HOW DO TEACHERS CONCEPTUALISE MOTIVATION FOR BEHAVIOUR AND HOW DO THEY APPLY THIS TO THEIR PRACTICE?

By Heidi Bentley

Volume one of the thesis submitted to the University of Birmingham for the degree of

APPLIED EDUCATIONAL AND CHILD PSYCHOLOGY DOCTORATE

The Department of Disability, Inclusion and Special Needs (DISN)

School of Education

College of Social Sciences

University of Birmingham

August 2023

Abstract

Motivation as a construct is used to explain factors that influence and drive behaviours. Understanding of motivation for behaviour has grown considerably and it is now recognised as a complex multi-dimensional construct. Despite this, critics argue that UK government education policy remains focused on a behaviourist approach. Pupil behaviour is an ongoing concern in education. The behaviour of concern has been labelled as 'disruptive behaviour' and is recognised as impacting upon pupil and teacher outcomes, including contributing to pupil aggression (Greer-Chase et al., 2002) and teacher stress (Hastings & Bham, 2003). School behaviour policies have been found to mainly focus on rewards and sanctions as a classroom behaviour management (CBM) strategy (Ellis & Tod, 2018). Research indicates that teachers' beliefs impact upon their choice of CBM and teacher beliefs have been shown to affect pupil outcomes. This research is limited and mostly based on populations from the United States. The present study uses a thematic analysis grounded in a critical realist approach to explore four teachers' experiences and perceptions of pupil motivation and how this relates to their practice. The study found that participants' conceptualisation of motivation for pupil behaviour was like that found in the motivation literature. This included Pupil Factors, Complex Family Backgrounds, and External Factors all being identified as causal mechanisms for pupil behaviour. Intrinsic Value, as a Pupil Factor was hypothesised to be a superior type of motivation and this influenced most participants' CBM choices, which were identified as relational in their approach. An Ethos of Teacher Responsibility and Teacher Values enabled participants to utilise relational approaches to motivating behaviours with the pupils they worked with. Strengths and limitations are discussed. Four areas for future research are suggested. This study can aid the integration of teacher beliefs into educational policy and practice in relation to pupil behaviour.

Dedication

To JBL

I love you all to the moon and back.

Acknowledgements

Contents

1 Introduction

1.1 Context

This research study is volume one of a two-part doctoral thesis for the professional training in educational psychology at the University of Birmingham. Volume two is a collection of four professional practice reports. Both volumes were undertaken whilst on placement as a trainee educational psychologist (TEP) in a West Midlands local authority educational psychology service.

1.2 Initial rationale and research questions

Pupil behaviour has been the focus of UK education and research literature and government policy for the last few decades (e.g., Elton, 1989; Ofsted, 2014). It continues to be an important issue with claims in the media that disruptive behaviour in schools has increased following the Covid-19 lockdowns (Roberts, 2020). Indeed, the National Education Union (2021) claimed that Covid-19 had created additional behaviour challenges that required school behaviour policies to be reviewed.

Prior to the Covid-19 pandemic, pupils' disruptive behaviour had been cited as a significant reason for teachers leaving the profession (Williams, 2018), and this had made headlines (e.g., The The Guardian, 2018). The UK government had already identified a range of measures to address the problem of disruptive behaviour, including more powers for teachers to use sanctions (Department for Education [DfE] & Morgan, 2015), and developing 'behaviour hubs', a programme to improve student behaviour (DfE, 2020).

Others have claimed that the behavioural problem is no worse than before Covid and that the challenge remains the same: how to help pupils learn the right behaviour to support them in their education and development (Bennett, n.d. as cited in Roberts, 2020). Contradictory policies regarding behaviour, inclusion and academic achievement have competing agendas and make it difficult for schools to prioritise pupil behaviour (Hartnell, 2010). There is an argument that despite increased understanding of the diverse factors motivating children's

behaviour (Svinicki & Vogler, 2012), UK education policy continues to have a behaviourist focus towards motivating pupil behaviour (Law & Woods, 2018).

Motivation can be conceptualised as any reason that drives behaviour (Ryan & Deci, 2017) and there is a wealth of literature regarding motivation and education. For example, investigating motivation for specific subjects (Fredricks et al., 2018; Lee et al., 2016), what motivates teachers (Hasan et al., 2015) and teachers' motivational styles (Haerens et al., 2018; Reeve, 2009). However, an initial literature search indicated, that whilst there was a wealth of research regarding motivation in the education setting, research on teachers' understanding of pupil motivation for behaviour was limited. Teachers' beliefs are important because there is evidence they impact upon practice (Sabarwal et al., 2022) and affect pupil outcomes (e.g., Lavy & Sand, 2016).

Miller et al. (2000) investigated teacher's attributions for pupil behaviour but this was not linked to how it impacted upon teacher practice. Other UK literature has a focus on behaviourist approaches to motivation, investigating pupils' perceptions of rewards and punishments, for example, Mansfield (2007) and Miller et al. (1998). A Netherlands study (Hornstra et al., 2015) found that contextual factors impacted upon the strategies teachers used to motivate behaviour. This study specifically focuses on strategies that are related to developing pupil autonomy as conceptualised in self-determination theory (Ryan & Deci, 2017). A study in Chile (Valenzuela et al., 2018) found that trainee teachers conceptualised humour as a key motivation for pupils' engagement in learning. Furthermore, a study in Canada found that trainee teachers did not believe motivating pupils in the classroom was their responsibility (Daniels et al., 2020).

As motivation and behaviour are multi-faceted constructs, it is important to understand these constructs from a wider perspective in the UK. This was the initial rationale that led to the research questions (RQ):

- How do teachers conceptualise motivation for learning and disruptive behaviours?

- How do they apply this in practice?

These questions are the focus of this research study.

1.3   Structure of volume one

Volume one of this thesis is comprised of five chapters as follows:

1. Chapter One, Introduction – Provides the initial rationale that led to this research study.

2. Chapter Two, Literature Review - Behaviour, Classroom Management, Motivation and Teacher Beliefs – Offers a narrative review and critique of relevant literature, highlighting the gaps and outlining the evidence for the importance of the research questions that are proposed for this study.

3. Chapter Three, Methodology – Provides the ontological and epistemological approach that underpins the research study and outlines the methods used.

4. Chapter Four, Results and Discussion - Presents the results of the thematic analysis and how this relates to the literature discussed in Chapter Two. A discussion of the strengths and limitations of the study are also included, alongside four suggestions for further research and implications for practice. This chapter concludes with a summary of the original contribution this study has made to the research literature.

5. Chapter 5, Concluding Summary – Provides a conclusion to Volume One.

2 Literature Review: Behaviour, Classroom Management, Motivation and Teacher Beliefs

Chapter Two discusses how behaviour has been conceptualised in research literature and UK government policy. This conceptualisation identifies 'disruptive' and 'learning' behaviours, and that these are issues of concern for schools. The concept of CBM is discussed, and a critique is offered of the evidence base for CBM techniques. Theories, concepts and definitions of motivation are also considered.

Teacher beliefs are discussed as a key construct linked to teacher practice and pupil outcomes. The research regarding teacher attributions for pupil motivations for behaviour is summarised and critiqued. Finally, the chapter is summarised leading to the rationale and aims of this present study.

2.1 Behaviour

Behaviour in schools has been a long-standing concern of teachers and policy makers (Law & Woods, 2018). Managing pupil behaviour is a key part of the education system (Maguire et al., 2010) and is often cited as the biggest challenge for teachers (Moore et al., 2019). Moore et al. (2019) suggested government guidance regarding management of behaviour has increased. They also posited that behaviour is not easy to define due to its complexity, but the behaviour of interest in education is that which contributes or challenges school expectations of pupils. These behaviours have been termed as 'learning' (Ellis & Tod, 2018) and 'disruptive' behaviours (Nash et al., 2016).[1]

2.1.1 Disruptive behaviour

Disruptive behaviour in schools has been identified as any behaviour that distracts the teacher or other pupils from the task at hand (Montgomery, 1989; Nash et al., 2016).

---

[1] From here on in, 'behaviour/s' will be used to refer to both learning and disruptive behaviours, with the term 'disruptive' or 'learning' used when indicating only that specific behaviour.

Cameron (1998) suggested disruptive behaviour was too broad a term and proposed five categories of disruptive behaviour. This included aggressive behaviour, physically disruptive behaviour, socially disruptive behaviour, authority challenging behaviour and self-disruptive behaviour. There was, however, overlap within these categories, making it difficult to apply such categories in practice. For example, 'kicking, hitting and pushing' were in a different category to 'smashing objects', but all these behaviours could be classified as aggressive.

One of the difficulties in understanding and defining disruptive behaviour is that behaviours can be identified as low level or challenging, depending on the context and the perceptions of the people involved (Stanforth & Rose, 2020). Indeed, behaviour is a social event and will have subjective meanings to all those who are involved (Macleod, 2010). This subjectivity presents problems with how disruptive behaviour is understood and conceptualised within the literature and in practice. Lloyd (2003) argues that the conceptualisation of pupil behaviour requires an understanding of the various factors that are involved in the development and labelling of behaviour. Lloyd argues that disruptive behaviour is not a fixed, objective category. This argument is supported by the discussion in the literature that explores what constitutes disruptive and/or challenging behaviour.

In the literature 'disruptive behaviour' is not always clearly defined. However, there is some consensus regarding low level disruptive behaviour, which is commonly identified as a significant stressor for teachers (Williams, 2018). This low-level disruptive behaviour included calling out, questioning instructions, swinging on chairs, and not getting on with work. Specific to secondary schools, this behaviour also includes using mobile devices and not having the right equipment (DfE, 2021; Kidger et al., 2009; Ofsted, 2014).

Disruptive behaviour has a range of negative outcomes for pupils and teachers (DfE, 2017b). For pupils, this included contributing to increased levels of aggression (Greer-Chase et al., 2002), anxiety and bullying (DfE, 2022b); up to an hour of missed learning everyday (Ofsted, 2014); and reduced academic achievement (Malecki & Elliott, 2002). Whilst for teachers this

included contributing to stress (Hastings & Bham, 2003; McCormick & Barnett, 2011; Wilson, 2002), and burnout (Aloe et al., 2014; Kokkinos, 2007).

Disruptive behaviour has also been identified as a cause of teachers leaving the profession (DfE, 2022b). However, reasons for leaving are often multifactorial and interrelated (DfE, 2017). There is a varied range of data sources contributing to the evidence regarding the teacher attrition rate and this makes it difficult to isolate specific reasons for teachers leaving (Towers & Maguire, 2017).

The research regarding negative pupil and teacher outcomes is not strong, some government policies and academic literature does not refer to any evidence (e.g., DfE, 2022b; Parsonson, 2012). The review of more than 15 research studies regarding teacher stress and pupil behaviour found only three of these are based in the UK, and these are out of date (Barmby, 2006; Borg & Riding, 1991; Hastings & Bham, 2003). However, the UK and non-UK research indicates disruptive behaviour is a predictor for teacher stress and burnout. The research for pupils' negative outcomes due to disruptive behaviour is also not strong. Estimates of lost learning time are based on surveys (e.g., Ofsted, 2014) and do not consider how this impacts upon academic outcomes such as achievement.

Despite these difficulties with the evidence, there is a consensus that pupil behaviour causes stress (Nash et al., 2016), that it is a problem (DfE, 2017b) and teachers want more support to address the problem (DfE, 2018a). Data also suggests that teachers have seen a rise in behavioural difficulties since the return from Covid-19 lockdowns (DfE, 2021). A range of measures, prior to the Covid pandemic, had been proposed in order to support learning behaviour such as the behaviour hubs programme (DfE, 2020), and increased powers to implement sanctions such as same-day detentions (DfE & Morgan, 2015).

Offering support to discipline pupils is aligned with behaviourist notions of rewards and sanctions. This approach is dominant in UK government policy (Maguire et al., 2010) but

critics argue it is not in line with research (Woods, 2008) and is perceived to be ineffective (Payne, 2015). Indeed, Wiley et al. (2012) discusses the evidence that teachers tended to use disciplinary approaches rather than evidence based classroom behaviour management techniques. Using sanctions, however, is one of ten themes identified by the DfE (2017a) that outstanding schools use in order to manage disruptive behaviours. This document also identified rewards as an approach to encourage learning behaviours, and as such, this implies that the DfE suggests different techniques are required to manage disruptive and learning behaviours.

2.1.2   Learning behaviour

Learning behaviour was deemed by Maguire et al. (2010) to be 'good' behaviour that underpins the ability to learn and achieve in an academic setting. Indeed, a review (DfE, 2012) found evidence that learning behaviour is a predictor of academic achievement. Ellis and Tod (2018) offered broad terms for understanding the meaning of learning behaviour. These included engagement, participation, collaboration and motivation. Spratt et al. (2006) identified that children may be using these good behaviours, however, they may be withdrawn and not engaged in learning.

Whilst the literature distinguished between disruptive and learning behaviours, there was less of a focus on the nuance of learning behaviours that may contribute positively to learning and those that do not. Bennett (2020) distinguished 'good behaviour' between that which was passive (e.g., not shouting or swearing) and that which was positive (e.g., focused on task, participating in debate). He argued, it is the latter that leads to learning outcomes, but no evidence was offered in support of this conclusion. In addition, there appeared to be no literature that considered how teachers could distinguish between the good behaviours that did or did not lead to engagement in learning activities.

The DfE (2022b) has made it clear that schools are responsible for managing both learning and disruptive behaviours. In the last few years, a range of guidance, statutory and non-statutory, has been issued to support schools in carrying out this responsibility (e.g., DfE, 2011; 2017a, 2017b, 2018, 2022a; 2022b). Indeed, guidance has had a similar vein for more than the last twenty years. For example, the Department for Education and Employment (1998) discussed behaviour plans which Miller et al. (2000) argued were focused on schools clarifying their response to disruptive behaviours. Slee (2015) was critical of this approach to learning and disruptive behaviours, arguing it defined any behaviour that wasn't compliant as pathological and therefore abnormal.

Managing these behaviours within the classroom has been termed 'classroom behaviour management (Hart, 2010) and has been discussed by numerous academics including Bibou-Nakou et al. (2000), Ding et al. (2010) and Landau (2009).

2.2   Classroom behaviour management

CBM is the use of multi-dimensional interventions (Hart, 2010) in the classroom to minimise disruptive behaviour and influence learning behaviours (Emmer & Stough, 2001). The DfE (2022b) states that headteachers must have behavioural policies in place explaining how they would encourage learning behaviours and manage disruptive behaviour. It could be assumed that these policies incorporate CBM interventions given that the literature identifies CBM interventions as the approaches used to manage disruptive behaviour and increase learning behaviour.

Furthermore, motivation is a key construct underpinning children's behaviour (Beymer & Thomson, 2015; Wentzel & Wigfield, 2009) and motivation is central to CBM interventions (Hart, 2010). Teachers' beliefs regarding motivation should explain their use of CBM (Berger et al., 2018). This is important because there is evidence that teachers' perceptions impact upon the implementation of CBM (e.g., Kincaid et al., 2007; Lohrmann et al., 2008). The implications of this are significant because teachers' motivational beliefs could lead them to

using non-evidence-based techniques (Wiley et al., 2012). This prompts the exploration of the evidence base for CBM interventions, as well as what is known about teachers' use of such interventions. Teachers' beliefs are discussed in further detail in Section 2.6.

2.2.1 Evidence for classroom behaviour management interventions

There is an array of literature exploring CBM interventions. Five reviews from the last 20 years were identified that incorporated over 150 different studies on the effectiveness of different types of CBM interventions. Thus, they are recognised as summarising a wealth of information on CBM interventions as well as identifying the types of CBM interventions that are available (please refer to Table A in Appendix N for an overview of the different categories of CBM interventions that are included in these studies). The selected studies comprised one narrative review (Hart, 2010), two systematic reviews (Simonsen et al., 2008; Wilson & Lipsey, 2006) and two meta-analyses (Korpershoek et al., 2016; Oliver et al., 2011). Each of these are peer reviewed and thus offer an element of quality control (Kelly et al., 2014). No other reviews were identified within the search period.

These five reviews offered general conclusions that a range of CBM interventions are effective; however, there are several difficulties with these reviews. These difficulties include how authors selected and judged the effectiveness of studies for review, the generalisability of the research findings to the UK, and limitations on identifying the mechanism for change in each intervention. Furthermore, there was no consistent definition or operationalisation of CBM, and this was a difficulty in the wider literature regarding CBM, as well as the five reviews discussed here. Each of these issues are discussed in turn.

2.2.1a Selection of studies and judgements of effectiveness

The criteria for selecting studies in Hart's (2010) review are not reported. This is problematic because selection criteria can result in bias and influence the conclusions of the review (McDonagh et al., 2008). Hart (2010) discussed rules as being evidence based but their

supporting evidence for the efficacy of rule based CBM interventions included research that used the opinions of teachers to conclude effectiveness of rules. Hart's (2010) review may be more accurately described as a review of teachers' beliefs regarding effective CBM interventions.

Oliver et al. (2011) included 12 studies in their meta-analysis, seven of these were from a research group evaluating the same CBM programme. Part of the research strategy used by Oliver et al was to search this programme's website for research studies. This appears to have heavily influenced the final studies that were included within their review. Therefore, the conclusion of effectiveness of different CBM interventions could be argued as mainly relating to the efficacy of one specific programme.

Simonsen et al. (2008) selected studies that demonstrated effectiveness of CBM interventions, and in addition the intervention had to have three studies supporting it as efficacious. It is not clear what criteria was used to determine efficacy or how this related to each individual study. It is not known whether each of the three studies that supported the CBM intervention were implementing the intervention with the same fidelity. Simonsen et al. (2008) excluded studies that did not demonstrate efficacy and thus introduces bias in the reporting of the evidence base. This bias is acknowledged by Korpershoek et al. (2016), as they offer their conclusions with caution due to the small effect size and problems of publication bias (studies without any effect are not published and therefore not included in their analysis).

2.2.1.b UK classroom behaviour management research

The appraisal of these five CBM literature reviews and meta-analyses found most studies were undertaken in the US. From these reviews, it was only possible to identify two pieces of research (Curtis & Norgate, 2007; Hayes et al., 2007) that were based in the UK; however, one review did not report where the studies came from.

Hayes et al. (2007) found that increasing the use of teacher positive feedback to pupils increased pupil on task behaviour. Curtis and Norgate (2007) investigated an intervention designed to promote social and emotional thinking in primary aged pupils, they found that pupils improved on all dimensions of the intervention as measured by the strengths and difficulties questionnaire ([SDQ] Goodman, 1997) and compared to a control. The difficulty with this is the SDQ is not a direct measure of a change in disruptive or learning behaviours.

Overall, whilst the five reviews and meta analyses identified a wide and varied range of CBM interventions, they do not provide information regarding the use of these in practice. Law and Woods (2018) reviewed UK and Irish literature between 2000-2017 to explore educational psychologists' (EPs) representations of behaviour management. They identified 11 UK based research articles. However, this review was focused on CBM interventions that were linked to the practice of EPs. They concluded that despite behaviourist dominated education policies, EPs used a wide range of theoretical approaches underpinning CBM. It could be surmised that this is because applying psychological theory is key to the practice of applied psychology (British Psychological Society [BPS] 2022). It is still unclear what approaches teachers in the UK use, and whether their chosen approaches are evidence based.

2.2.1.c   Mechanisms of change

Oliver et al. (2011) concluded that CBM interventions had a positive significant effect on decreasing pupils' disruptive behaviours when compared to control groups. They discussed how their results were not able to identify what components of the interventions were most effective, whether fidelity to implementation made a difference, or whether there were moderators such as age of pupil.

Oliver et al. (2011) also pointed out that they were unable to identify which techniques were included in the control groups. They concluded that the use of structure was likely to be contributing to the efficacy of CBM, however, they do not know if the control groups had elements of structure. In addition, they found that there were no significant differences

between comprehensive approaches and less comprehensive approaches. Structure was described by Oliver et al. (2011) as procedures that organised the classroom environment. It could be assumed that a comprehensive approach includes more structure than a less comprehensive approach. For example the Classroom Organisation and Management Programme is described as a comprehensive approach that has a focus on planning and organising the classroom (Evertson, 1989). If structure is a mechanism of change, and comprehensive approaches include more structure, it would be expected that comprehensive approaches are more effective than less comprehensive approaches. Other reviews also concluded structure as an element of effective CBM (e.g., Simonsen et al., 2008). In summary, these differences are likely because there is no definition or consistent measurement of a comprehensive/structured approach.

An inability to identify specific techniques which contributed to the mechanism of change appeared to lead to general conclusions in all five reviews and meta-analyses that a variety of CBM strategies are required to motivate pupil behaviour (Hart, 2010; Korpershoek et al., 2016; Oliver et al., 2011; Simonsen et al., 2008; Wilson & Lipsey, 2006). It could be assumed that some elements of CBM were also being used in the control groups, but this detail was not always provided.

2.2.1.d   **Definition and operationalisation of classroom behaviour management**

Girardet (2018) suggested that CBM used to be about managing behaviour but that it had grown in recent years to incorporate motivating students through rewards and sanctions as well as maintaining teacher-pupil relationships. This conceptualisation of CBM indicated that managing behaviour was separate from motivating and engaging with pupils, this appeared to be at odds with other definitions. For example, Evertson and Weinstein (2006) define CBM as creating the right conditions for academic and social-emotional learning. However, Landau (2009) discussed a wide and varied meaning for CBM, including it being an approach to discipline and control.

Ellis and Tod (2018) defined 'behaviour management' as a difficult term because it had many meanings and was a term that alluded to the control of pupil behaviour. Hart (2010) had previously acknowledged this criticism of the term CBM but argued that the use of the term did not have to imply behaviourist strategies but instead was about any strategy that aimed to increase pupil motivation and engagement in the classroom.

There has been some debate in the literature about the distinction between CBM strategies that were related to pupils' learning behaviours in the classroom, and other strategies that were teaching practices, targeted at learning, and therefore not related to CBM. Oliver et al. (2011) suggested instructional practices alone did not equate to a CBM strategy. However, Ellis and Tod (2018) discussed how Ofsted (2011) identified that disruptive behaviours could stem from ineffective teaching practices. In this scenario, they argued that teaching strategies required adapting to support behaviour. As such, this supports an argument that it is not possible to distinctly separate teaching strategies and CBM strategies. In addition, effective CBM has been recognised as requiring more than one strategy (Korpershoek et al., 2016) thus creating opportunity for a diverse range of strategies to be considered as CBM techniques.

These differences in the literature about what was categorised as CBM, may have led to some reviews including studies that other reviews dismissed as not meeting CBM criteria. For example, Korpershoek et al. (2016) included only whole class interventions, arguing that this was the appropriate population for the application of CBM strategies. Other reviews, however, included interventions delivered to a single pupil, or smaller groups. Indeed, Evertson and Weinstein (2006) suggested that there is a significant amount of research that does not use the terminology 'CBM'. There is also no systematic classification of CBM strategies (Korpershoek et al., 2016) which makes it difficult to compare strategies.

A summary of different categories and techniques of CBM is presented in Table A, Appendix N. This is not intended as a definitive list but an overview of the numerous strategies that

have been identified and reviewed in the CBM literature discussed here. There are similarities across these categories, and as Korpershoek et al. (2016) noted about their own categories, they are not mutually exclusive. Simonsen et al. (2008) included sanctions in their review and thus it can be assumed these are seen as effective as per their overall conclusion. This is different to the argument made by Woods (2008) that sanctions are not an effective strategy. Indeed, Gulliford and Miller (2015) provide a useful critique of using sanctions as part of a CBM strategy.

Korpershoek et al. (2016) was the only review that identified either a category or techniques of CBM that related to the social and emotional development of pupils. They indicated that this idea was taken from Evertson and Weinstein (2006), and that it was similar to ideas discussed by Marzano et al. (2003). Korpershoek et al. (2016) refined their search strategy when they identified that studies using social and emotional health interventions to support classroom behaviour were not necessarily using terminology related to CBM.

Social and emotional skills have been identified as the skills necessary to manage emotions, thoughts and behaviours (Department for Education & Skills, 2007). Development of such skills has been linked to improved relationships, less aggression, and better interpersonal skills (Greenberg et al., 2003). A meta-analysis by Durlak et al. (2011) found social and emotional learning interventions improved children's behaviour and academic performance. As such, there is an argument that improving social and emotional skills could contribute to the increased use of learning behaviours as desired by CBM. However, there was not a strong link in the literature between CBM and social and emotional skills and interventions. Oliver et al. (2011) stated that they did not include social skill programmes as part of CBM as these were categorised differently and reviewed elsewhere.

2.3   Behaviour and classroom management: Key points

Learning and disruptive behaviour have featured heavily in UK government policy and the research literature. Schools are expected to 'manage' such behaviours and there are many

CBM strategies identified in relation to undertaking this task. Disruptive behaviours have links with negative impacts on both pupils and teachers, whilst learning behaviours are identified as prerequisites for academic engagement. It is hypothesised that dependent on teachers' perceptions of motivation, they may use ineffective CBM interventions. Whilst the literature explores a variety of evidence for CBM interventions, this does not appear to be linked to an understanding of whether these interventions are aligned with teachers' beliefs or practice. This means conclusions regarding links between teachers' beliefs and the use of efficacious CBM interventions are limited.

There is a limited UK evidence-base for effective CBM interventions, out of over 150 studies regarding CBM, only two were identified as from the UK. In addition, there were methodological and quality differences in the research. Studies found small, but significant effect sizes in relation to CBM techniques that positively impacted upon pupil behaviour. This was used to draw general conclusions that many CBM techniques are effective in reducing disruptive behaviours and increasing learning behaviours in the classroom. This in turn, suggests that there are many CBM techniques that impact upon the motivation for pupils to engage in learning behaviours at school.

2.4 Motivation

If CBM strategies are about motivating children to engage in learning behaviours it is important to understand what is meant by 'motivation'. Anderman and Anderman (2020) proposed that motivation is a multi-dimensional construct which can be interpreted in many ways. Section 2.4 will explore this by considering theories and approaches to motivation as well as how it relates to educational policy in the UK.

2.4.1 Definitions and concepts of motivation

Questions regarding the pursuit of goals and engagement in activities have been explored for millennia (Miltiadou & Savenye, 2003). Motivation as a construct has been used to explain

factors that influence and drive these behaviours. The concept of motivation is used in numerous ways, for example, to describe internal desires or aversions (Locke & Schattke, 2019), goal directed processes (Cook & Artino Jr, 2016), individual traits and environmental variables (Svinicki & Vogler, 2012) as well as levels of attention and effort (Brophy, 2010).

Motivation is demonstrated in everyday behaviours (Deci et al., 1999), and is therefore integral to any theory of behaviour (Galanis et al., 2016). Studying motivation increases knowledge about how behaviour develops and changes (Alkaabi et al., 2017). Thus it is unsurprising that tapping into a pupil's motivation has been argued to be the most powerful strategy a teacher can use (Ryan & Deci, 2017). The factors that constitute motivation, or sources of motivation, are viewed differently depending on the theoretical viewpoint being ascribed.

A cognitive paradigm has been influential thus leading to a range of theories centred around cognitive constructs. Cook and Artino Jr (2016) argue that all contemporary theories of motivation incorporate cognitive constructs and that these constructs overlap and have varying degrees of emphasis in each theory. Such theories include, expectancy-value theory (Wigfield & Eccles, 2000), social cognitive theory (Bandura, 1986) and goal orientation theory (Dweck & Leggett, 1988).

Bandura (1992) positions the development of behaviour as a process of reciprocal determinism involving interactions between cognitive processes, the environment and behaviour. Within this model of reciprocal determinism, self-efficacy is the mediator between the social environment and individual behaviour and thus it is a key concept for motivation.

Many cognitive approaches incorporate an understanding that the environment interacts with a person's cognitions, resulting in their behaviour. For example, Schunk and DiBenedetto (2020) refer to social comparisons as a motivational process within social cognitive theory.

Within social determination theory, motivation is positioned as inherent to the individual but mediated by the social environment (Deci et al., 1999).

Other psychological paradigms have also become influential in understanding motivations for children's behaviour in the classroom. Psychodynamic approaches have expanded from focusing on unconscious motivations to include concepts such as relatedness, self-esteem and affective processes (Alkaabi et al., 2017). Shaver and Mikulincer (2005) discuss psychodynamic approaches and their emphasis on childhood experiences. They argue this focus has expanded because of the influence of Bowlby's attachment theory (1969, 1973, 1978).

Bowlby's attachment theory (1969, 1973, 1978) constructs behaviour as the result of interactions between early care giving experiences and the child's developmental pathway (the environment). Together these inform the child's internal working model which then informs behaviour. For example, caregiving experiences support an individual's affective regulation through having their (attachment) needs met by responsive caregivers. If these needs are not met, this results in secondary affective regulation strategies (Shaver & Mikulincer, 2005). These secondary affective regulation strategies, resulting from unmet attachment needs, are hypothesised to form the motivation for different types of behaviour in the classroom (Geddes, 2006).

Attachment theory brings a focus to unconscious motives for behaviour, through the concept of an innate need for survival. Cognitive theories, in contrast, emphasise the more conscious aspects of motivation. For example, cognitive models have been used to explain motivation for achievement. In expectancy-value theories, motivation is seen as a function of the expectations of success and its perceived value (Cook & Artino Jr, 2016). However, this is not to say that cognitive models only conceptualise motivation as a conscious process. Motivation may be conscious or unconscious (Locke & Schattke, 2019). Unconscious

motivations are positioned as the driver over time, whereas conscious motivations are linked to concrete objectives (Alkaabi et al., 2017).

Developments in motivation research have created an array of related concepts (Weiner, 1990). For example, unconscious and conscious motivations, achievement motivation and intrinsic and extrinsic motivation. There is now a broader understanding of what constitutes motivation compared to historical theories based solely upon drive and instinct (Miltiadou & Savenye, 2003). Motivation is constructed as an independent variable as well as a dependent variable (Cook & Artino Jr, 2016). This theorising that motivation is more than drive and instincts has provided the opportunity for motivation to be conceptualised in much broader ways than previously discussed in the motivation literature.

Reeve (2012), and Ryan and Deci (2017) all construct motivation, in its broadest sense, as any reason underpinning behaviour. The current study accepts this definition as it allows for the inclusion of a wide variety of concepts that have been identified as relating to motivation and underpinning behaviour. This allows for the study of direct and indirect influences on motivation (Alkaabi et al., 2017). Indeed, using this wide definition is important as it addresses a gap in the research. Many studies identifying attributions for pupil behaviour use predetermined categories for participants to choose causal factors, for example, Arbeau and Coplan (2007), this is discussed in Section 2.6.2 - Teacher attributions for behaviour and links to classroom behaviour management.

2.4.2 Theories of motivation

Motivation is not directly observable and this has resulted in numerous theories trying to explain the phenomenon (Svinicki & Vogler, 2012). Ryan and Deci's (2017) self-determination theory (SDT) and Weiner's (2012) attribution theory (AT) have been identified as particularly useful within education settings (Svinicki & Vogler, 2012). SDT has been recognised as the most applied theory in education as it hypothesised motivational variables

that can be studied (Slemp et al., 2020). It also provides a framework for understanding the much debated concepts of intrinsic and extrinsic motivation (Svinicki & Vogler, 2012).

Intrinsic and extrinsic motivation has been debated in the literature for decades regarding how they are defined, and which is superior. A meta-analysis (Cerasoli et al., 2014), considered the research relating to intrinsic and extrinsic motivation over a 40 year period and concluded that the benefits of each type of motivation was dependent on the activity that was being undertaken.

Weiner's (2012) AT has also been positioned as an important theory as it offers a comprehensive framework for explaining behaviour in education settings (Jager & Denessen, 2015; Wang & Hall, 2018).

2.4.2.a Self-determination theory

Ryan and Deci's (2017) self-determination theory (SDT) hypothesised that humans are motivated by three innate basic psychological needs: autonomy, competence and relatedness. These needs are universal and mediated by a variety of intrapersonal and environmental factors.

These three psychological needs were described by Ryan and Deci (2017) as follows:

1) Autonomy related to being congruent with an individual's values; it is not related to being independent or self-reliant. If behaviour is initiated and/or regulated by factors that were not in line with our values, then this was not true self-regulation and thus did not contribute to meeting the need for autonomy. Additionally, social contexts are required to offer choice and the encouragement of self-regulation to meet this psychological need.

2) Competence was described as a basic need for mastery. Social contexts are required to support efficacy through providing positive feedback rather than being challenging, inconsistent or discouraging. It could be argued that this is similar to Bandura's

(1986) concept of self-efficacy. Ryan and Deci (2017), however, point out that Bandura's concept of self-efficacy was related to a unitary theory of motivation i.e., self-efficacy was central, underlying all motivated behaviour, which is different to Deci and Ryan's conceptualisation of motivation.

3) Relatedness was posited as a need to have a sense of belonging; to feel important within a group and be cared for. Relatedness can be developed through social contexts that involve the caring participation of others.

SDT was different to other cognitive approaches as motivation was not seen as a construct that was homogenous, but rather there were a range of sources and different types of motivation (Ryan & Deci, 2017).

Research based on SDT has contributed extensively to the knowledge base regarding behaviour in education. For instance, research has considered teachers' motivating styles as autonomous or controlling (Reeve, 2009), the use of SDT based professional development (Prickett & Hayes, 2023) and teachers own motivation (Frederick et al., 2022).

2.4.2.b Attribution theory

Weiner (2012) proposed that motivation resulted from a person's evaluation of causal attributions. He hypothesised that this evaluation consisted of three domains: locus, stability and control, and that these domains affected emotions, in turn providing motivation for behaviour. Weiner (2012) described these dimensions as follows:

1) Locus - whether the cause is internal or external.
2) Stability - whether the cause was perceived as stable over time.
3) Control - the evaluation of whether the cause was controllable or uncontrollable by the individual.

Weiner's theory provides a useful framework for understanding how teachers might hypothesise pupil's motivation for learning or disruptive behaviours. For example, a teacher

may assess a pupil's behaviour as internal (locus), stable over time and not under the control of the pupil. Research suggests that teacher responses to pupils differ depending on the teachers' assessment of the three factors identified in AT (Wang & Hall, 2018).

Jager and Denessen (2015) and Wang and Hall (2018) have discussed a variety of research based on AT that explains teacher behaviour towards pupils as well as pupils' perceptions within the education setting. AT has been identified as relevant to research on achievement in education settings (Matteucci, 2007). AT research, with regards to teacher attributions for pupil behaviour, is explored further in Section 2.6.2 – Teacher attributions for behaviour and links to classroom behaviour management.

2.4.3   A brief history of motivation

Instinct and drive theories based on physiological deficits were favoured theories at the beginning of the 20th century (Svinicki & Vogler, 2012). Graham and Weiner (2012) argued these became replaced by theories based on deficits in psychological needs such as those by Murray (1938) and Maslow (1943). Also around the mid-20th century, behaviourism became popular (Shreeve et al., 2002) and this has been recognised as still informing approaches today (Ryan & Deci, 2017).

Montgomery (1989) stated that the earliest studies of changing classroom behaviour were based on the work of Skinner (1953). Miller (1995) identified the first publication of a behavioural intervention in the UK, to be that of Ward (1971), and that this success was replicated by a range of other publications by various academics. However, since then, motivation for children's behaviour is no longer considered a simple interaction between the child and their environment (Svinicki & Vogler, 2012).

Theoretical developments and research in motivation have expanded significantly in the last few decades (Wijnia & Servant-Miklos, 2019), giving a greater understanding of a multitude of factors relevant to motivation. However, this theorising and research is predominantly from

the United States. Whilst there has been an expansion in the research literature, UK government policy still appears to be dominated by a behaviourist approach (Payne, 2015).

2.4.5 A brief history of motivation in UK educational policy

In the UK literature, it has been argued that whilst cognitive psychology and constructivism became influential in other areas of education, behaviourist approaches remained the status quo for CBM (Ellis & Tod, 2018; Payne, 2015). Indeed, Maguire et al. (2010) were critical of government policy that used behaviourist ideas to 'manage' pupils' behaviour. They argued that this approach has a long history in UK education settings.

Whilst there has been criticism of the behaviourist focus in UK educational policy, others identify an increasing emphasis on social, emotional and relational aspects of behaviour (Kidger et al., 2009; Law & Woods, 2018). This included the national healthy schools programme (Warwick et al., 2009) and the social emotional aspects of learning programme (DfE, 2010). Ellis and Tod (2018) are critical that this social and emotional viewpoint became conceptualised through a mental health perspective, particularly with the publication of *Mental Health and Behaviour in Schools* (DfE, 2018). The DfE (2018) discussed how a whole school approach to behaviour should be underpinned by a system of rewards and sanctions. Whilst it recognised other reasons underlying disruptive behaviour that did not warrant a rewards and sanctions approach, these were limited to a pathological discourse of mental health.

In recent years, other aspects of psychology, related to personality and psychopathology have contributed to the UK knowledge base of what motivates children's behaviour in schools. For example, attachment theory (Bowlby, 1969, 1973, 1978) has become increasingly important in explaining children's behaviour in schools (Parker et al., 2016). Nash et al. (2016) posited that attachment theory had influenced a variety of interventions to

motivate children's behaviour in education settings. There was, however, an argument that these had not yet influenced school behavioural policies.

Whilst there is an argument that there has been a shift towards the use of social, emotional and relational approaches (Kelly et al., 2020; Parker et al., 2016), such approaches are yet to significantly influence policy and government guidance regarding CBM. For example, the DfE (2017a) identified ten key themes in CBM; rewards and sanctions were two of these themes, whereas relational approaches were not included. Furthermore, the transforming children's mental health programme has a focus on targeting mental health such as mild to moderate anxiety (DfE, 2023), and as such, does not encompass all of the concepts advocated for in social, emotional and relational approaches. Nash et al. (2016) proposed that relational approaches should be integrated with existing policies.

2.5   Motivation: Key points

UK education policy has focused on behaviourist approaches to motivating behaviour. However, whilst there is emerging literature on other areas relevant to motivation and children's behaviour, such as social, emotional and relational factors, this has yet to become significantly recognised in educational policy. There is also not enough research that considers teachers' understanding of these other approaches; despite the research linking it to CBM. It is important to understand how this knowledge about social, emotional and relational aspects of pupil behaviour is understood by teachers and how it influences their practice.

2.6   Teacher beliefs

The argument has been made in the research literature that teachers' beliefs are important because they affect their behaviour and impact on pupil outcomes. This is reflected in the literature that finds teacher beliefs impact on a variety of outcomes. For example, teacher beliefs have been found to impact upon pupil academic outcomes (Lavy & Sand, 2016), intrinsic motivation (Upadyaya et al., 2012) and peer relationships (McAuliffe et al., 2009).

Teachers have also been found to be less likely to seek external support if they believe the pupil is to blame for their difficulties (Soodak & Podell, 1994).

As a result of this research, it is reasonable to assume that teachers' beliefs about children's motivations for behaviour will be important. However, there is limited research specifically on teacher beliefs about children's motivation for behaviour and how this links to CBM. This shows it is a promising and important area that needs more research.

2.6.1 The importance of teacher beliefs

Beliefs have been defined as an evaluation of a proposition, these evaluations are considered to be internal to the individual (Buehl & Beck, 2014) and pervasive (Miller, 1995). The importance of beliefs and how they impact upon behaviour has been hypothesised and researched for decades (Borg, 2001; Sabarwal et al., 2022). It has been proposed that teacher beliefs about different educational issues should be researched (Lee, 2008; Mansour, 2009; Pajares, 1992). Indeed, there is a variety of research investigating a range of issues. This includes teachers' beliefs about pupil motivations for specific subjects (Sweet et al., 1998), beliefs about teaching (Thomson & McIntyre, 2013) and the ability to change teacher beliefs (Hayes et al., 2007).

Pajares (1992) argued that teacher beliefs impacted upon practice. However, the relationship between beliefs and practice is complex (Basturkmen, 2012). There is evidence that teachers do not necessarily practice what they believe in (Lee, 2008). Although other research finds that the context impacts upon teachers' practice, resulting in practice that may not be congruent with their beliefs (Hornstra et al., 2015; Pelletier et al., 2002). This means it is important to understand the links between teacher beliefs, practice and context.

