al., 2010). By activating intrinsic educational goals, teachers enhance autonomous motivation and persistence in school activities (Naude et al., 2016; Niemic & Ryan, 2009; Vansteenkiste et al., 2004). Benwar and Deci (as cited in Cerasoli et al., 2014) explain that intrinsically motivated students are more actively engaged in both learning and teaching.

In contrast, an individual is extrinsically motivated when they perform activities for external rewards, be it tangible (money) or psychological (praise) (Haider et al., 2015). Benwar and Deci (as cited in Cerasoli et al., 2014) state that individuals who are extrinsically motivated are more passive, meaning that they have little or no motivation to act. Ryan et al. (2008) seem to have an explanation as to why this is so, stating, “Those treated in controlling ways, or who experienced coldness or rejection from caregivers were more prone to insecurity and low self-esteem which in-turn appears to have made them more susceptible to extrinsic goal” (p. 165). From the previous statement, it would be fair to extrapolate that when an individual’s needs for relatedness, autonomy and competence are not met, they tend to desire external motivation to complete tasks.

Within an educational setting, Biggs (as cited in Lee et al., 2010) find that when students are extrinsically motivated, they have a high probability of engaging in shallow learning and they are less likely to persevere in an activity once extrinsic rewards and stimuli are

removed. If students do not obtain reimbursement such as sanctions, praise and feedback, an extrinsic system of rewards can lead to a decrease in their sense of competence and further ensues a loss of interest in the task (Lee et al., 2010; Miller et al., 1998; Naude et al., 2016). Conversely, psychological extrinsic motivation, such as verbal rewards, can increase intrinsic motivation, whereas tangible incentives decrease intrinsic motivation (Deci et al., 2001; Lemos & Verissimo, 2014).

Extrinsic motivation does not necessarily negate intrinsic motivation, the two forms of motivation can coexist (Lemos & Verissimo, 2014). Ryan and Deci (cited in Demir, 2011), suggest that depending on the situation and the individuals, extrinsic rewards could increase intrinsic motivation if feelings of self-determination are generated. When teachers use extrinsic motivation (e.g. positive feedback), it does not result in a decrease of internal motivation (Demir, 2011; Naude et al., 2016), but rather an increase thereof (Deci et al., 2001; Naude et al., 2016). Educators need to consider the various forms of extrinsic motivation and how they work as they cannot always depend on intrinsic motivation to increase commitment in students (Saeed & Zyngier, 2012). Extrinsic motivation can be used as a strategic tool to support learning for difficult and unappealing academic activities (Lemos & Verissimo, 2014). Thus, the combination of intrinsic and extrinsic motivation may be ideal in the facilitation of learning (Moos, 2010).

2.5 RELEVANCE OF SDT TO EDUCATION

SDT provides a psychological explanation from the needs satisfaction perspective of the positive effects of teacher care (Nie & Lau, 2009). However, supporting students' psychological needs from a pedagogical perspective is a challenging undertaking for teachers in institutionalised settings that view controlling motivation as fundamental to the learning process (Sun & Chen, 2010). Nie and Lau (2009) view this undertaking as a "dual emphasis of behavioural control and care in classroom management which takes into account the needs and demands of both teachers and students" (p. 191). For teachers, this means providing structure to the lesson so that effective learning can take place (Nie & Lau, 2009; Sjöblom et al., 2016). The aforementioned need to provide structure is one of the reasons why teachers develop a controlling motivating style (Reeve, 2009).

Teachers communicate a controlling style of motivation in two ways: 1) Direct control, which involves motivating the students by creating external pressure to act, and 2) Indirect control, which encompasses covert attempts from the teacher to motivate their students by use of guilt, shame and anxiety (Assor et al., 2005; Reeve et al., 2014). Koka and Hagger (2010) highlight that teachers should refrain from using negative gestures in response to poor performance and refrain from following rigid styles of decision-making as these behaviours minimize students' self-determined motivation. People (in this case students) experience pressure to think, feel and behave when they perceive that they are being controlled (Deci & Ryan, 2008; Ryan & Deci, 2018).

The term 'care in classroom management' for students means that students need to feel cared for, respected and loved by their teachers (Nie & Lau, 2009). Teachers who care about their students and who act in autonomy-supportive ways provide insightful explanations, rely on non-controlling language, show flexibility by allowing students to take the time they need to learn on their own, and understand and acknowledge the negative emotions expressed by students (Behzadnia et al., 2018; Reeve, 2009). Jennings and Greenberg (2009) state the following about autonomy-supportive teachers:

Socially and emotionally competent teachers set the tone of the classroom by developing supportive and encouraging relationships with their students, designing lessons that build on student strengths and abilities, establishing and implementing behavioural guidelines in ways that promote intrinsic motivation, coaching students through conflict situations, encouraging cooperation among students, and acting as a role model for respectful and appropriate communication and exhibitions of prosocial behaviour (p. 492).

Teachers need to establish basic motivational conditions in the classroom by practising acceptable teacher behaviour, establishing good relationships with their students, maintaining a friendly and supportive environment in the classroom, and providing students with standard expectations to promote a unified community of learners (Dörnyei, 2001; Jennings & Greenberg, 2009). Additionally, teachers need to maintain motivation in the classroom by setting proximal sub-goals, "improving the learning experience, increasing student self-confidence, creating learner autonomy, and promoting self-motivating learner strategies" (Bernaus & Gardner, 2008, p. 388). Students' motivation to

study is increased when teachers clearly communicate information, demonstrate immediacy and are assertive but open in their responses (Behzadnia et al., 2018; Jang et al., 2016). Furthermore, teachers need to adopt a teaching style that emphasises praising, encouraging and considering a student's ability levels in order to increase the student's self-determined motivation (Koka & Hagger, 2010; McCroskey et al., 2006; Zandvliet et al., 2014). By presenting these behaviours, the teacher nurtures the students' inner motivational resources (Reeve, 2009). A further meta-analysis conducted by Reeve (2009) found supporting research that students who suffer from controlled motivation styles can benefit from autonomy support from teachers. In their case, the students experienced more positive emotions and were more motivated to learn due to the positive emotions and intrinsic motivations demonstrated by their teachers (Meece et al., 2006; Reeve, 2012). The teacher's task, therefore, is not only to provide order in the classroom but also to make sure that students feel autonomously supported for learning to take place.

2.6 CONCLUSION

Teachers seem to be the gatekeepers for good student motivation as the past two decades have seen an increase in research regarding the importance of the emotional aspect of the teacher-student relationship for the student's school adjustment. There has also been mounting acknowledgement that teachers have a critical influence on the social and emotional development of their students (Roorda et al., 2011; Skipper & Douglas, 2015). Student-teacher relationships that are supportive provide the foundation for effective classroom management, enhancing students' pleasant achievement emotions are essential goals of teaching (Behzadnia et al., 2018; Frenzel et al., 2009). Students' pleasant emotions towards their learning and achievement form the foundation of their interest and their willingness to participate in academic pursuits over time (Hidi & Renninger, 2006; Reeve, 2012). Motivation is possibly the greatest factor that educators need to target in order to progress learning (Kim et al., 2015; Olson as cited in Williams & Williams, 2011). Indeed, as previously mentioned, motivation is what directs student attention and concentration towards vital learning activities. Further understanding of motivation is thus crucial for quality education (Saeed & Zyngier, 2012).

There are some characteristics of the aforementioned theories of motivation that are consistent with SDT. These social-cognitive theories emphasise the transactional process of human functioning, highlighting the “reciprocal interactions between an individual’s behaviours, their internal personal factors (e.g., thoughts and beliefs) and environmental events” (van Dinther et al., 2011, p. 96). These findings highlight the conceivable widespread application of SDT. Granting that the original study used self-determination as its theoretical framework, the extensive application of the theory to motivation contexts serves as one of the reasons why SDT is pertinent to the present study. Nevertheless, it is important to bear in mind that no theory is comprehensive in itself, and the best way to advance understanding into motivation requires simultaneously keeping all these theories in mind in order to identify gaps and to test understanding (Williams & Williams, 2011).

The following chapter concerns the research results and the findings derived therefrom.

CHAPTER 3 RESEARCH FINDINGS AND DISCUSSION

3.1 INTRODUCTION

In this chapter, I report the research results of the present study in terms of the themes that emerged subsequent to the data analysis. I first offer a summary of the themes in terms of their description and indicators. Thereafter, I discuss the themes in detail using examples from the narratives in terms of direct quotes from the students to support my findings. Additionally, under each theme, I offer a literature control, which involves an integration of the results and an exploration of my findings against the background of existing literature.

3.2 RESEARCH RESULTS

3.2.1 Coding process notes

In the following section, I present and discuss the themes that emerged through the inductive thematic analysis of the data. In analysing the data inductively, I focused on the story that the students were telling in their narratives, which meant that the themes that arose were data-driven. When referencing the data sources as examples, the following codes will apply: Narr, which refers to the narrative script number; F or M after the script number refers to a Female or Male participant; M or D after the participant indicates a narrative about a Motivational or Demotivational lecturer; and Para indicates the paragraph number in the coded excerpts. The following is an example of the coding system: *Narr. 123F-M, Para. 2*, which is script number 123 from a female student focusing on a motivating narrative and referring to paragraph 2 in the coded excerpts.

3.2.2 Summary of themes

Table 3.1 illustrates a summary of the identified themes, which are outlined according to their description and indicators.

Table 3.1: Identified themes with their descriptions and indicators.

Themes	Description	Indicators
1. Lecturer's relationship with the students	This theme represents the perceived nature of the relationship between the student and teacher (lecturer) within the classroom context.	All instances in the excerpts from the raw data where students described their lectures using phrases such as 'good relationship', 'very good relationship', 'easy human to talk to', 'friendly', 'close relationship', 'could not think at a student's level', 'bad relationship', 'not friendly', 'easy to talk to', 'liked by students', 'cold' and 'approachable'.
2. Formal content presentation	This theme includes the lecturer's preparedness for class, the degree of knowledge about the topic or course and how the lecturer explained the content to the students.	All instances in the excerpts from the raw data where students described their lectures using phrases such as 'informative', 'confusing', 'emphasised concepts', 'teaches well', 'elaborates', 'gives enough detail', 'offers constructive criticism', 'knowledgeable', 'high level of teaching', 'difficult to understand', 'prepared', 'gives examples', 'explains the work fast', 'mumbles and doesn't pronounce words clearly', 'organised' or 'unorganised'.
3. Teaching approach	This theme illustrates the degree to which the lecturer created an atmosphere that was conducive to learning through various methods and techniques used to communicate the material to the students.	All instances in the excerpts from the raw data where students described their lecturer's teaching approach using phrases such as or similar to 'ask questions', 'willing to help', 'flexible', 'interacts with the class', 'participate in class', 'gives us time to discuss', 'allows interaction', 'doesn't worry if students follow', 'opportunities for student engagement', 'offered assistance',

Themes	Description	Indicators
		‘included student opinions’, or ‘checking for understanding’.
4. Lecturer’s personality	This theme emerged from the students describing the behavioural traits of the lecturer.	All instances in the excerpts from the raw data where students described their lecturer’s qualities or behaviour using words or phrases such as or similar to ‘always believed in me’, ‘never favoured anyone’, ‘told me I could do better’, ‘motivates students’, ‘caring’, ‘not accommodating’, ‘condescending’, ‘confident’, ‘excited’, ‘inspiring’, ‘strict’, ‘positive’, ‘patient’, ‘passionate’, ‘advised us’, ‘happy’, ‘understanding’, or ‘sympathetic’, ‘enthusiastic’.

After critically reading the narratives (Braun et al., 2018), I coded them by paragraph and highlighted them in different colours to indicate potential themes (Braun & Clarke, 2006). I made a list of all the different codes and sorted them into potentially related theme groups (Braun & Clarke, 2006; Crowe et al., 2015). I further reviewed, modified and developed the preliminary themes and extracted the applicable excerpts, linking them to the overall themes (Crowe et al., 2015). I finally defined and refined the themes by reflecting on how the themes and excerpts each fit the overall dataset (Braun et al., 2018).