When teachers attributed academic failure to internal controllable factors they were more likely to use punitive and other negative responses (Jager & Denessen, 2015; Matteucci, 2007; Reyna & Weiner, 2001), and fewer helping behaviours (Lucas, 2009). Jager and

Denessen (2015) argued that evidence demonstrated teacher attributions for achievement could predict teacher efforts in teaching that pupil. Based on this research, it could be hypothesised that teacher beliefs regarding pupil motivations for behaviour will impact upon their use of CBM strategies. Indeed, Berger et al. (2018) argued that teacher beliefs regarding motivation should explain their use of CBM. The implications of this link are significant because teachers' causal attributions could lead them to dismissing evidence based interventions for CBM (Wiley et al., 2012), and thus lead to negative outcomes for pupils and staff. In addition, teachers' attributions of behaviour may impact upon how much responsibility and confidence they have in using CBM (Ding et al., 2010).

However, whilst there is extant literature exploring teacher beliefs, it has been argued that the majority of this is about teacher attributions for pupil academic performance and achievement (Buehl & Beck, 2014; Wang & Hall, 2018). There is limited research specifically regarding teacher beliefs of children's motivations/attributions for behaviour (Arbeau & Coplan, 2007; Katz & Shahar, 2015; Kulinna, 2008; Wall & Miller, 2015) and links to CBM strategies used (Berger et al., 2018).

2.6.2 Teacher attributions for behaviour and links to classroom behaviour management

In a systematic literature review, Wang and Hall (2018) concluded that teachers' causal attributions influenced their use of subsequent CBM techniques. Teachers' causal attributions were found to be significantly associated with their use of CBM (Bibou-Nakou et al., 2000), and alongside self-efficacy could predict the use of CBM (Andreou & Rapti, 2010). However, Wang and Hall (2018) found only six studies that considered the link between teacher attributions and CBM. One of these studies by Kulinna (2008), concluded that attributions and CBM techniques were inconsistent, which echoed conclusions drawn by Hardré and Sullivan (2008).

Including the studies that were identified by Wang and Hall (2018), I found a total of nine research articles that specifically looked at the link between teacher beliefs/attributions for behaviour and CBM. Seven of these studies concluded that teacher attributions for behaviour were linked to the choice of CBM techniques (Andreou & Rapti, 2010; Arbeau & Coplan, 2007; Bibou-Nakou et al., 2000; Brophy & Rohrkemper, 1981; Hardré & Hennessey, 2013; Poulou & Norwich, 2000; Soodak & Podell, 1994). However, two studies surmised that the use of CBM techniques were inconsistent and not linked to attributions for behaviour (Hardré & Sullivan, 2008; Kulinna, 2008). Furthermore, two studies considered links between attributions for behaviour, CBM and teachers' self-efficacy, concluding that teacher self-efficacy led to more teacher and school based CBM (Poulou & Norwich, 2000; Soodak & Podell, 1994). See Appendix A for a table with an overview of each of these nine studies.

Other research considered links between attributions and referral to external agencies (Christenson et al., 1983; Medway, 1979); whether teachers valued intrinsic or extrinsic motivation and how this related to their practice (Berger et al., 2018); and causal attributions following a successful behavioural intervention (Miller, 1995).

2.6.3   Attributions for disruptive behaviour

The literature had a focus on attributions for disruptive behaviours (e.g., Brophy & Rohrkemper, 1981; Kulinna, 2008; Wiley et al., 2012). Teachers tended to attribute causes of disruptive behaviour to internal factors (Bibou-Nakou et al., 2000) such as student effort (Ding et al., 2010; Ho, 2004), as well as home related factors such as violent homes or parental illness (Miller, 1995). Some research provided no further detail as to what the home factors were, for example, Kulinna (2008). Bibou-Nakou et al. (2000) found that teachers who attribute behaviour to internal factors were more likely to use disciplinary approaches. Furthermore, Hardré and Sullivan (2008) found that teachers did not believe they could affect behaviour change if the cause was internal to the pupil. If teachers understand pupil

motivation to be related to internal pupil and home related factors there is a risk that they may ignore classroom based strategies to support those pupils (Wiley et al., 2012).

Research found causal attributions for disruptive behaviour differed depending on the pupil's ethnicity. Environmental factors were attributed to European-Americans but within-child factors were attributed to African-American pupils (Jackson, 2002). Stewart-Hall et al. (2023) discussed teacher perceptions of pupil behaviour as contributing to England's high rates of exclusions for Black-Caribbean pupils.

Teachers have been found to minimise their own influence as a causal factor in motivating pupils' behaviour (Savina et al., 2014). Although, Hughes et al. (1993) found that teachers attributed successful positive changes in pupil behaviour to themselves. Research suggests that teachers may ignore or minimise their own involvement as a causal factor as a way of protecting their own self-esteem (Bibou-Nakou et al., 1999; Hui, 2001). It has been argued that behaviourist school behaviour policies offer teachers guidance on how to implement CBM, which removes the onus from the teacher. This is because they offer simple approaches to behaviour and enable teachers to present themselves as competent by complying with the expectations of their setting (Emerson, 2022). Teachers may fear that not being able to manage a class will result in being labelled a bad teacher (Spratt et al., 2006). This links to other research that found teachers with more self-efficacy were more likely to use teacher related CBM strategies (Poulou & Norwich, 2000; Soodak & Podell, 1994). Thus, suggesting there was a link between teacher self-efficacy, attributions for disruptive behaviour and the use of CBM.

When disruptive behaviours were attributed to internal factors that were considered within the pupil's control, teachers responses related to disciplinary or more punitive approaches (Brophy & Rohrkemper, 1981). Emerson (2022) and Nash et al (2016) theorised that if behaviours were seen as under pupil control, then it was believed that they were able to respond to traditional discipline. This differed to when attributions were made that the

behaviour was internal but not under the pupil's control, as teachers were more likely to use passive, permissive responses (Arbeau & Coplan, 2007).

2.6.4   Cross-cultural differences regarding attributions for pupil behaviour

It has been argued that pupil and home related teacher attributions for disruptive behaviours are cross cultural (Kulinna, 2008; Wiley et al., 2012). However, research in different cultures and contexts is limited. For example, Kulinna (2008) identifies only five studies related to England, Turkey, China, Australia and Greece. A further two studies, both based in Greece, were identified by Wiley et al. (2012). Indeed, of the nine studies that specifically looked at teacher attributions and use of CBM (Appendix A), three were from Greece, five from the US and one from Canada.

Ding et al. (2010) were critical of this cross-cultural generalisation, arguing most studies were based in western countries. Differences that were indicated by studies in different cultures suggested Chinese teachers place more emphasis on family factors, whereas Australian teachers made more attributions related to pupil effort (Ho, 2004). A study in Greece, by Poulou and Norwich (2000), indicated more emphasis was placed upon teacher and school factors rather than pupil and home factors. However, another Greek study, Bibou-Nakou et al. (2000), found teachers emphasised internal factors over school factors. This debate about the generalisations of teacher attributions is important as it suggests that more research is needed with regards to teacher beliefs for pupil behaviour in different cultures and contexts.

2.6.5   Teacher beliefs regarding social, emotional and relational aspects of behaviour

Social, emotional and relational aspects of pupils' behaviour have had an increasing focus in the literature. As previously discussed, there are criticisms that these factors are not being incorporated into education policy (Section 2.4.5 – A brief history of motivation in UK educational policy), and not enough links are being made to CBM (Section 2.2.2 – Definition and operationalisation of classroom behaviour techniques). Teachers' understanding and

beliefs regarding these aspects related to pupil motivations for behaviour are underexplored (Kidger et al., 2009). A search of the literature found these concepts were represented through a mental health lens (e.g., Spratt et al., 2006) or through an attachment theory focus (e.g., Nash et al., 2016; Ozturk, 2019).

An unpublished piece of research by Ozturk (2019), found rewards and sanctions were criticised regarding their limitations for pupils with social, behavioural and attachment difficulties, this was also supported by research carried out by Nash et al. (2016). Nash et al surveyed over 400 English primary schools and found that teachers viewed disruptive behaviour as relating to social, emotional and relational aspects of children's development. Such behaviours were seen as pupils' defence mechanisms as well as masking children's learning difficulties. Overall, Nash et al (2016) concluded that teachers understood disruptive behaviour as having communicative meaning. This concept of behaviour as having communicative meaning is not new (Durand & Moskowitz, 2019). However, it has been argued that teachers are yet to develop an understanding of behaviour as having meaning and purpose for individual children (Emerson, 2022).

Spratt et al. (2006) explored the relationships between mental health, school environment and pupil behaviour. They found that teachers who were focused on academic achievement, did not consider social or emotional aspects of behaviour. This meant when pupils demonstrated difficulties with academic achievement, pupils were dismissed as not being able to achieve academically, rather than a consideration that social, emotional or relational factors may be affecting them. Other research however, finds that teachers perceive themselves as responsible for social and emotional factors and they believe these factors are linked to pupils' learning and behaviour (Kidger et al., 2009).

Research demonstrates that social and emotional aspects of development are correlated with pupils' behavioural and academic outcomes (Korpershoek et al., 2020). Relational concepts are also important as they link to pupils social, emotional and mental health in the

school setting (Hornby & Atkinson, 2003). There is an argument that an understanding of pupil's social and emotional development is necessary for teachers to tailor CBM techniques effectively (Reid, 2017). Whilst there is an abundance of evidence in relation to social and emotional aspects of children's development, this does not have a clear link in the literature to CBM (Korpershoek et al., 2016).

2.6.6   Limitations of the research on teacher beliefs regarding pupil behaviour and links to classroom behaviour management

Wang and Hall reviewed 79 articles on teachers' causal attributions, of which only six used a UK population, none of these specifically considered the links between motivations for behaviour and CBM. There was some UK literature that considered perceptions regarding rewards and sanctions as CBM strategies. Pupils were found to have a negative perception of sanctions (Payne, 2015), and the effectiveness of rewards and sanctions depended on their implementation (Shreeve et al., 2002). Other research found communication home with either praise or criticism was deemed by parents and pupils as an effective strategy (Boxer et al., 1987; Miller et al., 1998). Boxer et al (1987) concluded that punishments were still heavily used, despite the evidence that they were ineffective, however these pieces of research were out of date. There was no research identifying how frequently rewards and sanctions were currently used in UK schools, but Ellis and Tod (2018) found evidence that English school behaviour policies were mostly focused on rewards and sanctions.

Research was mainly based upon vignettes of different types of behaviours with teachers asked to select from a limited number of predefined choices of pupil attributions and CBM. For example, one study (Bibou-Nakou et al., 2000) offered a choice of 8 CBM techniques, yet, Korpershoek et al. (2016) identified 54 different CBM techniques in their review of the CBM literature. The research tends to focus specifically on disruptive behaviour and not on learning behaviour. For example, Kulinna's (2008) research questions only asked about

attributions for disruptive behaviour. This means we do not have significant comparisons of how teachers view motivations for different types of behaviours.

Research did not consider the contexts of where the teachers were practising and thus did not consider issues such as teachers being limited by behavioural policies that did not align with their beliefs. Vartuli (1999) argued that if teachers' beliefs align with their practice, then there will be more consistent practice. However, this does not necessarily equal good practice, simply that the practice is more consistent. Hornstra et al. (2015) explored the impact of contextual factors on CBM and found that contextual factors lead to more controlling strategies being used. This research did not, however, link to attributions for behaviour but explored teacher beliefs around different types of CBM strategies. Further evidence for the impact of context upon attributions is that of Brank et al. (2006) and Lovejoy (1996) who found individual circumstances impact upon blame attributions.

2.7   Teacher beliefs: Key points

Teachers' beliefs are considered important, research indicates their beliefs impact upon their practice and that this is linked to pupil outcomes. There is not enough research on UK teachers' beliefs regarding a wide variety of concepts related to motivation. In addition, the research is constrained by its limitations of not considering how the context impacts on teachers' attributions of pupils' motivations or the CBM techniques that they use. There is an increasing focus on social, emotional, and relational aspects of motivation but the research on teachers' views regarding this is also limited.

2.8   Rationale, aims and research questions

Pupil behaviour is a significant concern in the UK and education policy has a history of managing behaviours from a behaviourist focus (Maguire et al., 2010). In the last few decades, however, there has been greater understanding of an array of factors that may contribute to the motivations of pupil's learning and disruptive behaviours (Kelly et al., 2020;

Parker et al., 2016). This understanding includes social, emotional, and relational factors, and has yet to significantly influence educational policy.

CBM strategies are identified as the techniques to manage behaviours and there is a vast array of literature that discusses these techniques. However, from a UK perspective this research is limited, with most studies based on US populations. Research indicates that teachers use different CBM strategies depending on how they attribute pupil's motivations for their behaviour. Overall, teacher beliefs have been identified as important because they influence their practice and this in turn impacts pupil outcomes. Not enough is known about teachers' beliefs and how they align with the use of evidence based CBM interventions.

If UK policy is based upon a behaviourist paradigm and school policies focus on rewards and sanctions, how do teachers understand the wide variety of factors that could underpin motivation for pupils' behaviour and how does this impact upon their practice? This leads to two research questions (RQ):

1. How do teachers conceptualise motivation for learning and disruptive behaviours?
2. How do teachers apply their conceptualisation of motivation for learning and disruptive behaviours to their practice?

These questions are linked to those asked in existing research studies such as Andreou and Rapti (2010), Hardré and Sullivan (2008) and Poulou and Norwich (2000). However, the aims of this research are to address some of the gaps identified in the literature review. These include:

1) To develop the evidence base using a UK sample
2) To consider how context impacts upon teachers' understanding of motivation
3) To consider how context impacts upon teachers' application of their understanding of motivation

4) To not limit the choices of motivations or CBM by using vignettes and instead use semi-structured interviews

The next chapter explains how these research questions and aims were addressed through the chosen research methodology.

<center>**3   Methodology**</center>

Chapter Three sets out the philosophical underpinnings of this research study. Haverland and Yanow (2012) argued that such underpinnings should include identifying assumptions of the nature of the social phenomenon being investigated, how it can be known and what tools will be used to help to do this. I will present a rationale for my choices within the chosen design frame, based upon the research aims and its ontological position.

3.1   Assumptions of the nature of the social phenomenon being investigated

Historically, a positivist paradigm has assumed that experimental methods allow the objective identification of cause and effect laws for social phenomenon (Fishman & Messer, 2013). In contrast, objective knowledge is not recognised within an interpretivist paradigm (Corbetta, 2003). However, there was a consensus that the nature of the social world is now understood by most researchers to include an element of interpretation (Corbetta, 2003; Della Porta & Keating, 2008).

A critical realist approach posits that an objective reality exists independently, but that there are subjective interpretations which impact upon experiences and causal mechanisms (O'Mahoney & Vincent, 2014). Thus, it combines compatible elements from the positivist and interpretivist paradigms to provide a coherent ontological and epistemological position (Easton, 2010; Fletcher, 2017) that naturally fits with the underlying aims and assumptions of this research study.

Whilst recognising there are differing views within realism (Easton, 2010; Potter & López, 2005), it is not appropriate to restrict realism to a narrowly defined theory (Sayer, 1992). Therefore, a post-positivist approach represents the broad positioning of this research study. Table 1 provides an overview of the continuum between positivist and interpretivist paradigms, adapted from Della Porta and Keating (2008) and Corbetta (2003). Within this table, the broad positioning of this research study is highlighted.

<center>34</center>

Table 1

The Broad Continuum Between Philosophical Paradigms, Adapted from Corbetta (2003) and Della Porta and Keating (2008), and the

Positioning of this Research Study

		Broad positioning of this Research Study	
	Positivism	**Post Positivism**	**Interpretivism**
Ontology	• Social phenomenon is real and objectively knowable	Critical realism: Social phenomenon is real but not knowable in a completely objective manner	Social phenomenon is constructed by individuals, groups and cultures
Epistemology	• Experimental techniques search for laws • The researcher and object are separate	The researcher influences the knowledge through deductive procedures	Researcher and social phenomenon are interdependent, the aim is to understand subjective knowledge
Methodology	• Manipulation of variables • Analysis by variables • Natural causal laws	• Modified experimental • Observation • Probabilistic laws	• Interpretation • Contextual knowledge

This research study adopts the position that the subject of study is a real social phenomenon and there are important consequences of understanding this phenomenon. This relates to the study's rationale that subjective beliefs of teachers contribute to the attributions of pupil behaviour and teachers chosen CBM. In addition, it is considered that the context of teachers' practice also impacts upon these outcomes.

A positivist approach may consider research questions about efficacy, but it is important to consider contextual influences as social phenomena does not occur in isolation (O'Mahoney & Vincent, 2014). Whilst critical realism recognises that interpretation contributes to knowledge, it positions this as one of the three realms of reality (Redman-MacLaren & Mills, 2015). These three realms were identified by Bhaskar (2015) as empirical, actual and real (see Table 2).

Table 2

Bhaskar's (2008, p.13) Three Realms of Reality

Real	Actual	Empirical
Experiences, concepts and signs Events **Mechanisms**	Experiences, concepts and signs **Events**	**Experiences, concepts and signs**

Fletcher (2017) described the empirical realm as what we can see and measure, and that human interpretation of events can be causal at this level. They explain the actual realm as the events that occur that cannot be observed, and the real realm are the causal mechanisms that produce the observable social events. Thus there are competing explanations for the truth, and some of these will be closer to the truth than other explanations (Fletcher, 2017). If this research was approached from an interpretivist position, each interpretive account would be recognised as valid in its own

right (Redman-MacLaren & Mills, 2015), as the concept of objectivity is disputed (Braun & Clarke, 2022).

3.2   The research design frame

The following research adopts a case study design to answer the research questions that are proposed. These questions are:

1) How do teachers conceptualise motivation for learning and disruptive behaviours?
2) How do teachers apply this in their practice?

Levitt et al. (2017) expressed the view that qualitative methods were only valued as part of mixed method designs. However, there is a growing recognition that case study designs provided knowledge in their own right (Yin, 2014) and that this contributed to understanding the real world (Parr & Churchill, 2020). There is a misunderstanding that case studies cannot be used from a realist position (Haverland & Yanow, 2012). It is therefore important to be clear about the value of a case study and how that value will be achieved (Parr & Churchill, 2020). The remaining section aims to identify the value that a case study design will bring to this current research and how this will be achieved.

3.2.1   Case study design

Yin (2014) proposed that a case study was an empirical investigation that extensively considered social phenomenon in its real-world context. They argued this was particularly true when the phenomenon had 'blurred' boundaries with the context in which it was being studied. The blurred boundaries for this research study can be identified as those issues discussed in Chapter Two, such as the impact of pupil behaviour and teacher beliefs and the multidimensional construct of motivation. Table 3 presents considerations for choosing a case study design (Yin, 2014) alongside how these relate to this study.

Table 3

Considerations for Choosing a Case Study Design Frame, Adapted from Yin (2014).

Considerations for Choosing Case Study Design	Relevance to this Research Study
Research aims to explain social phenomenon, e.g., 'how' questions.	The research questions are aimed at developing a greater understanding about how teachers conceptualise motivation and how this relates to their practice. If research is not aiming to support a theory but looking to explore a specific problem, the approach needs to offer a way of understanding that phenomenon (Della Porta & Keating, 2008). Hancock and Algozzine (2017, p.38) call this an 'instrumental' case study.
Research aims to gather in-depth descriptions of the phenomenon being studied.	This study aims to address a gap in the existing research related to the context of teachers' attributions. For example, existing research uses predefined attributions for pupil behaviour, but the literature identified that motivation for behaviour is multifaceted. It is important to carry out research that gives us a deeper understanding of the context of teachers' attributions for pupil behaviour and their use of CBM.
It should be clear how the case study complements the strengths and limitations of existing research.	• As above – the study addresses a gap in existing literature by enabling the exploration of the context of the phenomenon in UK settings. • Whilst existing research already includes case studies, multiple case studies contribute to the knowledge base (Parr & Churchill, 2020).
The phenomenon being studied is complex and there are blurred boundaries within the context it is situated within.	• Motivation is complex, it is recognised as multi-factorial (Anderman & Anderman, 2020). • The study aims to explore the phenomenon of motivation within different contexts (represented by different education settings and different participant demographics i.e., educational roles, age, gender), further adding to the complexity of the topic being studied.

Considerations for Choosing Case Study Design	Relevance to this Research Study
	• There are blurred boundaries within the concepts being studied such as the impact of pupil behaviour and teacher beliefs on outcomes for both teachers and pupils.
Case studies incorporate the context of the social phenomenon being studied.	A gap in existing research was identified around context: • A lack of research in the UK. • A lack of research that considered the context of teachers' beliefs, attributions and the implementation of CBM.

3.2.2 Generalisation and case study design

There is ongoing debate about how case studies can be generalised to the wider population of interest (Lincoln & Guba, 2000). This critique is based on positivist epistemology that values the ability to predict social phenomena through identified regularities (Lincoln & Guba, 2000). Such regularities only occur within a closed system without context (Sayer, 1992). Case studies provide an opportunity to explore phenomena in context and to hypothesise the explanatory reasons behind that phenomena (Easton, 2010). Mistakenly, the case study is recognised only for exploratory study because it is assessed in reference to a logic of inductive inference (Ackroyd & Karlsson, 2014). The purpose of realist research using case studies is therefore to develop theoretical principles rather than statistical generalisations (Yin, 2014).

3.2.3 Method: Semi-structured interview

Whilst a variety of methods would be compatible with the underlying philosophical position of this study, interviews and questionnaire-surveys were identified as two methods that could contribute to answering the research questions. There appeared to be differences in how surveys were defined within the literature, for example as a

research design (Mills et al., 2010), and as a method (Thomas, 2022). For the purposes of this chapter, I will compare questionnaire-surveys as a method alongside interviews. Table 4 compares the strengths and limitations of each method.

After comparison, a semi-structured interview was selected as the tool of choice because it offered the ability to address the research questions and it supported the aims of the study to explore attributions for behaviour using a wider understanding of motivation (not limited to predefined causal attributions) and to consider the context of the phenomenon being studied (for example, the type of school and participant demographics).

Table 4

Strengths and Limitations of Using Survey-Questionnaires and Interviews

Strengths/ Limitations	Survey-Questionnaire	Semi-Structured Interview	Unstructured Interview	Fully Structured Interview
Strengths	• Addresses the research questions. • Complements existing research - multiple methods should be used in understanding the social world (Sternberg et al., 2001).	• Addresses the research questions. • Complements existing research - multiple methods should be used in understanding the social world (Sternberg et al., 2001). • Offers flexibility in how participants can respond and therefore contributes to one of the research study's aims to consider more of the context in which the social phenomenon occurs.	• Addresses the research questions. • Complements existing research - multiple methods should be used in understanding the social world (Sternberg et al., 2001). • Allows participants to guide the discussion (Patton, 2013) therefore contributing to one of the research study's aims to consider more of the context in which the social phenomenon occurs. • Offers flexibility in how participants can	• Addresses the research questions. • Complements existing research - multiple methods should be used in understanding the social world (Sternberg et al., 2001).

Strengths/ Limitations	Survey-Questionnaire	Semi-Structured Interview	Unstructured Interview	Fully Structured Interview
			respond and therefore contributing to one of the research study's aims to consider more of the context in which the social phenomenon occurs.	
Limitations	• A higher number of participants would be required. • Short questionnaires are identified as necessary to support engagement (Thomas, 2022). This would limit the flexibility of responses – impacting upon the research aims of understanding more of the context in which the social phenomenon occurs. • Data could be simple to analyse (e.g., quantifying responses). This does not fit with the research aims of having a greater depth of investigation.	• Requires more time from participants (than a survey-questionnaire. • Responses from participants may be impacted upon by the different wording and/or sequence of questions within the semi-structured schedule (Patton, 2013). This does not impact upon the research questions or study aims, the philosophical position of the study considers all subjective responses as relevant.	• Requires more time (than structured and semi-structured) to gather relevant data (Patton, 2013). • May not gather the data required for the research study.	• Does not allow for participants to direct the conversation based on their own ideas (Patton, 2013) and therefore has no advantage over a survey-questionnaire method (Thomas, 2022). • Responses can be easily coded (Thomas, 2022). This does not fit with the research aims of having a greater depth of investigation.

3.2.3.a Developing the interview schedule

The interview schedule translates the research objectives into questions and prompts that can be used in the interview (Cohen, 2018). It is also important to consider how the interview schedule will support participants to express their views, beliefs and attitudes in order to gain a comprehensive account of their experience. Interviews can use a range of questioning styles from open-ended (non-directive) to closed questions (structured) (Coolican, 2018). As described in Table 4, semi-structured interviews were chosen to address the risk that was posed by an unstructured interview (not yielding the relevant data) against the balance of wanting participants to have an element of freedom in what they discussed. Table 5 outlines the process that determined the interview schedule which can be found in Appendix B.

Table 5

The Activities Involved in Developing the Interview Schedule

Activity	Purpose of Activity
1) Questions were identified from existing literature that were relevant to the two research questions in this study. This included the consideration of an interview schedule used in an unpublished thesis (Ozturk, 2019).	To translate research objectives into questions that could be answered by participants
2) Further questions were brainstormed in relation to the two research questions	To translate research objectives into questions that could be answered by participants
3) The terminology used in the interview schedule was reviewed to check that there was a wide and varied range of language to support participants discussion (i.e., not always using the term 'motivation'. This was done for two reasons. Firstly, the research study conceptualises motivation in broad terms as described in Chapter Two. It was therefore important to offer a range	To translate research objectives into questions that could be answered by participants

Activity	Purpose of Activity
of questions that would encourage a broad discussion of motivation. Secondly, interview questions are not the same as the research questions (Robson & McCartan, 2016), so it was also important to translate the research questions into interview questions by using different terminology.	
4) Key questions were designed to elicit the experiences of the participants. Key questions were: ✓ What sort of behaviours do you want to see in your classroom? ✓ Have you any examples of a pupil that behaves this way? ✓ Have you any examples of a pupil that you found to have challenging behaviour. ✓ What do you think was influencing them to behave this way? ✓ Could you tell me about your behaviour policy? Additional prompts were more directive to support the conversation if participants went off topic or were finding it difficult to respond.	Open ended questions support the development of rapport and encourage participants to offer their experiences without constraint (Cohen, 2018). The key questions were designed to provide participants with the opportunity to discuss their own experiences. Evidence has found that the motivations attributed to behaviour can be dependent on individual experiences (Brank et al., 2006; Lovejoy, 1996)
5) All questions were restructured using Arksey and Knight's (1999) recommendations in devising interview schedules • Keep vocabulary simple • Avoid ambiguity • Avoid leading questions. • Avoid making assumptions • Avoid double barrelled questions	Avoiding jargon, bias and long questions contribute to rapport building with the participant (Robson & McCartan, 2016)
6) The questions were structured using the sequence offered by Robson and McCartan's (2016). This includes an	This structure has several purposes, including: • The introduction provides an opportunity to confirm informed consent and other

Activity	Purpose of Activity
introduction, warm up, main body, cool off and closure	ethical issues for example, the right to withdraw • The warmup section helps to develop context and build rapport (Robson & McCartan, 2016) • The cool off section is an opportunity to help manage researcher perspectives in data collection by asking participants if they have anything else they want to say (Levitt et al., 2017)
7) A pilot interview was carried out.	To refine and amend any difficulties with the schedule. The pilot indicated that the schedule led to data that was relevant to addressing the research questions. Following the pilot, a further question was added to the schedule. This is highlighted in Appendix B.

3.3 Recruitment and participants

Participants were recruited through schools that purchased services from the educational psychology service who provided the TEP placement. An advert was also placed on the social media platform, Twitter (Appendix C). The same recruitment advert (Appendix C) detailing the research aims and the criteria required to be involved was shared directly via leaflets and email to school contacts where I was the allocated TEP. An email was also distributed via service EPs who disseminated it at their school planning meetings. Participants were invited to self-select based on the criteria identified in Table 6, which also presents the justifications for these criteria. This participant sampling sought the population of interest, without seeking to create generalisations. It could be argued the sample includes an element of purposive sampling because participants had to meet certain criteria (Robson, 2016).

When potential participants expressed an interest in taking part, further information and a consent form was emailed to them (Appendix D). Eight teachers expressed an interest in participating and were emailed a copy of the participant information sheet (Appendix D). Following this, one participant who responded to a social media advert did not reply, and three other teachers who had initially responded to promotional material distributed through the EPS also did not reply. Four other teachers replied to the participant information and consent email and confirmed dates to participate in an interview.

Table 7 presents the demographic information of the participants. It has been identified that there are no clear guidelines on the number of participants required in qualitative studies (Patton, 2013). Yin (2014) suggested data should be collected from different sources and discussed the use of triangulation as supporting the analysis of data. This research study collected data from four different participants, each with different roles within three different education settings, thus offering different contexts for the subject of the case study.

Table 6

Criteria for Participating in the Research Study.

Criteria for Participation	Justification for Criteria
• Current practising teacher	The research asks questions about teachers understanding of motivation for behaviour. The second research question asks how teachers apply their conceptualisation of motivation to practice, thus it is deemed important that teachers were in a position to reflect on their current practice.

Criteria for Participation	Justification for Criteria
- From a varied range of education settings - Age 18 years+ - Any identified gender	The research aims include considering how context relates to teachers' conceptualisations of motivation for behaviour and how they apply this in practice. Participants were therefore invited from a variety of backgrounds/education settings to support this aim. Levitt et al. (2017) argued that fidelity to the subject is increased when using different sources of data and when it includes diversity. They recognised that even if the diversity was limited, it can still contribute. The different sources of data and diversity included in this study were gender, age, education setting, and role in education setting.

Table 7

Demographics of Participants who took part in the Research Study

Pseudonym	Type of Education Setting	Role within Education Setting	Gender	Age Range
Ellie	A mainstream faith secondary and sixth form. Part of a multi-academy trust.	Assistant head of a department	Female	Not disclosed
David	A mainstream faith secondary and sixth form. Part of a multi-academy trust.	Subject teacher across key stages 3, 4 and 5.	Male	60-64
John	A mainstream primary school	Special educational needs co-ordinator (SENCo) and class teacher	Male	40-44
Sarah	Sixth form college	Subject teacher	Female	30-34

3.4   Data collection

Interviews took place between October 2022 and February 2023. Participants were offered a choice of face-to-face interviews or online interviews using the Zoom platform. All participants opted for the online Zoom option. Interviews lasted between 60-90 minutes and were recorded and transcribed using guidelines developed by Langford (1994), these can be found in Appendix E. A sample of Ellie, David and John's transcription, can be found in Appendix F and a full transcript of Sarah's interview is provided in Appendix L.

The first interview was scheduled as a pilot interview; however, only minor amendments were identified for the interview schedule and the information gathered was deemed to be appropriate to include as part of the data set for analysis. Alterations made to the interview schedule are highlighted in Appendix B.

3.5   Data analysis

Braun and Clarke (2022) identified thematic analysis (TA) as 'theoretically flexible' meaning it was suitable as a method across the epistemological paradigms. They argued that researchers should use appropriate theory to inform the specific application of TA to their data analysis. Fletcher (2017) was critical that academics did not identify how their ontology and epistemology related to their data analysis, whilst Fryer (2022) asserted that there was a gap in the literature using TA that explicitly linked to critical realism. Furthermore, it has been postulated that numerous variations of TA have contributed to confusion regarding the compatibility of various TA principles with different epistemological approaches (Wiltshire & Ronkainen, 2021).

To address these critiques, this research used an approach to TA identified by Wiltshire and Ronkainen (2021) and Fryer (2022). They explicitly identified how analysis should relate to principles of realism by using different types of logic (inductive, deductive, abductive and

retroductive, see Table 8 for explanations of these types of logic) to analyse data in relation to Bhaskar's (2015) stratified ontology.

Table 8

The Different Types of Logic Used in Critical Realism

Type of Logic	Description of Logic	Example of the Application of Logic to Data Analysis in this Study
Inductive	Using specific knowledge or data to develop generalised theories and conclusions (Schwartz-Shea & Yanow, 2012). Analysis using inductive logic is not bound to any specific theory or preconceptions (Danermark et al., 2002).	Inductive reasoning moves the statements about each participant, to statements about the wider teaching population, e.g., most of the participants used relational approaches, most teachers are likely to use relational approaches.
Deductive	Identify specifics from the general, thus deductive logic uses existing knowledge (Danermark et al., 2002).	Experiential codes that were identified from each transcript were utilised in deductive reasoning to consider the other participants' script, cross referencing codes from each participant.
Abductive	Using data that is outside of the initial guiding theory (Meyer & Lunnay, 2013). This is the process of reconceptualising ideas into concepts (Decoteau, 2017).	This involves reconceptualising the experiences of the participants for example, identifying the behaviour participants described as 'learning' or 'disruptive' behaviour.
Retroductive	Conceptualises the circumstances which need to exist in order for the phenomenon to occur (Meyer & Lunnay, 2013). Decoteau (2017) suggests that abstraction occurs in order to move from the empirical to the theoretical.	This involves asking questions about the phenomenon of interest that goes beyond the empirical, such as what must exist for the event to occur? (Decoteau, 2017). The explanatory statements represent this logic. For example, the causal mechanism 'Teacher Ethos' was hypothesised as contributing to

Type of Logic	Description of Logic	Example of the Application of Logic to Data Analysis in this Study
		participants use of relational approaches. Teacher Ethos is not something that can be 'seen'.

Wiltshire and Ronkainen (2021) outlined a sequential process of analysing data, but also acknowledged this could be iterative, as stages may overlap as the researcher moves back and forth between the data. This process includes identifying 'themes' for each stage of the analysis which corresponds to each realm of Bhaskar's reality. However, for this research, 'codes' will be used to identify the patterns found at the experiential and actual stages of reality whereas 'theme' will refer to the causal mechanisms found at the real level. This is adapted from Fryer (2022), who suggested that this created a focus on the most important level of analysis, the causal mechanism. This is also consistent with the argument made by Fletcher (2017), that the primary goal of critical realism was to explain social phenomenon at Bhaskar's (2015) real level (causal mechanism). Furthermore, Fryer (2022) advocated for the use of the concepts 'experiences', 'events' and 'causal mechanisms' as easier to understand than the three domains of reality, this has also been incorporated into the data analysis process (the first column in Table 9) and filters through to the results and discussion.

 Table 9 presents the logic and strategies, taken from Wiltshire and Ronkainen (2021) and Fryer (2022), used to analyse data at each level of reality for this research study.

Table 9

The Logic and Strategies Used to Analyse Data at Each Level of Bhaskar's (2015) Stratified Ontology, Adapted from Wiltshire and Ronkainen (2021) and Fryer (2022).

Bhaskar's Realm of Reality (and Related Code/Theme)	Process for Generating Codes and Dispositional Themes	Strategies for identifying codes/themes
1. Empirical: A person's interpretation of events, their perceptions and feelings – (experiential codes)	• A descriptive level of analysis was undertaken for each transcript using an inductive logic of inquiry • Each transcript was cross referenced using deductive logic to check for recurring codes • All codes identified at this stage were used to create an initial list of experiential codes • An example of data that was coded to the experiential code 'Disruptive Behaviour' can be found in Appendix H • Contextual information was identified at this stage, although this is separate from the experiential codes, it contributed to identifying demi-regularities. These are patterns that occur in the data, contributing to the identification of relevant themes and causal explanations (Wiltshire & Ronkainen, 2021). In practice, contextual information was considered throughout all stages of analysis • The initial list of codes were reduced to the most salient by considering how often they occurred, how important it was to participants, and any patterns of reoccurring themes. Appendix G	• Develop experiential codes by describing the experiences of the participant, 'the participant expresses that…' (Wiltshire & Ronkainen, 2021, p.166) • Use the same language as the participant

Bhaskar's Realm of Reality (and Related Code/Theme)	Process for Generating Codes and Dispositional Themes	Strategies for identifying codes/themes
	provides examples of how often some of the experiential codes occurred. • Appendix G presents a list of the final experiential codes	
2. Actual: Events that occur and are experienced by people – event codes	• Inductive logic was used to infer hypotheses about the experiential codes • Where experiential codes were identified as having shared concepts, they were collapsed into one event code • Abductive logic was used to develop the codes in conceptually abstract terms linked to existing theories and knowledge. Although this was not deemed necessary for every experiential code, and some codes remained in language similar to that used by the participants. This can be seen in Appendix G, which presents the codes as they moved from experiential codes to event codes, to causal mechanism themes.	• To develop event codes, move from the descriptive statements ('The participant expresses…') to hypothetical statements about the broader population of teachers 'Teachers are likely to…' • Compare codes to evidence in the wider literature and with the researchers conceptual knowledge, to identify common and novel codes
3. Real: The causes of events that cannot be observed - causal mechanism themes	• Retroductive logic was used to develop the experiential and event codes into causal mechanism themes, which are hypotheses about the properties of the existence of the phenomenon being studied. Hypotheses that were theorised by participants were also identified.	• Questions to guide retroductive logic include 'what properties must exist for X to exist and to be what X is?' and 'how is X

Bhaskar's Realm of Reality (and Related Code/Theme)	Process for Generating Codes and Dispositional Themes	Strategies for identifying codes/themes
	- Tentative hypotheses were cross referenced to each participants experiences to ensure there was evidence to support the causal mechanisms - The final causal mechanisms are discussed in Chapter Four - Results and Discussion. Appendix G presents the causal mechanism themes alongside the experiential and event codes that were used to develop the causal mechanisms. - Appendix J presents a selection of the raw data that was considered as evidence for the causal mechanism of Intrinsic Value. - Xamples of coding across the different stages are provided in Appendix M (Examples of Coding)	possible?' (Danermark et al., 2002, p.97)

3.5.1 Positionality

The researcher's positionality will influence the analysis within critical realism, for example, Wiltshire and Ronkainen (2021) argue that the researcher's familiarity with different knowledge will impact upon the generated causal mechanisms. However, this is mediated through the use of Maxwell (1992) principles of validity – this supports the demonstration of trustworthiness of the analysis. In addition, Isaksen (2022) discussed judgemental rationality, which is the discernment that the account is logical. Supporting a logical account, is the discussion of how the causal mechanisms relate to existing knowledge. This discussion is in Chapter Four, Results and Discussion.

3.6   Validity

Concepts of quality, such as validity, have been recognised as particular to traditional scientific methodologies and valid within a post-positivist paradigm (Denzin & Lincoln, 2000). Morrow (2005), however, argued that whilst post-positivism tried to align positivist quality concepts with qualitative research, it was not possible to equate quality as having the same meaning between different epistemologies. Validity should be assessed in relation to the epistemological assumptions of the research (Morrow, 2005) and its purpose (Brinberg & McGrath, 1985). Maxwell (1992) argued that there was no absolute validity, and that understanding was more important in realism. They therefore suggested three types of validity that related to whether the research data contributed to understanding the phenomenon being studied. Table 10 presents the principles of validity as identified by Maxwell and how they related to this study. Maxwell's principles have been selected as they relate to the epistemology of realism and are recommended by Wiltshire and Ronkainen (2021).

Table 10

Principles of Validity Adapted from Maxwell (1992) and How They Were Addressed Within This Research.

Principle of Validity	Addressed in this Research
Descriptive: Is the description representative of what was observed?	1) Wiltshire and Ronkainen (2021) argued there needed to be enough data to support the identified theme(s) and the data should be accurately described. Quotes will be used from participants to demonstrate causal mechanisms. The causal mechanisms represent concepts that were identified as either important to a particular participant, or across all or most participants. 2) An interviewing technique included the use of summarising and paraphrasing to check on the understanding of the participant's experience. This contributed to the sense checking (Levitt et al., 2017). 3) Wiltshire and Ronkainen (2021) suggest cross referencing with other coders and that it is possible for a single researcher to do this, but they do not explain how. In practice, as I was a single researcher, I repeatedly returned to the participant data to check that codes were representative of what participants discussed.
Interpretative: Would participants recognise and accept the meaning that has been attributed to the description of their experiences?	1) An interviewing technique included the use of summarising and paraphrasing to check on the understanding of the participant's experience. This contributed to the sense checking (Levitt et al., 2017) and helped to ensure that the meaning being attributed matched participants' views. 2) The process for identifying experiential and event codes and causal mechanism themes included revisiting the original transcripts to consider if the identified theme made sense with what the participant had originally discussed (Wiltshire & Ronkainen, 2021) 3) Wiltshire and Ronkainen (2021) ask if the inductive and deductive claims relate to the world. The results and discussion are included as one section and it is here that links to existing literature are made explicit. 4) Verbatim transcription can impact upon the validity as it may miss out on the emphasis and tone used in the interview (Maxwell, 1992). This research perceived the transcription as allowing "the repeated and detailed

Principle of Validity	Addressed in this Research
	observation…of the content of the interview" (Azevedo et al., 2017, p. 3). The interview and transcription were carried out by a single researcher to support the familiarisation of the nuances within the interview. In addition, transcription followed a particular format to support the recording of the nuances, intonation and emphasis within the participants' speech (see Appendix E). Interviews were transcribed and checked several times to support the accurate representation of what was said by each participant.
Theoretical: Does the interpretation offer theoretical understanding that is beyond the descriptive element?	1) Theoretical validity can be considered by rearticulating the themes, i.e., Because of the prevalence of the (causal mechanism theme), there is a tendency that the (event code) occurs and this is demonstrated by the (experiential code) (Fryer, 2022; Wiltshire & Ronkainen, 2021). These explanatory statements are presented in Chapter Four - Results and Discussion. An example of a selection of raw data that was used as evidence to develop the Intrinsic Value causal mechanism, before it was summarised for the explanatory statement, can be found in Appendix J. 2) Retroductive claims should have a sound logical basis (Wiltshire & Ronkainen, 2021). Isaksen (2022) discussed the importance of judgemental rationality. This is the extent to which the claims that are made are recognised as having greater explanatory power over other claims of reality. The chosen causal mechanisms within this study are considered in Chapter Four-Results and Discussion, in relation to existing knowledge, e.g., whether they are in line with, or different to, other knowledge, thus indicating judgemental rationality.

3.7   Ethical considerations

Ethical considerations were informed by the British Educational Research Association (2018) and the BPS (2021a, 2021b). Principles regarding responsibilities to research participants were incorporated into the methodology, the data collection and the data analysis.

The research study gained ethical approval in April 2022, through the University of

Birmingham research ethics committee. The application for ethical review can be found in

Appendix J. Table 11 highlights the ethical considerations that were addressed as part of this

process.

Table 11

Ethical Considerations for the Present Study and How They Were Addressed.

Ethical Consideration:	Addressed By:
Informed consent	• Voluntary, informed consent was obtained from participants. Participants were provided (emailed) with an information sheet and consent form (Appendix D) prior to the interview and offered the opportunity to ask questions. • At the start of the interview participants were verbally provided with the details of the study and asked if they were happy to continue with the interview, including the recording of the interview. They also had the opportunity to ask questions at this point. • At the end of the interview, participants were offered a second opportunity to ask questions and were given information regarding how they could withdraw their consent if they changed their mind within the following one-week period.
Confidentiality and anonymity	• All personal or other identifiable information was removed during the transcription process • All participants were allocated a pseudonym
Right to withdraw	• Participants were informed how and when they could withdraw from being included in the research study • These details were included in the participant information sheet (Appendix D) and were verbally shared with participants at the end of each interview
Safeguarding	• Participants were informed that if they disclosed information that suggested either themselves or another person/child was at risk then safeguarding procedures would be followed this was included in the participant information sheet (Appendix D)

Ethical Consideration:	Addressed By:
Debrief	• Participants were offered an opportunity at the end of the interview to raise any questions regarding the research • Participants were given contact details of my supervisor (participant information sheet, Appendix D) in case they had concerns or other queries following the interview
Data management and retention	• Audio interviews were stored in password protected folder on a password protected computer • Data was transcribed, personal or other identifiable information was removed, and transcripts were saved to the University of Birmingham BEAR system, where they will be stored in accordance with data storage guidelines and deleted after 10 years.
Risk to participants	• There were no risks identified to participants

4   Results and Discussion

This chapter discusses the causal mechanisms that were identified using the analytical process adapted from Wiltshire and Ronkainen (2021) and Fryer (2022), as described in Chapter Three, Section 3.5, Table 9. Wiltshire and Ronkainen's process included deductive, inductive, abductive and retroductive reasoning (see Table 8, Section 3.5). This means as part of the analytical process, developing the codes and themes required the drawing upon of existing knowledge and data. Therefore, the literature will be discussed with the results of the analysis.

Motivation is conceptualised by participants in multiple ways. A summary of the main pathways between each causal mechanism for behaviour is presented in Figure 1, it should be noted that this is a simple representation and there are multiple pathways between all these factors.

Figure 1

Overview of how the Three Causal Mechanisms are Linked to Behaviour Events and Participants' Experiences/Perceptions
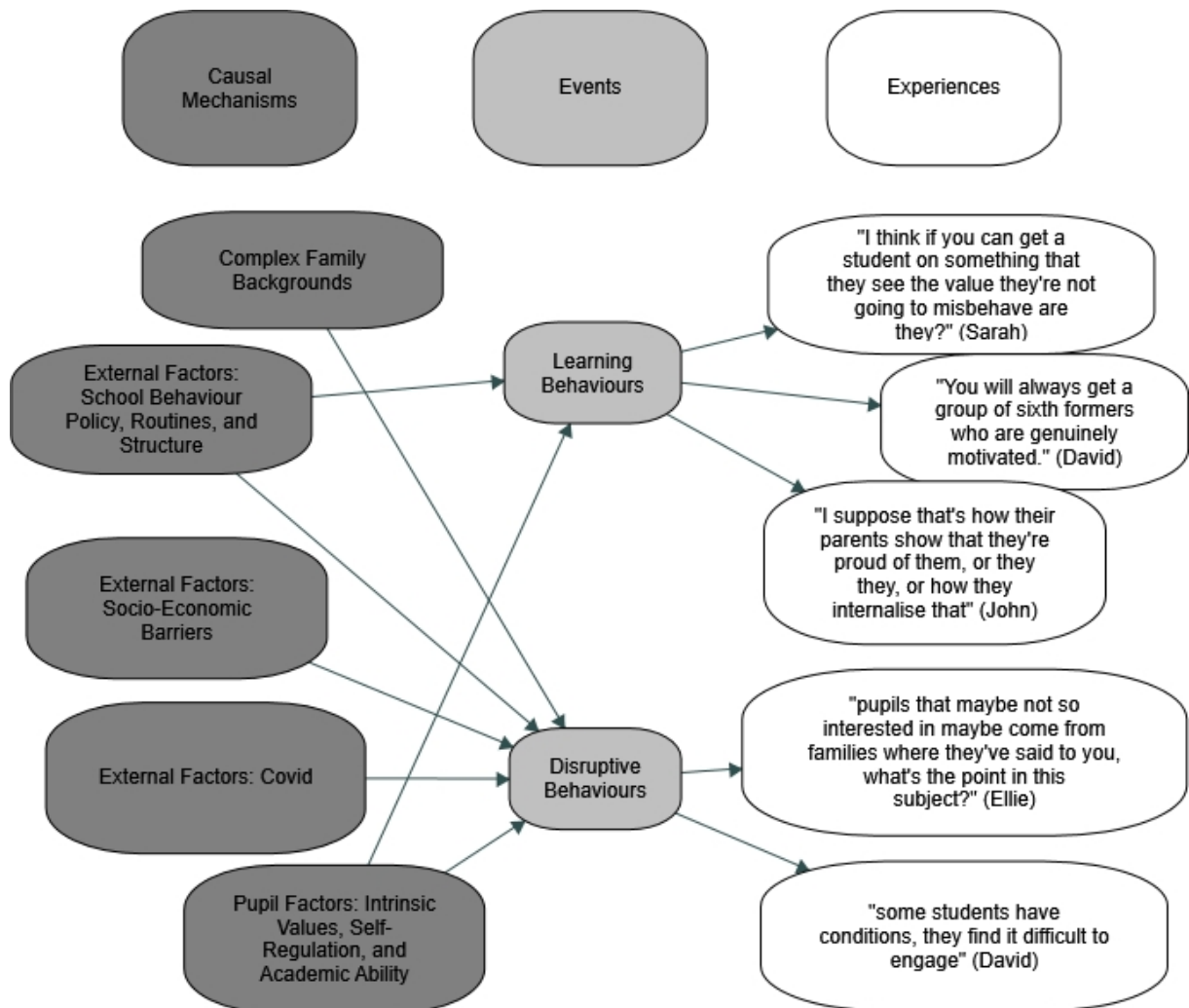
Key:
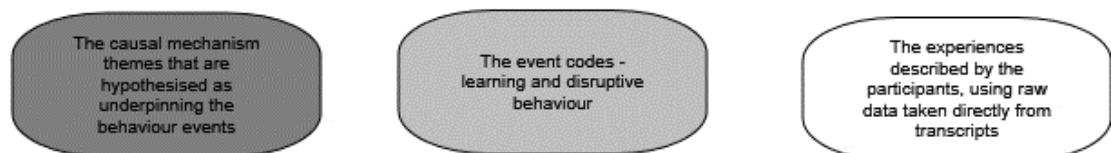
Whilst each causal mechanism of motivation for behaviour had several hypothesised

pathways, the causal mechanisms were also hypothesised to interact with each other thus

creating further pathways to behaviour. The interactions between the causal mechanism

themes are presented in Figure 2.

Figure 2

The Links Between the Three Causal Mechanisms
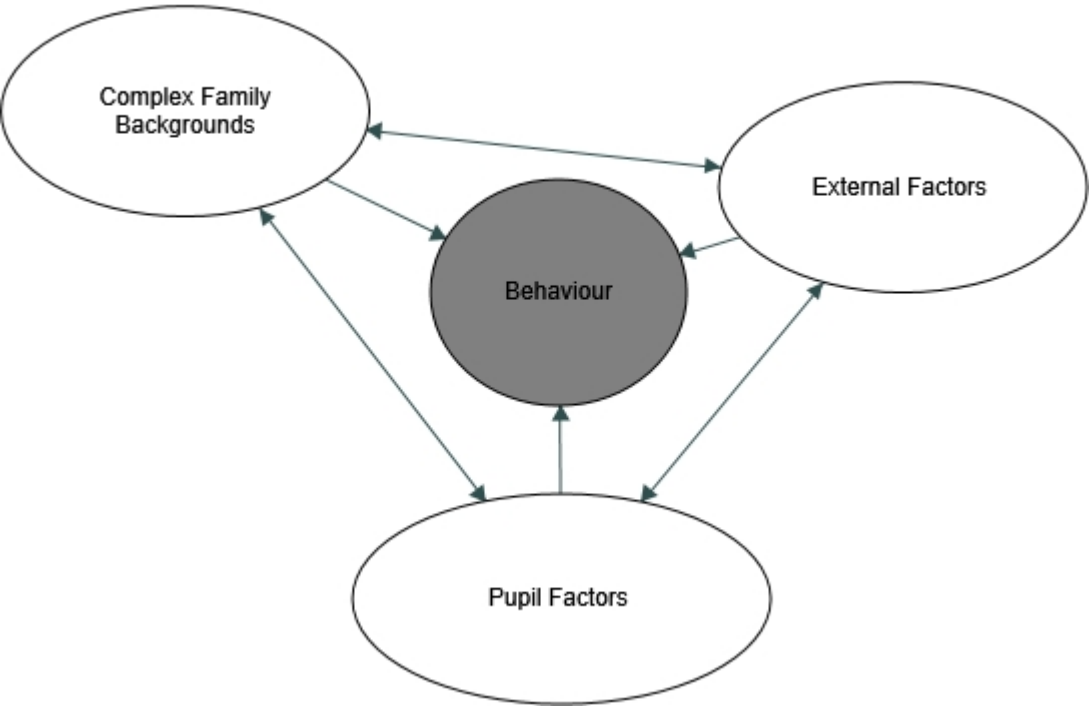
Key:
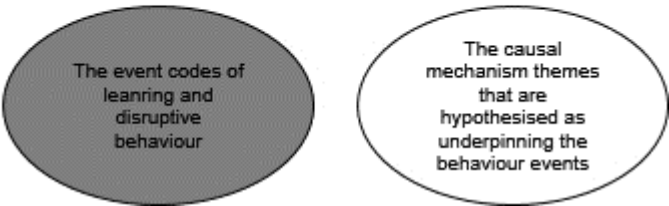
Findings will be presented in relation to each of the research questions, drawing links to existing literature where relevant. Brief exploratory descriptions of participants' experiences will be related to each RQ with a focus on the causal mechanisms that are hypothesised as contributing to these experiences. Explanatory statements will be used to formulate how the causal mechanisms link to the event and experiential codes. These statements are based on the example provided by Wiltshire and Ronkainen (2021, p.175), 'In part because of the existence of D^2, there is a tendency that I^2. This manifested in our data which showed E^{2}'. Table 12 represents how these statements will be presented. An example of a selection of raw data that was identified as supporting the causal mechanism Intrinsic Value, before it was summarised for the explanatory statement, can be found in Appendix J.

This chapter will conclude with the study's key findings, areas for further research, implications for practice and its' strengths and limitations.

Table 12

Example Explanatory Statement

In part because of the existence of...	there is a tendency that...	this is demonstrated in the data that finds participants' experience...
(D) the causal mechanism	(I) learning and disruptive behaviours or other events occur	(E) examples taken from participants' transcripts

---

[2]D, I and E represent the causal mechanism, event code and experiential code respectively.

4.1   How do teachers experience pupil behaviour?

The research study specifically relates to motivation for pupil's learning and disruptive behaviours. Therefore, it is important to explore how participants conceptualise these behaviours before addressing the research questions.

4.1.1   Learning and disruptive behaviours

All participants shared experiences that linked to the concept of learning and disruptive behaviours that were discussed in the literature (e.g., Ellis & Tod, 2018; Nash et al., 2016). David referred to pupils as being "ready to learn". This was a 'demi-regularity', in that it was the same across all contexts (all participants). Indeed, David stated, "I mean the sort of behaviour I'm looking for is kind of no different than any teacher in the school or any school um uh would expect". In light of these similarities with the existing literature, learning and disruptive behaviours were coded as events, it can be assumed that these events occur and are experienced by teachers (Appendix H provides an example of raw data that was coded to disruptive behaviour). It is these perceptions regarding behaviour that were then further analysed to identify the hypothesised causal mechanisms. Table 13 presents the participants' experiences of behaviour and how this links to the three causal mechanisms that are discussed in this chapter.

Consistent with the literature, participants also identified the need for learning behaviours because otherwise "how on earth will they learn?" (Sarah). David said:

> "It sounds very simple, but if the kid doesn't have a pencil case, if they don't have a pencil, if they don't, have a pen that immediately slows the lesson down it immediately disrupts learning before it's even started, because that kid is <u>not</u> ready to learn".

In summary, participants viewed pupil behaviour as either disruptive or contributing to their engagement in learning activities.

Table 13

Summary Explanatory Statements: the Link between the Three Causal Mechanisms, the Events that Occur (Behaviours) and how this is Experienced/Perceived by Participants

In part because of the existence of...	there is a tendency that...	this is demonstrated in the data that finds participants' experience...
multiple Pupil, Family and External Factors	learning behaviours occur	"If they're punctual, and if they've got the equipment um we, (are) then looking for them to um listen first and foremost, you know, and then they'll be in a position to learn" (David)
		"I've got students that will just come in and just open their book and get on with it" (Ellie)
		"she would then stop and listen, or have put a hand up, then have something to say, wants to contribute something back uh in relation to what I've said" (John)
	or disruptive behaviours occur	"it was in special measures in 2011 and the behaviour there was, like, out of control" (Sarah)
		"its like walking in late…then not just settling down…then there's making comments about who's in the room" (Ellie)
		"they're looking at a whole load of text, and they haven't the faintest idea what it is, that's when their behaviour goes" (David)

4.1.2 Disruptive behaviours, stress and burnout

The literature review found that disruptive behaviour was a significant problem for teachers (DfE, 2017b), contributing to stress and burn out (Hastings & Bham, 2003). Interestingly, participants discussed their experiences that most pupils are motivated to engage in learning behaviours. Whilst disruptive behaviour led to an increase in their work, participants appeared to accept this as part of the role; motivating pupils to engage in learning behaviours was seen as the responsibility of the teachers.

A Teacher Ethos regarding responsibility may have acted as buffers for the impact of disruptive behaviours on teacher stress and burnout. However, it is important not to over hypothesise this link because participants did not explicitly talk about stress or burnout. Teacher Ethos is discussed as a causal mechanism in Section 4.3.2 – Teacher Ethos as a causal mechanism.

Ellie did discuss how a centralised behaviour management system would be supportive of CBM, but she ultimately relied on her own motivational techniques to address disruptive behaviours. She also expressed the view that sanctions such as exclusion from the classroom was an approach that she did not want to use. Indeed, Teacher Values including Pupil Inclusion were a causal mechanism identified as contributing to participants' focus on relational approaches rather than rewards and sanctions (discussed in Section 4.3.2.b – Teacher Values, Pupil Inclusion, Safety and Success). This contrasts with the DfE (2018a) findings that found teachers wanted more support to manage disruptive behaviour. Furthermore, it suggests that the DfE's focus on increasing schools' power to use sanctions does not align with the beliefs of the participants in this study.

When participants described pupil behaviours, they hypothesised about the causal mechanisms underlying these events as complex multiple pathways. This leads to the

question, what are these complex multiple pathways and how do they contribute to different pupil behaviour? This is explored in relation to RQ1.

4.2 RQ1: How do teachers conceptualise motivation for learning and disruptive behaviours?

Motivation was conceptualised as multi-dimensional, with behaviours caused by:

- Intrinsic Value: A genuine desire, willingness or interest that was internal to the pupil resulting in them naturally valuing education. Intrinsic Value could, however, be created through External Factors, such as through relationships with parents and teachers. Participants perceived most pupils to have a genuine motivation to engage in learning behaviours.

- Unmet needs: These were attributed to Pupil Factors, Complex Family Backgrounds, and External Factors. The pathways were complex with multiple links between different factors.

SDT hypothesises that unmet needs act as compensatory motivations that lead to self-regulation difficulties (Ryan & Deci, 2017). This concept was replicated in participants' conceptualisation of disruptive behaviour which was theorised to be caused by a reason or an unmet need. This need could be internal or external to the pupil. Sarah said:

> "I feel like 99.9% of behaviour, there's no <u>malice</u> there, there's a reason… they've got a bad relationship with their mum, their family is going through a breakup, they've got mental health, you know what I mean, there's a <u>reason</u>"

Whilst disruptive behaviours were generally conceptualised as relating to unmet need, David expressed a view that some pupils engaged in disruptive behaviours but did not have any unmet needs; there was no identified motivation for these pupils' behaviours. This was not a view expressed by the other participants, although neither was it explicitly denied. It has been argued that teachers who use punitive responses to disruptive behaviour fail to

understand the causes of the behaviour (Weare, 2015). This was not the case for David, whilst he expressed that some disruptive behaviour was under the pupil's control and should receive sanctions, he was clear about having a strategy as part of the behaviour policy, that contributed to assessing and understanding each pupil's needs.

The causal mechanisms of Intrinsic Value and unmet needs are discussed in the remainder of Section 4.2 with examples of how participants experienced and perceived these concepts.

4.2.1 Causal mechanisms of motivation for pupil behaviour

Participants hypothesised three main causal mechanisms that were attributed as creating multiple pathways to motivating behaviour, these were Pupil Factors, Complex Family Backgrounds and External Factors. This created motivation as a multi-dimensional construct which reflected discussion in the literature (e.g., Anderman & Anderman, 2020). For example, when discussing a pupil's motivation for disruptive behaviour, Ellie referred to his family's safeguarding circumstances and said, "I think there's a lot going on with him".

4.2.2 Pupil Factors as causal mechanisms

All four participants identified Pupil Factors as contributing to behaviour in the classroom, the explanatory statements for Pupil Factor causal mechanisms are presented in Table 14.

Table 14

Summary Explanatory Statements: the Link between Pupil Factors as Causal Mechanisms, the Events that Occur (Behaviours) and how this is Experienced/Perceived by Participants

In part because of...	there is a tendency that...	this is demonstrated in the data that finds participants' experience...
Intrinsic Value	learning behaviours occur	"it captures their imagination like, you know, the children are interested in it. It's got a real life, it's got a real meaning. It's meaning to the real world" (John)

In part because of...	there is a tendency that...	this is demonstrated in the data that finds participants' experience...
a lack of Intrinsic Value	disruptive behaviours occur	"that would seem to suggest a lack of motivation because there doesn't seem to be any intrinsic, you know, it's looking to me…to explain why should I do this?" (Ellie)
Self-Regulation	learning/disruptive behaviours occur	"it's you know, them being able to manage their own emotions" (John)
Academic Ability	learning/disruptive behaviours occur	"motivating those students with um with, you know, academically demanding subjects can be really problematic" (David) "And you have some who are like C grade students, but they are like so determined to have a positive outcome that they'll do lots of research, they'll give me lots of exam responses" (Sarah)

4.2.2.a Intrinsic value

Intrinsic Value was constructed as a type of motivation that is created from pupils valuing learning activities, pupils being able to relate to what was being taught and from a natural interest in learning topics. This was similar to the conceptualisation of intrinsic motivation in the literature, for example as described by Gottfried (2019). Intrinsic values were positioned as internal to the pupil and were something that the pupils naturally had. This resonated with the idea that motivation cannot be directly observable (Svinicki & Vogler, 2012). David said, "motivation has a lot to do with desire, the desire to <u>do</u> something". Sarah explained,

> "it's like how willing <u>are</u> you? I suppose it is tied up with the willingness to move on to what is next, so like, I think, I think you could talk about a willingness to be better or willingness to make progress, is what motivation is".

As well as the aspect of having personal values, the conceptualisation of Intrinsic Value included pupils needing to feel valued as a person. These concepts are reminiscent of two innate psychological needs proposed within SDT: autonomy and relatedness (Ryan & Deci, 2017). Autonomy is about being congruent with personal values and enables the self-regulation of behaviour (Ryan & Deci, 2017). In accordance with SDT, participants expressed their views that pupils who valued the learning activity could better engage in learning behaviours because the activity was meaningful. For example, talking about pupils valuing education Ellie said,

> "I do think it makes a huge difference…using my subject as a specific context…my subject is RS, erm not all people (laughs) value it… no one needs to have (it)…and I've had that said to me by students and I've had it said to me by parents…it's often been in the context when I'm phoning for…some sort of problem. Um, and there's that well, they don't need RS, and that will have an impact"

David and Sarah linked intrinsic motivation to having values about the future, Sarah used the concept of 'aspirations' to create this link. For example, Sarah said, "My students who are most motivated, I think there's a direct correlation between knowing what they want to do next". David associated it to socio-economic barriers and a lack of a perceived future, he said, "children who face all sorts of barriers in life they don't really see any point they don't see any point in school". This was a contextual difference from the other two participants, Sarah worked in sixth form college and David was a subject teacher for year 12 and 13. This may have resulted in Sarah and David having more of a focus on pupils' careers and futures.

Locke and Schattke (2019) argued that intrinsic motivation referred only to the value of doing something for the sake of it. Using this definition would mean that the concept of aspiring for future goals is not intrinsic because pupils are engaged in the activity for another purpose, and not just for the activity itself. Being motivated by future goals implies extrinsic motivation. Extrinsic motivation refers to activity being undertaken due to tangible outcomes that are outside of the activity (Ryan & Deci, 2000).Thus, extrinsic motivators are only motivating depending on how much value is placed upon the outcome (Cerasoli et al., 2014).

The positioning of the concepts of intrinsic and extrinsic motivation have created a dualist approach to motivation (Reiss, 2012). Other academics, however, have argued that there is an overlap between these concepts. For example, Locke and Schattke (2019) discuss 'achievement motivation' which includes the enjoyment of the activity and the pursuit of the outcome associated with that activity. Ryan and Deci (2000) discuss a model of extrinsic motivation that considers how different factors vary in the degree that they promote autonomy and self-determination. This model includes the concept that extrinsic motivators can support internal values.

The causal mechanism in this study is named Intrinsic Value to reflect the emphasis that participants placed on pupil's valuing education, including those values related to future goals. This is in line with Heckhausen and Heckhausen (2008) who argue that if the external reward is a natural outcome of the activity, such as anticipated success or competence, then this too is intrinsic motivation.

Relatedness is a sense of belonging and of feeling important within the social group (Ryan & Deci, 2017). All participants discussed the concept that pupils needed to feel valued to engage in learning behaviours. David connected this to belonging to a community. He said, "we're not all individuals snapping away, you know, doing the best for ourselves. We are one community, school, community, school community, and we're on the journey together".

Relatedness develops intrinsic motivation because pupils have unconditional support to engage in autonomous behaviour (Fisher, 2021). Sarah expressed similar views to Fisher in that a relational approach created a safe environment for pupils no matter what difficulties were occurring for them. It was this safe environment that enabled them to engage in learning behaviours. Sarah explained, "I think that you want somebody to feel safe…they still feel like they can come into the classroom".

Participants maintained that Intrinsic Value was a superior, 'genuine' motivator that had most impact upon learning behaviour. David said:

> "They are genuinely motivated… but you will always have a group who have got to stay until they're eighteen…that's a different ball game, just trying to motivate them to do an A-level can be very, very hard work"

The concept of intrinsic motivation as being 'superior' to extrinsic motivation is like the argument made by other academics (e.g., Clanton Harpine, 2015). In a study of 154 teachers, Berger et al. (2018) found there was a preference by teachers' for intrinsic rather than extrinsic motivators. However, this idea that intrinsic motivation is superior is not in line with the findings of Cerasoli et al. (2014). Their meta-analysis found intrinsic and extrinsic motivation had merits for different aspects of behaviour, therefore no one type of motivation is superior to the other. In applying this knowledge in the classroom, it would be necessary to identify which behaviours related to the different types of motivation.

Participants described how parents and teachers could contribute to developing Intrinsic Value (personal interest, values and feelings of relatedness). Indeed, participants identified a range of relational CBM techniques related to addressing pupil's autonomy and relatedness needs (discussed in Section 4.3 – RQ2 How do teachers apply their conceptualisation of motivation for learning and disruptive behaviours to their practice).

4.2.2.b Self-regulation

Participants talked about pupil's ability, or lack of ability, to self-regulate their own behaviour. Ellie said,

> "there's only a few who are at the end to be able to go oh, well, you know what, I know what we're doing next, so I'll just I'll just carry on. There's plenty who do not have that level of self-discipline".

Biological conditions as well as developmental maturity were factors that were identified as impacting upon self-regulation. Whilst 'conditions' were referred to in plural, attention deficit hyperactivity disorder (ADHD) was the only condition that was explicitly named. David said,

"you know, some of them may have a condition like ADHD which makes it very hard". This perception of self-regulation being difficult because of ADHD is compatible with the evidence in the research (e.g., Barkley, 1997).

John presented as having more of a focus on the developmental aspect of pupil's ability to self-regulate, he said "it's, you know, them being able to manage their own, I suppose, emotions, and knowing when it's the right time to sort of call upon the teacher". As John is the only participant based in a primary school setting this contextual emphasis is unsurprising.

The perception of developmental maturity as a factor in self-regulation echoes the developmental literature regarding executive functions such as the discussion by DePrince et al. (2009) and Serpell and Esposito (2016). Participants did not explicitly link self-regulation to specific concepts such as emotional regulation, cognitive understanding (Linder, 2008) or impulse inhibition and memory (DePrince et al., 2009). However, Ellie did discuss that having routines in place made learning activities predictable thus reducing demands on memory and enabling pupils to focus more on the demands of the classroom.

SDT hypothesises self-regulation occurs because autonomy needs are being met with factors that are in line with personal values (Ryan & Deci, 2017). Only Ellie made this explicit link when she discussed a pupil who was intrinsically motivated and therefore was able to self-regulate to engage in learning behaviours. She said, "she's got that that personal motivation, um, to just continue and get on with what, what's expected". However, it could be argued that the discussion in Section 4.2.2.a, regarding participants' perceptions of Intrinsic Value, implictly incorporates self-regulation for behaviour as participants discussed how having Intrinisc Value regarding education led to learning behaviours.

4.2.2.c Academic ability

Academic Ability was seen as contributing to disruptive behaviour if pupils did not understand the work or needed to 'work harder' than their peers to achieve good academic outcomes. David said, "that learning deficit…at times expresses itself in poor behaviour". This was similar to the findings that Australian teachers rated academic ability as causing disruptive behaviours (Ho, 2004).

However, participants identified mediating factors that interacted with Academic Ability. This resulted in pupils who found the academic demands difficult but were still motivated to engage in learning behaviours because they had Intrinsic Values. Conversely, pupils who did not find the academic work demanding may not engage in learning behaviours if they did not have Intrinsic Values about education. Both Ellie and Sarah made this link between Academic Ability and Intrinsic Values. Ellie said, "He doesn't see any value in what he's doing…He is actually quite a bright lad".

4.2.3   Complex Family Background as a causal mechanism

All four participants identified Complex Family Backgrounds as a causal mechanism for disruptive behaviour in the classroom. Summary explanatory statements are presented in Table 15. Such backgrounds were predominantly constructed as involving safeguarding concerns. David said, "But then there are external factors that we know about uh, about home backgrounds, you know, so there may be safeguarding issues". This perception was similar across the primary context as well, John referred to safeguarding issues when he said, "things that are going on, so I mean, that can be quite deep underlying issues".

Complex Family Backgrounds were hypothesised to impact on pupils' motivation because learning activities were not relevant to their situation, thus they did not experience Intrinsic Values related to education. Discussing a pupil with a complex family background, Ellie said, "he doesn't seem to see any value…of being in school".

Sarah described the moment that she realised a pupil's complex aggressive behaviour was modelled by their parent. She said, "I was like oh! so maybe (name) experiences, maybe whether its verbally aggressive or physically aggressive, at home".

An absence of Complex Family Backgrounds was not explictly referred to as a causal mechanism for learning behaviour. However, participants discussed parental invovlement as leading to learning behaviours. For example, Ellie believed a pupil was engaged in learning behaviour because "she seems to be getting the right support from parents which is important". Parental engagement was generally hypothesised as supporting pupils' Intrinsic Value through developing autonomy and relatedness, as discussed previously in Section 4.2.2.a.

It is unsuprising that participants identified family factors as one of the causal mechanisms for pupils' disruptive behaviour. Family factors were found to be prevelant causal attributions in the research, for example, Ho (2004) Kulinna (2008) and Miller (1995). Wiley et al. (2012) suggested it was not unreasonable for teachers to believe home factors were a causal mechanism for disruptive behaviour given that a pupil's home life does impact upon their development and behaviour.

Table 15

Summary Explanatory Statements: the Link between Complex Family Background as a Causal Mechanism, the Events that Occur (Behaviours) and how this is Experienced/Perceived by Participants

In part because of the existence of...	there is a tendency that...	this is demonstrated in the data that finds participants' experience...
a Complex Family Background	disruptive behaviours occur	"behaviour is indicative of difficulties outside of school" (David)
		"I think there's lots of things, and he's certainly not, he doesn't seem to see any

In part because of the existence of...	there is a tendency that...	this is demonstrated in the data that finds participants' experience...
		value and again, it's not just it's not just me that's having any issue, doesn't seem to see any value of being in school" (Ellie)
a Complex Family Background	disruptive behaviours occur	"(they are) not in the right frame of mind for learning (because of) something that's happened at home with their sister, brother, parents. Um things that are going on so I mean, that can be quite deep underlying issues" (John)

4.2.4 External Factors as causal mechanisms

Participants identified three pathways as External Factor causal mechanisms, these being school behaviour policies, routines and structure, socio-economic barriers and Covid. Table 16 presents the summary explanatory statements for External Factors.

Table 16

Summary Explanatory Statements: the Link between External Factors as Causal Mechanisms, the Events that Occur (Behaviours) and how this is Experienced/Perceived by Participants

In part because of the existence of...	there is a tendency that...	this is demonstrated in the data that finds participants' experience...
effective School Behaviour Policies, Routines and Structures	learning behaviour occurs	"At lesson change over, every single teacher is stood in the doorway of their classroom so when a kid's coming down the corridor, you got teacher, teacher, teacher, teacher you know…and that promotes better behaviour" (Sarah)

In part because of the existence of...	there is a tendency that...	this is demonstrated in the data that finds participants' experience...
		"I believe that if things are predictable um the students are more comfortable" (Ellie)
ineffective School Behaviour Policies, Routines and Structures	disruptive behaviours occur	"I actually think I swim against the tide…they want us to shout at students. If they're late they want them, they want us to reprimand them and have a go at them. And I actually think, what does that achieve?" (Sarah)
		"They get removed. What's the point? If they're back in lesson the next day, and they carry on behaving in that way. What you're doing is you're managing it at the points of contact. But you're not moderating it" (David)
Socio-Economic Barriers	disruptive behaviour occurs	"The kids coming to school hungry…So there are external factors as well…that cause them to go off the rails and be disruptive in lessons because they're just not physically, they're just not up to, you know, engaging with a hard academic subject" (David)
Covid	disruptive behaviour occurs	"even like, online lessons, they're on a device. So, they're just using a device all day long" (Ellie)

4.2.4.a School behaviour policies, routines and structures

All four participants identified school behaviour policies, routines and structures as causal

mechanisms within the school setting. One contextual difference was that Ellie and David,

who worked in the same school, focused on behavioural routines as well as learning

routines. For example, behavioural routines included teachers greeting pupils at the

classroom door and pupils sitting down and getting out equipment. Learning routines were

the structures that specifically related to academic activities. For example, pupils come into

class and know that they are expected to do a particular activity[3]. Routines were therefore

seen as events as well as causal mechanisms.

Structure has been identified as an important feature of CBM (Oliver et al., 2011; Simonsen

et al., 2008), However, a definition of what this entails or how this can be measured did not

appear in the literature. Simonsen et al. (2008) discussed structure as including predictability,

and it is this element of structure that linked to participants' experiences and perceptions.

Both Ellie and Sarah talked about a lack of predictability in the application of sanctions and

routines in school as contributing to more disruptive behaviour. For example, Ellie

commented, "he thought I was just gonna give (the phone) to him um, so that shows an

inconsistency". Sarah said, "if you're a kid, and you go to 5 lessons a day and only one of

your teachers is getting you to line up you're more likely to be like *I'm not lining up for you

miss*". This resonated with the research carried out by Shreeve et al. (2002). Interestingly,

Berger et al. (2018) argued that the concept of structure had no empirical or theoretical basis

in the literature that linked it with motivation, this did not resonate with the views of the

participants in this study.

Whilst all four participants discussed their education setting's policy as being focused on

rewards and sanctions, which reflects the discussion in the literature, for example Ellis and

Tod (2018), they each had different experiences and perceptions about their setting's policy.

Emerson (2022) made an argument that school behaviour policies provided teachers with

guidelines that are easy to follow, especially as they have pressures from Ofsted, senior

---

[3] Quotes are not provided as these details are specific to the school and thus may breach anonymity
and confidentiality.

leadership and parents to have good classroom management. This was not a direct view expressed by participants in this study.

Sarah expressed strong views that questioned the purpose of sanctions and reprimands that were part of the behaviour policy, such policies were conceived as demotivating to pupils. She described listening to another teacher, "I've heard him shout across the room, '*Why are you late?'* I'm just thinking how <u>embarrassing</u>".

Sarah discussed how her relational approach led to learning behaviours, she said "I know students that I teach that I have zero behavioural issues from, that have had meetings with the principal about their behaviour in other lessons". Sarah did recognise however, that because she taught drama in sixth form then she might be teaching in a context that had less disruptive behaviour. She surmised that senior leaders had an overview of all pupil behaviour and perhaps this is what led them to focus on reprimands and sanctions within the behaviour policy.

David was the only participant who expressed a view that some disruptive behaviour had no purpose. He believed the school behaviour policy was not useful because it did not help differentiate between pupils who had support needs and those who engaged in disruptive behaviour who had no support needs. David explained that whilst 100% compliance included sanctions, it was an aspirational approach which included supporting pupils who had needs but not accepting disruptive behaviour that had no purpose. Interestingly, David identified a range of CBM strategies with a focus on Intrinsic Value, he did not identify any sanctions that he used directly in his classroom.

David's views regarding 100% compliance related to a discussion made by Emerson (2022) and Nash et al. (2016), that pupils who were seen as responsible for their disruptive behaviour were viewed as being able to respond to traditional sanctions. Indeed, David's views also resonated with the research that found teachers were more likely to use punitive

approaches if they believed the pupil had control over their disruptive behaviour (e.g., Brophy & Rohrkemper, 1981).

John was the only participant who held a belief that the school behaviour policy regarding the use of rewards and sanctions was appropriate and he used it consistently. John described a strong focus on rewards and sanctions in the school that he worked in as a newly qualified teacher (NQT). Wiley et al. (2012) argued that the working practices of the education setting will be influential on teachers' individual practice. Perhaps this context as an NQT, and the subsequent years that John worked in that setting, developed his positive experience of rewards and sanctions.

4.2.4.b Socio-economic barriers

Socio-economic factors created multiple causal pathways that impacted upon Pupil Factors and Complex Family Backgrounds. This was most prominent for David who explored in detail the different links that stemmed from socio-economic barriers. David argued that "education is not the meritocracy that some people make it out to be. You know, if you work hard, you do well, that's not necessarily the case…and (that's why) some students struggle with the whole idea of what school is for".

This is not a causal mechanism that was focused on within the motivation/attribution literature. Although, Ryan and Deci (2017) discuss how social contexts are required in order to facilitate the three psychological needs of autonomy, competence and relatedness. A social context that facilitates these needs will lead to learning behaviours, thus socio-economic circumstances could be positioned within this aspect of SDT. The participants' discussion regarding socio-economic factors could be linked to other theoretical models such as the bioecological systems model by Bronfenbrenner and Morris (1998). This model offers a framework for understanding the bidirectional interactions between the pupil, family and external factors as causal mechanisms. Figure 3 presents the causal mechanisms that were

hypothesised by Sarah and David and how they relate to the layers of the bioecological

system (adapted from Bronfenbrenner, 1996).

Figure 3

Links Between the Different Layers of the Bioecological Model (adapted from Bronfenbrenner, 1996) that Interact and are Identified as a Causal Mechanism for Disruptive Behaviour by Sarah and David

Macrosystem: "one of the tricky things now about teaching is you talking about trying to motivate kids... my future, what sort of a future have I got? I mean, just have a look at the economic situation we're in"

Exosystem: "they're coming in (to school) with a huge deficit, you know, a cultural deficit...a material deficit"

Mesosystem: "they are a group of young people who probably are more exposed to crime than in (name of different location)"

Microsystem: "a significant number of students who would find it hard to be motivated to learn, based on their family background"

Individual: "The kids coming to school hungry. You don't want to learn if you're hungry"

4.2.4.c Covid

Covid was hypothesised to be a causal factor for disruptive behaviour by changing pupil expectations, increasing dependence on mobile phones/electronic devices and through the missed opportunities for development (socially and academically). Sarah explained,

> "Their whole development was still, you know, stopped at such a key part of their lives and a lot of them don't know what they want to do with their lives. and then I think they feel a little bit hopeless there's more of a hopelessness about some of them".

Whilst Covid was theorised as a causal mechanism for disruptive behaviour, it was not necessarily positioned as creating additional disruptive behaviours as per the discussion that was in the media (e.g., Roberts, 2020). Participants focused on how Covid had contributed to motivating disruptive behaviour, although Sarah said, "how long can we keep blaming Covid?". This was a different perception to that which was presented in media aimed at teachers, such as the views by Longfield (2023) which suggested the impact of Covid was ongoing and long term but had not been addressed by the government.

4.2.5   How do teachers conceptualise motivation for pupil behaviour: Summary and key points

Participants' experiences of pupil behaviour are like that described in the literature, and learning behaviour is seen as necessary for pupils to learn. Motivation for behaviour can be a desire or willingness that is internal to the pupil, or behaviour can be motivated by unmet needs. Intrinsic Value was recognised as a superior type of motivation inherent to the pupil but could also be developed through family and external factors including the teachers themselves.