In total, I identified four themes, namely: lecturer’s relationship with the students; formal content presentation; teaching approach; and lecturer’s personality. The description illustrates the nature of the theme and serves as an overview of the lecturers’ traits in relation to the overall theme. The indicators reveal the keywords that the students used to describe their lecturer that I took note of in the excerpts, which are characteristic of that particular theme.

3.2.3 Theme 1: lecturer's relationship with the students

Research has confirmed the value of teacher-student relationships by demonstrating that the quality of the relationships between students and their teachers can have a direct impact on their conduct, affective well-being and academic performance in schools (Lind et al., 2017; Pianta, 1999; Scherzinger & Wettstein, 2019; Wentzel, 1998). This theme thus denotes the perceived nature of the student-teacher relationship as described by the students as motivational or demotivational. Instances in the data that encompassed good or motivational lecturers included descriptions such as 'good relationship', 'easy to talk to' and 'friendly'. The following excerpts are examples of students describing motivating relationships with their lecturer:

She had a very good relationship with most of the children [sic] and can easily talk to us (Narr. 119F-M, Para. 85).

The relationship with the students is very good and open (Narr. 129F-M, Para. 5).

... easy human to talk to about anything (Narr. 132F-M, Para. 14, Line 3-4).

She is friendly towards students (Narr. 139F-M, Para. 25).

He had a close relationship with his students (Narr. 150F-M, Para. 29).

Additionally, the students described the relational aspects of demotivating lectures. Such lecturers were described using words such as 'bad relationship', 'cold' and 'not approachable'. The following excerpts are examples:

... bad relationship with students (Narr. 153F-D, Para. 50).

In this module the lecturer is not always friendly every day (Narr. 60M-D, Para. 68).

The lecturer can be described as quite 'cold' and really doesn't seem approachable (Narr. 118M-D, Para. 137).

These excerpts seem to suggest that characteristics such as being easy to talk to and friendly are equated to a close or good relationship between the student and the lecturer. Conversely, cold and unfriendly characteristics are indicative of a bad relationship

between the student and the lecturer. Accordingly, students that perceived that they had a positive relationship with their lecturer viewed this trait as motivating, while students who perceived that they had a negative relationship with their lectures regarded this feature as demotivating. The literature states that relationships between students and the teacher are critical because the teacher is an influential source of social encouragement (Smart, 2014). Positive student-teacher relationships have consistently been linked to positive student outcomes, including increased commitment, improved student participation, higher level of course acquisition, and greater likelihood of sustained and eventual college completion (Hoffman, 2014; Pascarella & Terenzini, 2005). In addition, a positive relationship between teacher and student would increase the students' motivation and academic achievement (Khalilzadeh & Khodi, 2018; Lamb, 2017; Raufelder et al., 2015). Quality student-teacher relationships are closely linked to positive achievement attitudes such as student self-efficacy and overall student fulfilment (Bergin & Bergin, 2009; Creasy et al., 2009; Hagenauer & Volet; 2014). The research further supports these findings by emphasising that when teachers are able to develop caring relationships with students, learn about the individual needs and strengths of students and provide encouragement and support, students are likely to be highly motivated, participate in learning activities and achieve academic success (Roorda et al., 2011; Yu & Singh, 2018). Alternatively, negative relationships between students and the teacher that are marked by a high degree of teacher conflict and vulnerability (Engels et al., 2016) correlate with educational and socio-economic transition difficulties for students (Roorda et al., 2011).

3.2.4 Theme 2: formal content presentation

This theme covers the lecturer's preparedness for class, the degree of knowledge on the subject or module, and how the lecturer explained the content to the students. Students who perceived their lecturer's formal presentation as motivating described their lecturers as informative, knowledgeable, and prepared. Below are excerpts from the data that denote lecturers presenting content in a manner that motivated their students:

The lecturer that presented my last module was very informative (Narr. 129F-M, Para. 1).

She emphasised the concept and made it as interesting as possible (Narr. 132F-M, Para. 11).

He uses slides and then elaborates on them (Narr. 136F-M, Para 17).

She gives us enough detail and so much detail and she makes it easy when I study on my own because I understood her in class (Narr. 139F-M, Para. 22).

He always gives back assignments, tasks and tests back soon after we had handed them in and always offered constructive criticism (Narr. 150F-M, Para, 32).

Conversely, students who perceived their lecturer's formal presentation as demotivating, described their lecturers using words or phrases such as confusing, does not explain the work, difficult to understand and lectures at a fast pace. The following excerpts support this finding:

The demotivating lecturer is good, but doesn't seem to know how to explain the concept properly (Narr. 117F-D, Para. 95).

She explain [sic] the work in a very fast rate and assume we know everything (Narr. 60M-D, Para. 69).

The lecturer didn't have enough knowledge about the subject (Narr. 70M-D, Para. 60).

I see and think that it is futile to attend her lessons because all she does is move fast and she reads what is from the textbook (Narr. 125M-D, Para. 118).

Unorganised, jumping from chapter to chapter and then back again making us all confused not knowing where is up or down etc (Narr. 134M-D, Para. 122).

The excerpts highlight that students who perceived their lecturer's formal presentation of content as motivating stated the importance of elaboration and giving clear and detailed examples for learning. Alternatively, students who found this aspect of their lecturer demotivating emphasised that the lecturer did not give adequate explanations and explained the work at a fast pace. Effective learning from the student motivation perspective is closely related to the use of appropriate pedagogical methods (Phan et al., 2017). A study conducted by Al-Mohaimed and Khan (2014) among medical students

found that the main qualities of good teachers included student respect, demonstration of module knowledge, use of good communication skills, organisation of good lectures, and understanding students. Brophy (2013) highlights the importance of the teacher providing clear explanations as this encourages students to consciously interpret the content by paraphrasing and analysing the relationship between content and knowledge acquired through experience. Additionally, the presence of a good quality teacher who provides clear guidance will increase students' learning performance (Law et al., 2019; Law et al., 2010). Accordingly, research suggests that teachers need to motivate students by clearly identifying objectives, incorporating student interest into the lesson, ensuring that they have historical knowledge of the subject matter and illustrating the importance of real-world application (Law et al., 2019; McCombs, 1991; Snowman & McCown, 2013). Wery and Thompson (2013) suggest that linking learning with real-world application increases student motivation because seeing a link between a learning activity and the real world increases students' willingness to understand and solve the problem at hand. The authors further clarify that using teaching methods that encourage real-life application, realistic experiences, as well as performance evaluations will help students to understand the content better, process information differently and become more active learners. Further, Phan et al. (2017) highlight that an efficient pedagogical approach integrating the above approaches is more likely to promote personal interest, inspire students and ensure that the teaching process, in the form of content delivery, is successful. This finding is supported by Leavy and Hourigan (2018), who find that effective teaching requires an awareness of the multidimensional demands of teaching and learning, highly integrated and comprehensive content, as well as the possession and comprehension of pedagogical content knowledge. Furthermore, when teachers incorporate interesting elements into their teaching and when they make the material easier to understand, it increases the probability of student achievement, which in turn could increase the nurturance of students' need for competence (Yu & Singh, 2018).

3.2.5 Theme 3: teaching approach

This theme emphasises the degree to which the lecturer created an atmosphere that was conducive to learning by the different methods and techniques they used to convey the

content to the students. This includes whether the lecturers checked for understanding, encouraged questions to be asked in class, answered questions, offered extra help and encouraged interaction in class. Lecturers who were perceived to have a motivating teaching approach by students were described as flexible, encouraging and helpful. The following excerpts are examples of the students describing teaching approaches that they found motivating:

He interacts with the class... always tries to motivate students... (Narr. 136F-M, Para. 16, Lines 1-3).

...he always created opportunities for students to engage in his lecture (Narr. 150F-M, Para. 27, Line 2-5).

Learners all listened well and paid a lot of attention because the lecturer constantly included their opinions in the lecture (Narr. 43F-M, Para. 43).

He also answers all your questions intensively and you may ask him the same question over and over again and he will answer it until you understand the work (Narr. 59M-M, Para. 55).

We would do worksheets so that we can learn from our mistakes (Narr. 60M-M, Para. 66).

She is constantly asking whether or not the class is understanding the work and this helps everyone be on the same page (Narr. 103M-M, Para. 158).

Alternatively, students who found the teaching approaches of their lecturers demotivating described their teaching approaches as dismissive of questions, discouraging opinions and unhelpful. The following excerpts support this:

She didn't care whether we understood the work or not which is the reason why our marks were low (Narr. 100F-D, Para. 108).

She never provided opportunities for students to engage with her or the topic being taught (Narr. 150F-D, Para 36).

When we asked her questions, she would never answer them directly or clearly which I found extremely unhelpful and frustrating (Narr. 150F-D, Para 38).

She constantly demotivates you whenever you have a question to ask (Narr. 103M-D, Para 161).

She doesn't care if we understand what she teaches (Narr. 115M-D, Para 152).

The above examples indicate that students who perceived their lecturer's teaching approach as motivating reported that the lecturer acknowledged their opinions in class, checked for understanding and clearly answered their questions. However, students who perceived their lecturer's teaching approach as demotivating highlighted that the lecturer did not adequately answer their questions, did not check whether they understood the content and did not allow the students to engage or give opinions on the subject matter. According to the literature, students describe having positive interactions with teachers who are engaging and interested in their ideas and opinions, and report negative encounters with teachers who they perceive as controlling and inhibiting of active participation (Smart, 2014). Furthermore, students interpret concern, respect for their viewpoints, maintenance of clear communication and displaying an openness to different opinions as characteristics of good teaching (Alhija, 2017; Spencer & Schmelkin, 2002). When teachers encourage critical thinking and value students' opinions and ideas, the students are more likely to become interested in learning the course content (Yu & Singh, 2018). Additionally, according to Dwyer (2017), students feel included when teaching approaches actively include discussions and feedback. Furthermore, classroom dialogue can provide students with a wealth of opportunities to participate in cooperative and peer reflection, leading to opportunities for them to build on their own ideas (Alles et al., 2018; Osborne et al., 2013).

3.2.6 Theme 4: lecturer's personality

This theme emerged from students describing the personality traits of the lecturer. Such traits include patience, confidence and enthusiasm, amongst others. The personality traits of the lecturer seemed to set a tone in the classroom that students either found motivating or demotivating. The students used phrases or words such as 'caring', 'always believed in me', and 'inspiring' to describe lecturers they found motivating. The following excerpts are examples to support this theme:

She always believed in me and always told me I could make it (Narr. 132F-M, Para. 7).

He showed that he cared about us as students as well as young adults making career path decisions (Narr. 150F-M, Para, 30).

In this module the lecturer is motivational, confident and excited (Narr. 60M-M, Para. 64).

He is so sympathetic to students and does not underrate our opinions, but suggest possible best ways to address the matter (Narr. 115M-M, Para, 151).

He kept me enthralled with nothing more than his passion for the topic (Narr. 128M-M, Para 124).

Contrarily, students who found that their lecturer possessed demotivating traits described them as being 'condescending', 'unaccommodating' and 'impatient'. The following excerpts support this result:

It didn't even seem like she had a passion for teaching maths (Narr. 100F-D, Para. 107).

We felt unwanted in her class and she wasn't accommodating at all (Narr. 150F-D, Para. 35).

I really did not like this subject or the lecturer, he just demotivated me because he didn't care about us (Narr. 153F-D, Para. 52).

She would consider the students as just another number in her lecture class (Narr. 60M-D, Para. 70).

She is very, very, very impatient with students (Narr. 115M-D, Para. 154).

A study conducted by Ibad (2018) has found that the positive attributes of successful teachers include personality traits such as empathy, communicativeness, compassion, cooperativeness, accessibility, and having an inspiring and positive attitude. Accordingly, the excerpts highlight that it is the lecturer's caring nature, confidence and passion, amongst other traits, that keep students motivated. While the opposite seems to be true for lecturers that demotivate students. The literature supports these findings as it has been found that teachers' personality traits can affect students as students regard

teachers as role models (Ibad, 2018; Lumpkin, 2008). Moreover, the personality of the teacher is correlated with the educational and personal support of the students and their academic confidence (Kim et al., 2018). According to Ajay et al. (2018), personality affects teachers' actions in various ways, including how they interact with students and their selection of teaching approaches. Furthermore, the teacher's passion for teaching is a significant personality-related variable that improves teaching effectiveness as it contributes to enthusiasm, which is often infectious. Lazarides et al. (2019) highlight the value of teacher affect in the classroom as enthusiastic teachers express their positive feelings and emotions to their students, which in turn has a positive effect on the emotional growth of their students. Additionally, personal warmth and agreeableness shown by the lecturers resulted in positive rapport between the student and the teacher, while negative emotional states and neurotic behaviours shown by the lecturers negatively affected the students in the original study (Khalilzadeh & Khodi, 2018; Kim et al., 2018). Moreover, Sozer et al. (2019) explain that teachers' personalities have a significant impact on how students perceive and assess the course and their teacher.

3.2.7 Synthesis of themes

Teacher-student relationships are crucial to learning as many interrelated factors affect and form this bilateral relationship (Sozer et al., 2019). Consequently, the results of the present study show that there is a connection between how students view their lecturers and how motivated or demotivated they are in the classroom. The findings of this study highlight that students' perception of their relationships with their lecturers, their perception of the lecturer's formal presentation of the content, their perception of the lecturers teaching approach, and how they perceive the lecturer's personality all have an effect on their level of motivation to engage and do well in the classroom.

Lecturers perceived as friendly, relatable and approachable seemed to be liked by their students, which led to students feeling motivated in the classroom. Positive teacher-student relationships are linked to the basic need for relatedness. This is due to the fact that teachers cultivate the need for relatedness among students by showing commitment, caring, and demonstrating interest in their students (Rogers & Tannock, 2018; Yu &

Singh, 2018). In addition, the teacher-student relationship serves as a crucial base for students to adapt to their self-directed learning approach (Law et al., 2019; Lou et al., 2018), thus satisfying the need for autonomy.

Additionally, with regard to content presentation, motivational lecturers were perceived as knowledgeable and prepared, elaborating on content by using examples and offering constructive feedback. Moreover, students reported that motivational lecturers used teaching approaches that included: encouraging independent studying, encouraging and answering questions, checking for understanding in class, flexibility, encouraging participation in the form of discussions and offering opinions, and fostering a safe environment. According to the literature, timely and constructive feedback will inform students of their learning progress (Law et al., 2019). Additionally, when students experience a respectful and encouraging classroom environment, they are more likely to experience a sense of self-efficacy (Baker & Goodboy, 2018; Yu & Singh, 2018), thus meeting their need for competence.

Lastly, the personality traits of motivating lecturers included: being welcoming, happy and confident, being democratic, sympathetic and caring, encouraging students to do better, seeing potential and believing in their students, and advising students beyond the classroom. A study done by Devi et al. (2015) supports these findings as they report that based on student opinions, “characteristics rated high as promoting factors enhancing learning were related to teaching and communication skills, rapport of teachers and their students, use of audio-visual aids and resources, and personality traits of a lecturer” (pg. 45). Additionally, Sozer et al. (2019) find that enthusiasm and helpfulness are two variables considered to be beneficial for teachers. These variables need to be maintained in order to enhance teaching and learning. When students feel that their teachers care (need to be related) and are willing to support them, they are more likely to internalise the values and beliefs of their teachers (autonomy). Therefore, students are more likely to experience self-efficacy gains (competence) when teachers tell them they are capable (Rogers & Tannock, 2018; Yu & Singh, 2018), thus supporting all three of the students’ basic psychological needs.

As a MEd Educational Psychology student who has been appointed as a part-time lecturer over the last 4 years, I have had the benefit of applying my research findings in my own lecture rooms. Practically, I have made efforts to be welcoming and approachable (lecturer's relationship with students), to be prepared for lectures and be knowledgeable on the subject areas beyond what is written in the textbooks (formal presentation of content), to elaborate on content by being cognizant of and using students' contexts as examples when explaining content (teaching approach). Furthermore, I have made an effort to be flexible and encouraging participation in my lecture rooms, to be confident and democratic in class, and to believe in my students (lecturer's personality). Consequently, I have found that the results of this practical application support the research findings of the present study, as my students have consistently given both myself and the university positive feedback in relation to my lectures at the end of my lecturing cycles or semesters. Moreover, this outcome supports research results from other researchers who have found that an increase in student motivation is positively correlated to the positive perception that students have on their lecturers (e.g. Baker & Goodboy, 2018; Devi et al., 2015; Law et al., 2019; Lou et al., 2018; Rogers & Tannock, 2018; Sozer et al., 2019; Yu & Singh, 2018).

3.3 CONCLUSION

In this chapter, I presented the results of the study on the themes that emerged from an inductive thematic analysis of the secondary data. I supported the results of the study by providing direct quotes from the narratives of the students. The present study found that the lecturer's relationship with the students, their formal presentation of content, teaching approach and personality traits have an impact on student motivation. Furthermore, I discussed the study's findings by integrating and positioning the topics in current literature and empirical research which support the previously mentioned findings. In the following chapter, I address the research questions in relation to the research results, discuss my recommendations and provide concluding remarks.

CHAPTER 4 FINDINGS, CONTRIBUTIONS, LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS

4.1 INTRODUCTION

The purpose of the present study was to investigate students' perceptions of their lecturers and its influence on their need for autonomy, competence and relatedness. The study was guided by three secondary questions, covered under the primary research question. In this chapter, I address the research questions by revisiting the theoretical framework presented in Chapter 2 to frame the possible meaning of the questions. I further discuss the study's possible contributions to policy, practice and literature, and possible limitations. Lastly, I conclude the chapter with recommendations for practice, training and further research.

4.2 ADDRESSING THE RESEARCH QUESTIONS

I address the research questions that guided the study in the following section. I begin my discussion by addressing the secondary research questions and conclude this section by discussing and linking the primary research question to the theoretical framework outlined in Chapter 2.

4.2.1 Secondary Research Question 1: How does students' need for autonomy influence their motivation?

The findings of the study indicate that supporting students' need for autonomy positively impacts their motivation. Further, the findings suggest that the lecturer's formal presentation of the content and teaching approach influence students' autonomy. Concerning the former, students described being motivated by lecturers who provided them with timely feedback, who emphasised and elaborated on concepts, and who were informative and gave adequate detail. Being empowered with information contributed to the students' ability to make informed decisions, therefore increasing their sense of choice. This, in turn, increased their intrinsic motivation (Baker & Goodboy, 2018; Hagger & Chatzisarantis, 2011; Hagger et al., 2015; Rogers & Tannock, 2018; Ryan et al., 2009;

Ye et al., 2013). With regard to the lecturers' teaching approach, students who perceived that they were afforded opportunities to give their opinion in class and engage with their peers and their lecturers reported increased motivation. Additionally, students reported being motivated by lecturers who checked for understanding, who took time to answer their questions thoroughly and lecturers who helped them learn from their mistakes. Lecturers who elaborated on content and permitted students to actively participate in the presentation of content through allowing them to give their opinions and engage with their peers fostered volition in the students and provided them with an opportunity to direct their own behaviour (Hang et al., 2018; Jang et al., 2016; Kaur & Nur, 2017; Naude et al., 2016; Rayburn et al., 2018).

4.2.2 Secondary Research Question 2: How does students' need for competence influence their motivation?

The findings suggest that lecturers who supported their students' need for competence positively influenced the students' motivation. Presentation strategies reported by students that seemed to support students' competence included explaining the aims and objectives of the module, explaining content from a grassroots level and then building on knowledge, and offering constructive criticism. Students who perceived their lecturers to be moving too fast through the content experienced amotivation as they felt that it was futile to attend the lecture. Moreover, the competence supporting teaching approaches reported included offering assistance, using practical and everyday examples and explaining content until the students understood. The students reported being motivated by lecturers who took the time to explain the content until they grasped it. This finding seems to confirm the need for lecturers to explain the content in a way that their students can understand and to additionally guide students by affording them constructive criticism that helps them to understand where they are in their learning process (Law et al., 2019). This result is an example of Vygotsky's Zone of Proximal Development in which the lecturer helps the student bridge the gap between what they are able to do by themselves and what they can accomplish with assistance (Donald et al., 2012; Jacobs et al., 2016; Lou et al., 2018). Bridging students' knowledge gap increases their competence in the

module, which in turn has a positive effect on their self-efficacy (Lou et al., 2018; Naude et al., 2016).

4.2.3 Secondary Research Question 3: How does students' need for relatedness influence their motivation?

The findings show that the students were motivated by lecturers with whom they perceived themselves to have a good and open relationship. These lecturers' personality traits were described as friendly, caring and being sympathetic towards students. All of these traits seemed to forge a supportive student-teacher relationship as perceived by the students, which, according to the literature, provides the basis for effective classroom management (Behzadnia et al., 2018). Additionally, lecturers who valued students' opinions and who were interactive and provided opportunities for students to engage with their peers were perceived as motivating. This result is supported by the literature as feeling embraced by teachers and peers contributes to psychological, cognitive and behavioural participation in the classroom (Núñez & León, 2019; Zandvliet et al., 2014). Conversely, students who perceived the lecturer as unfriendly, uncaring and cold felt unwanted and reported that they felt like just another number in the classroom. This consequently negatively affected the students' motivation, causing them to feel demotivated or amotivated in the lecture or module. These results confirm the findings in the literature, which state that in order for students to feel that their need for relatedness is satisfied, they need to perceive the classroom environment to add to their sense of trust, caring, respect, concern and community (Goldman et al., 2017; Lou et al., 2018; Rogers & Tannock, 2018).

4.2.4 The primary research question guiding this study

This study was guided by the following primary research question: *How do students' perceptions of their lecturers influence their motivation?* I conclude that students who perceived that their basic psychological needs were fulfilled by their lecturers were more likely to experience higher motivation than students who perceived that these needs were thwarted. To arrive at this conclusion, I revisited my theoretical framework, which also incorporated my secondary questions.

4.2.4.1 Autonomy support

Classrooms that support students' need for autonomy offer students a range of self-directing opportunities (Hang et al., 2017; Shen et al., 2009). Providing students with positive feedback, clear explanations, understanding and respecting their emotions, mitigating control, valuing their viewpoints and experiences, providing challenges, and presenting engaging and enriching activities all lead to empowering students with the knowledge and resources they need to guide their own behaviour (Jacobs et al., 2016; Núñez & León, 2019). Students who perceived that their lecturers lacked these characteristics described a negative shift in their motivation as they reported feeling confused, distracted, bored and frustrated, which left some students feeling amotivated to attend class. The opposite is also true as students who reported experiencing the above-mentioned characteristics in the classroom perceived that they were motivated by their lecturers and reported feeling informed and interested in the lecturer's presentation. This therefore confirms the literature on the relationship between autonomy support and motivation (Hagger & Chatzisarantis, 2011; Hagger et al., 2015; Hang et al., 2017; Jang et al., 2016; Mammadov et al., 2018; Naude et al., 2016; Núñez & León, 2019; Rayburn et al., 2018; Ryan et al., 2009; Ye et al., 2013).

4.2.4.2 Competence support

The students reported experiencing self-efficacy when lecturers offered support, explained the content in easily comprehensible steps, used examples to which they could relate and offered constructive criticism. This resulted in students feeling empowered to meet the classroom challenges and demonstrate mastery in their module. This prospect satisfied their need for competence as learners appreciate concise descriptions and visualisations of abstract concepts (Deng et al., 2019), thereby having a positive effect on their motivation. Conversely, students who perceived their lecturers as unsupportive experienced a frustration of their competence needs and therefore felt demotivated by these lecturers.

4.2.4.3 Relatedness support

Classroom practices are driven by lecturers as they set the tone for what happens in the classroom. Therefore, it is critical that the lecturer forges quality student-teacher relationships before attempting to impart knowledge because these relationships serve as a basis for learning. Students who reported unpleasant student-teacher relationships perceived their lecturers as uncaring and did not feel a sense of community in the classroom, resulting in the frustration of their need for relatedness. This, consequently, had a negative effect on their motivation to attend class and learn. Supportive student-teacher relationships are the foundation for effective classroom management (Behzania et al., 2018), and caring teachers act as a secure base for their students (Roorda et al., 2011; Yu & Singh, 2018). Thus, it would be fair to extrapolate that without this secure relationship, students' need for both autonomy and competence would be thwarted as they require a sense of comradery in the classroom.