Three causal mechanisms, Pupil Factors, Complex Family Backgrounds and External Factors were identified as motivating pupil behaviour. In this respect, participants conceptualised motivation in ways that related to psychological theory and research literature about motivation. However, participant conceptualisations could also be linked to other

models such as the bioecological systems model (Bronfenbrenner & Morris, 1998). For example, David and Sarah talked about the wider systems that impacted upon pupil's behaviour in the classroom. David stated that the government were responsible for providing the mechanisms that contributed to supporting pupil's learning behaviours. As such, he identified causal mechanisms that cross the different layers of the bioecological systems model. This suggests that motivational theories alone are not enough to theorise about how children behave in the education setting.

Each causal mechanism was hypothesised to have multiple pathways to motivating learning and disruptive behaviour. However, there were some nuances between the conceptualisation of motivation for learning behaviour and that for disruptive behaviour:

1. Motivation for disruptive behaviour tended to be envisaged as caused by more complex factors than motivation for pupils who engaged in learning behaviours.

2. Disruptive behaviour is seen as motivated by unmet needs and learning behaviour is motivated by Intrinsic Value. Intrinsic Value can be developed through relationships with parents and with teachers. David also views some disruptive behaviour as having no purpose, with no identifiable motivation.

In summary, participants conceptualised motivation for disruptive behaviour in more complex ways than the attributions presented in the literature. This could be related to the methodology of this present study as it did not require participants to select from pre-identified categories of behaviour attributions, nor were the interview questions based upon any particular theory of motivation.

If teachers conceptualise motivation as a multifaceted complex construct, how do they relate these concepts to their everyday practice in teaching? The discussion of RQ2 explores this further.

4.3   RQ2: How do teachers apply their conceptualisation of motivation for learning and disruptive behaviours to their practice?

In Chapter Two, CBM was discussed as the strategies and techniques that are used by teachers to motivate pupil behaviour in the classroom. Consequently, CBM can be inferred as the application of teachers' beliefs regarding pupil motivation for behaviour. For the present study, data analysis coded numerous techniques for CBM at the descriptive level (experiential codes). These codes were linked to existing categories that were identified in the literature which explored efficacious CBM interventions. These techniques are presented in Appendix K alongside the causal mechanisms that were hypothesised for pupil behaviour as well as the CBM interventions that were identified in the literature.

These experiential codes demonstrate that participants discussed more relational CBM techniques and that these were linked to targeting Intrinsic Value. This link is not surprising given that they conceptualised Intrinsic Value as being an important and superior type of motivation. The remaining Section 4.3 explores the causal mechanism, Teacher Ethos, which enabled participants to utilise and prioritise these relational CBM strategies.

4.3.1   Relational approaches to classroom behaviour management

It could be argued that these multiple CBM techniques (Appendix K) reflect the multi-factorial ways that participants conceptualised motivation for pupil behaviour. There were links made between disruptive behaviour and the type of CBM used. For example, engaging parents when a pupil is disruptive was not a technique discussed for pupils who engaged in learning behaviours. There were links made between the attributions for the disruptive behaviour and the CBM. For example, lack of self-regulation requires 'eyes on them' and pupils that choose disruptive behaviour require a 100% compliance strategy. Apart from these connections, however, participants did not specifically distinguish between CBM strategies for either learning or disruptive behaviour, or for specific causal factors. For example, there were not specific strategies for disruptive behaviour that was caused by Complex Family

Backgrounds, Covid or Socio-Economic Barriers. David said, "in actual fact, the strategies can work equally as well for motivated students".

Overall, the number of relational CBM techniques identified by participants, regardless of the cause of behaviour or type of behaviour, suggests that this is an approach that participants value the most. This conclusion is also supported by proclamations from the participants themselves. Sarah said, "My philosophy, I'm all about positive classroom and environment, and making people feel welcome and supported and stuff". David said, "I never tire of saying to the students I teach…I'm in here every break, every lunch, if you need five minutes out". There was an argument that if teachers attributed internal or home related factors as causes of disruptive behaviour teachers would not utilise CBM techniques that were teacher or school based (Wiley et al., 2012). This did not appear to be the case for the participants in this study.

If participants applied a relational approach to motivating pupils and this is not a concept that has a significant presence in the CBM literature, national educational policy, or local behaviour policies, what are the causal mechanisms that enable teachers to do this?

4.3.2 Teacher Ethos as a causal mechanisms for the application of participants' beliefs regarding motivation for pupil behaviour

The ethos of being a teacher was postulated as a causal mechanism that supported participants' emphasis on using relational approaches. That is, participants demonstrated a range of beliefs and values that were congruent with a relational approach to CBM, it is these beliefs and values that enable them to use their preferred relational CBM techniques. These causal pathways are:

1. Teacher Responsibility: this included the belief that teachers are responsible for motivating pupils, regardless of the reason for pupil behaviour.

2. Teacher Values (Pupil Inclusion, Safety and Success): participants wanted pupils to feel valued and included within the school community, to feel safe and they wanted

the best outcomes for pupils regardless of their behaviour or the reasons for their behaviour.

The explanatory statements for these causal mechanisms are presented in Table 17.

Table 17

Summary Explanatory Statements: Teacher Ethos as a Causal Mechanism for the Events that Occur (Working Hard & Use of Relational CBM Techniques) and How This is Experienced/Perceived by Participants

In part because of the existence of...	there is a tendency that...	this is demonstrated in the data that finds participants experience...
a Teacher Ethos of Responsibility	teachers work hard to motivate pupils, regardless of the reason for pupils' behaviour	"if they're not engaged, well, what can you do" (John) "So I personally feel like I can help support those things" (Sarah) "Yeah, I do have to think harder. I do have to think and work harder to engage students who are who are not engaged" (Ellie)
A Teacher Ethos of Teacher Values (Pupil Inclusion, Outcomes and Success)	teachers use relational approaches for CBM regardless of the reason for pupil behaviour	"I always said to my last mentor, how on earth can you teach somebody if you don't know them" (Sarah) "I don't want to send him out, that is not the point" (Ellie) "you could make sure that those pupils are fully included" (David)

4.3.2.a Teacher Responsibility

All four participants placed emphasis on their responsibility as the teacher to take the lead in motivating pupils. This is summarised in a quote from David:

> "That's the input of the teacher...you know, if a student walks in the room, it doesn't matter how uh well organised, how punctual they are, if something isn't right with the teacher, they're not going to learn…if you're going to motivate students to learn or maintain their motivation, as a teacher, you have to be on top of your game. Every. Single. Lesson"

This responsibility meant that pupils who were not motivated to engage in learning behaviour required more support from the participant to motivate their learning behaviours. Furthermore, because participants were responsible for pupil behaviour, this meant CBM techniques were similar, regardless of the reason for the pupil behaviour. For example, Ellie talked about her approach to a pupil who engaged in learning behaviours, she said "just making those little comments (acknowledging her) um when she's making a contribution". This was the same approach for a pupil who engaged in disruptive behaviours, Ellie explained,

> "so there's a sort of trying to handle those sorts of things that when he is…engaged, even if it's not quite where I want it to be…and that's hard when…it's the fifth interruption…But I think that's probably something that he needs to feel acknowledged in those circumstances"

Sarah identified teachers as being responsible for developing teacher-pupil relationships and she expressed that disruptive behaviour was created because of an 'unsafe' environment created by a lack of a positive relationship between teacher and pupil. She said: "I believe that teacher maybe has created an unsafe environment. And I, when I use the word unsafe, I mean that there can be no dialogue. *It's my way. You follow my rules*!". Sarah expressed frustration when teachers made excuses about why they did not have a positive relationship with a pupil, she said, "I hate this *Oh, it's just a clash of personalities*".

This concept of teacher responsibility was not explicitly explored in the literature review which may have contributed to identifying minimal research that incorporated this concept. One piece of research, however, Poulou and Norwich (2000) found that teachers who had feelings of responsibility to help pupils used teacher or school based CBM. Edling and Frelin (2013) found that external responsibilities impacted upon teachers' ability to take responsibility for pupil well-being. Sarah alluded to external demands impacting upon teachers developing pupil relationships. Talking about validating (praising) pupils, she said, "And to do those things is not actually hard but I don't know how many teachers actually do it, because they're so worried about getting all of the content covered".

Some of the research from Canada indicated that newly qualified teachers did not believe they were responsible for motivating pupils (Daniels et al., 2020) but this literature did not compare teachers who have a longer career history in teaching. Andreou and Rapti (2010) however, concluded that experienced teachers perceived themselves as good teachers and thus pupil motivation was a pupil problem that was not their responsibility. This conclusion did not align with the participants in this study. The teachers in this present study had all been teaching for over 13 years.

Whilst participants demonstrated a level of responsibility which led to them working hard and being responsible for motivating all pupils, this causal mechanism was also linked to the values that participants expressed as being important in their work.

4.3.2.b Teacher Values – Pupil Inclusion, Safety, and Success

Participants articulated values regarding Pupil Inclusion (feeling valued), Safety and Success. These values are hypothesised to create a causal pathway together with that of Teacher Responsibility, thus enabling a focus on relational aspects of CBM.

Participants believed that pupils should feel valued and included within the education setting. Whilst David referred to a "top notch environment" as contributing to this as well as academic

practices such as not singling pupils out, overall, participants reflected upon their relational techniques that enabled them to demonstrate to pupils that they were valued. Talking about recognising pupils' achievements, Sarah said, "these young people might be 16,17, but they adore it, they love feeling seen, they love feeling validated and valued". John believed that the reward (sticker or certificate) was 'the cherry on top' but the most important aspect was the recognition the child received.

Ellie explained that excluding pupils from her lessons was "not the point" and this would lead to a loss of learning for them. David described a school community ethos, and that teachers and pupils were all supporting each other on the learning journey.

Participants expressed their beliefs that pupils should have a sense of belonging or importance within the school community and this resonates with the relatedness concept within SDT (Ryan & Deci, 2017). Indeed, as discussed in Section 4.2.2.a – Intrinsic Value, participants hypothesised that feelings of being valued contributed to Intrinsic Value. Its therefore not surprising that participants use CBM strategies that address concepts of relatedness.

Participants talked about pupils needing to feel 'safe', this concept included:

- "I think that you want somebody to feel safe. So, if they are running late, or you know they haven't done their homework, they still feel like they can come into the classroom" (Sarah)

- "you're trying to create an atmosphere where students feel safe enough, and then empowered enough to actually state what their opinion is, or if they don't understand something equally as important, is to put up their hand and say that they're not sure about something and ask for an explanation rather than gloss over it" (David)

- "Actually, yes, they have their issues, but…school is their safe space" (John)

This concept of 'safe' had connotations of wellbeing that were described in the literature. For example, positive wellbeing for pupils has been related to their ability to engage in playing and learning (Spratt et al., 2006). This belief that participants held regarding their responsibility to support pupils to feel safe (as an element of well-being) was not found by other research. Ekornes et al. (2012) found school practitioners thought well-being was beyond their responsibilities. Indeed, Sarah discussed colleagues that she was aware of that did not view pastoral issues as something they should be involved in, which relates to the findings of Spratt et al. (2006). Hornby and Atkinson (2003) suggested that teachers may lack the knowledge and skill set to respond to well-being issues.

Whilst there was a discussion in the literature that referenced well-being as an overlap of a range of constructs such as physical, social, emotional and psychological factors (Danby & Hamilton, 2016), this was not something explicitly expressed by participants, which is why the Teacher Value is named 'Pupil Safety' rather than 'Pupil Wellbeing'. Davidson (2008) indicated there was a lack of common terminology that supported the discussion of pupil well-being in education settings. This may relate to why the value of Pupil Safety was not conceptualised as a broader concept within this present study. But it could also have been a limitation of the semi-structured interview schedule.

The third Teacher Value was that of wanting pupils to succeed. Ellie felt a responsibility to motivate all pupils, regardless of their behaviour because "I have to do it for them, because I want them to be engaged, and I want them to be successful". David also expressed this sense of wanting all pupils to achieve, he said,

> "we're on the journey to success together, and it's a great endeavour, and we're going to go, and there'll be difficulties along the way, and we'll fall down, but we'll get back up together, and we'll journey on together, and we will succeed together".

Similar to Teacher Responsibility, these Teacher Values, which could be seen as teacher beliefs, did not have a focus within the CBM in the literature. Previous research finds that teachers beliefs do not always impact upon their practice (Lee, 2008), but evidence suggests

this is because the context is a mediating factor as to whether this occurs (Hornstra et al., 2015). The present study indicates that participants' beliefs are connected to their practice and that a range of contextual factors enabled this to occur. For example, Sarah talked about feeling confident enough to decline senior leaders' instructions to reprimand students. Whilst confidence is a different construct to self-efficacy, it is related (Feltz & Chase, 1998); therefore this contextual information links to findings that teachers with self-efficacy use more teacher related strategies (Poulou & Norwich, 2000; Soodak & Podell, 1994).

Andreou and Rapti (2010), Arbeau and Coplan (2007), Bibou-Nakou et al. (2000), Brophy and Rohrkemper (1981), Hardré and Hennessey (2013), Poulou and Norwich (2000) and Soodak and Podell (1994) all concluded that teacher attributions of the cause of pupil behaviour were linked to the type of CBM techniques that were subsequently used. Whilst this study found some CBM strategies had a direct link to causal mechanisms (e.g., 1:1 support for self-regulation), it was also found that CBM strategies were linked to other factors as well, this included the perception of Intrinsic Value as superior and the causal mechanism of Teacher Ethos – Teacher Responsibility and Teacher Values.

Incorporating relational aspects into CBM reflects the increasing discussion in the literature advocating this as an appropriate approach that should be in educational policy (Kidger et al., 2009; Nash et al., 2016). Some of this discussion advocates relational approaches from an attachment theory perspective (Kidger et al., 2009; Nash et al., 2016; Parker et al., 2016), but participants in the present study viewed a relational approach as common sense and about fundamental values of how humans should interact with one another. Sarah said, "that's like common sense…if you want someone to treat you with kindness you, you treat them with kindness first".

4.3.3   How do teachers apply their conceptualisation of motivation in practice: Summary and key points

Participants use a range of CBM techniques and some of these techniques are specifically related to the causal mechanism of disruptive behaviour, as per findings in the attributions for pupil behaviour literature. For example, David, advocates for a specific strategy (100% compliance) for pupils who engaged in disruptive behaviour for no identifiable purpose. Overall, however, participants utilised relational approaches to target Intrinsic Value regardless of the type of pupil behaviour. There was a focus on participants being responsible for pupils' motivation and using relational CBM strategies to support pupils to feel valued, safe and successful. This suggests, participants apply their concepts of motivation in line with their Ethos of Teacher Responsibility and Teacher Values (Pupil Inclusion, Safety and Success). Participants school behaviour policies did not appear to have a significant impact on practice. Whilst John valued his school's policy and used it consistently, this was not necessarily the case for the other participants. There were contextual differences, Sarah who worked in a sixth form college placed greater emphasis on a relational approach than the other teachers who worked in mainstream secondary and primary schools. For example, she viewed sanctions as incompatible with a relational approach.

4.4   Key findings and areas for further research

This study set out to explore how teachers conceptualised motivation for pupils' behaviour and how this understanding was applied in practice. Participants were found to conceptualise motivation as a multi-faceted construct as presented in the academic literature (e.g., Anderman & Anderman, 2020; Reeve, 2012). Disruptive behaviour was perceived as motivated by unmet needs, which is also consistent with the literature about behaviour as communicating need (Emerson, 2022; Nash et al., 2016). Furthermore, motivations for disruptive behaviour were constructed as more complex than the teacher attributions identified in the literature. Similar to existing research (e.g., Clanton Harpine, 2015), Intrinsic

Value was seen as a motivation that was superior to other forms of motivation, whilst this was inherent to the pupil, it could be developed through family and teacher relationships.

The use of CBM techniques were explored as a link between participants' concept of motivation and how they used it in practice. Participants were found to use a variety of CBM techniques. Some of these techniques were linked to specific causal attributions such as 1:1 support for pupils with ADHD. Although other causal mechanisms were not linked to CBM techniques (Complex Family Backgrounds, Socio-Economic Barriers and Covid).

Overall, participants predominantly presented as utilising a relational approach with a variety of techniques. These relational techniques were linked to developing Intrinsic Value and to the Teacher Ethos of Responsibility and Values (Pupil Inclusion, Safety and Success). This meant that participants had a focus on using relational approaches that targeted Intrinsic Value regardless of the type of behaviour being presented. This was because motivating pupil behaviour was seen as the participants' responsibility, they valued the pupils' inclusion, safety and success and, furthermore, Intrinsic Value was perceived to be a superior type of motivation. This offers concepts that are not significantly discussed in the research literature which currently concentrates on a linear relationship between CBM and teacher attributions of pupil behaviour. For example, in their review, Wang and Hall (2018) concluded a causal relationship between teachers' beliefs regarding the three dimensions within AT (Weiner, 2010) and teachers' use of CBM. The current study suggests it is a more complex relationship than this.

These findings lead to four recommendations for further research:

1.   As identified in the literature review, teacher beliefs are recognised as an important area of research. The causal mechanism of a Teacher Ethos of Responsibility and Teacher Values found in the present study indicate that these are important teacher beliefs that impact upon practice, yet they were underrepresented in the literature.

These concepts should be explored further, and such research will help to refute or refine these theoretical explanations regarding teachers' beliefs and their impact upon implementation of CBM.

2. Participants identified pupil values (e.g., valuing education, future aspirations) as being important to motivating pupil behaviour. This related to SDT's autonomy concept; within the literature this is often explored through pupils having choice. For example, a pupil having choice in the classroom that meets their autonomy needs (Beymer & Thomson, 2015). However, the present study suggests that participants viewed themselves as supporting the development of such values, rather than just providing them with choices that met existing values. This has implications for research; can teachers support pupils to develop values related to education and can this support pupils' motivation to engage in learning behaviours?

3. Pupil Safety was a Teacher Value that linked to pupil well-being. However, perhaps because of a limitation in the semi-structured interview schedule, the analysis in this study was not able to explicitly identify Pupil Safety as a concept that is as wide and varied as the discussions regarding well-being in the literature. This could be addressed through the inclusion of appropriate questions in further studies and would also support the exploration of social and emotional factors related to pupil motivation for learning and disruptive behaviours.

4. The literature review found only 2% of the studies reviewed by Korpershoek et al. (2016) used relational CBM, and Hart (2010) discussed only two studies. Yet the present study, indicates that relational aspects to CBM are prioritised as an important part of motivating pupils' behaviour in the classroom. It is necessary to understand this in more detail. This could include identifying which relational approaches have the most impact and how to support teachers to implement such approaches.

4.5 Implications for educational practice

In practice, the link between pupil motivation for behaviour and CBM is much more than identifying and implementing evidence-based strategies that may or may not be included within school behavioural policies. The context in which teachers operate, and a range of teachers' beliefs have all previously been identified as important factors. The present study supports this argument. Whilst the research sample was small, it has implications for educational policy and practice and addressing these implications can be supported by EPs.

As suggested by others, including Bibou-Nakou et al. (2000) and Wiley et al. (2012), addressing teachers' beliefs about pupil behaviour is an important aspect in relation to designing and implementing CBM policies and practice. Previously there have been recommendations to focus on attribution retraining and supporting teachers to understand causes of pupil behaviour (e.g., Andreou & Rapti, 2010; Bibou-Nakou et al., 2000). The present study, however, indicates that other beliefs are also important – specifically those that relate to Teacher Ethos, as described in this study as a causal mechanism.

The identification and strengthening of values such as Teacher Ethos could be supportive of implementing consistent and appropriate CBM. For example, this study found that school behaviour policies are not necessarily supportive of the range of CBM that participants identified as useful. In certain contexts, as demonstrated by Sarah, teachers may choose to implement their own preferences with regards to motivating pupils to engage in learning behaviour. This could lead to the inconsistencies in the application of behaviour policies that Ellie and Sarah described as a causal mechanism for disruptive behaviour. EPs would be well placed to support schools to consider a range of teacher beliefs and to use this information to support schools in identifying and implementing best practice in motivating pupils for learning behaviour.

Alongside the recommendations in the literature by Emerson (2022), Kidger et al. (2009) and Nash et al. (2016), this study also supports the argument for relational based behaviour

policies, in that relational approaches were valued by the participants, with extrinsic

motivators such as rewards and sanctions recognised as inferior compared to intrinsic

motivators. In summary, the present study supports the general implications asserted by

Andreou and Rapti (2010) and Bibou-Nakou et al. (2000), that teachers' beliefs are important

and should be integrated into practice and policy.

4.6   Limitations and strengths

This study had several limitations and strengths, these will be discussed in relation to various

elements of this study.

4.6.1   The conceptual landscape

The analysis of the data was likely to be impacted upon by confirmation bias. This is the

process of focusing on information which confirms existing beliefs (Jones & Sugden, 2001).

The literature review (Chapter Two, section 2.4.2, Theories of motivation) focused on two

main theories of motivation, SDT (Ryan & Deci, 2017) and AT (Weiner, 1985). Subsequently,

SDT featured prominently in the interpretation of participants' experiences. It is expected

within critical realism that knowledge is developed in relation to the "conceptual landscape"

(Wiltshire & Ronkainen, 2021, p.171). It is, therefore, explicitly acknowledged that the data

analysis process is undertaken in consideration of the existing literature and knowledge base

of the researcher.

Critical realism acknowledges there is an objective reality but that we only have access to

subjective interpretations of that reality (O'Mahoney & Vincent, 2014). Thus there are

competing explanations for the truth, and some of these will be closer to the truth than other

explanations (Fletcher, 2017). The interpretation of participants' experiences using SDT is

therefore an acceptable account of a reality, supported by the data extracted from

participants interviews. Using a wider theoretical background, however, could have

supported a broader discussion of participants' experiences and may have led to alternative hypotheses.

4.6.2 Sampling and context

The context is a significant aspect of this study because in critical realism it is seen as contributing to causal mechanisms. Exploring contextual differences supports the generating of hypotheses about causal mechanisms. My reflections regarding sampling are therefore orientated to how the sampling of participants has impacted upon the contextual information. The participant selection criteria were wide yet only a small number of participants were recruited, thus offering a narrow range of experiences to contribute to the contextual understanding of teachers' beliefs regarding motivation for behaviour and how this understanding applied to practice. Limitations with the sampling will have impacted upon the access to a breadth and depth of contextual information.

Participants from a self-selected sample impacted upon the contexts that were included within the study. The four participants worked across a broad age range, and this was not evenly distributed. Three participants worked within settings covering key stages 3-5, whereas only one participant worked in a primary school setting. The motivation literature includes discussions on developmental aspects of motivation. For example, this includes discussion on the development of motivation through play, and play as the earliest behavioural representation of intrinsic motivation (Heckhausen & Heckhausen, 2008). Other literature considers the developmental trajectory for intrinsic motivation for achievement (Garon-Carrier et al., 2016; Hoffman, 2015). Potentially this has implications for how motivation for behaviour is conceptualised and how this relates to teachers' practice.

Differences in the conceptualisation of motivation by the participants would be identified in the analysis stage. This would occur during the 1st stage of analysis where inductive reasoning was used to identify salient codes for each participant. There were nuances

between contexts. For example, the participant working in a primary school had a focus on rewards and sanctions. Two participants working in key stages 3-5, however, demonstrated an emphasis on future career aspirations as a motivation. Overall, data analysis identified constructions of motivation that were alike across all four participants.

These conclusions may have been different if the study had recruited additional participants and if these participants reflected teachers equally across the key stages. Several participants working in each key stage would have made conclusions more robust regarding the conceptualisation of motivation for behaviour and the implications on practice.

The context is complicated and simply comparing the type of education setting is somewhat simplistic and the consideration of contextual factors should incorporate a range of variables. Because of this, the study would have benefitted overall from having a wider range of participants.

 A three stage interview process that focuses on developing an understanding of the context in which the RQs are being asked (Seidman, 2006) could have strengthened the study's conclusions regarding the contextual differences in the application of teacher beliefs concerning pupil motivation.

Another factor that could have impacted upon the contextual information is that the case study method only incorporated data from semi-structured interviews. Participants discussed their education settings' behaviour policies, and this had a significant focus in all of the interviews. There was, however, no overall comparison of each settings' behaviour policy. and all the policies have been crudely constructed as being based on rewards and sanctions, which were participants' brief descriptions. This could be addressed by incorporating each behaviour policy as part of the case study. For example, carrying out a thematic analysis and considering how the behaviour policies related to the causal mechanisms as identified by participants.

4.6.3 Data collection methods

Upon review, the interview schedule posed several limitations. The content of the interview questions can act as demand characteristics because the interviewees are aware that there are research aims (Coolican, 2018). With regards to the interview schedule, this was designed to eliminate bias using a relaxed schedule, using open ended questions. However, upon reflection, the wording of questions tended to indicate the need for closed responses (for example, 'have you got an example of a pupil who demonstrates that behaviour?'). During the interviews, however, this did not appear to limit participants' responses, with all four participants giving descriptions of examples of behaviour.

A second limitation linked to the interview schedule, relates to the 'prompt' questions. These were designed to prompt participants if they went off topic and thus could be deemed as biased. Interviews cannot be free from presumptions as the interviewer is constantly prioritising data that is relevant to their research focus (Jones, 2004). A review of the interview transcripts demonstrated that lots of prompts were made following participants own discussions suggesting that the interview did follow a relaxed conversational style rather than a list of questions being asked.

A third limitation with the interview method is that evidence suggests self-report techniques are not a reliable form of data collection. Hepburn and Beamish (2019) concluded that teachers overreport their use of CBM techniques. Indeed, Arbeau and Coplan (2007) and Bibou-Nakou et al. (2000) discussed the difficulty of self-report in their studies of teacher attributions and related CBM. The case study method could have included techniques by the researcher to gather independent observations of the CBM techniques employed by the research participants. This would have made the data regarding the use of CBM techniques more robust through the comparison of observations and self-report.

Whilst participants did focus on relational aspects to motivation and CBM, this study was not able to offer causal mechanisms that significantly related to wider social, emotional and well-being concepts. I believe this is due to the semi-structured interview schedule which perhaps did not have the right questions to draw out this discussion further.

4.6.4   Strengths

Using a case study design, such as that described by Yin (2014), supports the post positivist leanings that underpin the epistemology of this study. This is because Yin (2014) positions case study as a methodology that can be aligned to different ontological paradigms. Aligning with the epistemological assumption inherent in this study, the use of case study design recognises that variables cannot be isolated to study them. Yin (2014) offers considerations for identifying case study as an appropriate methodology and this includes the concept of the phenomenon of interest having blurred boundaries. This differs from writers such as Merriam and Tisdell (2015) who view case studies as a single entity with boundaries.

Yin's (2014) case study method identifies types of analysis for case study data. They discuss the process of pattern matching as a type of analysis that contributes to theory development in explanatory case studies. Within this study, data analysis identified patterns using inductive and deductive logic leading to the hypotheses which were presented as 'causal mechanisms'. Thus, using a pattern matching analysis is a strength of this study, supporting the generation of theory. This theory is described using explanatory statements in Section 4 Results and Discussion.

The study had strengths in how it addressed validity criteria as discussed in Chapter 3 Section 3.6, Table 9. Three principles of validity: descriptive, interpretive, and theoretical, adapted from Maxwell (1992), were incorporated into the methodology and were used to support the 'trustworthiness' of this study. Maxwell argues that the validity of the analysis is essentially the ability of the account to demonstrate a coherent explanation.

The descriptive and interpretative principles of validity were met through using direct quotes from participants to demonstrate the causal mechanisms that were identified. The development of the causal mechanisms, through the analysis of participants' experiences and perceptions, is presented in Appendices G and H. Causal mechanisms were identified because either all the participants discussed it, or one or more participant had a particular focus upon that causal mechanism. For example, 100% compliance was a CBM technique that only David referred to, but he explained why he believed this CBM was important and therefore it was included within the results. An example of the raw data that was used as evidence for Intrinsic Value as a causal mechanism is presented in Appendix J.

When undertaking the semi-structured interviews, summarising and paraphrasing was a technique employed to check on the understanding of participants' experiences (Appendix F provides examples of these techniques). Furthermore, when constructing descriptions of events and causal mechanisms, participant transcripts were cross referenced ensuring the quotation was representative of the discussion. This was also the process when analysing the experiential and event codes and the causal mechanisms. The validity principle of offering a theoretical understanding is demonstrated using explanatory statements for all causal mechanisms as presented in this Chapter and through the links made in the discussion to existing literature.

The present study is believed to be the only one using a thematic analysis grounded in critical realism to explore issues of teacher beliefs regarding motivation for pupil behaviour and how these beliefs impact upon practice. This has resulted in the key finding that the Teacher Ethos of Responsibility and Teacher Values (Pupil Inclusion, Safety and Success) are causal mechanisms in the choice and application of relational CBM techniques. In addition, this study is an original contribution to the research because it addresses gaps identified in the literature review including:

- Developing the evidence base using a UK sample.

- The consideration of contextual factors that may impact upon teachers' conceptualisation and application of motivation for pupil behaviour.

- Developing evidence which contributes to the discussion on relational CBM strategies and how they relate to motivation for pupil behaviour.

- Developing knowledge regarding the type of CBM interventions used by UK teachers and how these are linked to the categories of efficacious CBM interventions in the literature.

5   Concluding Comments

Motivation is an important, multi-dimensional construct. Research indicates that teacher beliefs regarding pupils' motivation in the education setting impacts upon teacher practice and has a range of outcomes. This study has hypothesised the importance of teacher beliefs related to the use of CBM techniques. Through the application of a critical realist approach, it was found that participants viewed motivation as multi-dimensional, conceptualised through Intrinsic Values or unmet needs. Pupil Factors (Intrinsic value, Self-Regulation and Academic Ability), Complex Family Backgrounds and External Factors (School Behaviour Policies, Routines and Structures, Socio-Economic Factors and Covid) were all identified as causal mechanisms for pupil behaviour. Intrinsic Value was seen as a superior type of motivation and strategies were relational, mainly targeting Intrinsic Value. It is hypothesised that the causal mechanism of Teacher Ethos - Teacher Responsibility and Teacher Values (Pupil Inclusion, Safety and Success) enabled participants to utilise their preferred relational approach to CBM. The implications of this research are consistent with existing recommendations; teachers' beliefs are important and should be integrated into educational practice and policy regarding motivations for pupil behaviour.

6   References

Ackroyd, S., & Karlsson, J. (2014). Critical realism research techniques and research designs In P. K. Edwards, J. O'Mahoney, & S. Vincent (Eds.), *Studying organisations using critical realism: A practical guide* (pp. 21-45). Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199665525.001.0001

Akin-Little, K. A., Little, S. G., & Laniti, M. (2007). Teachers' use of classroom management procedures in the United States and Greece: A cross-cultural comparison. *School Psychology International*, *28*(1), 53-62. https://doi.org/10.1177/0143034307075680

Algozzine, K., & Algozzine, B. (2007). Classroom instructional ecology and school-side positive behavior support. *Journal of Applied School Psychology*, *24*(1), 29-47. https://doi.org/10.1300/J370v24n01_02

Alkaabi, S. A. R., Alkaabi, W., & Vyver, G. (2017). Researching Student Motivation. *Contemporary issues in education research (Littleton, Colo.)*, *10*(3), 193-202. https://doi.org/10.19030/cier.v10i3.9985

Aloe, A. M., Shisler, S. M., Norris, B. D., Nickerson, A. B., & Rinker, T. W. (2014). A multivariate meta-analysis of student misbehavior and teacher burnout. *Educational Research Review*, *12*, 30-44. https://doi.org/10.1016/j.edurev.2014.05.003

Anderman, E. M., & Anderman, L. H. (2020). *Classroom motivation: Linking research to teacher practice*. Routledge.

Andreou, E., & Rapti, A. (2010). Teachers' causal attributions for behaviour problems and perceived efficacy for class management in relation to selected interventions. *Behaviour Change*, *27*(1), 53-67. https://doi.org/10.1375/bech.27.1.53

Arbeau, K. A., & Coplan, R. J. (2007). Kindergarten teachers' beliefs and responses to hypothetical prosocial, asocial, and antisocial children. *Merrill-Palmer Quarterly*, *53*(2), 291-318. https://doi.org/10.1353/mpq.2007.0007

Arda, T. B., & Ocak, S. (2012). Social competence and promoting alternative thinking strategies. *Educational Sciences: Theory & Practice*, *12*(4), 2691.

Arksey, H., & Knight, P. T. (1999). *Interviewing for social scientists: An introductory resource with examples*. Sage Publications. https://books.google.co.uk/books?id=sqckq71cBs0C

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.

Bandura, A. (1992). Social cognitive theory. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues.* (pp. 1-60). Jessica Kingsley Publishers.

Barkley, R. A. (1997). Behavioral Inhibition, Sustained Attention, and Executive Functions: Constructing a Unifying Theory of ADHD. *Psychology Bulletin*, *121*(1), 65-94. https://doi.org/10.1037/0033-2909.121.1.65

Barmby, P. (2006). Improving teacher recruitment and retention: The importance of workload and pupil behaviour. *Educational Research*, *48*(3), 247-265. https://doi.org/10.1080/00131880600732314

Barrish, H. H., Saunders, M., & Wolf, M. M. (1969). Good behaviour game: Effects of individual contingencies for group consequences on disruptive behaviour in a classroom. *Journal of Applied Behaviour Analysis*, *2*(2), 119-124. https://doi.org/10.1901/jaba.1969.2-119

Barton, L. E., Brulle, A. R., & Repp, A. C. (1987). Effects of differential scheduling of timeout to reduce maladaptive responding. *Exceptional Children*, *53*(4), 351-356.

Basturkmen, H. (2012). Review of research into the correspondence between language teachers' stated beliefs and practices. *System (Linköping)*, *40*(2), 282-295. https://doi.org/10.1016/j.system.2012.05.001

Bennett, T. (2020). *Running the room: The teacher's guide to behaviour*. John Catt Educational Limited.

Berger, J.-L., Girardet, C., Vaudroz, C., & Crahay, M. (2018). Teaching experience, teachers' beliefs, and self-reported classroom management practices: A coherent network. *SAGE Open*, *8*(1), 1-12. https://doi.org/10.1177/2158244017754119

Beymer, P. N., & Thomson, M. M. (2015). The effects of choice in the classroom: Is there too little or too much choice? *Support for Learning*, *30*(2), 105-120. https://doi.org/10.1111/1467-9604.12086

Bhaskar, R. (2008). *A realist theory of science* (2nd ed.). Routledge.

Bhaskar, R. (2015). *The possibility of naturalism: a philosophical critique of the contemporary human sciences* (4th ed.). Routledge.

Bibou-Nakou, I., Kiosseoglou, G., Stogiannidou, & A. (2000). Elementary teachers' perceptions regarding school behavior problems: Implications for school psychological services. *Psychology in Schools*, *37*(2), 123-134. https://doi.org/10.1002/(SICI)1520-6807(200003)37:2

Bibou-Nakou, I., Stogiannidou, A., & Kiosseoglou, G. (1999). The relation between teacher burnout and teachers' attributions and practices regarding school behaviour problems. *School Psychology International*, *20*(2), 209-217. https://doi.org/10.1177/0143034399020002004

Borg, M. (2001). Key concepts in ELT. Teachers' beliefs. *ELT Journal*, *55*(2), 186-188. https://doi.org/10.1093/elt/55.2.186

Borg, M. G., & Riding, R. J. (1991). Towards a model for the determinants of occupational stress among schoolteachers. *European Journal of Psychology of Education*, *6*(4), 355-373. https://doi.org/10.1007/BF03172771

Bowlby, J. (1969). *Attachment and loss: Attachment*. Pimlico.

Bowlby, J. (1973). *Attachment and loss: Sadness and depression*. Pimlico.

Bowlby, J. (1978). *Attachment and loss: Separation, anxiety and anger*. Penguin.

Boxer, R., McCarthy, M., & Colley, B. (1987). A school survey of the perceived effectiveness of rewards and sanctions. *Pastoral Care in Education*, *5*(2), 93-102. https://doi.org/10.1080/02643948709470577

Brank, E. M., Hays, S. A., & Weisz, V. (2006). All Parents Are to Blame (Except This One): Global Versus Specific Attitudes Related to Parental Responsibility Laws. *Journal of applied social psychology*, *36*(11), 2670-2684. https://doi.org/10.1111/j.0021-9029.2006.00122.x

Brantley, D. C., & Webster, R. E. (1993). Use of an independent group contingency management system in a regular classroom setting. *Psychology in Schools, 30*(1), 60-66. https://doi.org/10.1002/1520-6807(199301)30:1

Braun, V., & Clarke, V. (2022). *Thematic analysis: a practical guide* SAGE.

Brinberg, D., & McGrath, J. E. (1985). *Validity and the research process*. Sage Publications.

British Educational Research Association. (2018). *Ethical guidelines for educational research* (4th ed.). British Educational Research Association.

British Psychological Society. (2021a). *Code of ethics and conduct*. British Psychological Society.

British Psychological Society. (2021b). *Code of human research ethics*. British Psychological Society.

British Psychological Society. (2022). *Standards for the accreditation of doctoral programmes in educational psychology*. British Psychological Society.

Bronfenbrenner, U. (1996). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Bronfenbrenner, U., & Morris, P. (1998). The ecology of developmental processes. In W. Damon & R. Lerner (Eds.), *Handbook of child psychology, Volume 1: Theoretical models of human development* (5th ed., pp. 993-1023). John Wiley and Sons.

Brophy, J. E. (2010). *Motivating students to learn* (3rd ed.). Routledge.

Brophy, J. E., & Rohrkemper, M. M. (1981). The influence of problem ownership on teachers' perceptions of and strategies for coping with problem students. *Journal of Educational Psychology*, *73*(3), 295-311. https://doi.org/10.1037/0022-0663.73.3.295

Buehl, M., & Beck, J. (2014). The relationship between teachers beliefs and teachers practice. In H. Fives & M. G. Gill (Eds.), *International handbook of research on teachers' beliefs* (pp. 66-84). Routledge.

Cameron, R. J. (1998). School discipline in the United Kingdom: Promoting classroom behaviour which encourages effective teaching and learning. *School Psychology Review*, *27*(1), 33-44. https://doi.org/10.1080/02796015.1998.12085895

Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychology Bulletin*, *140*(4), 980-1008. https://doi.org/10.1037/a0035661

Christenson, S., Ysseldyke, J. E., Jen Wang, J., & Aegozzine, B. (1983). Teachers' attributions for problems that result in referral for psychoeducational evaluation. *The Journal of Educational Research 76*(3), 174-180. https://doi.org/10.1080/00220671.1983.10885445

Clanton Harpine, E. (2015). Is intrinsic motivation better than extrinsic motivation? In *Group-centered prevention in mental health* (pp. 87-107). Springer.

Cohen, L. (2018). *Research methods in education* (8th ed.). Routledge.

Cook, D. A., & Artino Jr, A. R. (2016). Motivation to learn: an overview of contemporary theories. *Med Educ*, *50*(10), 997-1014. https://doi.org/10.1111/medu.13074

Coolican, H. (2018). *Research methods and statistics in psychology / Hugh Coolican* (Seventh edition. ed.). London : Routledge, 2018.

Corbetta, P. (2003). *Social research: theory, methods and techniques.* Sage.

Cothran, D. J., Kulinna, P. H., & Garrahy, D. A. (2003). "This is kind of giving a secret away...": students' perspectives on effective class management. *Teaching and Teacher Education*, *19*(4), 435-444. https://doi.org/10.1016/S0742-051X(03)00027-1

Curtis, C., & Norgate, R. (2007). An evaluation of the promoting alternative thinking strategies curriculum at Key Stage 1. *Educational Psychology in Practice*, *23*(1), 33-44. https://doi.org/10.1080/02667360601154717

Danby, G., & Hamilton, P. (2016). Addressing the 'elephant in the room'. The role of the primary school practitioner in supporting children's mental well-being. *Pastoral Care in Education*, *34*(2), 90-103. https://doi.org/10.1080/02643944.2016.1167110

Danermark, B., Ekstrom, M., Jakobsen, L., & Karlsson, J. c. (2002). *Explaining Society: An Introduction to Critical Realism in the Social Sciences*. Routledge. https://doi.org/10.4324/9780203996249

Daniels, L., Dueck, B., & Goegan, L. (2020). Pre-service teachers' reflections on personal responsibility for student motivation: a video vignette study. *Journal of Teacher Education and Educators*, *9*(2), 221-239.

Davidson, J. (2008). *Children and young people in mind: The final report of the National CAMHS Review.* Department for Children, Schools and Families and Department of Health.

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A Meta-Analytic Review of Experiments Examining the Effects of Extrinsic Rewards on Intrinsic Motivation. *Psychol Bull*, *125*(6), 627-668. https://doi.org/10.1037/0033-2909.125.6.627

Decoteau, C. L. (2017). The AART of Ethnography: A Critical Realist Explanatory Research Model. *Journal for the Theory of Social Behaviour*, *47*(1), 58-82. https://doi.org/10.1111/jtsb.12107

Della Porta, D., & Keating, M. (2008). How many approaches in the social sciences: an epistemological introduction In D. Della Porta & M. Keating (Eds.), *Approaches and methodologies in the social sciences: A pluralist perspective.* (pp. 19-39). Cambridge University Press.

Denzin, N. K., & Lincoln, Y. S. (2000). Introduction. In Norman K Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 1-32). Thousand Oaks.

Department for Education. (2010). *Social and emotional aspects of learning (SEAL) programme in secondary schools: National evaluation*. Department for Education.

Department for Education. (2011). *Getting the simple things right: Charlie Taylor's behaviour checklist*. Department for Education.

Department for Education. (2012). *The impact of pupil behaviour and wellbeing on educational outcomes*. Department for Education.

Department for Education. (2017). *Analsyis of school and teacher level factors relating to teacher supply*. Department for Education.

Department for Education. (2017a). *Case studies of behaviour management practices in schools rated outstanding*. Department for Education.

Department for Education. (2017b). *Creating a culture: How school leaders can optimise behavioiur.* Department for Education.

Department for Education. (2018). *Mental health and behaviour in schools*. Department for Education.

Department for Education. (2018a). *Factors affecting teacher retention: Qualitative investigation*. Department for Education.

Department for Education. (2020). *Behaviour hubs*. https://www.gov.uk/guidance/behaviour-hubs

Department for Education. (2021). *Covid-19 school snapshot panel: Findings from the July 2021 survey*. Department for Education.

Department for Education. (2022a). *Suspensions and permanent exclusions from maintaned schools, academies and pupil referral units in England including pupil movement guidance*. Department for Education.

Department for Education. (2023). *Transforming Children and Young People's Mental Health Implementation Programme*. Department for Education.

Department for Education, & Morgan, N. (2015). *New Reforms to Raise Standards and Improve Behaviour*. https://www.gov.uk/government/news/new-reforms-to-raise-standards-and-improve-behaviour.

Department for Education and Employment. (1998). *LEA Behaviour support plans*. Department for Education and Employment.

Department for Education. (2022b). *Behaviour in schools: Advice for headteachers and school staff*. Department for Education.

DePrince, A. P., Weinzierl, K. M., & Combs, M. D. (2009). Executive function performance and trauma exposure in a community sample of children. *Child Abuse and Neglect*, *33*(6), 353-361. https://doi.org/10.1016/j.chiabu.2008.08.002

Ding, M., Li, Y., Li, X., & Kulm, G. (2010). Chinese teachers' attributions and coping strategies for student classroom misbehaviour. *Asia Pacific Journal of Education*, *30*(3), 321-337. https://doi.org/10.1080/02188791.2010.495832

Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children's social and emotional competence: a randomized trial of the preschool "PATHS" curriculum. *Journal of Primary Prevention*, *28*(2), 67-91. https://doi.org/10.1007/s10935-007-0081-0

Durand, V. M., & Moskowitz, L. J. (2019). The link between problem behavior and communication impairment in persons with developmental disabilities. *Current Developmental Disorders Reports*, *6*(3), 138-144. https://doi.org/10.1007/s40474-019-00172-y

Dweck, C. S., & Leggett, E. L. (1988). A Social-Cognitive Approach to Motivation and Personality. *Psychological Review*, *95*(2), 256-273. https://doi.org/10.1037/0033-295X.95.2.256

Easton, G. (2010). Critical realism in case study research. *Industrial marketing management*, *39*(1), 118-128. https://doi.org/10.1016/j.indmarman.2008.06.004

Edling, S., & Frelin, A. (2013). Doing good? Interpreting teachers' given and felt responsibilities for pupils' well-being in an age of measurement. *Teachers and Teaching, Theory and Practice*, *19*(4), 419-432. https://doi.org/10.1080/13540602.2013.770234

Ekornes, S., Hauge, T. E., & Lund, I. (2012). Teachers as mental health promoters: a study of teachers' understanding of the concept of mental health. *International Journal of Mental Health Promotion*, *14*(5), 289-310.

Ellis, S., & Tod, J. (2018). *Behaviour for learning: Promoting positive relationships in the classroom* Routledge.

Elton. (1989). *Discipline in schools*. Her Majesty's Statinary Office.

Emerson, A. (2022). The case for trauma-informed behaviour policies. *Pastoral Care in Education*, *40*(3), 352-359. https://doi.org/10.1080/02643944.2022.2093956

Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, *36*(2), 103-112. https://doi.org/10.1207/S15326985EP3602_5

Evertson, C. M. (1989). Improving elementary classroom management: A school-based training program for beginning the year. *The Journal of Educational Research 83*(2), 82-90. https://doi.org/10.1080/00220671.1989.10885935

Farrell, A., Meyer, A., Sullivan, T., & Kung, E. (2003). Evaluation of the Responding in Peaceful and Positive Ways (RIPP) Seventh grade violence prevention curriculum. *Journal of Child and Family Studies*, *12*(1), 101-120. https://doi.org/10.1023/A:1021314327308

Feltz, D. L., & Chase, M. A. (1998). The measurement of self-efficacy and confidence in sport. *Advances in sport and exercise psychology measurement*, 65-80.

Fisher, N. (2021). *Changing our minds: How children can take control of their own learning*. Little, Brown Book Group Limited.

Fishman, D. B., & Messer, S. B. (2013). Pragmatic case studies as a source of unity in applied psychology. *Review of General Psychology*, *17*(2), 156-161. https://doi.org/10.1037/a0032927

Fletcher, A. J. (2017). Applying critical realism in qualitative research: Methodology meets method. *International Journal of Social Research Methodology*, *20*(2), 181-194. https://doi.org/10.1080/13645579.2016.1144401

Frederick, C. M., Ahmadi, A., Noetel, M., Parker, P., & Ntoumanis, N. (2022). A classification system for teachers' motivational behaviours recommended in self-determination theory interventions. *Journal of Educational Psychology*, 1.

Fredricks, J. A., Hofkens, T., Wang, M.-T., Mortenson, E., & Scott, P. (2018). Supporting girls' and boys' engagement in math and science learning: A mixed methods study. *Journal of Research in Science Teaching*, *55*(2), 271-298. https://doi.org/10.1002/tea.21419

Fryer, T. (2022). A critical realist approach to thematic analysis: Producing causal explanations. *Journal of Critical Realism*, *21*(4), 365-384. https://doi.org/10.1080/14767430.2022.2076776

Galanis, E., Hatzigeorgiadis, A., Zourbanos, N., & Theodorakis, Y. (2016). Why self-talk is effective? Perspectives on self-talk mechanisms in sport. In M. Raab, P. Wylleman, R. Seiler, A.-M. Elbe, & A. Hatzigeorgiadis (Eds.), *Sport and exercise psychology research* (pp. 181-200). Academic Press. https://doi.org/https://doi.org/10.1016/B978-0-12-803634-1.00008-X

Garon-Carrier, G., Boivin, M., Guay, F., Kovas, Y., Dionne, G., Lemelin, J.-P., Séguin, J. R., Vitaro, F., & Tremblay, R. E. (2016). Intrinsic Motivation and Achievement in Mathematics in Elementary School: A Longitudinal Investigation of Their Association. *Child Dev*, *87*(1), 165-175. https://doi.org/10.1111/cdev.12458

Geddes, H. (2006). Attachment in the classroom : the links between children's early experience, emotional well-being and performance in school / Heather Geddes. In: London : Worth Publishing, 2006.

Goodman, R. (1997). The strengths and difficulties Questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, *38*(5), 581-586. https://doi.org/10.1111/j.1469-7610.1997.tb01545.x

Gottfredson, D. C., Gottfredson, G. D., & Hybl, L. G. (1993). Managing adolescent behavior A multiyear, multischool study. *American Educational Research Journal*, *30*(1), 179-215. https://doi.org/10.3102/00028312030001179

Gottfried, A. E. (2019). Academic intrinsic motivation: Theory, assessment, and longitudinal research. In A. J. Elliot (Ed.), *Advances in motivation science* (Vol. 6, pp. 71-109). Elsevier. https://doi.org/https://doi.org/10.1016/bs.adms.2018.11.001

Graham, S., & Weiner, B. (2012). Motivation: Past, present, and future. In K. R. Harris, S. Graham, T. Urdan, C. B. McCormick, G. M. Sinatra, & J. Sweller (Eds.), *APA Educational Psychology Handbook, Volume 1: Theories, Constructs, and Critical Issues.* (pp. 367-397). American Psychological Association. https://doi.org/10.1037/13273-013

Greer-Chase, M., Rhodes, W. A., & Kellam, S. G. (2002). Why the prevention of aggressive disruptive behaviors in middle school must begin in elementary school. *The Clearing House*, *75*(5), 242-245. https://doi.org/10.1080/00098650209603948

Haerens, L., Vansteenkiste, M., De Meester, A., Delrue, J., Tallir, I., Vande Broek, G., Goris, W., & Aelterman, N. (2018). Different combinations of perceived autonomy support and control: Identifying the most optimal motivating style. *Physical Education and Sport Pedagogy*, *23*(1), 16-36. https://doi.org/10.1080/17408989.2017.1346070

Hancock, D. R., & Algozzine, B. (2017). *Doing case study research: a practical guide for beginning researchers* (3rd ed.). Teachers College Press.

Hansen, S. D. (2005). Effects of a dependent group contingency on the verbal interactions of middle school students with emotional disturbance. *Behavioral disorders*, *30*(2), 169.

Hardré, P. L., & Hennessey, M. N. (2013). What they think, what they know, what they do: Rural secondary teachers' motivational beliefs and strategies. *Learning Environments Research*, *16*(3), 411-436. https://doi.org/10.1007/s10984-013-9131-0

Hardré, P. L., & Sullivan, D. W. (2008). Teacher perceptions and individual differences: How they influence rural teachers' motivating strategies. *Teaching and Teacher Education*, *24*(8), 2059-2075. https://doi.org/10.1016/j.tate.2008.04.007

Hart, R. (2010). Classroom behaviour management: educational psychologists' views on effective practice. *Emotional and Behavioural Difficulties*, *15*(4), 353-371. https://doi.org/10.1080/13632752.2010.523257

Hartnell, N. (2010). Multi-disciplinary approaches to pupil behaviour in school - the role of evaluation in service delivery. *Educational Psychology in Practice*, *26*(2), 187-203. https://doi.org/10.1080/02667361003768534

Hasan, S., Sabahattin, D., & Izzet, G. (2015). Pre-service teachers motivations toward teaching profession and their opinions about the pedagogic formation program. *Educational Research and Reviews*, *10*(10), 1403-1414. https://doi.org/10.5897/ERR2015.2195

Hastings, R. P., & Bham, M. S. (2003). The relationship between student behaviour patterns and teacher burnout. *School Psychology International*, *24*(1), 115-127. https://doi.org/10.1177/0143034303024001905

Haverland, M., & Yanow, D. (2012). A hitchhiker's guide to the public administration research universe: Surviving conversations on methodologies and methods. *Public Administration Review*, *72*(3), 401-408. https://doi.org/10.1111/j.1540-6210.2011.02524.x

Hayes, B., Hindle, S., & Withington, P. (2007). Strategies for developing positive behaviour management. Teacher behaviour outcomes and attitudes to the change process.

Educational Psychology in Practice, 23(2), 161-175.
https://doi.org/10.1080/02667360701320861

Heckhausen, J., & Heckhausen, H. (2008). *Motivation and action / edited by Jutta Heckhausen, Heinz Heckhausen*. New York : Cambridge University Press, 2008.

Hepburn, L., & Beamish, W. (2019). Towards Implementation of Evidence-Based Practices for Classroom Management in Australia: A Review of Research. *The Australian Journal of Teacher Education, 44*(2), 82-98.
https://doi.org/10.14221/ajte.2018v44n2.6

Ho, I. T. (2004). A comparison of Australian and Chinese teachers' attributions for student problem behaviors. *Educational Psychology, 24*(3), 375-391.
https://doi.org/10.1080/0144341042000211706

Hoffman, B. (2015). *Motivation for Learning and Performance*. San Diego: Elsevier Science & Technology.

Hornby, G., & Atkinson, M. (2003). A framework for promoting mental health in school. *Pastoral Care in Education, 21*(2), 3-9. https://doi.org/10.1111/1468-0122.00256

Hornstra, L., Mansfield, C., van der Veen, I., Peetsma, T., Volman, M., & Leerstoel, K. (2015). Motivational teacher strategies: The role of beliefs and contextual factors. *Learning Environments Research, 18*(3), 363-392. https://doi.org/10.1007/s10984-015-9189-y

Hughes, J. N., Barker, D., Kemenoff, S., & Hart, M. (1993). Problem ownership, causal attributions, and self-efficacy as predictors of teachers' referral decisions. *Journal of Educational and Psychological Consultation, 4*(4), 369-384.
https://doi.org/10.1207/s1532768xjepc0404_6

Hui, E. K. P. (2001). Hong Kong students' and teachers' beliefs on students' concerns and their causal explanation. *Educational Research, 43*(3), 279-294.
https://doi.org/10.1080/00131880110081044

Isaksen, R. (2022). Special issue: Judgemental rationality. *Journal of Critical Realism, 21*(5), 589-591. https://doi.org/10.1080/14767430.2022.2146930

Jackson, S. A. (2002). A study of teachers' perceptions of youth problems. *Journal of Youth Studies, 5*(3), 313-323. https://doi.org/10.1080/1367626022000005992

Jager, L. M., & Denessen, E. J. P. G. (2015). Within-teacher variation of causal attributions of low achieving students. *Social Psychology of Education, 18*(3), 517-530.
https://doi.org/10.1007/s11218-015-9295-9

Johnson, T. C., Stoner, G., & Green, S. K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review, 25*(2), 199-214.

Jones, M., & Sugden, R. (2001). Positive confirmation bias in the acquisition of information. *Theory and Decision, 50*(1), 59-99. https://doi.org/10.1023/A:1005296023424

Jones, R. T., & Kazdin, A. E. (1975). Programming response maintenance after withdrawing token reinforcement. *Behavior Therapy, 6*(2), 153-164. https://doi.org/10.1016/S0005-7894(75)80136-5

Jones, S. (2004). Depth Interviewing. In C. Seale (Ed.), *Social research methods; A reader* (pp. 257-265). Routledge.

Katz, I., & Shahar, B.-H. (2015). What makes a motivating teacher? Teachers' motivation and beliefs as predictors of their autonomy-supportive style. *School Psychology International, 36*(6), 575-588. https://doi.org/10.1177/0143034315609969

Kelly, J., Sadeghieh, T., & Adeli, K. (2014). Peer Review in Scientific Publications: Benefits, Critiques, & A Survival Guide. *EJIFCC, 25*(3), 227-243.

Kelly, P., Watt, L., & Giddens, S. (2020). An attachment aware schools programme: a safe space, a nurturing learning community. *Pastoral Care in Education, 38*(4), 335-354.
https://doi.org/10.1080/02643944.2020.1751685

Kidger, J., Gunnell, D., Biddle, L., Campbell, R., & Donovan, J. (2009). Part and parcel of teaching? Secondary school staff's views on supporting student emotional health and

well-being. *British Educational Research Journal*, *36*(6), 919-935. https://doi.org/10.1080/01411920903249308

Kincaid, D., Childs, K., Blase, K. A., & Wallace, F. (2007). Identifying Barriers and Facilitators in Implementing Schoolwide Positive Behavior Support. *Journal of Positive Behavior Interventions*, *9*(3), 174-184. https://doi.org/10.1177/10983007070090030501

Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, *77*(1), 229-243. https://doi.org/10.1348/000709905X90344

Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M., & de Boer, H. (2020). The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: a meta-analytic review. *Research Papers in Education*, *35*(6), 641-680. https://doi.org/10.1080/02671522.2019.1615116

Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research*, *86*(3), 643-680. https://doi.org/10.3102/0034654315626799

Kulinna, P. H. (2008). Teachers' Attributions and Strategies for Student Misbehavior. *The Journal of Classroom Interaction*, *42*(2), 21.

Lambert, M. C., Cartledge, G., Heward, W. L., & Lo, Y. (2006). Effects of response cards on disruptive behavior and academic responding during math lessons by fourth-grade urban students. *Journal of Positive Behavior Interventions*, *8*(2), 88-99. https://doi.org/10.1177/10983007060080020701

Landau, B. (2009). Classroom management. In A. Dworkin, G, & L. Saha, J (Eds.), *International handbook of research on teachers and teaching*. Springer.

Langford, D. (1994). *Analysing talk: investigating verbal interaction in English*. Macmillan.

Lavy, V., & Sand, E. (2016). On the origins of gender human capital gaps: Short and long term consequences of teachers' stereotypical biases. *National Bureau of Economic Research*(2), 1.

Law, C. E., & Woods, K. (2018). The representation of the management of behavioural difficulties in EP practice. *Educational Psychology in Practice*, *34*(4), 352-369. https://doi.org/10.1080/02667363.2018.1466269

Lee, C. S., Hayes, K. N., Seitz, J., DiStefano, R., & O'Connor, D. (2016). Understanding motivational structures that differentially predict engagement and achievement in middle school science. *International Journal of Science Education*, *38*(2), 192-215. https://doi.org/10.1080/09500693.2015.1136452

Lee, I. (2008). Ten mismatches between teachers' beliefs and written feedback practice. *ELT Journal*, *63*(1), 13-22. https://doi.org/10.1093/elt/ccn010

Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative Psychology 4*(1), 2-22. https://doi.org/10.1037/qup0000082

Lincoln, Y. S., & Guba, E. (2000). The only generalisation is: There is no generalisation. In R. Gomm, M. Hammersley, & P. Foster (Eds.), *Case study method: key issues, key texts* (pp. 27-44). Sage.

Linder, T. W. (2008). *Transdisciplinary play-based assessment* (2nd ed.). Paul H. Brookes Pub. Co.

Little, S. G., & Akin-Little, A. (2008). Psychology's contributions to classroom management. *Psychology in Schools*, *45*(3), 227-234. https://doi.org/10.1002/pits.20293

Lloyd, G. (2003). Listening not labelling. Responding to troubled and troublesome students. *International journal on school disaffection*, *1*(1), 30-35. https://doi.org/10.18546/IJSD.01.1.07

Locke, E. A., & Schattke, K. (2019). Intrinsic and extrinsic motivation: Time for expansion and clarification. *Motivation Science, 5*(4), 277-290. https://doi.org/10.1037/mot0000116

Lohrmann, S., Forman, S., Martin, S., & Palmieri, M. (2008). Understanding School Personnel's Resistance to Adopting Schoolwide Positive Behavior Support at a Universal Level of Intervention. *Journal of Positive Behavior Interventions, 10*(4), 256-269. https://doi.org/10.1177/1098300708318963

Longfield, A. (2023). *Does the DfE understand the impact of Covid?* https://www.tes.com/magazine/analysis/general/covid-inquiry-dfe-doesnt-understand-impact-schools-teachers

Lovejoy, M. C. (1996). Social inferences regarding inattentive-overactive and aggressive child behavior and their effects on teacher reports of discipline. *Journal of clinical child psychology, 25*(1), 33-42. https://doi.org/10.1207/s15374424jccp2501_4

Macleod, G. (2010). Identifying obstacles to a multidisciplinary understanding of 'disruptive' behaviour. *Emotional and Behavioural Difficulties, 15*(2), 95-109. https://doi.org/10.1080/13632752.2010.480881

Maguire, M., Ball, S., & Braun, A. (2010). Behaviour, classroom management and student 'control': enacting policy in the English secondary school. *International Studies in Sociology of Education, 20*(2), 153-170. https://doi.org/10.1080/09620214.2010.503066

Malecki, C. K., & Elliott, S. N. (2002). Children's social behaviors as predictors of academic achievement: A longitudinal analysis. *School Psychology Quarterly, 17*(1), 1-23. https://doi.org/10.1521/scpq.17.1.1.19902

Mansfield, C. (2007). Responding to rewards and sanctions: the impact on students' sense of belonging and school affect. *Australian Association for Research In Education.*

Mansour, N. (2009). Science teachers' beliefs and practices: Issues, implications and research agenda. *International Journal of Environmental and Science Education, 4*(1), 25-48.

Maslow, A. H. (1943). *Motivation and personality* (1st ed.). Harper.

Matteucci, M. C. (2007). Teachers facing school failure: the social valorization of effort in the school context. *Social Psychology of Education, 10*(1), 29-53. https://doi.org/10.1007/s11218-006-9011-x

Maxwell, J. A. (1992). Understanding and validity in qualitative research. *Harvard Educational Review, 62*(3), 279-300. https://doi.org/10.17763/haer.62.3.8323320856251826

McAuliffe, M. D., Hubbard, J. A., & Romano, L. J. (2009). The role of teacher cognition and behaviour in children's peer relations. *Journal of Abnormal Child Psychology, 37*(5), 665-677. https://doi.org/10.1007/s10802-009-9305-5

McCormick, J., & Barnett, K. (2011). Teachers' attributions for stress and their relationships with burnout. *International Journal of Educational Management, 25*(3), 278-293. https://doi.org/10.1108/09513541111120114

McDonagh, M., Peterson, K., Parminder Raina, M., Chang, S., & Shekelle, P. (2008). Methods guide for effectiveness and comparative effectiveness reviews. In Agency for Healthcare Research and Quality (Ed.), *Methods Guide for Effectiveness and Comparative Effectiveness Reviews* Agency for Healthcare Research and Quality US.

Medway, F. J. (1979). Causal attributions for school-related problems: Teacher perceptions and teacher feedback. *Journal of Educational Psychology, 71*(6), 809-818. https://doi.org/10.1037/0022-0663.71.6.809

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation.* Wiley.

Meyer, S. B., & Lunnay, B. (2013). The application of abductive and retroductive inference for the design and analysis of theory-driven sociological research. *Sociological Research Online, 18*(1), 1-11. https://doi.org/10.5153/sro.2819

Miller, A. (1995). Teachers' attributions of causality, control and responsibility in respect of difficult pupil behaviour and its successful management. *Educational Psychology*, *15*(4), 457-471. https://doi.org/10.1080/0144341950150408

Miller, A., Ferguson, E., & Byrne, I. (2000). Pupils' causal attributions for difficult classroom behaviour. *British Journal of Educational Psychology*, *70*(1), 85-96. https://doi.org/10.1348/000709900157985

Miller, A., Ferguson, E., & Simpson, R. (1998). The perceived effectiveness of rewards and sanctions in primary schools: Adding in the parental perspective. *Educational Psychology*, *18*(1), 55-64. https://doi.org/10.1080/0144341980180104

Mills, A., Durepos, G., & Wiebe, E. (2010). *Encyclopedia of case study research*. Sage Publications, Inc. https://doi.org/10.4135/9781412957397

Miltiadou, M., & Savenye, W. C. (2003). Applying Social Cognitive Constructs of Motivation to Enhance Student Success in Online Distance Education. *AACE Review (formerly AACE Journal)*, *11*(1), 78-95.

Montgomery, D. (1989). *Managing behaviour problems* Hodder and Stoughton.

Moore, Behnam-Clarke, Kenchington, Boyle, Ford, & Rogers. (2019). *Improving behaviour in schools: Evidence review*. Education Endowment Foundation.

Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology*, *52*(2), 250-260. https://doi.org/10.1037/0022-0167.52.2.250

Murray, H. A. (1938). *Explorations in personality* Oxford University Press.

Nash, P., Schlösser, A., & Scarr, T. (2016). Teachers' perceptions of disruptive behaviour in schools: A psychological perspective. *Emotional and Behavioural Difficulties*, *21*(2), 167-180. https://doi.org/10.1080/13632752.2015.1054670

National Education Union. (2021). *Coronavirus: Reviewing your behaviour policy after Covid*. https://neu.org.uk/coronavirus-reviewing-your-behaviour-policy-after-covid

Nelson, J. R., Johnson, A., & Marchand-Martella, N. (1996). Effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders: A comparative analysis. *Journal of Emotional and Behavioral Disorders*, *4*(1), 53-62.

O'Mahoney, J., & Vincent, S. (2014). Critical realism as an empirical project: A beginners guide. In P. K. Edwards, J. O'Mahoney, & S. Vincent (Eds.), *Studying organisations using critical realism: A practical guide* (pp. 1-20). Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199665525.001.0001

Ofsted. (2014). *Below the radar: Low level disruption in the countrys classrooms.* Ofsted.

Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2011). Teacher classroom management practices: Effects on disruptive or aggressive student behavior. *Campbell Systematic Review*, *7*(1), 1-55. https://doi.org/10.4073/csr.2011.4

Ozturk, L. (2019). *Exploring the relevance of an attachment theory perspective for effective behaviour management in primary school classrooms: Perceptions and practices of primary school teachers in Turkey and educators in England* [University of York]. https://etheses.whiterose.ac.uk/25985/

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, *62*(3), 307-332. https://doi.org/10.3102/00346543062003307

Parker, R., Rose, J., & Gilbert, L. (2016). Attachment aware schools: An alternative to behaviourism in supporting children's behaviour? In H. Lees & N. Noddings (Eds.), *The Palgrave international handbook of alternative education* (pp. 463-483). Palgrave Macmillan.

Parr, S., & Churchill, H. (2020). The Troubled Families Programme: Learning about policy impact through realist case study research. *Social Policy & Administration*, *54*(1), 134-148. https://doi.org/10.1111/spol.12529

Parsonson, B. S. (2012). Evidence-based classroom behaviour management strategies. *Kairaranga*, *13*(1), 16-23.

Patton, M. Q. (2013). *Qualitative research and evaluation methods* (4th ed.). Sage.

Payne, R. (2015). Using rewards and sanctions in the classroom: Pupils' perceptions of their own responses to current behaviour management strategies. *Educational Review*, *67*(4), 483-504. https://doi.org/10.1080/00131911.2015.1008407

Pelletier, L. G., Seguin-Levesque, C., & Legault, L. (2002). Pressure from above and pressure from below as determinants of teachers' motivation and teaching behaviors. *Journal of Educational Psychology*, *94*(1), 186-196. https://doi.org/10.1037//0022-0663.94.1.186

Potter, G., & López, J. (2005). *After Postmodernism: The new millennium*. Continuum.

Poulou, M., & Norwich, B. (2000). Teachers' causal attributions, cognitive, emotional and behavioural responses to students with emotional and behavioural difficulties. *British Journal of Educational Psychology*, *70*(4), 559-581. https://doi.org/10.1348/000709900158308

Prickett, H., & Hayes, B. (2023). A systemic approach to supporting motivation and behaviour in secondary classrooms during COVID: a professional development intervention using self-determination theory. *Educational Psychology in Practice*, 1-18. https://doi.org/10.1080/02667363.2023.2221023

Redman-MacLaren, M., & Mills, J. (2015). Transformational grounded theory: Theory, voice, and action. *International Journal of Qualitative Methods*, *14*(3), 1-12. https://doi.org/10.1177/160940691501400301

Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational Psychologist*, *44*(3), 159-175. https://doi.org/10.1080/00461520903028990

Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 149-172). Springer. https://doi.org/10.1007/978-1-4614-2018-7_7

Reid, J. (2017). Emotional development and approaches to classroom management. In D. Colley & P. Cooper (Eds.), *Attachment and emotional development in the classroom: Theory and practice* (pp. 249-264). Jessica Kingsley Publishers.

Reiss, S. (2012). Intrinsic and Extrinsic Motivation. *Teaching of Psychology*, *39*(2), 152-156. https://doi.org/10.1177/0098628312437704

Reyna, C., & Weiner, B. (2001). Justice and utility in the classroom: An attributional analysis of the goals of teachers' punishment and intervention strategies. *Journal of Educational Psychology*, *93*(2), 309-319. https://doi.org/10.1037//0022-0663.93.2.309

Roberts, J. (2020). Exclusive: 69% of teachers see Covid behaviour slump. https://www.tes.com/magazine/archive/exclusive-69-teachers-see-covid-behaviour-slump

Robson, C. (2016). *Real world research : a resource for users of social research methods in applied settings* (Fourth edition / Colin Robson & Kieran McCartan. ed.). Hoboken : Wiley, 2016.

Robson, C., & McCartan, K. (2016). *Real world research* (4th ed.). Hoboken: Wiley.

Rosenberg, M. S., & Jackman, L. A. (2003). Development, implementation, and sustainability of comprehensive school-wide behavior management systems. *Intervention in School and Clinic*, *39*(1), 10-21. https://doi.org/10.1177/10534512030390010201

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemp Educ Psychol*, *25*(1), 54-67. https://doi.org/10.1006/ceps.1999.1020

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: basic psychological needs in motivation, development, and wellness* The Guilford Press.

Sabarwal, S., Abu-Jawdeh, M., & Kapoor, R. (2022). Teacher beliefs: Why they matter and what they are. *The World Bank Research Observer*, *37*(1), 73-106. https://doi.org/10.1093/wbro/lkab008

Savina, E., Moskovtseva, L., Naumenko, O., & Zilberberg, A. (2014). How Russian teachers, mothers and school psychologists perceive internalising and externalising behaviours in children. *Emotional and Behavioural Difficulties*, *19*(4), 371-385. https://doi.org/10.1080/13632752.2014.891358

Sayer, R. A. (1992). *Method in social science: A realist approach* (2nd ed.). Routledge.

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary educational psychology*, *60*, 101832. https://doi.org/10.1016/j.cedpsych.2019.101832

Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. Routledge.

Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers college press.

Serpell, Z. N., & Esposito, A. G. (2016). Development of Executive Functions: Implications for Educational Policy and Practice. *Policy insights from the behavioral and brain sciences*, *3*(2), 203-210. https://doi.org/10.1177/2372732216654718

Shaver, P. R., & Mikulincer, M. (2005). Attachment theory and research: Resurrection of the psychodynamic approach to personality. *Journal of research in personality*, *39*(1), 22-45. https://doi.org/10.1016/j.jrp.2004.09.002

Shin, S., & Koh, M.-S. (2007). A cross-cultural study of teachers' beliefs and strategies on classroom behavior management in urban American and Korean school systems. *Education and Urban Society*, *39*(2), 286-309. https://doi.org/10.1177/0013124506295280

Shreeve, A., Boddington, D., Bernard, B., Brown, K., Clarke, K., Dean, L., Elkins, T., Kemp, S., Lees, J., Miller, D., Oakley, J., & Shiret, D. (2002). Student perceptions of rewards and sanctions. *Pedagogy, Culture & Society*, *10*(2), 239-256. https://doi.org/10.1080/14681360200200142

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D. G., & Sugai, G. M. (2008). Evidence-based practices in classroom management: considerations for research to practice. *Education & Treatment of Children*, *31*(3), 351-380. https://doi.org/10.1353/etc.0.0007

Skinner, B., F. (1953). *Science and human behavior*. Macmillan.

Slee, R. (2015). Beyond a psychology of student behaviour. *Emotional and Behavioural Difficulties*, *20*(1), 3-19. https://doi.org/10.1080/13632752.2014.947100

Slemp, G. R., Field, J. G., & Cho, A. S. H. (2020). A meta-analysis of autonomous and controlled forms of teacher motivation. *Journal of Vocational Behavior*, *121*, 103459. https://doi.org/10.1016/j.jvb.2020.103459

Soodak, L. C., & Podell, D. M. (1994). Teachers' thinking about difficult-to-teach students. *The Journal of Educational Research*, *88*(1), 44-51. https://doi.org/10.1080/00220671.1994.9944833

Spratt, J., Shucksmith, J., Philip, K., & Watson, C. (2006). 'Part of who we are as a school should include responsibility for well-being': Links between the school environment, mental health and behaviour. *Pastoral Care in Education*, *24*(3), 14-21. https://doi.org/10.1111/j.1468-0122.2006.00374.x

Stanforth, A., & Rose, J. (2020). 'You kind of don't want them in the room': Tensions in the discourse of inclusion and exclusion for students displaying challenging behaviour in an English secondary school. *International Journal of Inclusive Education*, *24*(12), 1253-1267. https://doi.org/10.1080/13603116.2018.1516821

Sternberg, R. J., Grigorenko, E. L., & Kalmar, D. A. (2001). The Role of Theory in Unified Psychology. *Journal of Theoretical and Philosophical Psychology*, *21*(2), 99-117. https://doi.org/10.1037/h0091200

Stewart-Hall, C., Langham, L., & Miller, P. (2023). Preventing school exclusions of Black children in England – a critical review of prevention strategies and interventions. *Equity in Education & Society*. https://doi.org/10.1177/27526461221149034

Susman, E. J., Huston-Stein, A., & Friedrich-Cofer, L. (1980). Relation of conceptual tempo to social behaviors of head start children. *Journal of Genetic Psychology*, *137*(1), 17-20. https://doi.org/10.1080/00221325.1980.10532798

Sutherland, K. S., Wehby, J. H., & Copeland, S. R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavioral Disorders*, *8*(1), 2-8. https://doi.org/10.1177/106342660000800101

Svinicki, M., & Vogler, J. (2012). Motivation and Learning: Modern Theories. *Encylcopedia of the Sciences of Learning 5*, 2336-2339.

Swan, M. (2007). The impact of task-based professional development on teachers' practices and beliefs: a design research study. *Journal of Mathematics Teacher Education*, *10*(4-6), 217-237. https://doi.org/10.1007/s10857-007-9038-8

Sweet, A. P., Guthrie, J. T., & Ng, M. M. (1998). Teacher perceptions and student reading motivation. *Journal of Educational Psychology*, *90*(2), 210-223. https://doi.org/10.1037/0022-0663.90.2.210

The Guardian. (2018). *Two-thirds of teachers think of quitting over bad behaviour, survey finds.* https://www.theguardian.com/education/2018/dec/16/two-thirds-of-teachers-think-of-quitting-over-bad-behaviour-survey-finds

Thomas, G. (2022). *How to do your research project* (4. ed.). Sage.

Thomson, M. M., & McIntyre, E. (2013). Prospective teachers' goal orientation: an examination of different teachers' typologies with respect to motivations and beliefs about teaching. *Teacher Development*, *17*(4), 409-430. https://doi.org/10.1080/13664530.2013.804001

Towers, E., & Maguire, M. (2017). Leaving or staying in teaching: A 'vignette' of an experienced urban teacher 'leaver' of a London primary school. *Teachers and Teaching*, *23*(8), 946-960. https://doi.org/10.1080/13540602.2017.1358703

Upadyaya, K., Viljaranta, J., Lerkkanen, M.-K., Poikkeus, A.-M., & Nurmi, J.-E. (2012). Cross-lagged relations between kindergarten teachers' causal attributions, and children's interest value and performance in mathematics. *Social Psychology of Education*, *15*(2), 181-206. https://doi.org/10.1007/s11218-011-9171-1

Valenzuela, J., Muñoz, C., & Montoya Levinao, A. (2018). Effective motivational strategies in pre-service teachers. *Educacao e Pesquisa*, *44*.

van Tartwijk, J., den Brok, P., Veldman, I., & Wubbels, T. (2009). Teachers' practical knowledge about classroom management in multicultural classrooms. *Teaching and Teacher Education*, *25*(3), 453-460. https://doi.org/10.1016/j.tate.2008.09.005

Vartuli, S. (1999). How early childhood teacher beliefs vary across grade level. *Early Childhood Research Quarterly*, *14*(4), 489-514. https://doi.org/10.1016/S0885-2006(99)00026-5

Wall, A., & Miller, S. D. (2015). Middle grades teachers' use of motivational practices to support: their visions and identities as middle grades educators. *Middle Grades Research Journal*, *10*(3), 61.

Wang, H., & Hall, N. C. (2018). A systematic review of teachers' causal attributions: prevalence, correlates, and consequences. *Frontiers in Psychology.*, *9*. https://doi.org/10.3389/fpsyg.2018.02305

Ward, J. (1971). Modification of deviant classroom behaviour. *British Journal of Educational Psychology*, *41*(3), 304-313. https://doi.org/10.1111/j.2044-8279.1971.tb00675.x

Warwick, I., Mooney, A., & Oliver, C. (2009). *National healthy schools programme: Developing the evidence base.* Thomas Coram Research Unit.

Weare, K. (2015). *What works in promoting social and emotional well-being and responding to mental health problems in schools.* National Children's Bureau.

Webster-Stratton, C., Jamila Reid, M., & Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: evaluation of the incredible years teacher and child training programs in high-risk schools. *Journal of Child Psychology and Psychiatry*, *49*(5), 471-488. https://doi.org/10.1111/j.1469-7610.2007.01861.x

Weiner, B. (1985). An Attributional theory of achievement motivation and emotion. *Psychology Review*, *92*(4), 548-573. https://doi.org/10.1037/0033-295X.92.4.548

Weiner, B. (1990). History of Motivational Research in Education. *Journal of Educational Psychology*, *82*(4), 616-622. https://doi.org/10.1037/0022-0663.82.4.616

Weiner, B. (2010). The Development of an Attribution-Based Theory of Motivation: A History of Ideas. *Educational Psychologist*, *45*(1), 28-36. https://doi.org/10.1080/00461520903433596

Weiner, B. (2012). An Attributional theory of motivation and emotion. *Psychological Review*. https://books.google.co.uk/books?id=E7JeBAAAQBAJ

Wentzel, K. R., & Wigfield, A. (2009). Introduction. In K. R. W. a. A. Wigfield (Ed.), *Handbook of motivation at school* (pp. 1-8). Routledge.

Wigfield, A., & Eccles, J. S. (2000). Expectancy–Value Theory of Achievement Motivation. *Contemp Educ Psychol*, *25*(1), 68-81. https://doi.org/10.1006/ceps.1999.1015

Wijnia, L., & Servant-Miklos, V. F. C. (2019). Behind the times: A brief history of motivation discourse in problem-based learning. *Advances in Health Sciences Education*, *24*(5), 915-929. https://doi.org/10.1007/s10459-019-09923-3

Wiley, A. L., Tankersley, M., & Simms, A. (2012). Teachers' causal attributions for student problem behavior: behavioural implications for school-based behavioural interventions and research. In B. G. Cook, T. J. Landrum, & M. Tankersley (Eds.), *Classroom behaviour, contexts, and interventions* (1st ed.). Emerald.

Williams, J. (2018). *It just grinds you down: Persistent behaviour in schools and what can be done about it*. P. Exchange.

Wilson, S. J., & Lipsey, M. W. (2006). The Effects of School-Based Social Information Processing Interventions on Aggressive Behavior, Part I: Universal Programs. *Campbell Systematic Review*, *2*(1), 1-42. https://doi.org/10.4073/csr.2006.5

Wilson, V. (2002). *Feeling the strain: An overview of the literature on teachers' stress*. SCRE.

Wiltshire, G., & Ronkainen, N. (2021). A realist approach to thematic analysis: Making sense of qualitative data through experiential, inferential and dispositional themes. *Journal of Critical Realism*, *20*(2), 159-180. https://doi.org/10.1080/14767430.2021.1894909

Woods, R. (2008). When rewards and sanctions fail: A case study of a primary school rule-breaker. *International Journal of Qualitative Studies in Education*, *21*(2), 181-196. https://doi.org/10.1080/09518390701868979

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Sage.