4.3 POTENTIAL CONTRIBUTIONS OF THE STUDY

4.3.1 Contributions to policy and practice

Lecturers and teachers need to understand how the motivation and engagement of students influences their achievement in order to plan and implement the necessary support (Kim et al., 2015; Klaijnsen et al., 2018). Consequently, the professional development of lecturers is an essential responsibility as it is considered an important asset of high-quality education that prepares students for learning and becoming contributing members of society (Klaijnsen et al., 2018; Núñez & León, 2019). Both the South African National Planning Commission (2012) and the Department of Higher Education and Training (2013) respectively highlight the need for lecturers in colleges and universities to improve the quality of teaching and learning. However, they do not specify how this improvement can be implemented. This study has the potential to inform policy on the necessity for lecturers to understand the motivational dynamics at work in achievement settings, especially the importance of meeting the basic psychological needs of young adults in a university setting, in order to improve student motivation, engagement and achievement.

4.3.2 Contributions to the literature

This study contributes to the existing body of knowledge on the role that lecturers and teachers play in motivating their students. This study confirmed that a link exists between the students' perception of the lecturer, their perception of the learning environment, and motivation towards achievement. The findings indicated that lecturers create a learning environment that is either conducive to learning or not. The findings also further confirmed that the students' perception of this learning environment as positive or negative impacted their student motivation.

The present study therefore contributes to literature that highlights the importance of lecturers understanding students' motivation and its influence in achievement settings (Alles et al., 2018; Kim et al., 2015), especially the importance of meeting the basic psychological needs of young adults in a university setting. Recognising its possible contribution to Self-Determination Theory (Ryan & Deci, 2000, 2018), this study confirmed that students who felt that their basic psychological needs were nurtured by their lecturer felt motivated, while those who perceived that these needs were thwarted felt demotivated.

4.4 POSSIBLE LIMITATIONS OF THE STUDY

This study used a qualitative research approach, which encompassed conducting a secondary analysis of the collected data. Since the data that needed to be sampled already existed, I had no control over the quality of the narratives collected in the initial study. I was therefore obligated to use the narratives regardless of the quality of the responses, which is a drawback of using secondary data analysis.

Additionally, although the qualitative nature of the study allowed me to gain a deeper understanding of the students' perceptions, a limitation of using qualitative research is the subjective nature of data analysis as any bias that I had during the analysis process could have led me to misinterpreting the students' viewpoints. This limitation threatens the credibility of the research findings. To counteract this limitation, I kept a reflective research journal to document such contextual factors.

Lastly, the relatively small sample of 20 narratives chosen for analysis could serve as a limitation to the study's generalisability. To address this limitation, I provided rich and detailed descriptions of the narratives to increase the transferability of the research findings to similar settings.

4.5 RECOMMENDATIONS

Taking the results of this study into account, I make the following recommendations for practice, training and future research.

4.5.1 Recommendations for practice

Based on the study's findings, lecturers may benefit from using more learner-centred teaching approaches to include students in the presentation of the module. Some examples of learner-centred approaches that lecturers can implement in their classrooms include, but are not limited to, peer discussions, debates and co-operative learning (Jacobs et al., 2016). In addition to using these approaches, lecturers could also benefit from illustrating the lesson's and module's aims and objectives. This can lead to students understanding the module's purpose and significance better. Furthermore, as students struggle to understand the content, lecturers could use examples that students relate to when illustrating content, as well as using scaffolding to assist them to understand challenging constructs.

In order to teach in a way that includes all students, lecturers could further benefit from understanding the importance of diversity in South Africa. Moreover, it could be advantageous for lecturers to be proactive by collaborating or consulting with their colleagues to figure out how to keep their students engaged in order to enhance their practice.

4.5.2 Recommendations for training

This study highlights the need for lecturers to understand the factors that keep students motivated in class. On the basis of these results, lecturers may benefit from professional development training that covers factors such as understanding the motivation and

implementation of participative learning strategies to keep students engaged in the classroom. Furthermore, lecturers may benefit from attending teaching workshops on effective teaching methods and using diverse media to enhance learning.

4.5.3 Recommendations for future research

The following recommendations for future research are made on the basis of the study findings.

4.5.3.1 Research on Self-Determination Theory in the university classroom context

Further research is needed on the effects of Self-Determination Theory in the university classroom setting specifically. When consulting the literature for my literature review, I noticed the paucity of new articles on Self-Determination Theory relating to learning in university classrooms specifically.

4.5.3.2 Research on the relationship between the lecturer's experience in the classroom environment and their motivation to lecturer

Further research is needed on the relationship between the lecturer's perspective of their students and its effect on their motivation to teach. Being a lecturer as well as a student, I found that there are lecturers who strive to fulfil their students' basic psychological needs, but some of the students still remained amotivated. It is thus equally important to study the effects of the classroom context on the motivation of lecturers as well.

4.6 CONCLUSIONS

The purpose of the current study was to explore students' perception of the lecturer and its effect on motivation specifically relating to their need for autonomy, competence and relatedness. The findings of this study confirm the need for lecturers to understand motivation and its effects on students so that they can sustain a classroom environment where learners can flourish academically through having their basic psychological needs met. The findings further support the principle of Extended Attachment Theory, which proposes that teachers who are receptive to their students create an environment that

serves as a stable foundation based on which students can actively participate in learning activities and explore the school and classroom environment safely.

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ANNEXURES

ANNEXURE A: INVITATION LETTER

ANNEXURE B: THEMATIC DATA ANALYSIS

ANNEXURE B1: THEMATIC DATA ANALYSIS: PHASE 1- EXAMPLE OF HIGHLIGHTED NARRATIVE WITH INITIAL IMPRESSIONS

ANNEXURE B2: THEMATIC DATA ANALYSIS: PHASE 1 – FAMILIARISATION WITH DATA AND PHASE 2 – GENERATING INITIAL CODES

ANNEXURE B3: THEMATIC DATA ANALYSIS: PHASE 3 – SEARCHING FOR THEMES

ANNEXURE B4: THEMATIC DATA ANALYSIS: PHASE 4 – REVIEWING THEMES AND PHASE 5 – DEFINING AND NAMING THEMES

ANNEXURE A: INVITATION LETTER

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 your 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)

ANNEXURE B1: THEMATIC DATA ANALYSIS: PHASE 1- EXAMPLE OF HIGHLIGHTED NARRATIVE WITH INITIAL IMPRESSIONS

Think back on the lecturers you had in the past. Select one lecturer that stands out for you 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 many details as possible about his / her approach to teaching, techniques used, motivational style ways of relating to students.

Sorry - [redacted] 2008 [redacted] → sorry

amazing, knowledgeable lecturer. This lecture was amazing ~~see~~ and extremely knowledgeable in his field of psychology. This was one of our first subjects after high school and it was a big shift in the load of the work. In the beginning of each lecture he would select 4-5 students (often the learners who are late or who were talking the whole time) and these learners would have to act out a drama piece or create a case study that would form the basis of the class discussion.

creative, integrative presentation. includes students.

inclusive/engaging lecturing. The learners would also have a certain function or main theme or concept that we would discuss and learn during the lecture. Learners all listened well and paid a lot of attention because the lecturer constantly included students and their opinions in the lecture. Some lecture would include slide shows and main topics or "words", which was disorders were written on the board. Learners / students were related to as we all had a chance to discuss or give our opinion.

encourages participation in the form of discussions.

ANNEXURE B2: THEMATIC DATA ANALYSIS: PHASE 1 – FAMILIARISATION WITH DATA AND PHASE 2 – GENERATING INITIAL CODES

Data Analysis and Coding

Verbatim Narratives and Initial/Open Codes

Extracts Numbered According to Highlighted Paragraphs (Verbatim)			
Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
129F	<p>1. The lecturer that presented my last module was very informative.</p> <p>2. ... Self-study is encouraged and appreciated.</p> <p>3. A good relationship with students is kept and students feel they can ask any questions they have.</p> <p>4. The lecturer helps with understanding and learning the mainstream module better.</p> <p>5. The relationship</p>	<p>6. This lecturer confuses the students at most times because she has a big love for the subject and would like to teach us a lot of it and it may be things we do not need to know.</p>	<p>1. Knowledgeable and informative</p> <p>2. Encourages independent studying</p> <p>3. Good relations and questions encouraged</p> <p>4. Facilitates understanding</p> <p>5. Good/open relations</p> <p>6. Irrelevant information confuses students</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	with the students is very good and open.		
132F	<p>7. She always believed in me and always told me I could make it.</p> <p>8. She discovered I had potential before I realised it myself.</p> <p>9. She always told me that I could do better.</p> <p>10. When someone believes in you it makes you believe in yourself.</p> <p>11. She emphasised the concept and made it as interesting as possible.</p>		<p>7. Student encouragement</p> <p>8. – Sees potential in students</p> <p>9. Encourages students</p> <p>10. Believes in students</p> <p>11. Explained content in interesting way.</p> <p>12. Helpful</p> <p>13. Encourages independent studying</p> <p>14. Easy to relate to and flexible</p> <p>15. Democratic</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>12. She has always willing to help.</p> <p>13. She would never spoon-feed learners...</p> <p>14. She did not only care about schoolwork but was a flexible and easy human to talk to about anything.</p> <p>15. She never favoured any individual but treated all student equally.</p>		
136F	<p>16. He interacts with the class, he is friendly, always tries to motivate students and teaches really well.</p> <p>17. He uses slides and then elaborates on them.</p>	<p>18. She just uses slides that don't have enough information.</p> <p>19. She doesn't elaborate on the work.</p> <p>20. She doesn't worry whether the students are following her or not.</p>	<p>16. Interactive, friendly, motivates students, teaches well.</p> <p>17. Explains content.</p> <p>18. Not enough information</p> <p>19. No content explanation</p> <p>20. No concern over student understanding.</p> <p>21. Vague when answering question</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
		21. She doesn't explain what she does when answering questions.	
139F	<p>22. She gives us enough detail and so much detail and she makes it easy when I study on my own because I understood her in class.</p> <p>23. She makes us participate in class.</p> <p>24. She gives us time to discuss as students on the chapters she has done.</p> <p>25. She is friendly towards student.</p>	26. She always sounds bored whenever we are in class.	<p>22. Explains content well.</p> <p>23. Encourages participation.</p> <p>24. Encourages discussions</p> <p>25. Friendly/relatable</p> <p>26. Bored when lecturing</p>
150F	27. His teaching was definitely learner-centred and he always created opportunities	33. She kicked out people in her class as she felt the class was too full, even though	<p>27. Encourages participation.</p> <p>28. Helpful, answers questions/informative.</p> <p>29. Close/good relationship.</p> <p>30. Cared for students as young adults.</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	for students to engage in his lecture.	there were open seats.	31. Helpful, encouraged creativity, open-minded.
28.	He always offered assistance willingly and tried his best to answer our questions.	34. Every time 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.	32. Timely constructive feedback on assignments.
29.	He had a close relationship with his students.	35. We felt unwanted in her class and she wasn't accommodating at all.	33. – kicked students out of class
30.	He showed that he cared about us as students as well as young adults making career path decisions.	36. She never provided opportunities for students to engage with her or the topic being taught.	34. No time spent explaining content/dismissive.
31.	He was also very helpful and allowed room for creativity and was flexible and open-minded.	37. Learning was very much teacher-focused.	35. Makes students feel undervalued/unwanted, not accommodating.
32.	He always gave back assignments,	38. When we asked her questions, she would never answer then directly or clearly	36. No participation encouragement.
			37. – Teacher-focused presentation
			38. Dismissive of questions
			39. Degrades tutor.
			40. Discourages student questions.
			41. Condescending.