Appendix A - Studies that Considered the Link Between Teacher Attributions for Behaviour and Classroom Behaviour Management

Author & Study	Participants & Location	Methods Used	Conclusions
Andreou and Rapti (2010) Investigated teachers' attributions for difficult pupil behaviour and how they viewed the efficacy of CBM	249 teachers Greece	Participants were provided with vignettes and asked to select from 12 reasons for pupil behaviour and asked to rate effectiveness of CBM	• Concluded that teachers' causal attributions of pupil behaviour and teachers' self-efficacy predicted CBM used • Lower self-efficacy was related to family related attributions for disruptive behaviour and the use of punitive or neutral responses
Arbeau and Coplan (2007) Investigated kindergarten teachers' attributions for behaviour and associated CBM	202 kindergarten teachers Canada	Participants were provided with 4 vignettes and asked to select reasons for pupil behaviour and relevant CBM from a pre-determined list	• Concluded that CBM depended on how the behaviour was viewed
Bibou-Nakou et al. (2000) Investigated attributions for behaviour and the type of CBM used	200 teachers Greece	Participants were asked to indicate, from a choice of 8 CBM techniques, which ones they would use for 8 different examples of pupil behaviour	• Concluded teachers' attributions for behaviour were linked to their use of CBM

Author & Study	Participants & Location	Methods Used	Conclusions
			• Teachers frequently attributed internal factors for misbehaviour and were more likely to use punitive disciplinary approaches if behaviour was perceived to be under the control of the pupil
Brophy and Rohrkemper (1981) Investigated the link between student and teacher owned difficulties, teacher attributions for behaviour and CBM techniques used in response	98 elementary school teachers USA	Teachers were asked what CBM techniques they would use in response to 12 vignettes of disruptive behaviours	• Pupils were attributed as in control of difficulties that impacted upon the teacher (teacher owned problems), but not on difficulties that impacted upon the pupil (pupil owned problems). CBM strategies were linked to these attributions
Hardré and Sullivan (2008) Investigated teachers' attributions of pupil behaviour and strategies that they used	75 teachers USA	Mixed methods including questionnaires that assessed attributions for pupil motivations as well as semi-structured interviews	• Concluded strategies used for CBM were independent of the teachers' beliefs of pupil motivation, CBM techniques were employed randomly

Author & Study	Participants & Location	Methods Used	Conclusions
			• If teachers perceived the behaviour difficulty to be a personal trait of the pupil, teachers did not perceive themselves as being able to influence the pupil behaviour
Hardré and Hennessey (2013) Investigated rural schoolteachers' beliefs regarding motivation and what CBM strategies they used.	13 teachers USA	Questionnaires assessed participant characteristics and perceptions of various aspects of motivation.	• Teachers' CBM strategies were congruent with their attributions for pupil motivation, although some teachers' CBM practices were not in line with their motivational beliefs
Kulinna (2008) Investigated teachers' attributions and strategies for dealing with disruptive behaviour.	199 physical education teachers USA	Questionnaires were used to assess teacher attributions for pupil behaviour and teacher beliefs regarding CBM.	• Teacher attributions and strategies were inconsistent
Poulou and Norwich (2000)	391 teachers		• Concluded that teachers attributed themselves and

Author & Study	Participants & Location	Methods Used	Conclusions
Investigated teachers' causal attributions to pupils with emotional and behavioural difficulties.	Greece	Completed an inventory using vignettes	school as causes of pupils' disruptive behaviour • Teachers felt responsible for motivating pupil behaviour and perceived themselves as self-efficacious in supporting pupils' disruptive behaviour
Soodak and Podell (1994) Investigated teachers thinking about difficult behaviours.	110 teachers USA	Participants were asked to respond to questions relating to a case study	• Concluded that teachers mainly used non-teacher-based strategies compared to teacher-based ones • Teachers did not believe the suggested CBM techniques were effective • Teachers who used teacher-based strategies had more self-efficacy than those who used non-teacher-based strategies.

Appendix B - Interview Schedule

The introduction including discussing the aims of the research, how the interview would proceed and consent for recording. This section was not recorded as part of the interviews, as one of the purposes of this section was to confirm I had informed consent to record the interview.

- To start off, it would be great if you could tell me a little bit about your role and the school you work in.
- When you are teaching, what sort of behaviours do you want to see in your classroom?
- Have you an example of a pupil that behaves that way?

PROMPT: What do you think was influencing them to behave this way?

Do you think other pupils are motivated in the same way?

How are you able to influence that behaviour?

Do you need to influence that behaviour?

- Could you tell me about your school behaviour policy?
  PROMPT: Do you think it is effective?

Why/Why not?

What are the most successful elements/how can it be improved?

Does the beh policy support you to use motivational strategies that are important to you?

If you were to design your own behaviour policy, what would you include in it?

- Have you any examples of a pupil that you found to have challenging behaviour?
  PROMPT: What do you think was influencing them to behave this way?

How did the school behaviour policy support you to manage this situation?

Were there strategies you wanted to use but perhaps not supported by senior leaders, or there were other barriers such as not having enough time?

- Have you noticed any changes in pupils' behaviour since the covid-19 lockdowns?
- How would you define motivation? (*Question added following the pilot interview)*

Closing questions

Is there anything you would like to ask me?

Recording is stopped here, to signify the end of the interview. Following this, participants were provided with details on what to do if they decided they no longer wished to participate in the study. This included contact details for the researcher and the researcher's academic tutor as well as timelines in which withdrawal from the study could be made).

Appendix C - Research Study Participant Recruitment
Participants Required

How do teachers conceptualise motivation and how do they apply this to their practice?

Hello,

My name is Heidi Bentley I am a year two trainee educational psychologist (TEP) at the University of Birmingham. As part of my training, I am undertaking a research study and would like to recruit teachers to take part in semi-structured interviews.

What is the research about?

I am investigating what teachers understand and believe about motivation. This study also includes identifying what motivational strategies teachers use to support pupils' general behaviour in the school environment. My research focuses on the following questions:

1.   What do teachers understand by the concept of motivation?

2.   What strategies do teachers use in their practice to motivate pupils' general behaviour?

Who is eligible to take part?

Anyone who is a qualified teacher and currently teaching in an educational setting.

What is involved in taking part?

Participating in this research involves approximately one hour of your time to answer questions and talk about your understanding of motivation and how it influences your practice. This will follow a semi-structured interview schedule. Individual interviews may be online or face-to-face depending on your preference and any Covid-19 restrictions in place, at the time of the interview.

How can I get involved?

Email me, Heidi Bentley, at ███████████████████████

for a participant information sheet

Appendix D - Participant Information Sheet & Consent Form

How do teachers conceptualise motivation and how do they apply this to their practice?

Thank you for your interest in my research investigating teachers' understanding and beliefs about motivation.

What to expect from the interview

- The interview will be conducted by myself, Heidi Bentley, a trainee educational psychologist and postgraduate researcher in Applied Educational and Child Psychology at the University of Birmingham.
- The interview should last between 45-60 minutes.
- The interview consists of several questions but also allows you to talk freely about motivation and what it means to you in relation to pupil behaviour at school.
- You are under no obligation to answer all the questions.
- There are no right or wrong answers, I am interested in your thoughts and beliefs and what you do in practice.
- Interviews will be recorded and transcribed.
- Interviews will either be face to face or online.

Withdrawing consent or requiring further information after the interview

Your participation is entirely voluntary, and you may withdraw at any time during the interview, and request that any information provided up until that point is not used in the write up of my research. You can also withdraw your consent up to a week after the interview and request that any information you provided is not used as part of my research. You can do this by contacting either myself, Heidi Bentley, or my academic supervisor, Dr Anjam Sultana. Contact details are provided at the end of this participant information and consent form.

Will my data be anonymous or confidential?

Interviews will be recorded and deleted after they have been transcribed. Transcriptions of the interviews will be stored in accordance with University guidelines. For the purpose of this research, your interview will be transcribed but will be allocated a pseudonym and any other identifiable information will be removed or replaced in the transcript.

At no time will your name or any identifiable information be published or presented alongside any of the transcripts taken from your interview. Excerpts from your transcript may be included in the write up of my research to highlight themes and ideas that have been identified in the research. These excerpts will only be presented in reference to a pseudonym.

Prior to, during or after the interview, if information is disclosed that suggests either yourself or another person/child is at risk of significant harm then I am obliged to follow safeguarding procedures.

What will happen to the data you collect from me?

I will be using the data gathered from the semi-structured interviews to write part of my doctoral thesis. This research may also be published in a relevant publication.

What if I have further questions?

You can contact me or my supervisor on the email addresses below:

Heidi Bentley   (researcher)   email: ████████████████████

Dr Anjam Sultana (research supervisor)   email: ██████████████████

Nb copy of participant information sheet to be given to participant, consent form to be signed by participant and retained by the researcher.

Consent Form for Participants

	✓ **(Please tick)**
I have read the information sheet provided and understand the nature of the research: *How do teachers conceptualise motivation and how do they apply this to their practice?*	
I confirm I am over 18 years old and freely consent to participating in this research.	
I have had an opportunity to ask any questions	
I would like to receive a copy of the public briefing which summarises the results of your findings. Please provide your email address:	

Signed_____

Date_____

Appendix E - Transcript Notation

- One or more inaudible words are indicated by (***)

- Laughing indicated by (laughs)

- Noticeable pauses represented as (.)

- Words that are underlined indicates speaker placed emphasis on the word or words

- Outbreaths or sighs are represented as (h*)

- Square brackets [ ] indicate the speech of another person whilst the first person is still talking

- Round brackets ( ) surrounding speech indicates there is uncertainty regarding the accuracy of the transcription

- Presence of (###) indicates speech that was deliberately omitted due to confidentiality

- Italics were used when the participant presented in another voice, e.g., when indicating that they were speaking as someone else

To aid understanding, when participants were quoted within the results and discussion chapter, inaudible words indicated by (***), or words were there was uncertainty were removed. Words presented in () indicate additional information inserted for clarity and the use of ellipsis represents the omission of information.

Appendix F – Sample Transcriptions

Shaded sections indicate the use of paraphrasing and summarising by the interviewer as a

technique used to address validity principles.

Ellie

Heidi: okay. so um. Do you think their understanding of how the lesson helps them is part of their motivation? Is that what you're saying?

Ellie: Yeah, I do. I um, the school is very um, I think the school is very good at um to communicating to students how they learn um lessons, it's not about it's, not that it's a highly prescriptive format for lessons, but there are certain things that are expected to be seen. So you're expected to start lessons with some sort of retrieval practice. You're expected to give information and then give students the opportunity to demonstrate that they've understood that information. Now the way in which you do that is, up to you as the teacher (***) department (***) what's the the best way of that happening? But the school is good at communicating <u>to</u> students why they should expect to see that format in their lessons, and that the understanding about the difference between working memory and long-term memory um so <u>yes</u>, I think they are quite good at understanding the process of their own, or at least there is at least an attempt to understand that that's that's the case.

Heidi: Okay, so that's like that approach. There is, that's like a school policy. That's kind of across all the different [yeah] lessons yeah yeah. You see that as being like a key factor in supporting the children to be (.) understanding what they're doing in there for them be motivated because they've got knowledge of the purpose.

Ellie: Yeah, I I think. Well, I think, as I think part of it, it gives them a lot of routine if they go. If I I I believe that if things are predictable um the students are more comfortable um and they in terms of their working memory. It's not overloaded with this is a new situation. This is a new situation. If things are predictable and fairly routine, um It means that their their memories only got to take so much, erm in term, I suppose I mean the memory is then slightly different to the motivation. But, uh, well it is different to the motivation. But I think that having an awareness of why we're doing something, understanding the purpose of it does seem to help with engaged moments.

Heidi: Yeah. And I I guess what you're saying is if perhaps, if they're overloaded with different things, because the routines different, it's and they they're not used to it. Then perhaps that will impact their motivation because they they've got all this other stuff that they've got to think about rather than just, maybe concentrate on what the lessons about and what they [yeah] need to be doing, okay um I was just wondering, then do you have an example of a of pupil that you can think of that kind of behaves in this way that you you know that you've talked about that comes into the class is listening. That's like a sort of case.

Ellie: um yes, I'm really fortunate, yes there's students like that in every lesson. so students that just come in because they'll they'll just come in there, so they expect to have some sort of retrieval practice erm and I've got students that will just come in and just open their book and get on with it, for me it's usually on a screen that's how I tend to do it. So they come in and start doing it there's lots of students that do it there's a particular one today a girl I've got in mind who I taught today a girl in year ten um very able and and succeeding all of the time, but she is just, that's how she just walks in, and if if there was some change in that, she would be someone that would notice that. So, if so, for example, if I've left the wrong thing on the screen, she would inquire um as to why that is, or if the books, aren't on the desk, she she would be, someone that would ask a question as to why that is. And again, there might be a perfectly legitimate reason for that, or it could just be that, you know something happened between her, the last lesson, her lesson [yeah] um but that that looking for and noticing a difference and inquiring erm is she's someone that that springs to mind and fortunately there's a number of students that I could think of as well.

Heidi: Yeah. So you so she's kind of noticing that maybe things aren't as expected and might be asking about, So you think that part of her motivation because she's thinking, Well, this is what we normally do, and I want to do what we normally do or…or…?

Ellie: All well, I think It's just about her wanting to, she's she's wanting to use the time in the lesson that that's what it is. So she you know she wants to get on straight away.
Um and even if so, for example, if her peers have are wandering in, not, you know, perhaps a little later than she has, or some of them are a little slower to settle down and to get started, she that doesn't that doesn't bother her. She wants to get on [yeah] So that's what she does. So she's got that mot that that personal motivation um to just continue and get on with what's, what, what's expected, but also what <u>she</u> is expecting, I suppose, as well.

Heidi Bentley: Okay, So you said something there about like a personal motivation. So do you think there are particular things that maybe motivates that girl, you saying that how she she might question things if they're a bit different, and she's she can concentrate, even if the children are coming in late [yeah] (***).

Ellie: Well, I I I think um, she just she seems to want to do well, you know, when when we've had um so I only I only taught this girl briefly last year because of like a change in classes, and she stood out then as being someone that was, you know, meticulous with her work clearly, very motivated, would ask a question to make sure she'd understood something, you know. Presentation of the book absolutely beautiful. All of those sorts of things because there was a clear attention and pride in work. Um, she when we've had our so, having taught her all of this half term she's continues to demonstrate all of that. I obviously get to know her better as well. She seems engaged in the lessons she's um, and then she's also been really successful. So where I've been marking her work where she's done an assessment her work is really successful. Um and it just it looks c she seems to care about it that's the that you know, that's something that, again is um, noticeable and that reflects both the way she presents the work which I mean not the be all, and end all because I'm not in terms of things like handwriting, it's not I always say that to students it's not my own isn't brilliant, so it's not like the biggest deal. But there's a care there's a presentation. There's a care in the

presentations there's a care about things being completed, finished, you know, set out in a way that makes sense to her. And then there's a care about the actual achievement, and how she's progressing as well

Heidi: Okay, so she's got like a personal like she she wants to succeed, and she's perhaps motivated by seeing herself that she succeeded [yeah].

Ellie: I think her, I think her, her results and her outcomes are important to her.

Heidi: Yeah, okay, do you think that there are things that you do that motivate her? Or do you think that she's being motivated by other personal things [um] what do you think?

Ellie: I think that. Um, yeah, I think that she is motivated by by I've got high standards. I I appreciate her, and you know, and not just, and others as well, who obviously are doing well, and will recognize that. Um, we have like a reward system, um, that is very easy to use, and you know she, she and others like her are rewarded frequently by me. Um, as well as then, just those little you know, that was really good, just when you know when you're handing work back, or when you've seen some work, just making those little comments um when she's making a contribution to a discussion again, praising where it praise where it's you know where it is a good comment, say that it's a good comment, say that it's a good question, so yeah, I do think that I have a role in her motivation as well [yeah] erm but (.) I think that I and I I mean, I I think I I don't I don't know her that well, but I think, she, to me she seems like someone who's getting the right support from home as well, um, which also, I think, is is really important. Um and I'm saying that from the perspective of someone that's so, although I've been at my current school for a couple of years, I spent ten years in a school in a very affluent catchment area [right]. You know, people that, where the vast majority of the students, not just about the affluence it's about um, the vast majority of students had parents that valued education and some had made sacrifices to get students into that school and all sorts of things like that so you do recognise the importance of family life and people in your life who value education and are on board with that erm and it seems to me i'd be very, I'd be very surprised if I for some reason I need to ring home, I'd be very surprised if there was little support from home, that would, that would really surprise me from what I know of her so far.

Heidi: Okay. So I think, then Ellie you said something about actually what's going on at home making a difference to how children are motivated at school because

Ellie: I do think it makes a huge difference. Yeah, yeah, yeah, [okay] I could say in a few different way, I can, using my subject as a specific context as well so my subject is RS, erm not all people (laughs) value it, you know it's not English. It's not math. It's not science. No one needs, no one needs to have, so to speak, and I I've had that said to me by students and I've had it said to me by parents, and when I've had it says to my parents, it's often been in the context when I'm phoning for, because there's been a an issue, you know some sort of problem. Um, and there's that well, they don't need RS, [oh okay] and that's, that will have an impact. Um, whereas some people see the bigger picture of um, you know, in terms of for talking grades. You know you don't need a particular subject, but you want as many good

grades as possible, um and some of them will want to, you know, are particularly motivated by the subject and will want to study it further [mmm]. Another to see the value of, like, I say, of education, and understand that education has various parts to it [yeah] that are valuable. It's not just about coming out with particular qualifications (laughs).

David

David: Well (h*) I I mean the sort of behaviour I'm looking for is is kind of no different than than any teacher in the school or any school um uh would expect. We're looking for um, we're looking for students, first of all to be prepared, to be ready to learn, so they need the right kind of equipment.
They need to be punctual. Okay. And then, when they sit down, if they're punctual, and if they've got the equipment um we, then we then looking for them to um listen first and foremost, you know, and then they'll be in a position to learn. So um we're always looking for uh behaviour, which is, you know, one of the school rules is, be respectful and kind, so obviously you need to be respectful of other people's views, so if another student is speaking, nobody else speaks, because it could be their turn next, if the teacher is speaking, nobody else speaks. So everybody has sort of equal access to the airwaves. And um, you're trying to create an atmosphere where students feel safe enough, and then empowered enough to actually state what their opinion is, or if they don't understand something equally as important, is to put up their hand and say that they're not sure about something and ask for an explanation rather than gloss over it.

Heidi: And we, you said that you know about making, making that space so that pupils are respectful of each other and have that equal opportunity to participate, what sort of things do you think you do that contribute to that? Or are there whole school policies that contribute to that?

David: Well, yeah, I mean we, the the school has three, three rules, um, you know. Be ready, which means have the correct equipment with you, and that also includes being on time. Be safe, now that just doesn't mean, physically safe. It means kind of the digital world as well. Whatever you're doing, make sure that it's safe, and then be respectful and kind. Now those three rules go right across every single subject in the school. Now, when you have that right, that, the right kind of atmosphere in class. There are strategies that you can adopt to encourage students to make contributions. Now, in some instances, you know that there are some students who need a little more um encouragement than others. So we are aware of a student that may have a special need, or we will be aware of a student who has English as an additional language. You know we will be aware of those students because we have data to that effect. So what you can do is in the best sense of the word. You can target those students. You could ask them for a contribution. You could make sure that you ask them because some of those students um may prefer not to answer, not to contribute, and potentially to sit back and let other people answer [mmm]. So what you know, when you, when you're dealing with something what we call the construct part of the lesson
when we're constructing, you know we're learning something new. Um, and you're looking for contributions. You can um use questioning as a device, but you could ask certain students

who you think need a little bit more of um encouragement. You could particularly target them, not to the detriment of others. Uh, but you could make sure that those people are fully included, and they may or may not be able to answer, you know. (***)

Heidi: So I think they used to talk about kind of some students might need, maybe different questioning or a slightly different approach, because perhaps they've got a different background, that means their not able to engage in the learning in the same way as somebody else?

David: Yeah, Well, we we have, um, a students have a thing called, if a student has a particular need they have what's called a passport, so pupil passport, it's a basic bit of information, and the information will suggest strategies that you can use, and they might tell you the student is particularly shy. You know, or the students is unlikely to answer questions, so you could look at that, and you could think to yourself right, I I will make sure that I ask that student a question,
and of course, um depending on um the background, let's say, for instance, they are EAL, English is an additional language, you can differentiate your language, you know you can differentiate the language you put in the question to encourage them to speak.

Heidi: I see, so the passport that you are talking about, how many children might have one of those, and you know you have a lot of children that one of those, and then that makes it difficult to…?

David: That really depends, average class 25, 26 or 27 students but you could have as many as five or six students on a pupil passport. You might have one or two but as a teacher you are aware of who those students are. So when you're looking for contributions, it's not hard to say. What do you think? What do you think? And it appears random, but it it doesn't necessarily have to be random [yeah] Yeah, it's. It's like It's sort of targeting to the students, but in the best sense of the word targeting it to actually bring them more into the lesson.

Heidi: Yeah, I see what you mean. Yeah. So you talked about this kind of behaviour where they might be taking part, and perhaps um, they might need some extra support to take part. I was just wondering if you could maybe talk to an example of a pupil that kind of always comes to some of your lessons where they are always behaving in that way

David: Well, I mean most pupils, *most* pupils, you know, they arrive on time and and in my classes, its straight in, and and again, this is, this is across, certainly across my department, if not across the school, stand behind your places, coats off please, sit down. Diaries and pencil cases out on the table, diaries and pencil cases out on the table. Now, as soon as you see, students put their diary and their pencil case on the tale, you know that they are ready, be ready, and it's um, you know that they are ready to um learn. So it it it It sounds very simple, but if the kid doesn't have a pencil case, if they don't have a pencil, if they don't, have a pen that immediately slows the lesson down it immediately disrupts learning before it's even started, because that kid is not ready to learn. So straight away you have to, you have to dish out a bit of um equipment in order to keep the lesson going. But most students, most students are always ready to learn, and they get used to the routine. So in in our in our

schools, in our school, the routine we have at the start of a lesson is we always have a little activity which we call the activates. That's usually a quiz. It's usually a four or five question quiz. So students are used to this. They'll arrive on time. Sit down right diaries, and pencil cases out, please. Your registration quiz is on the board, so the students will get straight to the little quiz. I'll do the register, and that, you know most most students are the there's no point in singling one out, because most students are aware of that that. You usually get one or two who rock up a few minutes late, they rock up late, and they and then they sit down and it's taking five minutes to get this stuff out of the bag, you have to jump on that immediately in order to not disrupt the learning. So once you've done, once you've done your registration quiz. You can then actually move into what the lesson is about. So we always have a thing called the driving question, which essentially is the title of the lesson. You have a driving question. The students will put that down, and then what you do is you're introducing some new learning. Well, that's where you need the behaviour. You need the students to listen. You need the students to listen, and of course, once they've listened, they'll then be an opportunity for them to um write something down and demonstrate what they've learned. So we have an activation activity that's not sort of logical. We have a construct where we're learning something new, and then the students will demonstrate what they've learned by answering some questions, and then at the end of the lesson. There'll be a review, [okay] but that goes for most students. The you know the vast majority of students are used to that regularity.

Heidi: So I think you said something about the routine supports them to engage in the lesson, [yes] and they, you know what to expect, and they're able to take part in it. So I guess, do you think there's anything additional, do you think there is anything else that's motivating them as well as the routine and structure that you provide in the lesson.

John

John : Um, I think ultimately good good learning behaviors that not necessarily sitting children a lot of a lot of teachers like silence. Um, I think they would always say, well, you're not going to learn unless you're quite where it's actually, I find, as long as children are they're talking, you can, and you can tell when children are talking about their work, or they might be really enthusiastic about what you're talking about as a class. Um, that would be a good learn, good learning behavior uh that they can keep to task, though. Um. So whether that's during class discussion, carpet discussion, or then, when they're going off to do their independent work. Um, I think (.) Yeah, in a nutshell, I suppose yeah, those really

Heidi: You talked about a few different things that you talking about, sort of children can be talking and making a noise, because it might be about the work that they're doing

John: Well, you also find out if they don't know as well if they they don't know, understand, or and also, if they're not engaged, well, what can you do, then, To sort of bring them round if they're not really focused well what it might not be nothing to do with the learning take place. Something else might have happened in the day. Um, that you can find that out. Um, But I I said, What's interesting moving to this school is that I where in my old school children were allowed I went I mean, there there's this, I mean, there's talking, and there's just talking and

not keeping to task. And um So in this the school I'm in at the moment I've noticed particularly most because it seems to be like a right. The teachers talk. You are silent, and I and I think that's It's hard to gauge actually, when yes, you can have pair talking, and and things like that going on. But I think it's when that's the case it's hard to actually gauge If actually they're engaging in it, if yeah to work, if they're actually listening, really listening, whether they're taking it what you what we're talking about on board? Um, whether their enthusiastic or not about it, and whether they're going to be able to then complete, because ultimately it does end up leading to nine times out of ten to an independent task. Uh, whether they'll be able to access that.

Heidi: Yes, so they have to engage in that way to then be able to carry on with the next steps of learning [yeah yeah]. Okay, I just think. And then, you know, if you've got an example of, is there a pupil you can think of you know that kind of embodies these things that you've just talked about. Pupils you know they've they've got these learning behaviors, and you can see that they're learning

John: uh gosh. Yeah, um. I can think of one where she would always be uh look, if you do it looking. But then she'd be talking to her for whatever you'd be talking about, something like It's hard not thinking of actual situation, but she would be talking to her friend um next to her uh about what's going on so to be, you say some get very excited about it. But then to to stop, and I mean, this is almost like a perfect role a perfect, she would then stop and listen, or have put a hand up, then have something to say, wants to contribute something back uh in relation to what I've said, or basically something that has been mentioned in the class um, and just fully engaged. And then um when it comes to the actual task we'll be keen to get on with it, and also keen to to show that work as well, but I did during the lesson. Sometimes you get some children might be keen, very keen, and want your attention all the time, and it's sort of they're managing that. Yes, that sort of praising and rewarding that, and that that enthusiasm, because ultimately you need that enthusiasm for them to be successful but then um it's you know them being able to manage their their own, I suppose, emotions and knowing when it's the right time to sort of called upon the teacher, or even a teaching assistant as well. Yeah. And then obviously take it further on, whether it's just a verbal verbal praise, or whether maybe they reward they they get another reward such as stickers. This girl she loves stickers, and that seemed to be her prime motivator. If she was getting stickers on a chart. That was, she was more than happy (laughs).

Heidi: Yeah, I think you are talking about there this girl had a level of engagement but she was also able to manage her, so she could kind of chat to friends but about the work, but then she could stop when it's time to listen. But then I guess she kind of then talked about, perhaps of the pupils that might get carried away, or they can't really concentrate, or they constantly need your (yeah) input

John: I think I I can think of some where it would go so any what? It's not their not engaged. They are engaged. They they're really really really interested in, particularly when it comes to topic or something like that. Um like I remember it in year one doing like mud hut talking about mud huts, and we're eventually leading on to sort of a clay model, and they were like, I can think of a the boy who was really into but, just can't, really struggles to sort of, there's so much chatter that you're always trying to keep them keep them calm and keep them focused, okay Because otherwise, you know, we can get it gets chatted and other people chat and

um, and then you're kind of losing it. It's kind of keeping, I suppose it's keeping that interest keeping that I keep using enthusiasm. Keep them engaged. But um, but being able to sort of use that to keeping a lid on it so it can be directed in the right way with, I suppose.

Heidi: And and how do you think you know as it as a teacher when you've got say, a pupil that's like that, you know they're quite enthusiastic. And there, you know, they they kind of really getting into it but then then they get, you know, over the um I can't remember the words you used sort of talking about them being over enthusiastic. Uh, you know. How can you then manage that behaviour, and you can bring it down to a level

John: I think it's not it is down to knowing the child, really, so it can be a simple from the positive side it can be, you know, just that a praise or well done now you're sitting like you. you're really you know you're listening now you um, you've done as I've asked some again. It might be a quick, if necessary sticker or or reward. In some I mean different schools have different rewards. We we had like golden signatures at my old school, and in this school we we have something similar. If, for instance, a child had gone really excited, and they've taken a while to shall we say a little bit of some managing to then just reward them when you've noticed, make it just so they know they know you've noticed that they've um complied, Shall we say? Uh There'll be a reward but for some children it can it might be again knowing the child, um that sort of a look sometimes. Um, and that's before um, I mean obviously unfortunately, you do get (laughs) some to tip the other side, where you might then have to use the behavior policy. Um sort of against the right you you're going this is getting silly now. Basically Um, we need to let reign it in, or you know theres going to be consequences. And hopefully most of the time, children, the the rewards do work you theres just that my minute amount that maybe sometimes, and then that might also depend on their, you know if they've got the condition of the like Adhd, or something like that. You just got to take the factors into consideration, really And yeah, like, I said, it's down to the child, really, and your knowledge of them.

Heidi: So I think I think that you're saying was then really about knowing the child actually, and knowing what, perhaps what particular structure might work you said. If they had adhd, then you need to think about that. Or um. If I think you mentioned with the particular child. It might just be about certain look with them, so they knew that you'd recognize them [yeah]. Um, I guess just that's going back to the girl you talked about early when I said oh you know, if you got like an example of of someone that has that kind of learning behaviour that you're looking for. And I think you did mention that, she responded well, to the sticker approach. What do you think there were other things that impacted on her motivation in in the lessons, you know, if you haven't, if other stickers, do you think she still would have engaged in the same way?

Appendix G – The Development of Experiential Codes, Event Codes and Causal Mechanism Themes

Table A presents a list of each set of codes and the causal mechanism themes identified through the analysis process as described in the methodology (Chapter Three, Section 3.5, Table 9). Each row begins with the experiential codes, when experiential codes were identified as sharing underlying concepts, they were merged to create event codes. The names of the event codes could be the same or similar to the experiential codes. This could occur when event codes were identified during the initial experiential coding process. For example, 'Learning and Disruptive Behaviours' in rows one and two. Finally, where the event codes were identified as having underlying concepts, they were merged to create the causal mechanism theme. For example, in the fifth row, 11 experiential codes were merged into two event codes that became conceptualised as the causal mechanism 'Teacher Ethos'. This was not a linear process. For example, 'Relationships' was initially coded to 'School Behaviour Policy, Routines and Structure' because participants discussed how different types of relationships impacted upon pupils in the education setting. It became recoded to the causal mechanism of Intrinsic Value when it was recognised that the- descriptions of relationships linked to concepts within SDT theory. As reported in Section 3.5 - Table 9, examples of the frequency of experiential codes are provided within Table A (see rows five, six, eight and 11).

Table A

The Experiential Codes, Event Codes and Causal Mechanism Themes

Row	Experiential Codes	Event Codes	Final Causal Mechanism Themes
1	• Disruptive Behaviours (see Appendix H for examples of the experiences that were coded as Disruptive Behaviour)	Disruptive Behaviours	Pupil Factors Complex Family Backgrounds External Factors
2	• Learning Behaviours	Learning Behaviours	Pupil Factors External Factors

Row	Experiential Codes	Event Codes	Final Causal Mechanism Themes
3	• Lots Going On • It's a Need	Multiple Motivations	Multi-Dimensional Motivations (Representing an 'umbrella' term for the variety of causal mechanisms)
4	• Classroom Behaviour Management CBM techniques were identified from the participants data (listing all the techniques each participant described). These were then linked to existing categories identified in the literature review. After the final causal mechanisms were identified – each technique was linked to a causal mechanism. See Appendix K for these categories.		Teacher Ethos
5	• It's Hard Work (14 references across all 4 participants) • Competing Demands • Responsibility (17 references across all 4 participants) • Ownership of motivating pupils (16 references across all 4 participants) • Teacher Based CBM (28 references across all 4 participants) • School Community • Achievement • Inclusion • Safe • What's the Purpose (of sanctions)? • Philosophy	Responsibility Humanistic Values	**Teacher Ethos** Teacher Responsibility Teacher Values (Pupil Inclusion, Safety and Success)

Row	Experiential Codes	Event Codes	Final Causal Mechanism Themes
			Pupil Factors
6	• A Desire and Willingness (19 references across 3 participants) • Most students are motivated (9 references across 4 participants) • Awareness of Purpose of Education (13 references across all 4 participants) • Aspirations • Interest and Relevance • Valuing Education (7 references across 3 participants)	Genuine Motivation Pupil Values	Intrinsic Value
7	• Academic Level	Academic Competence	Academic Ability
8	• ADHD/Biological Conditions • Self and Co-Regulation (11 references across 3 participants)	Biological Conditions Self-Regulation	Self-Regulation
			Complex Family Backgrounds
9	• Parental Involvement • Parent Recognition • Parent Role Models • Safeguarding • Home Background	Parental Engagement Family Background	Complex Family Backgrounds
			External Factors
10	• Socio-Economic Circumstances • Structural Systems	Socio-Economic Factors	Socio-Economic Barriers

Row	Experiential Codes	Event Codes	Final Causal Mechanism Themes
11	• Teacher-Teacher Relationships • Pupil-Staff Relationships • A Safe Environment • Authoritarian • Knowing the Pupil • Behaviour Policy (36 references across all 4 participants) • Inconsistency • Rules • Structure • Expectations • Physical Environment • Rewards	Relationships (25 references across all 4 participants) Social and Emotional Safety Understanding Need Behaviour Policy	School Behaviour Policy, Routines and Structure (At this stage, 'Relationships' became coded to the causal mechanism of Intrinsic Value because it was recognised that the descriptions of relationships linked to concepts within SDT theory)
12	• Covid • Changes in Expectations • Dependence on Electronics • Missed Opportunities (Social/Academic)	Covid	Covid

Appendix H – Example of Data Coded to an Experiential Code

Table B presents samples of data extracted from all four participants and coded as 'Disruptive Behaviour'. Disruptive Behaviour was also identified as the event code, as can be seen in Appendix G. Table 9 in Chapter Three, Section 3.5 describes the analysis process that processed the raw data into experimental codes, event codes and causal mechanisms.

Table B

A Sample of Data Coded to the Experiential Code of 'Disruptive Behaviour'

Disruptive behaviours

"needing to be really really cajoled to to start and to actually engage. Um that's that's very difficult. Um and then you know questioning why? Why? That and then will then off well frequently, then, asking, what's this? why are we doing this? You know what's the point that kind of asking those kind of questions" (Ellie)

"there are three students in there whose behaviour should they choose to it's just completely off the scale off the wall. Not since we've had a TA in" (David)

"Um, I I think it has the the up until, phones are problem in the sense that things were happening outside of school, and then they they were coming in so social media things were coming into school. But now it's like they can't stop looking at the phone" (Ellie)

"there was like 8 year 11 lads linked, creating a human barricade stopping everyone go through" (Sarah)

"the behaviour there was, like, out of control" (Sarah)

"if the kid doesn't have a pencil case, if they don't have a pencil, if they don't, have a pen that immediately slows the lesson down it immediately disrupts learning before it's even started" (David)

"that's when their behaviour goes...they haven't got the faintest idea" (David)

"there's a lot of lesson time if they are not engaged (will then be disruptive)" (Ellie)

"I mean, there's talking, and there's just talking and not keeping to task" (John)

"its like walking in late um, which already is that is a bit of a disregard. And um, then not just settling down, you know. There's a then there's a who's in the room making comments about who's in the room" (Ellie)

Appendix I - Application for Ethics Review Form

Section 1: Basic Project Details

Project Title:　　　How do teachers conceptualise motivation and how do they apply this to their practice?

Is this project a:

University of Birmingham Staff Research project　　　　　　　　☐
University of Birmingham Postgraduate Research (PGR) Student project　☒
Other (Please specify below)　　　　　　　　　　　　　☐
Click or tap here to enter text.

Details of the Principal Investigator or Lead Supervisor (for PGR student projects):

Title: Dr
First name: Anjam
Last name: Sultana

Position held: Academic and Professional Tutor
School/Department School of Education

Telephone: ███████████
Email address: ███████████████████

Details of the student for PGR student projects:

Title: Mrs
First name: Heidi
Last name: Bentley

Course of study: Applied Educational and Child Psychology Doctorate
Email address: ███████████████████

Project start and end dates:

Estimated start date of project: 04/04/2022
Estimated end date of project: 28/07/2023

Funding:

Sources of funding: Department for Education

Section 2: Summary of Project

Describe the purpose, background rationale for the proposed project, as well as the hypotheses/research questions to be examined and expected outcomes. This description should be in everyday language that is free from jargon - please explain any technical terms

Purpose

This research has two aims:

1. *To explore teachers' understanding of motivation and how this relates to their application of motivational strategies in practice.*

2. *To explore how teachers' understanding and application of motivation relates to theory and the evidence base as presented in the academic literature.*

Research Questions

1. What do teachers understand by the concept of motivation?

2. What strategies do teachers implement in the school environment to motivate pupils' general behaviour?

The research will seek to explore these questions through several (3-6) semi-structured interviews with teachers. Gathering data this way will allow for an in-depth exploration of teachers' beliefs, understandings and conceptions about children's motivation. It is intended to be an exploratory study which will identify pertinent issues to the application of motivational psychology within educational settings setting.

Rationale

This research is relevant for the following reasons:

1. Motivation has been identified as a key construct in children's behaviour and learning (Beymer and Thompson, 2015; Shreeve et al, 2002; Wentzel and Wigfield, 2006). Much of this literature focuses on motivation to learn or achieve, with a focus on specific subjects such as maths, science or reading (e.g. Altalhi, 2021; Barton, 2018; Lu et al, 2019). As such, this is not necessarily generalisable to motivating behaviour in the classroom or at school.

2. Disruptive behaviour in school has been identified as a 'burnout' factor for teachers and a main reason why they leave the profession (Daniels et al 2020; DfE, 2016), yet the literature does not focus on teachers' conceptions of children's motivation as a link to how this behaviour may be addressed.

3. Teachers' beliefs about children's learning and behaviour have been identified as important, as they shape teachers' practice (Pajares, 1992; Turner, Christensen and Meyer, 2009). The research in this area appears to be about teachers' self-efficacy

to motivate pupils (e.g. Valenzuela et al, 2018), teachers' beliefs about motivation for specific subjects such as reading (e.g. Sweet et al, 1998), teachers' own motivations (e.g. Marcotte, 2015) or about teachers' growth mindset (e.g. Seaton, 2018). If teachers' beliefs are central to their practice, it is important to understand how they conceptualise motivation as a key construct underpinning children's behaviour at school.

4.   There is a debate in the literature about the importance of intrinsic versus extrinsic motivation (Bear et al, 2017), about which is 'superior' and how they impact on academic achievement (Black and Allen, 2018). The focus of this literature is on rewards and sanctions and whether these have negative consequences for pupils (e.g. Boxer et al, 1987). There is also a focus on self-determination theory (Slemp, 2020), for instance research considers teachers' motivating styles as autonomous or controlling (whether they offer students choices or are authoritarian) (e.g. Reeves, 2009). It is important to understand how teachers interpret these aspects of motivation, as recent research argued that both intrinsic and extrinsic motivators are important for different reasons (Cerasoli, Nicklin and Ford, 2014).

5.   A lot of the literature about motivation and subject learning or teacher styles appears to be based in the USA (e.g. Frederickson et al, 2017; Gotfried, 2019; Lee et al, 2016). Two studies found to investigate similar research questions, as proposed here, were from Chile (Valenzuela et al, 2018) and the Netherlands (Hornstra et al, 2015). Literature that focuses on rewards and sanctions appears to be more UK based, but the focus of these studies is on behaviourist approaches and pupils' perceptions of rewards and punishments (e.g. Mansfield, 2007; Miller et al, 1998). As motivation is a multi-faceted construct, it is important to have an understanding from a wider perspective in the UK.

6.   A literature review in the UK examined motivational strategies used by educational psychologists (EPs) (Law and Woods, 2010) and found that, despite UK policy being focused on behaviourist approaches, EPs used a variety of approaches from different paradigms. It is important to understand if teachers can appropriately use these different motivational strategies.

7.   In the UK, there is a shift towards the use of relational approaches, such as attachment theory, and behaviourist approaches are seen to be falling out of favour (Kelly et al, 2020; Parker et al 2016). Yet, the literature has not significantly explored teachers' conceptions of motivation in relation to this.

Expected Outcomes

It is expected that the data gained through this research will offer information about teachers' use of evidence based motivational strategies. It will also provide insights into teachers' understanding of motivation and whether this is in line with theories of motivation in the literature. This data will contribute to existing literature (as described above) as well as highlight implications for teacher and EP practice in the UK.

Section 3: Conduct and location of Project

Conduct of project

Please give a description of the research methodology that will be used. If more than one methodology or phase will be involved, please separate these out clearly and refer to them consistently throughout the rest of this form.

A case study design will be used. A semi-structured interview schedule (Appendix B) will be piloted on one participant. This semi-structured interview schedule will be revised in light of the pilot study to create a final interview schedule. Between 3-6 participants will be recruited for the final study, all of whom will be interviewed according to the final interview schedule. Sampling will be purposive as participants must be teachers. Participants will be self-selected and will volunteer to take part in response to a recruitment campaign. The research is being approached from a realist ontological position. A case study design is selected as it offers the ability to capture rich and meaningful data that will provide an exploratory account of how teachers conceptualise motivation and implement it in their practice.

Geographic location of project

State the geographic locations where the project and all associated fieldwork will be carried out.   If the project will involve travel to areas which may be considered unsafe, either in the UK or overseas, please ensure that the risks of this (or any other non-trivial health and safety risks associated with the research) are addressed by a documented health and safety risk assessment, as described in section 10 of this form.

Participants will be recruited from schools within the West Midlands, where I am on placement as a trainee educational psychologist and interviews will take place either remotely (on-line) or face to face at the participants' schools.

Section 4: Research Participants and Recruitment

Does the project involve human participants?

Note: 'Participation' includes both active participation (such as when participants take part in an interview) and cases where participants take part in the study without their knowledge and consent at the time (for example, in crowd behaviour research).

Yes ☒
No ☐

If you have answered NO please go on to Section 8 of this form. If you have answered YES please complete the rest of this section and then continue on to section 5.

Who will the participants be?

Describe the number of participants and important characteristics (such as age, gender, location, affiliation, level of fitness, intellectual ability etc.). Specify any inclusion/exclusion criteria to be used.

The study aims to recruit between 3- 7 participants (including one participant who will take part in the pilot study).

Participants must be qualified teachers, of any gender, who are currently working in either a primary or secondary school. The schools can be faith schools, free schools, part of an academy trust or local authority maintained schools.

A snowballing technique (asking colleagues and research participants if they know of anyone who would be interested in participating) will be employed to target schools in the West Midlands area but teachers outside of this area may also be included, if necessary.

How will the participants be recruited?

Please state clearly how the participants will be identified, approached and recruited. Include any relationship between the investigator(s) and participant(s) (e.g. instructor-student). Please ensure that you attach a copy of any poster(s), advertisement(s) or letter(s) to be used for recruitment.

Participants will be recruited through a snowball approach. This will include:

1.   Information about the research (Appendix C) will be provided to schools, this will be done through senior staff e.g. headteacher, deputy head or SENDCo. Senior leaders in schools will be asked to disseminate the information to their staff.

2.   I will ask all educational psychologists within the placement service I am working, to promote my research to contacts they have in their allocated schools.

3.   I will advertise my research on social media forums such as Twitter.

4.   A copy of the recruitment advertisement can be found in Appendix C.

These strategies will all be employed simultaneously.

Section 5 Consent

What process will be used to obtain consent?

Describe the process that the investigator(s) will be using to obtain valid consent. If consent is not to be obtained explain why. If the participants are under the age of 16 it would usually

be necessary to obtain parental consent and the process for this should be described in full, including whether parental consent will be opt-in or opt-out.

All participants will be given a participant information and consent form (Appendix D). This form provides information about what to expect from the interview, their right to withdraw consent, how to withdraw consent and how their data is managed and stored. This information sheet will also include a section on consent which the participants will be required to sign. By signing the consent form, participants are confirming that they understand the nature and the purpose of the research.

Please be aware that if the project involves over 16s who lack capacity to consent, separate approval will be required from the Health Research Authority (HRA) in line with the Mental Capacity Act.

Please attach a copy of the Participant Information Sheet (if applicable), the Consent Form (if applicable), the content of any telephone script (if applicable) and any other material that will be used in the consent process.

Note: Guidance from Legal Services on wording relating to the Data Protection Act 2018 can be accessed at https://intranet.birmingham.ac.uk/legal-services/What-we-do/Data-Protection/resources.aspx.

Use of deception?

Will the participants be deceived in any way about the purpose of the study?

Yes ☐
No ☒

If yes, please describe the nature and extent of the deception involved. Include how and when the deception will be revealed, and the nature of any explanation/debrief will be provided to the participants after the study has taken place.

N/A

Section 6: Participant compensation, withdrawal and feedback to participants
What, if any, feedback will be provided to participants?

Explain any feedback/ information that will be provided to the participants after participation in the research (e.g. a more complete description of the purpose of the research, or access to the results of the research).

After the interview, feedback will be verbal and will inform participants again of their right to withdraw and how to do this. If they would like a briefing with a summary of the research findings, they will be asked to provide an email address on the consent form (Appendix D). They will be referred to the participant information and consent form, which they will receive at the start of the interview, as a reminder of all these details.

What arrangements will be in place for participant withdrawal?

Describe how the participants will be informed of their right to withdraw from the project, explain any consequences for the participant of withdrawing from the study and indicate what will be done with the participant's data if they withdraw.

Participants will be given contact details of myself and my supervising academic tutor so that they can use these to withdraw their consent. This information will be provided at the start of the interview in the participant information and consent form (Appendix D). A reminder of this will be provided verbally at the end of the interview. There are no consequences to the participant if they withdraw their consent.

Please confirm the specific date/timescale to be used as the deadline for participant withdrawal and ensure that this is consistently stated across all participant documentation. This is considered preferable to allowing participants to 'withdraw at any time' as presumably there will be a point beyond which it will not be possible to remove their data from the study (e.g. because analysis has started, the findings have been published, etc).

Participants will have the opportunity to withdraw their consent for up to one week after taking part in the study.

What arrangements will be in place for participant compensation?

Will participants receive compensation for participation?

Yes   ☐
No   ☒

If yes, please provide further information about the nature and value of any compensation and clarify whether it will be financial or non-financial.

N/A

If participants choose to withdraw, how will you deal with compensation?

N/A

Section 7: Confidentiality/anonymity

Will the identity of the participants be known to the researcher?

Will participants be truly anonymous (i.e. their identity will not be known to the researcher)?

Yes   ☒

No   ☐

In what format will data be stored?

Will participants' data be stored in identifiable format, or will it be anonymised or pseudo-anonymised (i.e. an assigned ID code or number will be used instead of the participant's name and a key will kept allowing the researcher to identify a participant's data)?

Recordings of the interviews will be made on an iPhone. Recordings will not be saved to the iCloud and will be deleted after they have been transcribed. Transcripts of the interviews will use pseudonyms and any other data in the transcripts that references identifiable places or people will also be anonymised or removed from the transcript.

Will participants' data be treated as confidential?

Will participants' data be treated as confidential (i.e. they will not be identified in any outputs from the study and their identity will not be disclosed to any third party)?

Yes ☒
No ☐

If you have answered no to the question above, meaning that participants' data will not be treated as confidential (i.e. their data and/or identities may be revealed in the research outputs or otherwise to third parties), please provide further information and justification for this:

Participants will be informed that if they disclose information that suggests either themselves or another person/child is at significant risk of harm then the appropriate safeguarding processes will be followed and relevant authorities will be notified. Participants will be informed of this at the start of the interview. Information stating this is included in the participant information and consent form (Appendix D).
Section 8: Storage, access and disposal of data

How and where will the data (both paper and electronic) be stored, what arrangements will be in place to keep it secure and who will have access to it?

Please note that for long-term storage, data should usually be held on a secure University of Birmingham IT system, for example BEAR (see https://intranet.birmingham.ac.uk/it/teams/infrastructure/research/bear/index.aspx).

The transcripts will be stored electronically on the University's BEAR system.

Data retention and disposal

The University usually requires data to be held for a minimum of 10 years to allow for verification. Will you retain your data for at least 10 years?

Yes ☒
No ☐

If data will be held for less than 10 years, please provide further justification:

N/A

What arrangements will be in place for the secure disposal of data?

Transcripts will be stored on the universities BEAR system and will have a ten-year expiry date.

Section 9: Other approvals required

Are you aware of any other national or local approvals required to carry out this research?

E.g. clearance from the Disclosure and Barring Service (DBS), Local Authority approval for work involving Social Care, local ethics/governance approvals if the work will be carried out overseas, or approval from NOMS or HMPPS for work involving police or prisons? If so, please provide further details:

I am not aware of any other approvals required for this research

For projects involving NHS staff, is approval from the Health Research Authority (HRA) needed in addition to University ethics approval?

If your project will involve NHS staff, please go to the HRA decision tool at http://www.hra-decisiontools.org.uk/research/ to establish whether the NHS would consider your project to be research, thus requiring HRA approval in addition to University ethics approval. Is HRA approval required?

Yes   ☐
No   ☒
Section 10: Risks and benefits/significance

Benefits/significance of the research

Outline the potential significance and/or benefits of the research

The benefits of this research are that it contributes to our understanding of how teachers conceptualise motivation and how they apply this in practice. This contributes to addressing a gap that has been identified in the current literature and aims to inform future educational practice.

Risks of the research

*Outline any potential risks (including risks to research staff, research participants, other individuals not involved in the research, the environment and/or society and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap.) **Please ensure that you include any risks relating to overseas travel and working in overseas locations as part of the study, particularly if the work will involve travel to/working in areas considered unsafe and/or subject to travel warnings from the Foreign and Commonwealth Office (see** https://www.gov.uk/foreign-travel-advice)**.** **Please also be aware that the University insurer, UMAL, offers access to RiskMonitor Traveller, a service which provides 24/7/365 security advice for all travellers and you are advised to make use of this service (see https://umal.co.uk/travel/pre-travel-advice/).***

The outlining of the risks in this section does not circumvent the need to carry out and document a detailed Health and Safety risk assessment where appropriate – see below.

The risks of the research are deemed to be minimal, however the following have been identified:

1)   Participants may feel that they are under scrutiny and being judged for their practice. They will be assured at the start of the interview that the research is about what they understand and believe about motivation and therefore there is no wrong answer.

2)   There may be a small risk that participants will disclose information that causes concern for themselves or of another person/child. This will be dealt with by following safeguarding procedures. Participants will be informed of this at the start of the interview.

3)   There may be the risk that participants will change their mind about being included in the research. This will be managed through the information given in the participant information and consent form (Appendix D) which will detail how they can withdraw their consent.

4)   Participants will be offered a choice of being interviewed online, which provides an alternative option if face to face is not deemed appropriate due to covid guidelines.

University Health & Safety (H&S) risk assessment

For projects of more than minimal H&S risk it is essential that a H&S risk assessment is carried out and signed off in accordance with the process in place within your School/College and you must provide a copy of this with your application. The risk may be non-trivial because of travel to, or working in, a potentially unsafe location, or because of the nature of research that will carried out there. It could also involve (irrespective of location) H&S risks to research participants, or other individuals not involved directly in the research. Further information about the risk assessment process for research can be found at https://intranet.birmingham.ac.uk/hr/wellbeing/worksafe/policy/Research-Risk-Assessment-and-Mitigation-Plans-RAMPs.aspx.

Please note that travel to (or through) 'FCO Red zones' requires approval by the University's Research Travel Approval Panel, and will only be approved in exceptional circumstances where sufficient mitigation of risk can be demonstrated.

Section 11: Any other issues

Does the research raise any ethical issues not dealt with elsewhere in this form?

If yes, please provide further information:

No

Do you wish to provide any other information about this research not already provided, or to seek the opinion of the Ethics Committee on any particular issue?

If yes, please provide further information:

No

Section 12: Peer review

Has your project received scientific peer review?

Yes ☐
No ☒

If yes, please provide further details about the source of the review (e.g. independent peer review as part of the funding process or peer review from supervisors for PGR student projects):

Click or tap here to enter text.
Section 13: Nominate an expert reviewer

For certain types of project, including those of an interventional nature or those involving significant risks, it may be helpful (and you may be asked) to nominate an expert reviewer for your project. If you anticipate that this may apply to your work and you would like to nominate an expert reviewer at this stage, please provide details below.

Title: Click or tap here to enter text.
First name: Click or tap here to enter text.
Last name: Click or tap here to enter text.
Email address: Click or tap here to enter text.
Phone number: Click or tap here to enter text.

Brief explanation of reasons for nominating and/or nominee's suitability:

Click or tap here to enter text.
Section 14: Document checklist

Please check that the following documents, where applicable, are attached to your application:

Recruitment advertisement ☒
Participant information sheet ☒
Consent form ☒
Questionnaire ☐
Interview/focus group topic guide ☒

Please proof-read study documentation and ensure that it is appropriate for the intended audience before submission.
Section 15: Applicant declaration

Please read the statements below and tick the boxes to indicate your agreement:

I submit this application on the basis that the information it contains is confidential and will be used by the University of Birmingham for the purposes of ethical review and monitoring of the research project described herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any other purpose without my prior consent. ☒

The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it. ☒

I undertake to abide by University Code of Practice for Research (https://www.birmingham.ac.uk/Documents/university/legal/research.pdf) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines. ☒

I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer. ☒

I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer. ☒

Appendix J – Identifying Evidence for the Causal Mechanism of Intrinsic Value

In Chapter Four – Results and Discussion, each causal mechanism has a summary explanatory statement which includes up to three pieces of evidence taken from participants transcripts. Table C presents an example of the raw data that was identified as supporting Intrinsic Value before it was summarised for Chapter Four.

Table C

Example of the Raw Data that was Identified as Supporting Intrinsic Value as a Causal Mechanism

In part because of the existence of Intrinisc Value there is a tendency that learning or disruptive behaviour occurs this is demonstrated in the data that finds participants' experience...

"she's got that that that personal motivation um to just continue and get on with what's, what, what's expected" (Ellie)

"it it captures their imagination like, you know, the children are interested in it. It's got a real life, it's got a real meaning. It's meaning to the real world" (John)

"They did B-Tecs in engineering, bricklaying and there was a lot of I know you might call your gender stereotype, and they're only a lot of laddish, that boy, boys, you know naughty I wanna be a brick layer like my uncle he's got a lot of money. Yeah, i'm gonna do that because that's gonna get me a job. There was that connection [Yeah] but then they would be naughty in history (lessons)" (Sarah)

"I think if you can get a student on something that they see the value they're not going to misbehave are they?" (Sarah)

"But I think that having an awareness of why we're doing something, understanding the purpose of it does seem to help with engaged moments" (Ellie)

"my students who are most motivated, I think there's a direct correlation between knowing what they want to do next" (Sarah)

"genuine desire that you want to do something just because you want to do it, that it interests you" (David)

"just a real reluctance, and needing to be really really cajoled to to start and to actually engage. Um that's that's very difficult. Um and then you know questioning why? why? that and then, asking, what's this? why are we doing this? You know, what's the point, kind of asking those kind of questions, so that [yeah] would seem to suggest a lack of motivation,

because there doesn't seem to be any intrinsic, you know it's looking to to me or looking to someone else to explain, why should I do this? [yeah] it doesn't seem to be there personally" (Ellie)

"And you have some who are like C grade students, but they are like so determined to have a positive outcome that they'll do lots of research, they'll give me lots of exam responses" (Sarah)

"There's no, there's no value he doesn't see any value in what he's doing or being there" (Ellie)

"I suppose that's how their parents show that they're proud of them, or they they, or how they internalise that" (John)

"my subject is RS not everyone values it when I phone home parents say what is the point of RS?" (Ellie)

Appendix K- Classroom Behaviour Management Strategies Used by Participants

Table D presents the CBM strategies used by participants and how they related to their concepts of motivation as well as to existing CBM categories identified in the literature review.

Table D

Classroom Behaviour Management Strategies Identified by Participants

CBM Intervention and Example of Technique (taken from Table A in Appendix N)	Participant Strategies and how they Related to Causal Mechanisms for Pupil Behaviour
Rules and Structure • Consistent rules • Verbally reinforce rules • Making expectations clear	Causal Mechanism: School Behaviour Policy, Routine and Structure • Classroom rules were verbally reinforced throughout the term to help remind pupils of expectations (John) • Learning routines were consistent across the school so pupils knew what to expect when they came into a lesson (Ellie and David) • Behaviour routines should be consistent, such as greeting the pupils at the start of every lesson (Sarah) • Communicate with pupils – let them know the school expectations and ensure they understand them (David and Ellie)
Reinforcement of Appropriate Behaviour • Verbal reinforcement using positive responses to reinforce learning behaviour • Contingent praise • Verbal feedback	Causal Mechanism: Intrinsic Value • Praise was identified by all participants and included the function of supporting the pupil to recognise when they had been successful as well as supporting the pupil to feel valued within the education setting. Praise was conceptualised as a technique to validate and acknowledge pupils. • John perceived that stickers used as rewards were 'the cherry on the top' and it was the recognition of the pupil that was most important

CBM Intervention and Example of Technique (taken from Table A in Appendix N)	Participant Strategies and how they Related to Causal Mechanisms for Pupil Behaviour
Response to Undesired Behaviours • Deliberate ignoring of the behaviour. • Verbal reprimands.	Ignoring of behaviour and verbal reprimands were not strategies identified by the participants. Indeed, Sarah viewed verbal reprimands as unhelpful.
Staff-Pupil Relationships 1. Listening and accepting pupils' opinions. 2. Get to know pupils and let pupils know a little bit about you. 3. Take time to talk to pupils every day. 4. Treated as equal – by being involved in class decisions.	Treating pupils as equals was not discussed explicitly by any participants Causal Mechanism: Intrinsic Value • Let pupils know a little bit about you (Sarah) • Create a safe environment by listening (Sarah) • Take time to talk to pupils in every lesson (Sarah) • Get to know students by talking to them and engaging them in conversations (Sarah and John) • Create a safe physical environment that conveys a message to the pupils that they are valued (David) • Let pupils know they have done well (Sarah, Ellie, John and David) • Appreciate them by recognising their contribution (Ellie) • Be aware of pupils' needs (David) • Treat people with kindness (Sarah) • Always start from a clean slate, no matter what has happened before, always welcome the pupil back into the classroom (David) • Find out what's going on for them (Sarah) • Talk to parents to find out what's going on for that pupil (John) • Ensure pupil is included – use strategies so that no one knows they are being singled out (David) • Role model behaviour/interest/values (John, David)

CBM Intervention and Example of Technique (taken from Table A in Appendix N)	Participant Strategies and how they Related to Causal Mechanisms for Pupil Behaviour
	• Provide pupil with individual attention such as through the support of a teaching assistant (David) • Use an individual plan for the pupil such as a pupil passport to coordinate and understand the pupils needs (David)
Classroom Environment. 1. Designated seating plans 2. Displays celebrating pupil's work 3. Organised, tidy spaces with dedicated spaces for equipment/resources/activities	Only David discussed the physical environment, he identified how the environment related to causal mechanisms for pupil behaviour. Causal Mechanism: Pupil Factors – Intrinsic Value • An organised environment lets pupils know they are valued (David) Causal Mechanism: Pupil Factors – Self-Regulation • Reduced physical distractions i.e., removal of display boards in the classroom (David)
Procedures for Chronic Misbehaviour • Procedures for dealing with disruptive behaviour should be identified in advance and used consistently	Causal Mechanism: External Factors – School Behaviour Policy, Routines and Structures All participants discussed their education settings behaviour policy as incorporating procedures for dealing with disruptive behaviour, however:

CBM Intervention and Example of Technique (taken from Table A in Appendix N)	Participant Strategies and how they Related to Causal Mechanisms for Pupil Behaviour
	• Sarah did not use it • Ellie did not use it consistently • David did not think the policy was effective enough and needed to be adapted • John used it consistently and believed it was effective
Focus on Pupil Behaviour • Preventative and reactive strategies – develop self-control	Causal Mechanism: Pupil Factors – Self-Regulation • 1:1 support from a teaching assistant (David) • 'keeping eyes on them' (Ellie) • Reduce environmental distractions (David)
Pupils Social-Emotional Development • Focus on social skills such as empathy	No specific experiences or perceptions regarding social-emotional development and CBM strategies were shared by participants
Actively Engage Students • Direct instruction	Causal Mechanism: Pupil Factors – Self-Regulation • Provide a teaching assistant for 1:1 support – explicit teaching of what needs to be done (David)
Strategies for Learning Behaviours • Class wide contingencies • Token rewards	Class wide contingencies were not a strategy that participants identified
Strategies for Disruptive Behaviours • Time out	Causal Mechanism: External Factors – School Behaviour Policy, Routine and Structures

CBM Intervention and Example of Technique (taken from Table A in Appendix N)	Participant Strategies and how they Related to Causal Mechanisms for Pupil Behaviour
	• Time out was a strategy that was identified by David that was part of an approach called '100% compliance' that he believed should be part of the school behaviour policy. This strategy was not to be used for all disruptive behaviours but was part of a strategy to identify which pupils needed extra support and which pupils were engaged in disruptive behaviours that had no purpose.
Other strategies not explicitly identified in the literature review	No Specific Causal Mechanism Identified • Talk to parents (Ellie identified this as a strategy for disruptive behaviour, but did not link it to any causal mechanism for motivation) Causal Mechanism: Pupil Factors – Intrinsic Value • Talk to parents to find out what interests the pupil (John) • Plan learning activities to be engaging/of interest (John) • Plan learning activities with new or different aspects to create interest but still maintain the learning routine (David) • Link it with career (Sarah)

Heidi: Okay, right. So just to start off with, would you just tell me a little bit about your job and the school that you work in.

Sarah: Currently I work in an FE college in (name of town) it's a 6th form college. It is a wider group of colleges. We're part of a (details about the college), so the college I work in is (details about the college). It's probably not significant, but it does it just change the profile of the students that we get. So being a Sixth Form being an FE college, it's quite a unique part of the sector, actually, because we get students from like I don't know 20 plus different schools. It's not like they will feed through the same school together. So that makes a difference as well. Yeah. And the the yeah. So it's in (name of place) I I teach drama there. So if you have any other questions about that. But yeah, and I have previously I've worked in secondary as well. So I've worked in a kind of Catholic secondary school and a main comp. I don't know if that's relevant to your research

Heidi: Yeah, that's okay. Just have like a bit of background. And so so i'm thinking about the kind of behaviors that you want to see when you're teaching. So you said it's a 6th form college where you are now. what sort of behaviours are you looking for? When students come to your lessons?

Sarah: I think if you asked me that question before Covid, it might be a different answer I think because it's easy to say like, oh, I'm after enthusiasm and passion. [mmm] I think that at this moment, in time I something that I'm really passionate about is creating an environment that is safe and comfortable, because I think that I think it's more difficult for young people now, for whatever reasons, whether it's Covid, whether they've been isolating, whether pressures of social media So I think that you want somebody to feel safe. So if they are running late. or you know they haven't done their homework, they still feel like they can come into the classroom because you you were asking about the behaviours, you wanted them to demonstrate. So it's almost like I I don't know if feeling comfortable or being themselves is a behaviour I don't know how you could pigeon hole that as a behaviour and I I know obviously you do want them to be engaged. You want them to be passionate, but sometimes I think, asking them to be passionate. Engaged sometimes is too much, to be to be present to be willing. That's important. [Yeah] I think when I when I was in when I was in secondary, just because I don't know if that's more useful to you, I think there's more of an element of control, you know you have to. They're still children aren't they? This is going to sound really archaic, there has to be a little bit of compliance, there is so many moving wheels, you know you've got to get the lesson started. You've got to deal with that behavior. You've got to get through the objectives. You've got to make sure they're learning so that that they have to demonstrate a level of I know the rules, and i'm going to follow them. and that kind of will feed into positive mindsets. I feel like I'm just chatting rubbish here Heidi

Heidi: no, no, carry on

Sarah: I just chat and rubbish here. I do. But so that's why I think that I I understand what some people have, you know, oh I I hate miss oh I hate miss so and so because she always makes us follow the rules or whatever. But when it secondary is so much, you need that, teachers need they call it standard standard operating procedures so students have to show compliance with standard operating procedures. Because if you if kids don't start handing in their homework, or they don't start being quiet when you want them to listen. How on earth is anyone going to learn that's on a foundation level. My philosophy I'm all about positive

classroom and environment, and and making people feel welcome and supported and stuff. I'll stop because I'll just keep chatting rubbish

Heidi: No, no, no, no, no, that's what I want to. This is what i'm kind of you know, looking into what teachers just think about what the you know what people need. So I think you you're talking about in your 6th form in the sixth one college. It is maybe more about having students who are willing to participate but in secondary school it's more about them basic being compliant with what the school needs them to do that.

Sarah: Yeah, I mean I I I don't like the work comply, because it makes me feel like but it it is. Every student has a right to an education, don't they, whether they want it or not, you know, and you get you. You might even get like, you know. My children might turn around and say *mom I hate French or hate history* but I think they don't realize that it's actually a privilege to have an education up until the age of 16 or 18 now isn't it. And and I think that sometimes it's very, very rare that you get a young person who knows what they want to do at 11 and go on to do that. Students don't realize that they actually need variety in their education because so many of them change their mind, they'll say I didn't realise I needed a C in maths for that or, you know that the word compliance I'm just I'm just kind of it saying, I don't it's not like everyone must be the same, and everyone must learn. But it's that whole thing if you know when you say to a kid you've got to do that, they go, Why? Because I said so. *Well, that doesn't that doesn't make any sense to me*. Yeah, it's that kind of logic in that. It's for your own good to be compliant up into a certain point is for your own good essentially.

Heidi: okay. How do you think we can help pupils understand those ideas, you know, if they're not in if they're not interested.

Sarah: I think, something from an educational point of view. I don't think that the link between education and careers is embedded enough within the learning, so I don't think that's that young people are capable of placing or making the connections between what they're doing in the classroom and then the workplace. So they don't see the value in doing history, because, like, *how's that going to help me?.* you know, moving forward. And so I I think that yeah, it seems like a pointless journey to them. And yet for some of them history might be completely invaluable, you know. But some of them don't they don't see the end game. I don't. I don't know whether it's about in schools. It's to academia Based that we don't make this connections to actual life skills and life to that development. you know. I'm I'm saying [yeah] It's it's it's it's set some people up to fail already. I think.

Heidi: Yeah. So I think you saying something about that. There's an education system that doesn't really link up to what she could be doing in the future and [100%. Yeah] And if it did that might support people to be more engaged at school.

Sarah: Potentially. I mean, I think that because I know the government of bringing in the T levels. I don't know if you know much about them. Yeah. And in theory you go Well, that's a good idea. It's workplace based learning but what what a t level is well a student will go along and do a t level in engineering, and then they'll just do engineering, and it closes all other options to them and it used to be I mean I I vote labor, and it used to be the way, many, many years ago, when there was many more vocational courses like I work the sec the first secondary school I worked in on the third floor. We had a construction wing and they did b-tecs. They did B-tecs in engineering, bricklaying and there was a lot of I know you might call your gender stereotype, and they're only a lot of laddish, that boy, boys, you know naughty I wanna be a brick layer like my uncle he's got a lot of money. Yeah, i'm gonna do that

because that's gonna get me a job. There was that connection [Yeah] but then they would be naughty in history. So there needs to be more education programs. There needs to be more choice. And actually, I think if you can get a student on something that they see the value they're not going to misbehave are they? [mmm] in most cases.

Heidi: So something that that you know, like an internal motivator that they might be interested in. Just going back to at the beginning you talked about in your 6th form position now, where you are now you you like to create like a safe environment, so that your students feel safe when they come in, regardless of whether they've done the homework or or not [yeah]. So just thinking about what you know for you. What do you think that? What does that look like for you? How do you create that safe environment for those pupils?

Sarah: The the first thing that I'll say before I say how great that is. I actually think I I swim against the tide in that, like my principal, now, they want us to shout at students. If they're late they want them, they want us to reprimand them and have a go at them. And I actually think, what what does that achieve? [mmm] You know what I mean? Even if somebody has just woken up late, missed their bus. You know they're right. It's their own fault. They walk in and you go James! Why you late? Why have you done that? Is that going to make anyone feel like they want to learn, I don't think it is, and I know that that that kind of I can't even think what the language is it's even more enforced in secondary school that isn't it, you know, oh *you'll lose your me time nehnehne!* So for me the way I try to achieve a safe environment, and I use that safe environment first is get to know my students. It is <u>common </u>sense. I will spend the first 3 or 4 even lessons, finding out about my students much to really simple. Even now every lesson we have a conversation. But it might be like, oh, what's your favourite colour? And even that, you know, and they'll be like all blue. Some of them are like blue, so like it, and some of them might like are green, because my grandmother gave me a an emerald brace in it when she passed, and and then you'll go what are your values, and then some of them will be will share really personal things, or you know who's your favorite band? What do you want to do when you grow up? And then I share things about myself [yeah] within a professional context and then they feel like Sarah knows me, Sarah <u>see's</u> me and then I know all of these things about these students. I I always said to my last mentor, how on earth can you teach somebody if you don't know them [mmm]. You know this it it baffles me particularly in 6th form. We see them 5 hours a week. How can you not know that Peter, on the front row of your class wants to go into accounting. If you're an accounting teacher, how can you not know that you know? So it's conversation. I also I i'm a firm believer, praise, somebody. I tried to organize, praise awards in my last college, and somebody said to me *do 6th formers even like* praise? Oh, do they like it? And I was like <u>everybody</u> likes praise. Some people like it discreetly, like a little note in the post, some people, I still use stickers and I still use star of the week, I got observed by my principle last week, like you could see him kind of raise an eyebrow, and I thought these these young people might be 16,17, but they adore it they love feeling seen, they love feeling validated and valued. And to do those things is not actually hard but I don't know how many teachers actually do it, because they're so worried about getting all of the content covered. [Yeah], you know, and and I I get don't get me wrong. Oh, I don't know. I would much rather spend half a lesson finding out about my students then talking about a German playwright? We can do that. We can find ways of making that work. Yeah. The sales are also interesting because there is this real system of *oh, if they're late, if their attendance is poor*, or *we really need to keep an eye on them <u>naughty</u> children*. It's like <u>I</u> feel like, and you you made correct me here. I feel like 99.9% of behavior, there's no <u>malice</u> there, there's a reason [mmm] you're not gonna meet anyone in your life who is naughty just because they're vindictive that doesn't <u>happen</u> that doesn't

happen with children, there's a reason, they've got a bad relationship with their mum, their family is going through a break up, they've got mental health, you know what I mean, there's a <u>reason,</u> I don't think it's acceptable, sorry you got me on the tangent here now [no no] Isolation centers in schools, I hate isolation centres in schools, why are we creating prisons, there should be like er community. There should be like pastoral cent, hubs where somebody can just go for a quiet time [yeah]. I I know I know don't get me wrong there has to be there has to be consequences for some behaviours. Of course, of course there does. but I just think that we need to find better ways to build our students up particularly <u>now</u>. Some of them don't know how to socially interact or behave, you know, they just need, they need a lot more love and support. I think I not. Yeah. But Ive run out of steam

Heidi: okay, I'll ask you some more questions. Earlier on you talked about, like you're expected to tell students off, you know, for being late or whatever so. is that something in your current setting [Yeah] Okay. So I guess I was just gonna ask about what is the behaviour policy in your current setting. And

Sarah: the first thing we've we've even now, in FE we get stroppy emails from senior leaders, saying, *You must tell students off* you must challenge, and I've even been because I share the classroom with my with the principal So I've even been in there getting books, and I've heard him shout across the room, "*Why are you late?" What are you doing here*? What we're? I'm just thinking how <u>embarrassing</u> I'm embarrassed. The policy is so we have to log with any system, any issues with the log it on our centralized system by if there's a behavioural issue, it depends on the context of the student. You might seek support from the pastoral team and they might come and do a check in or recommend to have a meeting. If its down right, you know kid comes in a swears at you then that goes through, we're quite a small college, so it goes directly to our senior leadership team. They will kind of maybe start with a conversation and it's the same process where students might get put on a contract where it's like if you don't improve your behavior, you're at risk of being suspended, and then it's very similar to second secondary, where we have got a student who is suspended at the minute, because he threw a chair across the canteen erm you know what I mean because his girlfriend was having an affair. But and then obviously students can get kicked out of college. I think it's easier. Not that I support it necessarily. I think it's easier to exclude students in FE, because they're 16 to 18. Then it is it's incredibly difficult actually to get an exclusion from a secondary school something i'll i'll also. I've just, I, I think, is worth contextualizing being in (name of location) last week we had the police come in there was 2 stabbings in (name of location), and somebody was caught with firearms, and it's linked to gang crime in (name of location), and the gang crime is coming out of (name of location). So there was a there was a disperse order put in place in the in (name of location) Town Centre. Any groups of young people like 10 or more after 5 minutes, have to be separated by the police. So I I maybe I feel like maybe the motivation for some of our senior leadership team being <u>so</u> rigid in some of their behaviour policy is we're very culturally diverse college and um we do have we have had students before this that makes it sound really really rough, but there are students who will know people in these gangs. They will, whether they're actively involved in them or not, we had a student, a few years ago, ended up in prison, but that you know what I mean, that they they are a group of young people who probably are more exposed to crime than in (name of location) I still think that even in that context the behaviour pol policies are quite the word archaic sometimes in their approach and their delivery. Maybe I'm too soft I don't know.

Heidi: So there is a bit of a mismatch. What you say from to behave this the colleges behaviour policy, and what you like to implement within your lessons.

Sarah: Oh, I'd say so. [Yeah], I've always I've always felt that way a little bit. Probably my whole career actually. I'm but then I just I appreciate that maybe senior leaders have the bigger picture of maybe maybe in drama I don't have the same level of behaviour that some teachers get in other subjects. Maybe I don't know. Maybe it's a profile of students that you get taken certain subjects [mmm]. But yeah, I I feel like I don't feel like I always follow the behavior policy. Let's put it that way.

Heidi: Okay. So I was gonna ask you so and you know, just does the behavior policy stop you from implementing the things that you want to do to motivate your children, that you know students in your lesson [um] you, you do do things that you want more than the policy suggest you should do them.

Sarah: Yeah. I I also think maybe that comes from I mean, I've worked in education for 13 years, so maybe it's a confidence in myself, it being like No, this is where I'm going to do it, because it's even things like we're not allowed to let them out to the toilet that that is part of the behaviour policy, because they are trying to stop people like hang around. But I have a lesson it's 2 and a half hours long and I'm like, and then we get all we get email *You must not let students out of lesson!*, and it's like but they need to go for a wee so I just let them go [yeah] yeah but one of my students says I'm a bit too lenient but like I said, I would much rather somebody's not done any course work, you know I'd still rather it be an hour into lesson, and they still feel like they can come. [Yeah], you know I I would rather them turn up, then go oh Sarah's gonna have to go at me. I'm not gonna go in. [Yeah]. Because then I feel like I can, I can okay, find out, seek out problems then, and fix them.

Heidi: So I think you said earlier, you, you want to spend time kind of building the relationships. So that is that's like a key part of it of what you do to support students to feel safe in your lesson [Yeah] I was gonna ask something about because you're a college So I was Well i'm thinking about the choice that students might have in coming to your lessons. So they've opted to come and do your subject. So that makes a difference?. Obviously the law, you know the laws changed, and they have to be somewhere until they 18. You know. What do you see are young people motivated because they've chosen to do this subject themselves or would you see children when they

Sarah: I think that on one hand, you could argue that they are generally more motivated because you only pick 3 subjects, don't you so you think you'd be interested in what you're studying. So for some of them. I think they are more they're on time, and they're like, yeah, i'm ready to go. But I think that generally, as a generation, or you know these post Covid students, they're genuinely genuine, generally more demotivated. So there isn't it Yeah, I would argue. Yes, there is more of an enthusiasm at FE college, because it's more selective in the the program of study But generally, even even then, you still get this kind of tardiness, this lateness. It is kind of a little bit of apathy, and I don't know whether it's I don't know I don't know how long we can keep blaming, Covid, but I think it is still a massive factor for them. Their whole development was still, you know, stopped at such a key part of their lives and a lot of them don't know what they want to do with their lives. and then I think they feel a little bit hopeless there's more of a hopelessness about some of them which sounds really sounds really like meladramatic when you say it like that. But it used to be the case you'd have one kid who would go *I don't know what I want to do.* whereas now you're getting like a third of the class who are like *I don't know what I want to do* that's quite worrying, and I and I don't

165

know what how that's been tackled. I've forgotten what your question is now I've gone off on the tangent. They're demotivated so I I think generationally they're more demotivated. Some teachers would say that they believe because a lot of students were handed GCSE grades, they didn't sit their GCSEs.So while our second years now didn't sit GCSE's they've never sat exams and so there's this there's a little bit of them that thinks they are just going to get given grades again. Still, it's like. No, no, no, You've got sit sounds yeah. yeah. [yeah] yeah it's tricky. And I, there's a you know what I it this really makes me cross so many students now and I I blame the over inflation of grades during Covid like there was something like a 25% increase in students getting a's or something. And so many more students think that they're going to get a's across the board and I feel like I'm constantly disappointing students going. You're not going to get an a and that's not because I'm a horrible teacher. Its because that students a b grade student and then they're demotivated because they all want to get A's. You think back to your own experience at school, there was only the odd kid that got all A's, right? Do you know what I mean, like the smartest kid in the school. So yeah, I think it's very complicated.

Heidi: Yeah. So something about, I guess you were talking about Covid kind of impacted that development and so not the same stages, perhaps, that other children were before Covid? And this idea that they haven't had to and some of them haven't had to do work like the exams of the students stuff. So therefore they've got different expectations of what they can achieve [yeah]

Heidi: It's not realistic. Yes, I yeah And so just earlier, you briefly sort of said about students that kind of turn up, and then I think you said something like ready to get on with it. So I just want to see what you know what what that looks like for those students that come in and get on and and involved in what sort of things you think of behind that sort of behaviour.

Sarah: um my students who are most motivated. I think there's a direct correlation between knowing what they want to do next. Those ones are like. I I'm definitely going to do midwifery I've I'm going to Leeds uni this this knowledge of what's next. They're full of vision. It's so important, you know, if you know what's coming next, they're like, yeah, cool. I know what I need to do It's the ones who are like *I don't know you know* what I mean to that feeling lingers in all of their choices. I think I was just gonna say. Sometimes I even try to encourage them, even if they don't know, I said, Why didn't you make that your decision? I don't know what I want to do next? I'm going to take a year off to decide. That is still a decision [mmm] And that's okay. But but education doesn't support that does it? It goes <u>you must go to university</u> it doesn't allow for any personal, social development time at all.

Heidi: Okay. yes, so do you think some of the you know how they motivated to behave at school? It's kind of link to that social development time that you've said school doesn't really allow for

Sarah: yeah 100%. I don't think school allows enough time for young people to realize what they value, because some people will value education, you know. Some people will be like I want to be an academic, and I want to be an English literature teacher and they really value that, some of them. It takes them a while to realize actually, I value just having a family and or some some of them I value having money, so I want to go and be civil engineering, because that's gonna give me lots of money, fine, or some some of them don't realize that to be like. Do you know what I want to be a stay at home, mom? Or I wanna be a nursery nurse or an actress. I don't think education allows people to really explore different values. I don't know it. You kind of get asked what's your favorite subject in school? That's all the question

you ask that you, you know, and like all like history, or like PE you, you go rather than going "What's important to you?" And then somebody won't go Well, My family is really important to me. Being close. Having nice holiday, they don't they don't allow room for decision making, I hope I'm making sense here to be supported by what's important to a person. I just I don't know if i'm making sense there? [You are, you are!} It's not enough of that. I I asked a group students last week, I said what what do you value? And I said look, I value being around for my kids, and so as that's what one of the reasons why I'm part time, and and then I went round and about 2 or 3 of them could not tell me what they valued [mmm] and they were like. I don't know what I value, but that that you could see they had no concept of their own identity, and and I, I think that part of the reason for that is, they don't think that what they value is worthwhile [mmm] see what I mean to be like, I really value the perfect life for me is having a job where I work with nice people and spending my evening watching Netflix, and then going to the football at the weekend. It's like something about well, that's crap you know what I mean, but some people will be a manager of marks and spencers have a cracking team have a great laugh at work, and that's okay. But I don't think education system supports those kind of decisions. and they view that as *oh what are you gonna do You're gonna work in retail?*

Heidi: Yeah. So something about how children engage in lessons you talk about them, not really feeling that their ideas are valued and not being able to explore their ideas because education kind of sets this path around what's expected. what they should do. [Yeah]. You talked to a little bit about students who perhaps might not be getting on so great in the lessons because, you know, family break down or other things that might be going on for them, do you? How do you feel that you Can You kind of impact on that to support them in your lessons? Do you think?