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>tasks and tests back soon after we had handed them in and always offered constructive criticism.</p>	<p>which I found extremely unhelpful and frustrating.</p> <p>39. She made use of transparencies and of the class tutor which she often 'picked' on and corrected.</p> <p>40. 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.</p> <p>41. She had a very condescending approach towards her students.</p>	
153F	<p>42. The lecturer was amazing and extremely knowledgeable in his field of psychology.</p> <p>43. Learners all listened well and paid a lot of attention because the lecturer</p>	<p>46. He could not think on a student's level.</p> <p>47. Thus, the level of teaching was too high and thus work was extremely difficult to understand.</p> <p>48. Work was given on slides and a lot</p>	<p>42. Amazing, Knowledgeable lecturer.</p> <p>43. Inclusion of student opinions.</p> <p>44. – (43)</p> <p>45. Lecturer fosters a safe environment.</p> <p>46. Not relatable</p> <p>47. Lecturer difficult to understand</p> <p>48. Mostly self-study</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>constantly included students and their opinions in the lecture.</p> <p>44. Learners/students were all related to as we all had a chance to discuss or give our opinion.</p> <p>45. 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.</p>	<p>was left to self-study.</p> <p>49. Way of speaking was very single toned and this extremely boring.</p> <p>50. Bad relationship with students.</p> <p>51. 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.</p> <p>52. I really did not like this subject or the lecturer, he just demotivated me because he didn't care about us.</p>	<p>49. Monotone/boring expression</p> <p>50. Bad relations with students.</p> <p>51. Not liking lecturer negatively affected learning.</p> <p>52. Non-caring lecturer.</p>
59M	<p>53. The module lecturer that is most motivating does his job</p>	<p>56. This lecture talked very fast and didn't explain the work very intensively.</p>	<p>53. Explains content.</p> <p>54. Builds on knowledge (ZPD), ensures understanding.</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>very well and describe the work in depth.</p> <p>54. He helps you begin with the basics and build up from there. This ensures that you understand the work and can also work outside the box.</p> <p>55. He also answers all your questions intensively and you may ask him the same question over and over again and he will answer it until you understand the work.</p>		<p>55. Patient with student questioning, attends adequately to student questions.</p> <p>56. Lecturer lacks explanation skills, Fast lecturing pace.</p>
70M	<p>57. This lecturer motivated me in a way that would change my degree and</p>	<p>60. The lecturer didn't have enough knowledge about the subject.</p>	<p>57. – Inspiring</p> <p>58. Punctual, prepared, knowledgeable, encourages questions.</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>come study engineering.</p> <p>Good things:</p> <p>58. On time. prepared. knowledge on the subject. time in class to do example and ask questions.</p> <p>59. Techniques such as doing example on the board and explaining them. Using materials in order for us to understand it better. Visual.</p>	<p>61. Asking questions would not get the correct answer</p> <p>62. The lecturer would just read out the textbook giving no own knowledge.</p> <p>63. For me this was very demotivating and I never put an effort into studying for the module or coming to class because of the lecturer.</p>	<p>59. Lecturer uses visual and practical application.</p> <p>60. Not knowledgeable.</p> <p>61. Doesn't answer questions correctly.</p> <p>62. No explanations of content.</p> <p>63. 63- Negative effect on motivation.</p>
60M	<p>64. In this module the lecturer is motivational, confident and excited.</p> <p>65. Every day he greets us and makes a joke or two.</p> <p>66. We would do worksheets so that we can</p>	<p>68. In this module the lecturer is not always friendly every day.</p> <p>69. She explain the work in a very fast rate and assume we know everything.</p> <p>70. She would consider the students a just</p>	<p>64. Lecturer excited and confident.</p> <p>65. Greets and jokes</p> <p>66. Proactive – worksheets</p> <p>67. Student looks forward to lecturer</p> <p>68. Not friendly</p> <p>69. Fast pace lecturing</p> <p>70. Doesn't care about student</p> <p>71. Lecturer is strict</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>learn from our mistakes.</p> <p>67. I always see forward to his lectures because its exciting and we learn a lot.</p>	<p>another number in her lecture class.</p> <p>71. She is very strict.</p>	
120F	<p>72. I had a maths teacher who inspired me a lot...</p> <p>73. He always helped me, he had a why for me to learn on my own but with his help.</p> <p>74. All the students love him.</p> <p>75. He will always tease you but actually he really cares for you a lot.</p> <p>76. He will come to you and ask you if you understand the work.</p> <p>77. He was so excited about</p>	<p>80. She always confused us students and she really didn't write neatly.</p> <p>81. She always mumble and doesn't pronounce her words clearly.</p>	<p>72. Inspiring lecturer.</p> <p>73. Lecturer is helpful</p> <p>74. Loved by students</p> <p>75. Lecturer is caring</p> <p>76. Lecturer checks for understanding</p> <p>77. Lecturer excited about knowledge</p> <p>78. Class was fun</p> <p>79. Empowered students with life lessons</p> <p>80. Lecturer confused students</p> <p>81. Lecturer did not speak clearly</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>his subject that we all just wanted to go and class and learn more.</p> <p>78. There was never a boring moment in class.</p> <p>79. He was a teacher for maths but he also learned us about life.</p>		
119F	<p>82. I had a math teacher who was always positive about the day.</p> <p>83. She believes that every child can do math if they want to and they are willing to work for their marks.</p> <p>84. She was always willing to help you until you get it right.</p> <p>85. ... she had a very good</p>	<p>86. One year I got a chemistry lecturer who mumbles and with that she couldn't talk very clearly.</p> <p>87. Her writing was also no so neat.</p> <p>88. She never explain the work from the ground because she is so clever that she can't explain the work thoroughly.</p>	<p>82. Positive lecturer</p> <p>83. Lecturer believed in students</p> <p>84. Lecturer was helpful and patient.</p> <p>85. Lecturer relatable with good relations with students.</p> <p>86. Lecturer did not speak clearly.</p> <p>87. Neat.</p> <p>88. Lecturer does not explain work thoroughly</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	relationship with most of the children and can easily talk to us.		
117F	<p>89. The lecturer that is the most motivating to me is very patient and kind.</p> <p>90. The lecturer uses slides to explain and uses good examples to explain.</p> <p>91. The lecturer allows us to communicate to each other and opens communication channels which enables us to enjoy the lecture and gain knowledge for the lecture.</p>	<p>95. The demotivating lecturer is good, but doesn't seem to know how to explain the concepts properly.</p> <p>96. The lecturer seems to be confused at times and cannot answer our questions properly.</p> <p>97. The lecturer does not do justice to the questions asked by students and lacks patience.</p> <p>98. The lecturer doesn't seem to understand that some people cannot grasp the concepts immediately and</p>	<p>89. Lecturer is patient and kind.</p> <p>90. Uses slides and examples to explain.</p> <p>91. Lecturer allows communication – leads to enjoyment.</p> <p>92. Lecturer helpful.</p> <p>93. – Small class setting encourages interaction</p> <p>94. Lecturer corrects mistakes.</p> <p>95. Lecturer cannot explain content.</p> <p>96. Cannot answer questions.</p> <p>97. Lacks patience.</p> <p>98. Does not understand learning styles.</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>92. The lecturer also sees those who are struggling and offers help.</p> <p>93. 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.</p> <p>94. The lecturer can explain to us and shows us our mistakes individually.</p>	<p>tells use some demotivating comments.</p>	
100F	<p>99. She use to try and use examples of every day life to make us understand problems.</p> <p>100. She would make time to see us personally do</p>	<p>106. She didn't make maths fun, I hated going to her lesson.</p> <p>107. It didn't even seem like she had a passion for teaching maths.</p> <p>108. She didn't care whether we understood the</p>	<p>99. Uses every day examples.</p> <p>100. Available for problem solving.</p> <p>101. Patient with students lack of understanding.</p> <p>102. Liked by students.</p> <p>103. Inspired students with quotes.</p> <p>104. Advised students beyond the classroom.</p> <p>105. Good advisor.</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>discuss the problems we had.</p> <p>101. She also didn't get angry at us if we didn't understand a problem.</p> <p>102. She was liked by all her students.</p> <p>103. At the end of every lesson she would leave us with an inspirational quote for us to think about.</p> <p>104. We didn't only go to her for help with maths but also personal problems we may have had.</p> <p>105. She always gave the best advice.</p>	<p>work or not which is the reason why our marks were low.</p>	<p>106. Boring presentation of module.</p> <p>107. No passion for module.</p> <p>108. Not caring about understanding leads to low marks.</p>
126M	<p>109. She allows more interaction in the class.</p>	<p>114. ... when you ask a question, she will make you feel like you are slow,</p>	<p>109. Interaction allowed.</p> <p>110. Opinions encouraged.</p> <p>111. Clear explanations.</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>110. We get to be asked and give a reason of what we think the answer is.</p> <p>111. The explanations are very clear.</p> <p>112. She teaches maths in a way whereby I understand the 'why, how' of the questions so that it is easier to know what to do.</p> <p>113. Brilliant teacher.</p>	<p>judging from the way she answers back.</p>	<p>112. Explains reasoning behind content.</p> <p>113. Brilliant teacher.</p> <p>114. Degrades students.</p>
125M	<p>115. He first explains the basics of the topic we are about to do and later gives us activities.</p> <p>116. He always gives us homework and made sure that we understood.</p>	<p>117. She moves pretty fast assuming and thinking that we already understand.</p> <p>118. I see and think that it is futile to attend her lessons because all she does is move fast and she reads what is from the textbook.</p>	<p>115. Builds on basics of module with activities.</p> <p>116. Ensures understanding with homework.</p> <p>117. Fast paced lecturing</p> <p>118. Futile attendance due to fast pace</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
134M	<p>119. The lecturer is always happy and willing to help which makes the subject a pleasure.</p> <p>120. The lecturer is very organised with his class notes and very helpful.</p> <p>121. He knows a lot about the subjects and has a good relationship with his students.</p>	<p>122. Unorganised jumping from chapter to chapter and then back again making us all confused not knowing where is up or down etc.</p> <p>123. Not working from slides which makes note taking very difficult and it is hard to understand what the lecturer is saying.</p>	<p>119. Happy and helpful.</p> <p>120. Organised with helpful notes.</p> <p>121. Knowledgeable with good relationship.</p> <p>122. Unorganised and confusing presentation.</p> <p>123. Difficult to understand due to presentation style</p>
128M	<p>124. He kept me enthralled with nothing more than his passion for the topic.</p> <p>125. His own motivation and joy was infectious and I left the room entirely inspired.</p>	<p>128. She was unable to capture the attention of the students, resulting in very few students paying attention and several actually asleep.</p> <p>129. No explanations or background information.</p>	<p>124. Passion keeps student captivated.</p> <p>125. Inspired with own passion.</p> <p>126. Unorthodox presentation style.</p> <p>127. Available to answer questions.</p> <p>128. Inability to capture student attention.</p> <p>129. No explanation of content.</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>126. His teaching style was chaotic, relying on constant movements, unexpected shouting and shock value. It was entertaining but serious and at times a tiny bit frightening.</p> <p>127. He did stay after to answer any questions we had.</p>	<p>130. She used the technique of standing in a single place and talking at us until the lecture was over.</p> <p>131. She did attempt to motivate us by occasionally getting excited over fact, unfortunately these facts would only be interesting to a person in her field and were irrelevant to the children.</p> <p>132. ... has become disconnected with average student.</p>	<p>130. Lack of mobility in presentation.</p> <p>131. Lacks relatability.</p> <p>132. Not relatable.</p>
118M	<p>133. ... a brilliant, highly intelligent lady who has been taking me for maths.</p> <p>134. ... takes her subject very seriously and really wants</p>	<p>137. The lecturer can be described as quite 'cold' and really doesn't seem approachable.</p> <p>138. A question in class is usually answered and a backlash of reprimand follows</p>	<p>133. Brilliant/knowledgeable.</p> <p>134. Passionate about module and student success.</p> <p>135. Provides clear explanations.</p> <p>136. Fosters confidence and self-efficacy.</p> <p>137. Unapproachable.</p> <p>138. Rebukes/scolds students for asking questions.</p> <p>139. Student discomfort.</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>her students to succeed.</p> <p>135. She is explicit as she can be when she explains the subject matter especially when it becomes more intricate.</p> <p>136. 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.</p>	<p>if it is really simple (as in not so smart) question.</p> <p>139. It is a pain at times to be taught by her.</p>	
115M	<p>140. He makes us to visualise the scenario to</p>	<p>152. She doesn't care of we</p>	<p>140. Includes students imagination</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	understand better.	understand what she teaches.	141. Takes time to explain using examples.
	141. He gives lot of examples, taking enough time to explain the matter.	153. She just gives us a class test to see if we understand or not.	142. Explains content with real-life examples.
	142. He uses real life problems that we face in our local space.	She does not react to results we got.	143. Animated presentation style.
	143. He uses animations of pictures and alters his voice as imitating the speaker.	154. She is very, very, very impatient with students.	144. – Creative/imaginative teaching style
	144. He somehow lectures Human and Social Studies like he is teaching fairy tales.	155. She likes to say "this is university, no longer high school".	145. Enjoyable lecture.
	145. His lessons are enjoyable.		146. Active lecturing.
	146. He is so active and louder in voice.		147. Non harming
	147. He won't hurt anyone		148. Advises beyond classroom.
			149. 148.
			150. Understands students.
			151. Sympathetic, values student opinions.
			152. Apathetic to students understanding
			153. Indifferent to student understanding.
			154. Impatient.
			155. Apathetic.