Sarah: I I think that because I take the time I don't sit a kid down and go *tell me about your private life* (laughs). You know what I mean. But because I do this question thing and I do it every single lesson that I see them I could tell you that one of my students erm that her she's got 26 siblings. and because her dad had 2 wives one of those in Jamaica and had 10 kids, you know this really complex situation. And then she she told me about mental health issues. But then she also told me about her ambitions to be a drama therapist. And so because I've taken the time slowly and at their own pace, and whatever they want to share with me, I feel like I'm in a really good position if I knew that, like this particular girl, her dad had her step down had been violent towards her stepmom and I knew that the police have been around, and I just I just pulled her to one side. Is everything okay? And then so I feel like I'm in a position where I can have that dialogue because of the relationship and by trying to get to know the students, I also know one girl she doesn't want me to ask her questions. She doesn't want me to ask She she's very much like I will talk to the people I want to talk to, so I know to be like anything you need for your homework. You know what I mean. So you, you kind of you gauge them, and you gauge who needs what type of support [yeah] There are better teachers out there than me Definitely. definitely. There are teachers who teach the content better than me but I know so many of my colleagues do not have that relationship, and they will actively avoid any conversation about anything, private or personal. They will. That's the pastoral teams job I'll just ring, Michelle. I'll (***) I'll just get Michelle in. Some student will come crying, and they'll go, wait there. I'll get Michelle. You might need to get pastoral in. because it might be a safeguarding issue that we're not really trained to deal with, of course, but like why are teachers so afraid of human compassion sometimes. because we're told "*that's not your job, you're not allowed to ask any questions*" ! Yeah So I personally feel like I can help support those things like I had a girl, her dad died at Christmas, and she

was in Lithuania for the whole of January because they have this thing where they they have to stay by the body until the spirit leaves or something, and I, she, I saw her first time yesterday, and I sat down today, and said "are you doing alright?" I said, if you want to talk about your dad or not. She's like I don't really want to, but you know what I mean like, I don't know,

Heidi: given the the the choice So I think you saying something about you you believe that this is a way to engage with the students, and it is a priority, whereas [yeah] and they've just got to deliver this curriculum teachers prioritise the content and the social like, the relationship stuff is not part of their job. So what do you think of those teachers might, if those teachers are struggling with pupils that are having difficulties kind of in the class with how they're behaving and they manage things. What are those teachers able to do for them, is that when they refer to the pastoral team.

Sarah: oh so that's when you they would have heavy involvement from the senior leadership team I know students that I teach that I have *zero* behavioural issues from that have had meetings with the principal about their behaviour in other lessons. So you know, when you're like what?!. And it's because because I I believe that that teacher maybe has created an <u>unsafe</u> environment. And I, when I use the word unsafe, I mean that there can be no dialogue. *It's my way. You follow my rules*! and so that's caused because they're young adults. They do sometimes speak out a bit more, you havn't explained the structure well enough to me to answer that question, and then that's caused a bit of a then caused an argument between the teacher and the student. Then the teachers gone to the head and been like, oh, I've had a verbal verbal aggression from so and so in law. and then, when I found out I was a bit like <u>what?</u> you've got, as I couldn't get my head around it with this young devoutly Christian, lovely young girl, and they and they, I hate this *Oh, it's just a clash of personalities* yeah

Heidi: Just so, you facial expression there suggested that it's like a poor excuse. So it's a and perhaps things could be done better for that pupil.

Sarah: I just yeah, I just feel like some don't get me wrong there. There are going to be plenty of excuses where a young person has been it's incredibly rude to a teacher because some people just don't like authority figures, do they? But yeah, I think some teachers still expect students to just er respect them without without any attempts of gaining their trust or respect. You know. Just respect me because I am the teacher [Yeah] that's this is not the way these young people work now. Yeah.

Heidi: Yeah So something about the the view is that you know teachers do, do need to do something to develop that relationship, to have that respect? It's not just a I am a teacher, so it automatically means you should respect me. Is that a fair summary?

Sarah: Yeah, Don't, don't you think that's the most common that's like common sense for any part of your life, though you know, if you want someone to treat you with kindness you you treat them with kindness first [Yeah, yeah] you know, I only I only think that force or raising a voice right, should only, in my opinion, be used if there is danger [mmm] Or if, like, I even think if when I used to teach year 7 or year 8, I never believe *year 7 listen to me!* You know what I mean. I used to very opt for the non verbal, put your hand up, and then they all put their hands up, because I think verbal aggression or dominance and it's only you know it's only like that the police use when there's a *you get out the way uuuurghhh* don't think there's any need to talk to people like that.

Heidi: So I guess i'm just thinking about then, maybe whether you think of like an example of a time, whether that's in 6ᵗʰ form, or in one of your previous roles about time, perhaps, when a students been challenging in in your class with difficult behaviour in and how you kind of respond to it (inaudible)

Sarah: Yeah, the my very first school after my training years was (name of school) school [ok, yeah] and it was, well it was in special measures in 2011 and the behaviour there was, like, out of control. And erm so when I started, I probably made mistakes, but it's probably where I learned a lot about behaviour like I have this quite naughty year 8 class and they would just like um it's things like If the students wearing trainers, you know you have to challenge why they were wearing trainers, and the senior leadership would do learning walks and if a kid had trainers on and you hadn't challenged them, you would get told off, you know, so, and as a new teacher you follow the rules and do what you are told and I remember this one lad had trainers on and I think I challenged him and other people could hear, I could have took him to one side because there might have been a reason why he had trainers on. They all ganged together *why you challenging him miss*? . They all like ganged together and then this one lad called (name) erm it, it was low, level behaviour, but it was consistent, like throwing a pen erm getting his phone out of his bag. So I just followed the behaviours, (name), you've got to C1 now. Got to C2 as it right. You need to go next door to the to the music teacher and he got up in my face., year 8, taller than me, and he started shouting at me *Who gave you the fucking right to be a teacher*? And I'm stood there and I'm thinking right, if I shout at him, or whatever it, you know I I actually just thought he was going to hit me, that's what I thought, I thought he's going to hit me or he's going to push me, so I just stood there (laughs), and I said "Go next door (name)" I just kept repeating "go next door (name)", I wanted to say (laughs) when he said *who gave you the fucking right to be a teacher*? I really, and even in that moment I thought the Department for Education but I didn't think that would help either, he just walked out, he kind of stormed past me and walked out next door. But erm, on parents evening, about 2 weeks later, I I said to his dad, you know, (name) has had some difficulties in drama with his behavior, you know, he swore at me, he was quite rude and erm his dad looked *so* angry. I honestly thought in that moment I think I thought that his dad was gonna go home and hit him and that's what I thought in that moment and then it all started to piece together in my mind and I was like oooh so maybe (name) experiences maybe whether its verbally aggressive or physically aggressive at home. Anyway (.) so that that was (.) hard. Yeah.

Heidi: looking back then, because obviously now you've talked about kind of being more experienced and feel confident to, you know, use the strategies that you use in your in in in the college because you, you know you believe in them. Do you think, if you perhaps, to encounter that situation again. because you talking there, that you know you are newly qualified, and you are following the school behaviour policy what you've talked about suggests that those things to really support a child to motivate them, to engage in different behaviour do you think if you had that situation again you know, would you do it differently? Based on kind of your beliefs now

Sarah: Yeah, yeah, I think I would have erm I would have tried to maybe speak to (name) privately before it got to that point erm or maybe if I thought, because sometimes a student is on a spiral that you're not going to stop. You know what I mean, because for whatever reason. I maybe would have tried to discretely er remove him to a quieter space before it got to that point where he was swearing at me in front of the whole class. And also I think that I didn't spend enough time potentially getting to know them but I I I did feel like at (name of

school) that I was trying to put a plaster over, em like, trying to fix a (inaudible) with a plaster because so many problems like I was eating a sandwich and I saw loads of kids running past the the office and I thought whats going on, and I came out, they used to do a thing where somebody would shout out "stampede". The whole school would stampede around the whole school. Like, literally the whole school running around like a herd of elephants. There was some really deeply, and I I came out once, and there was a bottleneck of kids I thought what's going on? I went around the corner, and I saw, this was probably part of the problem, all the other teachers on the corridor going back into their room and close the door, and I thought, I, I can't do that. There was like 8 year 11 lads linked, creating a human barricade stopping everyone go through and just me. And they were like *what are you could <u>fucking</u> do about it*? like really aggressive. I was just like find out who you are and phone your moms and dads. And that worked. They went *oh fuck (inaudible)* and off they walked. But so I think that I was fighting, trying to fight an uphill battle, and I was trying to maybe copy other people's behaviour policy, approaches to behaviour that weren't me so sometimes I (inaudible) hard and down the line it didn't work. So yeah, I don't think me applying the behaviour policy, actually what I'm trying to get at is yes! I agree with you, applying the behaviour policies then didn't work. But I also think that the behaviour policies at that school in special measures were <u>massively </u>flawed, erm and not supported by the staff. So just if you try to give a kid a detention, it fell flat because 3 teachers prior to you didn't follow through with it.

Heidi: So sounds like a lot of stuff going on in that school that you worked in [Yeah] So the pupils themselves have this they arranged this whole thing where, whenever they say stampede, everyone will just join in

Sarah: the whole school. We're talking a 1,000 students.

Heidi: and so what sort of things I know you said the school was in special measures. I don't. I guess I'm just thinking about what sort of things were contributing to these behaviours that people's engaged in. I mean, you said that the behaviour policy didn't help them.

Sarah: and from my experience I don't know because secondary school is different beast to FE. You know I I talked about compliance. I <u>don't think</u> there was respect amongst the staff body for the senior leadership, so nobody was <u>applying</u> their behaviour and rewards policy consistent consistently and in the same way across the school. So it's almost like students can see that there's like a destabilisation amongst the staff and they took advantage of that erm so I do know, I know someone who works there now, when the new head came in, they had to really crack down on, I mean it's just those standard operating procedures. At lesson change over, every single teacher is stood in the doorway of their classroom so when a kid's coming down the corridor, you got teacher, teacher, teacher, teacher you know, so that that and that promotes better behaviour. It does promote best behaviour. It's common sense. Or if everybody makes that, everyone has to make their class line up, and if you're if you're a kid, and you go to 5 lessons a day and only one of your teachers is getting you to line up you're more likely to be like *I'm not lining up for you miss*. I've just been to, whereas in every class and I line up, line up! because then you you start to iron out some behaviour just through consistency in the staff body [Yeah] you know. Okay. And if everyone's on the same, singing from the same hymn sheet of we've got this behavior policy, C1, C2, C3, and it's just clarity. And then the students know, they know that if I do, that it's gonna get me C1, or whatever this system is. can you? You can, you can still deliver it compassionately. But it's consistency, that's important.

Heidi Bentley: Okay, Yes. So compassionate and consistent and putting the two together [100%] So okay, I won't keep much longer, because I know I've already taken a lot of your time, so [Its fine, its fine] I I guess maybe just ask one more question, just thinking about for you, what what does motivation mean to you if you think about you finding motivation in terms of what motivates pupils. what might you say?

Sarah: what motivation is? (.) Erm that's like a tricky question that isn't it (.)

That's okay don't don't feel pressure to answer it Sarah.

Sarah: I suppose, I suppose, you can talk about it in relationship to like I was gonna say I like energy, but I think that's wrong, because energy is more to do with, because I have some students who are not very energetic, but they're very motivated, do you know what I mean? How driven you are! It's like the it's like the the the rope or the bit of string, the incentive that pulls you forward its like how willing are you? I suppose it is tied up with the willingness to move on to what is next, so like, I think, I think you could talk about a willingness to be better or willingness to make progress, is what motivation is, but I also think, if I think about my students who are about to do a written exam, those that are motivated it, it's like those that are willing to try, if you're willing to try and you know, even if you're not going to get the top grade, or you're not, you know, even if you fail, to be motivated, to do something is to take a risk to take a chance, and put effort in, erm it's like my my students have to do written exam now and erm, you get some students who are naturally academic, but they're very de motivated, and they they just, they just rely on their the academic ability to get them through the exam [Yeah] And you have some who are like C grade students, but they are like so determined to have a positive outcome that they'll do lots of research, they'll give me lots of exam responses, and I've got a of trying, I think, to do trying whether you want to try. I've tried to do this. I've tried to read this. I've tried to do this erm I, as a teacher, always value, what? What's the phrase it's called value added? Have you heard that phrase in education? Yeah. Value added, is so much more important than outcomes, like if a young person better themselves in any in any part of your life, your relationship, your job, if you make yourself better at something that's so much more valuable than being the best at something. That's what I say [Yeah] that's what young people don't know! That's what they don't know! They all think they all have to be A star A grade. And if you are improving yourself Then you're winning. Just to be really corny (laughs).

Heidi: you said some stuff at the start about a willingness you said. You used that word at the start. Yeah, willingness So if you think might be, you think you might want to say something that I haven't asked about.

Sarah: I feel like I've waffled a lot Heidi. I feel you know what I feel? is it weird that I feel quite bad about using the word compliance for secondary school erm because I do think there's a difference between FE and second, so it is you you do I always this is gonna come out wrong. I always enjoyed when you get control of a class. You know what I mean like you, because then you feel like you're winning because it's hard when you've got a class of like 30, you know, pubescent 14-year-olds. You know what I mean. It's hard sometimes to get them all engaged, if you, if you can get them engaged. Gosh! You're the world's best babysitter, aren't you? and learning and doing something [Yeah] So I think that's what I'm talking about is that when I talk about compliance about just trying to get them all to see the value and get them all engaged in to some extent.

Heidi: Is it so? You? You're in the Sixth Form College now. And obviously you've talked about secondary school as well Do you think is different, you know. Is it different engaging 6th Form students now than it has been engaging Say, like the cost of 14 year olds.

Sarah: What? How you engage them?

Heidi: Yeah, yeah, Just yeah. You know in the 6th form you talk about a relational approach to engage the students , is that something you were able to do in the secondary schools.

Sarah: I think it's always been, I think it's always been my approach like when I think about it,erm, I I kind of almost I don't know if i'll go back secondary, but I often wonder now, would I try that approach of having a conversation about, whoever the class are, erm, because the difficult thing is when people get to the age of 16, 17, 18, they, I think they understand, they're more mature, and they understand respect a bit more, don't they? So even if you ask somebody who's your favourite band, somebody might go Taylor Swift and somebody might go *Oh, I don't like Taylor Swift, but Okay*. Whereas you know in secondary, someone goes I like Taylor Swift, *ohhhm my god* you know what I mean, it's a different you have to navigate immaturity really. So I think I I think I the approach is similar, but it it has to be underpinned by erm I I'm I'm using that word control. But you you have to teach them what is disrespectful. You have to teach them those life lessons a bit more, potentially. So I I would say my approach is similar, but it has to be underpinned I I suppose by a more structured approach to behaviour.

Heidi: Yeah. Sort of linked to the developmental stage of that student

Sarah: yeah, definitely, and then actually it goes a long way. I I used to love that in secondary particularly, I think, about the classic, I mean it's like naughty boys, if you've got to know them, and you'd see them around school they'd be like *alright miss*! do you know what I mean because they're like, and that was always felt like a bit for win in a way.

Heidi Bentley: mmm, yeah, brilliant right. I'll stop. I'll stop recording.

Appendix M – Examples of Coding

Excerpts of Sarahs transcript and how it was coded are presented on the next page. The coloured text alongside the transcript indicates the coding at the different stages. Please refer to Section 3.4 – Data Analysis for a description of the analysis according to each stage – experiential codes, event codes and causal mechanism themes. A full list of the salient experiential codes, event codes and causal mechanisms are provided in appendix G.

Key:

Red text indicates data that was coded at the experimental level.

Green text indicates the event code that the experiential code(s) were collapsed into.

Black text indicates the causal mechanism themes that emerged from the event codes (some causal mechanisms were also identified directly from participants data.

… between paragraphs indicates a different excerpt.

Transcript excerpts

…

Heidi: Yeah, that's okay. Just have like a bit of background. And so so i'm thinking about the kind of behaviors that you want to see when you're teaching. So you said it's a 6th form college where you are now. what sort of behaviours are you looking for? When students come to your lessons?

Sarah: I think if you asked me that question before Covid, it might be a different answer I think because it's easy to say like, oh, I'm after enthusiasm and passion. [mmm] I think that at this moment, in time I something that I'm really passionate about is creating an environment that is safe and comfortable, because I think that I think it's more difficult for young people now, for whatever reasons, whether it's Covid, whether they've been isolating, whether pressures of social media So I think that you want somebody to feel safe. So if they are running late. or you know they haven't done their homework, they still feel like they can come into the classroom because you you were asking about the behaviours, you wanted them to demonstrate. So it's almost like I I don't know if feeling comfortable or being themselves is a behaviour I don't know how you could pigeon hole that as a behaviour and I I know obviously you do want them to be engaged. You want them to be passionate, but sometimes I think, asking them to be passionate. Engaged sometimes is too much, to be to be present to be <u>willing</u>. That's important. [Yeah] I think when I when I was in when I was in secondary, just because I don't know if that's more useful to you, I think there's more of an element of control, you know you have to. They're still children aren't they? This is going to sound really archaic, there has to be a little bit of compliance, there is so many moving wheels, you know you've got to get the lesson started. You've got to deal with that behavior. You've got to get through the objectives. You've got to make sure they're <u>learning</u> so that that they <u>have</u> to demonstrate a level of I know the rules, and i'm going to follow them. and that kind of will feed into positive mindsets. I feel like I'm just chatting rubbish here Heidi
Heidi: no, no, carry on

Sarah: I just chat and rubbish here. I do. But so that's why I think that I I understand what some people have, you know, oh I I hate miss oh I hate miss so and so because she always makes us follow the rules or whatever. But

Passionate/safe

Safe/humanistic values

/Teacher Ethos – Teacher Values

Relational approach

Many moving wheels/competing demands/responsibility/ Teacher Ethos – Responsibility

Intrinsic Value

Coding

when it secondary is so much, you need that, teachers need they call it standard standard operating procedures so students have to show compliance with standard operating procedures. Because if you if kids don't start handing in their homework, or they don't start being quiet when you want them to listen. How on earth is anyone going to learn that's on a foundation level. My philosophy I'm all about positive classroom and environment, and and making people feel welcome and supported and stuff.

…. Students don't realize that they actually need variety in their education because so many of them change their mind, they'll say I didn't realise I needed a C in maths for that or, you know that the word compliance I'm just I'm just kind of it saying, I don't it's not like everyone must be the same, and everyone must learn. But it's that whole thing if you know when you say to a kid you've got to do that, they go, Why? Because I said so. *Well, that doesn't that doesn't make any sense to me.* Yeah, it's that kind of logic in that. It's for your own good to be compliant up into a certain point is for your own good essentially.

Heidi: okay. How do you think we can help pupils understand those ideas, you know, if they're not in if they're not interested.

Sarah: I think, something from an educational point of view. I don't think that the link between education and careers is embedded enough within the learning, so I don't think that's that young people are capable of placing or making the connections between what they're doing in the classroom and then the workplace. So they don't see the value in doing history, because, like, *how's that going to help me?.* you know, moving forward. And so I I think that yeah, it seems like a pointless journey to them. And yet for some of them history might be completely invaluable, you know. But some of them don't they don't see the end game. I don't. I don't know whether it's about in schools. It's to academia Based that we don't make this connections to actual life skills and life to that development. you know. I'm I'm saying [yeah] It's it's it's set some people up to fail already. I think.
Heidi: Yeah. So I think you saying something about that. There's an education system that doesn't really link up to what she could be doing in the future and [100%. Yeah] And if it did that might support people to be more engaged at school.

How on earth will they learn/disruptive behaviours

My philosophy/relational approach/humanistic values/Teacher Ethos – Responsibility and Values

Making sense/understanding/value/relevance/pupil values/Pupil Factors – Intrinsic Value

Links to the future/value/pupil values/Pupil Factors – Intrinsic Value

Sarah: Potentially…There needs to be more choice. And actually, I think if you can get a student on something that they see the value they're not going to misbehave are they? [mmm] in most cases.

Heidi: So something that that you know, like an internal motivator that they might be interested in. Just going back to at the beginning you talked about in your 6th form position now, where you are now you you like to create like a safe environment, so that your students feel safe when they come in, regardless of whether they've done the homework or or not [yeah]. So just thinking about what you know for you. What do you think that? What does that look like for you? How do you create that safe environment for those pupils?

Sarah: The the first thing that I'll say before I say how great that is. I actually think I I swim against the tide in that, like my principal, now, they want us to shout at students. If they're late they want them, they want us to reprimand them and have a go at them. And I actually think, what what does that achieve? [mmm] You know what I mean? Even if somebody has just woken up late, missed their bus. You know they're right. It's their own fault. They walk in and you go James! Why you late? Why have you done that? Is that going to make anyone feel like they want to learn, I don't think it is, and I know that that that kind of I can't even think what the language is it's even more enforced in secondary school that isn't it, you know, oh *you'll lose your me time nehnehne!* So for me the way I try to achieve a safe environment, and I use that safe environment first is get to know my students. It is common sense. I will spend the first 3 or 4 even lessons, finding out about my students much to really simple. Even now every lesson we have a conversation. But it might be like, oh, what's your favourite colour? And even that, you know, and they'll be like all blue. Some of them are like blue, so like it, and some of them might like are green, because my grandmother gave me a an emerald brace in it when she passed, and and then you'll go what are your values, and then some of them will be will share really personal things, or you know who's your favorite band? What do you want to do when you grow up? And then I share things about myself [yeah] within a professional context and then they feel like Sarah knows me, Sarah see's me and then I know all of these things about these students. I I always said to my last mentor, how on earth can you teach somebody if you don't know them [mmm]. You know this it it baffles me particularly in 6th form. We see them 5 hours a week. How can you not

Relational approach

Relational approach/safe/common sense/humanistic values/Teacher Ethos – Teacher Values

Relational approach/ humanistic values/Teacher Ethos – Teacher Values

know that Peter, on the front row of your class wants to go into accounting. If you're an accounting teacher, how can you not know that you know? So it's conversation. I also I i'm a firm believer, praise, somebody. I tried to organize, praise awards in my last college, and somebody said to me *do 6th formers even like* praise? Oh, do they like it? And I was like everybody likes praise. Some people like it discreetly, like a little note in the post, some people, I still use stickers and I still use star of the week, I got observed by my principle last week, like you could see him kind of raise an eyebrow, and I thought these these young people might be 16,17, but they adore it they love feeling seen, they love feeling validated and valued. And to do those things is not actually hard but I don't know how many teachers actually do it, because they're so worried about getting all of the content covered. [Yeah], you know, and and I I get don't get me wrong. Oh, I don't know. I would much rather spend half a lesson finding out about my students then talking about a German playwright? We can do that. We can find ways of making that work. Yeah. The sales are also interesting because there is this real system of *oh, if they're late, if their attendance is poor*, or *we really need to keep an eye on them naughty children*. It's like I feel like, and you you made correct me here. I feel like 99.9% of behavior, there's no malice there, there's a reason [mmm] you're not gonna meet anyone in your life who is naughty just because they're vindictive that doesn't happen that doesn't happen with children, there's a reason, they've got a bad relationship with their mum, their family is going through a break up, they've got mental health, you know what I mean, there's a reason, I don't think it's acceptable, sorry you got me on the tangent here now [no no] Isolation centers in schools, I hate isolation centres in schools, why are we creating prisons, there should be like er community. There should be like pastoral cent, hubs where somebody can just go for a quiet time [yeah]. I I know I know don't get me wrong there has to be there has to be consequences for some behaviours. Of course, of course there does. but I just think that we need to find better ways to build our students up particularly now. Some of them don't know how to socially interact or behave, you know, they just need, they need a lot more love and support. I think I not. Yeah. But Ive run out of steam

…

Sarah: the first thing we've we've even now, in FE we get stroppy emails from senior leaders, saying, *You must tell students off* you must challenge, and I've even been because I share the classroom with my with the principal So I've even been in there getting books, and I've heard him shout across the room, "*Why are you late?" What are you doing here*? What we're? I'm just thinking how embarrassing I'm embarrassed. The policy is so we have to log with any system, any issues with the log it on our centralized system by if there's a behavioural issue, it depends on the context of the student.

…

Then it is it's incredibly difficult actually to get an exclusion from a secondary school something i'll i'll also. I've just, I, I think, is worth contextualizing being in (name of location) last week we had the police come in there was 2 stabbings in [name of location}, and somebody was caught with firearms, and it's linked to gang crime in (name of location), and the gang crime is coming out of (name of location). So there was a there was a disperse order put in place in the in (name of location) Town Centre. Any groups of young people like 10 or more after 5 minutes, have to be separated by the police. So I I maybe I feel like maybe the motivation for some of our senior leadership team being so rigid in some of their behaviour policy is we're very culturally diverse college and um we do have we have had students before this that makes it sound really really rough, but there are students who will know people in these gangs. They will, whether they're actively involved in them or not, we had a student, a few years ago, ended up in prison, but that you know what I mean, that they they are a group of young people who probably are more exposed to crime than in (name of town) I still think that even in that context the behaviour pol policies are quite the word archaic sometimes in their approach and their delivery. Maybe I'm too soft I don't know.

…

Sarah: Yeah. I I also think maybe that comes from I mean, I've worked in education for 13 years, so maybe it's a confidence in myself, it being like No, this is where I'm going to do it, because it's even things like we're not allowed to let them out to the toilet that that is part of the behaviour policy, because they are trying to stop people like hang around. But I have a lesson it's 2 and a half hours long and I'm like, and then we get all we get email

…

Sarah: I blame the over inflation of grades during Covid like there was something like a 25% increase in students getting a's or something. And so many more students think that they're going to get a's across the board and I feel like I'm constantly disappointing students going. You're not going to get an a and that's not because I'm a horrible teacher. Its because that students a b grade student and then they're demotivated because they all want to get A's. You think back to your own experience at school, there was only the odd kid that got all A's, right? Do you know what I mean, like the smartest kid in the school. So yeah, I think it's very complicated.

…

Heidi: It's not realistic. Yes, I yeah And so just earlier, you briefly sort of said about students that kind of turn up, and then I think you said something like ready to get on with it. So I just want to see what you know what what that looks like for those students that come in and get on and and involved in what sort of things you think of behind that sort of behaviour.

Sarah: um my students who are most motivated. I think there's a direct correlation between knowing what they want to do next. Those ones are like. I I'm definitely going to do midwifery I've I'm going to Leeds uni this this knowledge of what's next. They're full of vision. It's so important, you know, if you know what's coming next, they're like, yeah, cool. I know what I need to do It's the ones who are like *I don't know you know* what I mean to that feeling lingers in all of their choices. I think I was just gonna say. Sometimes I even try to encourage them, even if they don't know, I said, Why didn't you make that your decision? I don't know what I want to do next? I'm going to take a year off to decide. That is still a decision [mmm] And that's okay. But but education doesn't support that does it? It goes you must go to university it doesn't allow for any personal, social development time at all.

Heidi: Okay. yes, so do you think some of the you know how they motivated to behave at school? It's kind of link to that social development time that you've said school doesn't really allow for

Sarah: yeah 100%. I don't think school allows enough time for young people to realize what they value, because some people will value education, you know. Some people will be like I want to be an academic, and I want to

be an English literature teacher and they really value that, some of them. It takes them a while to realize actually, I value just having a family and or some some of them I value having money, so I want to go and be civil engineering, because that's gonna give me lots of money, fine, or some some of them don't realize that to be like. Do you know what I want to be a stay at home, mom? Or I wanna be a nursery nurse or an actress. I don't think education allows people to really explore different values. I don't know it. You kind of get asked what's your favourite subject in school? That's all the question you ask that you, you know, and like all like history, or like PE you, you go rather than going "What's important to you?" And then somebody won't go Well, My family is really important to me. Being close. Having nice holiday, they don't they don't allow room for decision making, I hope I'm making sense here to be supported by what's important to a person. I just I don't know if i'm making sense there? [You are, you are!} It's not enough of that. I I asked a group students last week, I said what what do you value? And I said look, I value being around for my kids, and so as that's what one of the reasons why I'm part time, and and then I went round and about 2 or 3 of them could not tell me what they valued [mmm] and they were like. I don't know what I value, but that that you could see they had no concept of their own identity, and and I, I think that part of the reason for that is, they don't think that what they value is worthwhile [mmm] see what I mean to be like, I really value the perfect life for me is having a job where I work with nice people and spending my evening watching Netflix, and then going to the football at the weekend. It's like something about well, that's crap you know what I mean, but some people will be a manager of marks and spencers have a cracking team have a great laugh at work, and that's okay. But I don't think education system supports those kind of decisions. and they view that as *oh what are you gonna do You're gonna work in retail?*

…

Sarah: There are teachers who teach the content better than me but I know so many of my colleagues do not have that relationship, and they will actively avoid any conversation about anything, private or personal. They will. That's the pastoral teams job I'll just ring, Michelle. I'll (***) I'll just get Michelle in. Some student will come crying, and they'll go, wait there. I'll get Michelle. You might need to get pastoral in. because it might be a safeguarding issue that we're not really trained to deal

Values/pupil values

Values

Relational approach/values/pupil values/Pupil Factors-Intrinsic Value

Relational approach/responsibility/ Teacher Ethos – Teacher Responsibility

Personal belief/philosophy

with, of course, but like why are teachers so afraid of human compassion sometimes. because we're told "*that's not your job, you're not allowed to ask any questions*" ! Yeah So I personally feel like I can help support those things like I had a girl, her dad died at Christmas, and she was in Lithuania for the whole of January because they have this thing where they they have to stay by the body until the spirit leaves or something, and I, she, I saw her first time yesterday, and I sat down today, and said "are you doing alright?" I said, if you want to talk about your dad or not. She's like I don't really want to, but you know what I mean like, I don't know,

…

Sarah: oh so that's when you they would have heavy involvement from the senior leadership team I know students that I teach that I have *zero* behavioural issues from that have had meetings with the principal about their behaviour in other lessons. So you know, when you're like what?!. And it's because because I I believe that that teacher maybe has created an <u>unsafe</u> environment. And I, when I use the word unsafe, I mean that there can be no dialogue. *It's my way. You follow my rules*! and so that's caused because they're young adults. They do sometimes speak out a bit more, you havn't explained the structure well enough to me to answer that question, and then that's caused a bit of a then caused an argument between the teacher and the student. Then the teachers gone to the head and been like, oh, I've had a verbal verbal aggression from so and so in law. and then, when I found out I was a bit like <u>what?</u> you've got, as I couldn't get my head around it with this young devoutly Christian, lovely young girl, and they and they, I hate this *Oh, it's just a clash of personalities* yeah

Heidi: Just so, you facial expression there suggested that it's like a poor excuse. So it's a and perhaps things could be done better for that pupil.

Sarah: I just yeah, I just feel like some don't get me wrong there. There are going to be plenty of excuses where a young person has been it's incredibly rude to a teacher because some people just don't like authority figures, do they? But yeah, I think some teachers still expect students to just er respect them without without any attempts of gaining their trust or respect. You know. Just respect me because I am the teacher [Yeah] that's this is not the way these young people work now. Yeah.

Sarah: Yeah, Don't, don't you think that's the most common that's like common sense for any part of your life, though you know, if you want someone to treat you with kindness you you treat them with kindness first [Yeah, yeah] you know, I only I only think that force or raising a voice right, should only, in my opinion, be used if there is danger [mmm] Or if, like, I even think if when I used to teach year 7 or year 8, I never believe *year 7 listen to me!* You know what I mean. I used to very opt for the nonverbal, put your hand up, and then they all put their hands up, because I think verbal aggression or dominance and it's only you know it's only like that the police use when there's a *you get out the way uuuurghhh* don't think there's any need to talk to people like that.

…

Heidi: So I guess i'm just thinking about then, maybe whether you think of like an example of a time, whether that's in 6th form, or in one of your previous roles about time, perhaps, when a students been challenging in in your class with difficult behaviour in and how you kind of respond to it (inaudible)

Sarah: Yeah, the my very first school after my training years was (name of school) school [ok, yeah] and it was, well it was in special measures in 2011 and the behaviour there was, like, out of control. And erm so when I started, I probably made mistakes, but it's probably where I learned a lot about behaviour like I have this quite naughty year 8 class and they would just like um it's things like If the students wearing trainers, you know you have to challenge why they were wearing trainers, and the senior leadership would do learning walks and if a kid had trainers on and you hadn't challenged them, you would get told off, you know, so, and as a new teacher you follow the rules and do what you are told

…

but erm, on parents evening, about 2 weeks later, I I said to his dad, you know, (name) has had some difficulties in drama with his behavior, you know, he swore at me, he was quite rude and erm his dad looked *so* angry. I honestly thought in that moment I think I thought that his dad was gonna go home and hit him and that's what I thought in that moment and then it all started to piece together in my mind and I was like oooh so maybe (name) experiences maybe whether its verbally aggressive or physically aggressive at home. Anyway (.) so that that was (.) hard. Yeah.

Heidi: looking back then, because obviously now you've talked about kind of being more experienced and feel confident to, you know, use the strategies that you use in your in in in the college because you, you know you believe in them. Do you think, if you perhaps, to encounter that situation again. because you talking there, that you know you are newly qualified, and you are following the school behaviour policy what you've talked about suggests that those things to really support a child to motivate them, to engage in different behaviour do you think if you had that situation again you know, would you do it differently? Based on kind of your beliefs now

Sarah: Yeah, yeah, I think I would have erm I would have tried to maybe speak to (name) privately before it got to that point erm or maybe if I thought, because sometimes a student is on a spiral that you're not going to stop. You know what I mean, because for whatever reason. I maybe would have tried to discretely er remove him to a quieter space before it got to that point where he was swearing at me in front of the whole class. And also I think that I didn't spend enough time potentially getting to know them but I I I did feel like at (name of school) that I was trying to put a plaster over, em like, trying to fix a (inaudible) with a plaster because so many problems like I was eating a sandwich and I saw loads of kids running past the the office and I thought whats going on, and I came out, they used to do a thing where somebody would shout out "stampede". The whole school would stampede around the whole school. Like, literally the whole school running around like a herd of elephants. There was some really deeply, and I I came out once, and there was a bottleneck of kids I thought what's going on? I went around the corner, and I saw, this was probably part of the problem, all the other teachers on the corridor going back into their room and close the door, and I thought, I, I can't do that. There was like 8 year 11 lads linked, creating a human barricade stopping everyone go through and just me. And they were like *what are you could fucking do about it*? like really aggressive. I was just like find out who you are and phone your moms and dads. And that worked. They went *oh fuck (inaudible)* and off they walked. But so I think that I was fighting, trying to fight an uphill battle, and I was trying to maybe copy other people's behaviour policy, approaches to behaviour that weren't me so sometimes I (inaudible) hard and down the line it didn't work. So yeah, I don't think me applying the behaviour policy, actually what I'm trying to get at is yes! I agree with you, applying the behaviour policies then

Relational approach/CBM technique

Relational approach

Behaviour/Disruptive behaviour

183

didn't work. But I also think that the behaviour policies at that school in special measures were <u>massively</u> flawed, erm and not supported by the staff. So just if you try to give a kid a detention, it fell flat because 3 teachers prior to you didn't follow through with it.

…

Sarah: and from my experience I don't know because secondary school is different beast to FE. You know I I talked about compliance. I <u>don't think</u> there was respect amongst the staff body for the senior leadership, so nobody was <u>applying</u> their behaviour and rewards policy consistent consistently and in the same way across the school. So it's almost like students can see that there's like a destabilisation amongst the staff and they took advantage of that.

…

At lesson change over, every single teacher is stood in the doorway of their classroom so when a kid's coming down the corridor, you got teacher, teacher, teacher, teacher you know, so that that and that promotes better behaviour. It does promote best behaviour. It's common sense. Or if everybody makes that, everyone has to make their class line up, and if you're if you're a kid, and you go to 5 lessons a day and only one of your teachers is getting you to line up you're more likely to be like *I'm not lining up for you miss*.

Consistency/behaviour policy/School behaviour policy structure, routines

Staff-staff relationships/pupil-staff relationships

CBM techniques

Consistency/behaviour policy/School Behaviour Policy Structure, Routines

Appendix N – Categories of Classroom Behaviour Management Interventions

Table A

Different Categories of Classroom Behaviour Management Interventions as Identified by Hart (2010), Korpershoek et al. (2016), Oliver et al. (2011), Simonsen et al. (2008) and Wilson and Lipsey (2006)

Author	Category of Classroom Behaviour Management	Example of Techniques	Examples of Research that Included Strategies in this CBM Category
Hart (2010)	Rules	• Consistent rules using simple language • Verbally reinforce rules	• Algozzine and Algozzine (2007) • Gottfredson et al. (1993)
	Reinforcement of appropriate behaviour	• Verbal reinforcement using positive responses to reinforce learning behaviour	• Little and Akin-Little (2008) • Hayes et al. (2007) • van Tartwijk et al. (2009)
	Response to undesired behaviours	• Deliberate ignoring of the behaviour • Verbal reprimands	• Little and Akin-Little (2008) • van Tartwijk et al. (2009)
	Teacher-pupil relationships	• Listening and accepting pupil's opinions • Get to know pupils and let pupils know a little bit about you • Take time to talk to pupils every day	• Cothran et al. (2003) • van Tartwijk et al. (2009)

Author	Category of Classroom Behaviour Management	Example of Techniques	Examples of Research that Included Strategies in this CBM Category
		• Treated as equal – by being involved in class decisions	
	Classroom environment	• Designated seating plans	• Shin and Koh (2007)
		• Displays celebrating pupil's work • Organised, tidy spaces with dedicated spaces for equipment/resources/activities	• Gottfredson et al. (1993)
	Expectations	• Making expectations clear and reinforcing them	• Cothran et al. (2003)
	Procedures for chronic misbehaviour	• Procedures for dealing with disruptive behaviour should be identified in advance and used consistently	• Akin-Little et al. (2007) • Algozzine and Algozzine (2007) • Rosenberg and Jackman (2003) • van Tartwijk et al. (2009)
Korpershoek et al. (2016)	Focus on the teacher	• Teachers' use of rules and disciplinary interventions	• Swan (2007)
	Focus on pupil behaviour	• Use of rewards and contingencies • Strategies that target self-control	• Curtis and Norgate (2007) • Spratt et al. (2006)
	Pupils social-emotional development*	• Focus on social skills such as empathy	• Arda and Ocak (2012) • Domitrovich et al. (2007)

Author	Category of Classroom Behaviour Management	Example of Techniques	Examples of Research that Included Strategies in this CBM Category
	Teacher-pupil relationships	• Focus on interaction between teacher and pupil	• Webster-Stratton et al. (2008)
Oliver et al. (2011)	No categories identified	• The Good behaviour Game	• Barrish et al. (1969)
Simonsen et al. (2008)	Structure and predictability	• High amount of teacher directed activity • Arrangements to minimise distractions	• Susman et al. (1980)
	Teach and reinforce expectations	• Provide feedback on expectations	• Johnson et al. (1996)
	Actively engage students	• Response cards • Direct instruction	• Lambert et al. (2006) • Nelson et al. (1996)
	Strategies for learning behaviours	• Contingent praise • Class wide contingencies • Token rewards	• Sutherland et al. (2000) • Hansen (2005) • Jones and Kazdin (1975)
	Strategies for disruptive behaviours	• Time out • Performance feedback	• Barton et al. (1987) • Brantley and Webster (1993)
Wilson and Lipsey (2006)	Interventions targeted at	• The teaching of cognitively based problem-solving skills (social information processing interventions)	• Farrell et al. (2003)

Author	Category of Classroom Behaviour Management	Example of Techniques	Examples of Research that Included Strategies in this CBM Category
	aggressive and disruptive behaviour		

*This category, and related techniques were only explicitly identified in the Korpershoek et al. (2016) study.