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>verbally or otherwise.</p> <p>148. He advises us on how to survive as first years in the university.</p> <p>149. Suggesting things we could do to handle the pressure we are facing.</p> <p>150. He understands every person.</p> <p>151. He is so sympathetic to students and does not underrate our opinions, but suggest possible best ways to address the matter.</p>		
103M	<p>156. She is very enthusiastic about teaching and she gets you involved in what she is</p>	<p>159. Her methods are irrational to me as she does not make sense at all as to what she is doing</p>	<p>156. Passionate and encourages interaction.</p> <p>157. Smiles, and jokes around.</p> <p>158. Checks for understanding, Helpful.</p> <p>159. Presentation is confusing</p>

Extracts Numbered According to Highlighted Paragraphs (Verbatim)

Script Number	Motivational Characteristics	Demotivational Characteristics	Open Codes (Per Paragraph)
	<p>teaching and this helps me with my understanding of the module.</p> <p>157. She is constantly making jokes which in turn actually makes it easier to remember stuff in the module and she is constantly smiling and enjoys the work she is teaching.</p> <p>158. She is constantly asking whether or not the class is understanding the work and this helps everyone be on the same page.</p>	<p>160. She skips steps and doesn't work methodically therefore I am easily side tracked as to what's going on</p> <p>161. She constantly demotivates you whenever you have a question to ask.</p>	<p>160. Disorganised presentation style.</p> <p>161. Discourages questions.</p>

ANNEXURE B3: THEMATIC DATA ANALYSIS: PHASE 3 – SEARCHING FOR THEMES

<ol style="list-style-type: none"> 1. Knowledgeable and informative (1) 2. Encourages independent studying (2) 3. Good relations (3) and questions encouraged (3) 4. – 5. Good/open relations (5) 6. Gives irrelevant information (6) 7. Student encouragement (7) 8. – 9. Encourages students (9) 10. Believes in students (10) 11. Explained content in interesting way (11) 12. Helpful (12) 13. Encourages independent studying (13) 14. Easy to relate (14) to and flexible (14) 15. Democratic (15) 16. Interactive (16), friendly (16), motivates students (16), teaches well (16) 17. Explains content (17) 18. Not enough information (18) 19. No content explanation (19) 	<p>Good relations (3) Good/open relations (5) Easy to relate to (14) Friendly (16), Friendly/relatable (25) Close/good relationship (29) Not relatable (46) Bad relations with students (50) Not friendly (68) Lecturer relatable with good relations with students (85) Liked by students (102) good relationship (121) Lacks relatability (131) Not relatable (132) Unapproachable (137)</p> <p>Knowledgeable and informative (1) Gives irrelevant information (6) Explained content in interesting way (11) teaches well (16) Explains content (17)</p>	<p>Lecturer interaction/relationship with students</p>
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20. No concern over student understanding (20)	Not enough information (18)	Lecturer's presentation of content
21. Vague when answering question (21)	No content explanation (19)	
22. Explains content well (22)	Explains content well (22)	
23. Encourages participation (23)	Timely constructive feedback on assignments (32)	
24. Encourages discussions (24)		
25. Friendly/relatable (25)		
26. Bored when lecturing (26)	No time spent explaining content/dismissive (34)	
27. Encourages participation (27)	Knowledgeable lecturer (42)	
28. Helpful (28), answers questions/informative (28)	Lecturer difficult to understand (47)	
29. Close/good relationship (29)	Mostly self-study (48)	
30. Cared for students as young adults (30)	Explains content (53)	
31. Helpful (31), encouraged creativity (31), open-minded (31)	Builds on knowledge (ZPD) (54),	
32. Timely constructive feedback on assignments (32)	Lecturer lacks explanation skills (56),	
33. –	Fast lecturing pace (56)	
34. No time spent explaining content/dismissive (34)	Punctual, prepared, knowledgeable (58),	
35. Makes students feel undervalued/unwanted (35), not accommodating (35)	Lecturer uses visual and practical application (59)	
36. No participation encouragement (36)	Not knowledgeable (60)	
37. –	Doesn't answer questions correctly (61)	
38. Dismissive of questions (38)	No explanations of content (62)	
39. Degrades tutor (39)	Fast pace lecturing (69)	

40. Discourages student questions (40)	Lecturer confused students (80)
41. Condescending (41)	Lecturer did not speak clearly (81)
42. Amazing (42), Knowledgeable lecturer (42)	Lecturer did not speak clearly (86)
43. Inclusion of student opinions (43)	Lecturer does not explain work thoroughly (88)
44. – (43)	Uses slides and examples to explain (90)
45. Lecturer fosters a safe environment (45)	Lecturer cannot explain content (95)
46. Not relatable (46)	Uses every day examples (99)
47. Lecturer difficult to understand (47)	Uses every day examples (99)
48. Mostly self-study (48)	Boring presentation of module (106)
49. Monotone/boring expression (49)	Clear explanations (111)
50. Bad relations with students (50)	Explains reasoning behind content (112)
51. Not liking lecturer negatively affected learning (51)	Builds on basics of module with activities (115)
52. Non-caring lecturer (52)	Fast paced lecturing (117)
53. Explains content (53)	Organised with helpful notes (120)
54. Builds on knowledge (ZPD) (54), ensures understanding (54)	Knowledgeable (121)
55. Patient with student questioning (55), attends adequately to student questions (55)	Unorganised and confusing presentation (122)
56. Lecturer lacks explanation skills (56), Fast lecturing pace (56)	
57. –	

<p>58. Punctual, prepared, knowledgeable (58), encourages questions (58)</p> <p>59. Lecturer uses visual and practical application (59)</p> <p>60. Not knowledgeable (60)</p> <p>61. Doesn't answer questions correctly (61)</p> <p>62. No explanations of content (62)</p> <p>63. 62- Negative effect on motivation (63)</p> <p>64. Lecturer excited and confident (64)</p> <p>65. Greets and jokes (65)</p> <p>66. Proactive – worksheets to foster understanding (66)</p> <p>67. Student looks forward to lecture (67)</p> <p>68. Not friendly (68)</p> <p>69. Fast pace lecturing (69)</p> <p>70. Doesn't care about student (70)</p> <p>71. Lecturer is strict (71)</p> <p>72. Inspiring lecturer (72)</p> <p>73. Lecturer is helpful (73)</p> <p>74. Loved by students (74)</p> <p>75. Lecturer is caring (75)</p> <p>76. Lecturer checks for understanding (76)</p>	<p>Difficult to understand due to presentation style (123)</p> <p>Unorthodox (captivating) presentation style (126)</p> <p>Not explanation of content (129)</p> <p>Lack of mobility in presentation (130)</p> <p>Brilliant/knowledgeable (133)</p> <p>Provides clear explanations (135)</p> <p>Takes time to explain using examples (141)</p> <p>Explains content with real-life examples (142)</p> <p>Animated presentation style (143)</p> <p>Active lecturing (146)</p> <p>Presentation is confusing (159)</p> <p>Disorganised presentation style (160)</p> <p>questions encouraged (3)</p> <p>Helpful (12)</p> <p>flexible (14)</p> <p>Interactive (16),</p> <p>Vague when answering question (21)</p>	
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77. Lecturer excited about knowledge (77)	Encourages participation (23)	
78. Class was fun (78)	Encourages discussions	
79. Empowered students with life lessons (79)	(24) Bored when lecturing (26)	
80. Lecturer confused students (80)	Encourages participation (27)	Lecturer's interaction/
81. Lecturer did not speak clearly (81)	Helpful (28), answers	participation in class
82. Positive lecturer (82)	questions/informative (28)	
83. Lecturer believed in students (83)	Helpful (31), encouraged creativity (31), open-	
84. Lecturer was helpful (84) and patient (84)	minded (31) No participation	
85. Lecturer relatable with good relations with students (85)	encouragement (36) Dismissive of questions	
86. Lecturer did not speak clearly (86)	(38) Discourages student	
87. Neat.	questions (40)	
88. Lecturer does not explain work thoroughly (88)	Inclusion of student opinions (43)	
89. Lecturer is patient and kind (89)	Lecturer fosters a safe environment (45)	
90. Uses slides and examples to explain (90)	Monotone/boring expression (49)	
91. Lecturer allows communication (91) – leads to enjoyment (91)	Patient with student questioning (55), attends	
92. Lecturer helpful (92)	adequately to student	
93. –	questions (55)	
	encourages questions (58)	
	Lecturer is helpful (73)	

<p>94. Lecturer corrects mistakes (94)</p> <p>95. Lecturer cannot explain content (95)</p> <p>96. Cannot answer questions.</p> <p>97. Lacks patience (97)</p> <p>98. Does not understand learning styles.</p> <p>99. Uses every day examples (99)</p> <p>100. Available for problem solving (100)</p> <p>101. Patient with students lack of understanding (101)</p> <p>102. Liked by students (102)</p> <p>103. Inspired students with quotes (103)</p> <p>104. Advised students beyond the classroom (104)</p> <p>105. Good advisor (105)</p> <p>106. Boring presentation of module (106)</p> <p>107. No passion for module.</p> <p>108. Not caring about understanding (108) leads to low marks (108)</p> <p>109. Interaction allowed (109)</p> <p>110. Opinions encouraged (110)</p> <p>111. Clear explanations (111)</p> <p>112. Explains reasoning behind content (112)</p> <p>113. Brilliant teacher (113)</p>	<p>Lecturer allows communication (91)</p> <p>Lecturer helpful (92)</p> <p>Available for problem solving (100)</p> <p>Interaction allowed (109)</p> <p>Opinions encouraged (110) helpful (119)</p> <p>Available to answer questions (127)</p> <p>Rebukes/scolds students for asking questions (138) encourages interaction (156)</p> <p>Helpful (158)</p> <p>Discourages questions (161)</p> <p>No concern over student understanding (20) ensures understanding (54)</p> <p>Proactive – worksheets to foster understanding (66)</p> <p>Lecturer checks for understanding (76)</p> <p>Patient with students lack of understanding (101)</p> <p>Not caring about understanding (108)</p>	
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<p>114. Degrades students (114)</p> <p>115. Builds on basics of module with activities (115)</p> <p>116. Ensures understanding with homework (116)</p> <p>117. Fast paced lecturing (117)</p> <p>118. Futile attendance due to fast pace (118)</p> <p>119. Happy (119) and helpful (119)</p> <p>120. Organised with helpful notes (120)</p> <p>121. Knowledgeable (121) with good relationship (121)</p> <p>122. Unorganised and confusing presentation (122)</p> <p>123. Difficult to understand due to presentation style (123)</p> <p>124. Passion keeps student captivated (124)</p> <p>125. Student was inspired with own passion (125)</p> <p>126. Unorthodox (captivating) presentation style (126)</p> <p>127. Available to answer questions (127)</p> <p>128. Inability to capture student attention.</p> <p>129. Not explanation of content (129)</p> <p>130. Lack of mobility in presentation (130)</p>	<p>Ensures understanding with homework (116)</p> <p>Apathetic to students understanding (152)</p> <p>Indifferent to student understanding content (153)</p> <p>Checks for understanding (158)</p> <p>Democratic (15)</p> <p>Cared for students as young adults (30)</p> <p>Makes students feel undervalues/unwanted (35), not accommodating (35)</p> <p>Degrades tutor (39)</p> <p>Condescending (41)</p> <p>Non-caring lecturer (52)</p> <p>Lecturer excited and confident (64)</p> <p>Greets and jokes (65)</p> <p>Doesn't care about student (70)</p> <p>Lecturer is strict (71)</p> <p>Lecturer is caring (75)</p> <p>Lecturer excited about knowledge (77)</p> <p>patient (84)</p>	<p>Lecturer checking for understanding</p> <p>Lecturer's disposition/ attitude in class</p>
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131. Lacks relatability (131)	Lecturer is patient and kind (89)	
132. Not relatable (132)	Lacks patience (97)	
133. Brilliant/knowledgeable (133)	Degrades students (114)	
134. Passionate about module (134) and student success.	Happy (119)	
135. Provides clear explanations (135) guided	Passion keeps student captivated (124)	
136. Fosters confidence and self-efficacy (136)	Passionate about module (134)	
137. Unapproachable (137)	Non harming (147)	
138. Rebukes/scolds students for asking questions (138)	Sympathetic (151)	
139. Student feels uncomfortable (139)	Impatient (154)	
140. –	Apathetic (155)	
141. Takes time to explain using examples (141)	Passionate (156)	
142. Explains content with real-life examples (142)	Smiles, and jokes around (157)	
143. Animated presentation style (143)	Encourages independent studying (2)	
144. –	Student encouragement (7)	
145. Enjoyable lecture (145)	Encourages students (9)	
146. Active lecturing (146)	Believes in students (10)	
147. Non harming (147)	Encourages independent studying (13)	
148. Advises beyond classroom (148)	motivates students (16)	Lecturer as
149. 148.	Inspiring lecturer (72)	source of
150. Understands students.	Empowered students with life lessons (79)	encouragement/
151. Sympathetic (151) values student opinions.	Lecturer believed in students (83)	empowerment

<p>152. Apathetic to students understanding (152)</p> <p>153. Indifferent to student understanding (153)</p> <p>154. Impatient (154)</p> <p>155. Apathetic (155)</p> <p>156. Passionate (156) and encourages interaction (156)</p> <p>157. Smiles, and jokes around (157)</p> <p>158. Checks for understanding (158), Helpful (158)</p> <p>159. Presentation is confusing (159)</p> <p>160. Disorganised presentation style (160)</p> <p>161. Discourages questions (161)</p>	<p>Inspired students with quotes (103)</p> <p>Advised students beyond the classroom (104)</p> <p>Good advisor (105)</p> <p>Fosters confidence and self-efficacy (136)</p> <p>Advises beyond classroom (148)</p> <p>Amazing (42)</p> <p>Not liking lecturer negatively affected learning (51)</p> <p>No explanations of content (62)</p> <p>63. 62- Negative effect on motivation (63)</p> <p>Student looks forward to lecture (67)</p> <p>Loved by students (74)</p> <p>Class was fun (78)</p> <p>Lecturer allows communication (91) – leads to enjoyment (91)</p> <p>Not caring about understanding (108) leads to low marks (108)</p> <p>Brilliant teacher (113)</p> <p>Futile attendance due to fast pace (118)</p>	<p>Lecturer's effect on students</p>
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	<p>Student was inspired with own passion (125)</p> <p>Student feels uncomfortable (139)</p> <p>Enjoyable lecture (145)</p>	
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ANNEXURE B4: THEMATIC DATA ANALYSIS: PHASE 4 – REVIEWING THEMES AND PHASE 5 – DEFINING AND NAMING THEMES

Theme	Code	Excerpts
1. Lecturer's relationship with the students Occ ⁶ = 15 M ⁷ = 9 D ⁸ = 6	Good relations	A good relationship with students is kept (Narr. 129F-M, Para. 3) ⁹ .
	Good relations	The relationship with the students is very good and open (Narr. 129F-M, Para. 5).
	Relatable	She did not only care about schoolwork but was a flexible and easy human to talk to about anything (Narr. 132F-M, Para. 14).
	Friendly	He interacts with the class, he is friendly, always tries to motivate students and teaches really well (Narr. 136F-M, Para 16).
	Friendly/Relatable	She is friendly towards student (Narr. 139F-M, Para. 25).
	Good Relations	He had a close relationship with his students (Narr. 150F-M, Para. 29).
	Not Relatable ¹⁰	He could not think on a student's level (Narr. 153F-D, Para. 46).
	Bad Relations	Bad relationship with students (Narr. 153F-D, Para. 50).
	Not Friendly	In this module the lecturer is not always friendly every day (Narr 60M-D, Para. 68).
	Relatable	...she had a very good relationship with most of the children and can easily talk to us (Narr. 119F-M, Para. 85).
	Liked by students	She was liked by all her students (Narr. 100F-M, Para. 102).
	Good Relations	He knows a lots about the subjects and has a good relationship with his students (Narr. 134M-M, Para. 121).
	Not Relatable	She did attempt to motivate us by occasionally getting excited over fact, unfortunately these

⁶ Occ: Refers to the frequency of the themes in the data set.

⁷ M: Refers to Motivating narratives.

⁸ D: Refers to Demotivating narratives.

⁹ (Narr. 129F-M, Para. 3): Refers to the specific excerpt in the data set.

¹⁰ Blue Text: Demotivating codes and excerpts.

Theme	Code	Excerpts
		facts would only be interesting to a person in her field and were irrelevant to the children (Narr. 128M-D, Para. 131).
	Not Relatable	... has become disconnected with average student (Narr. 128M-D, Para. 132).
	Unapproachable	The lecturer can be described as quite 'cold' and really doesn't seem approachable (Narr. 118M-D, Para. 137).
2. Formal content presentation Occ=45 M= 22 D= 23	Knowledgeable	The lecturer that presented my last module was very informative (Narr. 129F-M, Para. 1).
	Irrelevant information confuses students.	This lecturer confuses the students at most times because she has a big love for the subject and would like to teach us a lot of it and it may be things we do not need to know (Narr. 129F-D, Para. 6).
	Interesting explanations.	She emphasised the concept and made it as interesting as possible (Narr. 132F-M, Para.11).
	Interactive/ Teaches Well	He interacts with the class, he is friendly, always tries to motivate students and teaches really well (Narr. 136F-M, Para. 16).
	Elaborates	He uses slides and then elaborates on them (Narr. 136F-M, Para. 17).
	Not enough information	She just uses slides that don't have enough information (Narr. 136F-D, Para. 18).
	No elaboration	She doesn't elaborate on the work. (Narr. 136F-D, Para. 19).
	Clear Explanations	She gives us enough detail and so much detail and she makes it easy when I study on my own because I understood her in class (Narr. 139F-M, Para. 22).
	Constructive Feedback	He always gave back assignments, tasks and tests back soon after we had handed them in and always offered constructive criticism (Narr. 150F-M, Para. 32).
	No elaboration/Dismissive	Every time these students came back from the other class (that was really full) she would

Theme	Code	Excerpts
		allow us back into her class, but not explain the work that we had missed out on (Narr. 150F-D, Para. 34).
	Knowledgeable	The lecturer was amazing and extremely knowledgeable in his field of psychology (Narr. 153F-M, Para. 42).
	Difficult to understand	He could not think on a student's level. Thus, the level of teaching was too high and thus work was extremely difficult to understand (Narr. 153F-D, Para. 46-47).
	No clarity given on content	Work was given on slides and a lot was left to self-study (Narr. 153F-D, Para 48).
	Explains content	The module lecturer that is most motivating does his job very well and describe the work in depth (Narr. 59M-M, Para. 53).
	Builds on knowledge	He helps you begin with the basics and build up from there (Narr. 59M-M, Para. 54).
	No explanation/Fast paced	This lecturer talked very fast and didn't explain the work very intensively (Narr. 59M-D, Para. 56).
	Knowledgeable and Prepared	On time, prepared, knowledge on the subject, time in class to do example and ask questions (Narr. 70M-M, Para. 58).
	Uses examples	Techniques such as doing example on the board and explaining them. Using materials in order for us to understand it better. Visual (Narr. 70M-M, Para. 59).
	Not knowledgeable	The lecturer didn't have enough knowledge about the subject (Narr. 70M-D, Para. 60).
	Answers questions incorrectly	Asking questions would not get the correct answer (Narr. 70M-D, Para. 61).
	No explanation of content	The lecturer would just read out the textbook giving no own knowledge (Narr. 70M-D, Para. 62).
	Fast pace	She explain the work in a very fast rate and assume we know everything (Narr. 60M-D, Para. 69).

Theme	Code	Excerpts
	Confuses students	She always confused us students and she really didn't write neatly (Narr. 120F-D, Para. 80).
	Unclear speech	She always mumble and doesn't pronounce her words clearly (Narr. 120F-D, Para. 81).
	Unclear speech	One year I got a chemistry lecturer who mumbles and with that she couldn't talk very clearly (Narr. 119F-D, Para. 86).
	No explanation	She never explain the work from the ground because she is so clever that she cant explain the work thoroughly (Narr. 119F-D, Para. 88).
	Uses examples	The lecturer uses slides to explain and uses good examples to explain (Narr. 117F-M, Para. 90).
	Cannot explain	The demotivating lecturer is good, but doesn't seem to know how to explain the concepts properly (Narr. 117F-D, Para. 95).
	Uses examples	She use to try and use examples of every day life to make us understand problems (Narr. 100F-M, Para. 99).
	Clear explanations	The explanations are very clear (Narr. 126M-M, Para. 111)
	Explains reasoning behind content	She teaches maths in a way whereby I understand the 'why, how' of the questions so that it is easier to know what to do (Narr. 126M-M, Para. 112)
	Builds on basics of module with activities	He first explains the basics of the topic we are about to do and later gives us activities (Narr. 125M-M, Para. 115)
	Fast pace	She moves pretty fast assuming and thinking that we already understand (Narr. 125M-D, Para. 117)
	Futile attendance due to fast pace	I see and think that it is futile to attend her lessons because all she does is move fast and she reads what is from the textbook (Narr. 125M-D, Para. 118)
	Organised with helpful notes.	The lecturer is very organised with his class notes and very

Theme	Code	Excerpts
		helpful (Narr. 134M-M, Para. 120).
	Knowledgeable	He knows a lots about the subjects (Narr. 134M-M, Para. 121).
	Unorganised and confusing presentation	Unorganised, jumping from chapter to chapter and then back again making us all confused not knowing where is up or down etc (Narr. 134M-D, Para. 122).
	Difficult to understand due to presentation style.	Not working from slides which makes note taking very difficult and it is hard to understand what the lecturer is saying (Narr. 134M-D, Para. 123).
	No explanation	No explanations or background information (Narr. 128M-D, Para. 129).
	Knowledgeable	... a brilliant, highly intelligent lady who has been taking me for maths (Narr. 118M-M, Para. 133).
	Clear explanations	She is explicit as she can be when she explains the subject matter especially when it becomes more intricate (Narr. 118M-M, Para. 135).
	Uses examples	He gives lot of examples, taking enough time to explain the matter (Narr. 115M-M, Para. 141)
	Uses examples	He uses real life problems that we face in our local space (Narr. 115M-M, Para. 142).
	Confusing presentation	Her methods are irrational to me as she does not make sense at all as to what she is doing (Narr. 103M-D, Para. 159).
	Disorganised	She skips steps and doesn't work methodically, therefore I am easily side tracked as to what's going on (Narr. 103M-D, Para. 160).
3. Teaching Approach Occ= 59 M= 40 D= 19	Encourages independent studying	... self-study is encouraged and appreciated (Narr. 129F-M, Para. 2).
	Encourages questions	... students feel they can ask any questions they have (Narr. 129F-M, Para 3, Line 2-4).
	Facilitates understanding	The lecturer helps with understanding and learning the

Theme	Code	Excerpts
		mainstream module better (Narr. 129F-M, Para. 4).
	Helpful	She has always willing to help (Narr. 132F-M, Para. 12).
	Encourages independent studying	She would never spoon-feed leaners... (Narr. 132F-M, Para. 13).
	Flexible	She did not only care about schoolwork but was a flexible (Narr. 132F-M, Para. 14).
	No concern over students understanding	She doesn't worry whether the students are following her or not (Narr. 136F-D, Para. 20).
	Vague when answering questions	She doesn't explain what she does when answering questions (Narr. 136F-D, Para. 20).
	Encourages participation	She makes us participate in class (Narr. 139F-M, Para. 23).
	Encourages discussions	She gives us time to discuss as students on the chapters she has done (Narr. 139F-M, Para. 24).
	Bored when lecturing	She always sounds bored whenever we are in class (Narr. 139F-D, Para. 26).
	Encourages participation	His teaching was definitely learner-centred and he always created opportunities for students to engage in his lecture (Narr. 150F-M, Para. 27).
	Helpful/answers questions.	He always offered assistance willingly and tried his best to answer our questions (Narr. 150F-M, Para. 28).
	Helpful/Encouraged creativity/flexible	He was also very helpful and allowed room for creativity and was flexible and open-minded (Narr. 150F-M, Para. 31).
	Participation discouraged	She never provided opportunities for students to engage with her or the topic being taught (Narr. 150F-D, Para. 36).
	Teacher-focused presentation	Learning was very much teacher-focused (Narr. 150F-D, Para. 37).
	Discourages questions	When we asked her questions, she would never answer then directly or clearly which I found extremely unhelpful and frustrating (Narr. 150F-D, Para. 38).

Theme	Code	Excerpts
	Discourages questions	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 (Narr. 150F-D, Para. 40).
	Encourages opinions	Learners all listened well and paid a lot of attention because the lecturer constantly included students and their opinions in the lecture (Narr. 153F-M, Para. 43).
	Fosters safe environment	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 (Narr. 153F-M, Para. 45).
	Monotone/boring expression	Way of speaking was very single toned and this extremely boring (Narr. 153F-D, Para. 49).
	Ensures understanding	He helps you begin with the basics and build up from there. This ensures that you understand the work and can also work outside the box (Narr. 59M-M, Para. 54).
	Patient and attends to questions	He also answers all your questions intensively and you may ask him the same question over and over again and he will answer it until you understand the work (Narr. 59M-M, Para. 55).
	Encourages questions	On time, prepared, knowledge on the subject, time in class to do example and ask questions (Narr. 70M-M, Para. 58).
	Proactive- foster understanding	We would do worksheets so that we can learn from our mistakes (Narr. 60M-M, Para. 66).
	Helpful	He always helped me, he had a why for me to learn on my own but with his help (Narr. 120F-M, Para. 73).
	Checks understanding	He will come to you and ask you if you understand the work (Narr. 120F-M, Para. 76).
	Helpful in understanding	She was always willing to help you until you get it right (Narr. 119F-M, Para. 84).

Theme	Code	Excerpts
	Encourages communication	The lecturer allows us to communicate to each other and opens communication channels which enables us to enjoy the lecture and gain knowledge for the lecture (Narr.117F-M, Para. 91).
	Helpful	The lecturer also sees those who are struggling and offers help (Narr.117F-M, Para. 92).
	Small setting fosters interaction	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 (Narr.117F-M, Para. 93).
	Fosters understanding/corrects mistakes	The lecturer can explain to us and shows us our mistakes individually (Narr.117F-M, Para. 94).
	Confused and cannot answer questions	The lecturer seems to be confused at times and cannot answer our questions properly (Narr.117F-D, Para. 96).
	Cannot answer questions	The lecturer does not do justice to the questions asked by students and lacks patience (Narr.117F-D, Para. 97).
	Does not understand learning styles	The lecturer doesn't seem to understand that some people cannot grasp the concepts immediately and tells use some demotivating comments (Narr.117F-D, Para. 98).
	Available for problem solving	She would make time to see us personally do discuss the problems we had (Narr. 100F-M, Para, 100).
	Patient with questions	She also didn't get angry at us if we didn't understand a problem (Narr. 100F-M, Para, 101).
	Boring presentation	She didn't make maths fun, I hated going to her lesson (Narr. 100F-D, Para. 106).
	Does not care about understanding	She didn't care whether we understood the work or not which is the reason why our marks were low (Narr. 100F-D, Para, 108).
	Encourages interaction	She allows more interaction in the class (Narr. 126M-M, Para. 109).

Theme	Code	Excerpts
	Encourages opinions	We get to be asked and give a reason of what we think the answer is (Narr. 126M-M, Para. 109).
	Ensures understanding	He always gives us homework and made sure that we understood (Narr. 125M-M, Para. 116)
	Helpful	The lecturer is always happy and willing to help which makes the subject a pleasure (Narr. 134M-M, Para. 119).
	Unorthodox presentation	His teaching style was chaotic, relying on constant movements, unexpected shouting and shock value. It was entertaining but serious and at times a tiny bit frightening (Narr. 128M-M, Para. 126).
	Available for questions	He did stay after to answer any questions we had (Narr. 128M-M, Para. 127).
	Cannot capture attention	She was unable to capture the attention of the students, resulting in very few students paying attention and several actually asleep (Narr. 128M-D, Para. 128).
	Lacks mobility	She used the technique of standing in a single place and talking at us until the lecture was over (Narr. 128M-D, Para. 130).
	Fosters confidence	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 (Narr. 118M-M, Para. 136).
	Discourages questions	A question in class is usually answered and a backlash of reprimand follows if it is really simple (as in not so smart) question (Narr. 118M-D, Para. 138).
	Encourages imagination	He makes us to visualise the scenario to understand better (Narr. 115M-M, Para. 140).
	Animated presentation	He uses animations of pictures and alters his voice as imitating

Theme	Code	Excerpts
		the speaker (Narr. 115M-M, Para. 143).
	Creative/imaginative presentation	He somehow lectures Human and Social Studies like he is teaching fairy tales (Narr. 115M-M, Para. 144).
	Active lecturing	He is so active and louder in voice (Narr. 115M-M, Para. 146).
	Encourages/values opinions	He is so sympathetic to students and does not underrate our opinions, but suggest possible best ways to address the matter (Narr. 115M-M, Para. 151).
	Does not care about understanding	She doesn't care of we understand what she teaches (Narr. 115M-D, Para. 152).
	Does not care about understanding	She just gives us a class test to see if we understand or not. She does not react to results we got (Narr. 115M-D, Para. 153).
	Encourages interaction	She is very enthusiastic about teaching and she gets you involved in what she is teaching and this helps me with my understanding of the module (Narr. 103M-M, Para. 156).
	Checks for understanding	She is constantly asking whether or not the class is understanding the work and this helps everyone be on the same page (Narr. 103M-M, Para. 158).
	Discourages questions	She constantly demotivates you whenever you have a question to ask (Narr. 103M-D, Para. 161).
4. Lecturer's Personality Occ= 44 M= 32 D= 12	Believes in and encourages students	She always believed in me and always told me I could make it (Narr. 132F-F, Para. 7).
	Sees potential in students	She discovered I had potential before I realised it myself (Narr. 132F-M, Para. 8).
	Encourages students	She always told me that I could do better (Narr. 132F-M, Para. 9).
	Believes in students	When someone believes in you it makes you believe in yourself (Narr. 132F-M, Para. 10).
	Democratic	She never favoured any individual but treated all

Theme	Code	Excerpts
		student equally (Narr. 132F-M, Para. 15).
	Motivational	He interacts with the class, he is friendly, always tries to motivate students and teaches really well (Narr. 136F-M, Para. 16).
	Caring	He showed that he cared about us as students as well as young adults making career path decisions (Narr. 150F-M, Para. 30).
	Kicked students out	She kicked out people in her class as she felt the class was too full, even though there were open seats (Narr. 150F-D, Para. 33).
	Undervalues students	We felt unwanted in her class and she wasn't accommodating at all (Narr. 150F-D, Para. 35).
	Degrading	She made use of transparencies and of the class tutor which she often 'picked' on and corrected (Narr. 150F-D, Para. 39).
	Condescending	She had a very condescending approach towards her students (Narr. 150F-D, Para. 41).
	Non-caring	I really did not like this subject or the lecturer, he just demotivated me because her didn't care about us (Narr. 153F-D, Para. 53).
	Inspiring	This lecturer motivated me in a way that would change my degree and come study engineering (Narr. 70M-M, Para. 57).
	Excited/confident	In this module the lecturer is motivational, confident and excited (Narr. 60M-M, Para. 64).
	Jolly (Greets/jokes)	Every day he greets us and makes a joke or two (Narr. 60M-M, Para. 65).
	Non-caring	She would consider the students a just another number in her lecture class (Narr. 60M-M, Para. 70).
	Strict	She is very strict (Narr. 60M-M, Para. 71).

Theme	Code	Excerpts
	Inspiring	I had a maths teacher who inspired me a lot... (Narr. 120F-M, Para 72).
	Caring	He will always tease you but actually he really cares for you a lot (Narr. 120F-M, Para 75).
	Excited	He was so excited about his subject that we all just wanted to go and class and learn more (Narr. 120F-M, Para 77).
	Empowering	He was a teacher for maths but he also learned us about life (Narr. 120F-M, Para 79).
	Positive	I had a math teacher who was always positive about the day (Narr. 119F-M, Para. 82).
	Believes in students	She believes that every child can do math if they want to and they are willing to work for their marks (Narr. 119F-M, Para. 83).
	Patient	She was always willing to help you until you get it right (Narr. 119F-M, Para. 84).
	Patient/ Kind	The lecturer that is the most motivating to me is very patient and kind (Narr. 117F-M, Para. 89).
	Lacks patience	The lecturer does not do justice to the questions asked by students and lacks patience (Narr. 117F-D, Para. 97).
	Inspiring	At the end of every lesson she would leave us with an inspirational quote for us to think about (Narr. 100F-M, Para 103).
	Advisor	We didn't only go to her for help with maths but also personal problems we may have had (Narr. 100F-M, Para 104).
	Advisor	She always gave the best advice (Narr. 100F-M, Para 105).
	Not passionate	It didn't even seem like she had a passion for teaching maths (Narr. 100F-D, Para 107).
	Degrading	... when you ask a question, she will make you feel like you are slow, judging from the way she answers back (Narr. 126M-D, Para. 114).

Theme	Code	Excerpts
	Happy	The lecturer is always happy and willing to help which makes the subject a pleasure (Narr. 134M-M, Para. 119).
	Passionate	He kept me enthralled with nothing more than his passion for the topic (Narr. 128M-M, Para. 124).
	Inspirational	His own motivation and joy was infectious and I left the room entirely inspired (Narr. 128M-M, Para. 125).
	Passionate	... takes her subject very seriously and really wants her students to succeed (Narr. 118M-M, Para. 134).
	Non-harming/ Kind	He won't hurt anyone verbally or otherwise (Narr. 115M-M, Para. 147).
	Advisor	He advises us on how to survive as first years in the university (Narr. 115M-M, Para. 148).
	Advisor	Suggesting things we could do to handle the pressure we are facing (Narr. 115M-M, Para. 149).
	Understanding	He understands every person (Narr. 115M-M, Para. 150).
	Sympathetic	He is so sympathetic to students and does not underrate our opinions, but suggest possible best ways to address the matter (Narr. 115M-M, Para. 151).
	Impatient	She is very, very, very impatient with students (Narr. 115M-D, Para. 154).
	Apathetic	She likes to say "this is university, no longer high school" (Narr. 115M-D, Para. 155).
	Passionate	She is very enthusiastic about teaching and she gets you involved in what she is teaching and this helps me with my understanding of the module (Narr. 103M-M, Para. 156).
	Welcoming/ friendly (Smiles/Jokes)	She is constantly making jokes which in turn actually makes it easier to remember stuff in the module and she is constantly smiling and enjoys the work



Theme	Code	Excerpts
		she is teaching (Narr. 103M-M, Para. 157).