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Teacher Motivation to Engage in the Individual Education Plan Process

A thesis presented in partial fulfilment of the requirements for the degree of
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Abstract

This thesis investigated teachers' motivation to engage in the IEP process. It examined the key factors that research has identified as influencing teachers motivation and explored the potential barriers to teacher engagement in the IEP process. Teachers' motivation and their perceptions of the success of the IEP goals were also examined. The target population was year 1-8 teachers who had been engaged in an IEP in the last 12 months.

This research design utilised a mixed methods approach, where quantitative and qualitative data collection methods were used. The first phase of this study consisted of an online questionnaire where there were 267 responses. This was followed by four semi-structured interviews with four participating teachers, where the common findings identified from the questionnaire were explored in more depth.

Results indicated that the value teachers place in the IEP process, the self-efficacy that teachers hold regarding their ability to engage in the IEP process and their view of inclusive teaching philosophies were all related to teachers' motivation to engage in the IEP process. The key barriers to teacher engagement in the IEP process were the time constraints associated with the various tasks of the IEP process. This study also found that teachers who had high self-efficacy in implementing the IEP goals and who felt that the appropriate goals had been set in the IEP process were more likely to believe that students could achieve the IEP goals.

This research highlights the need for professional learning and support for teachers to develop their understanding of the IEP process, establishing and writing appropriate goals, and identifying school-based support systems for teachers to engage intentionally and meaningfully within the IEP process.

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1 Introduction

This study focuses on teacher motivation to engage in the Individual Education Plan (IEP) process. This first chapter introduces the context of the research. Firstly, the concept of inclusive education is examined with an emphasis on New Zealand. This is followed by a discussion on IEPs which examines what an IEP is, who has them and is involved in IEPs and what the teachers' role is in the IEP process. The concept of teacher motivation is then introduced. A rationale for the study is provided, and finally an outline of the organisation of the thesis is presented.

1.1 Inclusive education

Inclusive education aims to increase the participation of all students in the school environment and requires educators to provide quality learning for all students. Inclusion has historically been associated with the rights of students with disabilities to be taught in their local school rather than in special classes or in units (MacArthur, 2013). While this is still central to inclusive education, an inclusive education system also encapsulates the rights of all children to access and complete a free education where all their needs can be met so that they can participate and achieve (United Nations Educational Scientific and Cultural Organization, 2005).

Inclusive education focuses on the school and communities values, attitudes and beliefs. It is also about the teaching and learning practices of teachers and schools to create inclusive learning environments to meet the needs of diverse student populations where barriers to learning are removed (Mentis, Quinn, & Ryba, 2005). This includes those students with special educational needs (i.e., students with physical disabilities, learning disabilities or behavioural difficulties) and also those students who may be at risk of exclusion for other reasons such as their ethnicity, religion or sexuality.

Inclusive education encompasses the view that students with special educational needs (SEN) should be taught in their local school that is responsive and relevant to their needs and lives, and where students feel that they belong, are valued and can participate in an inclusive environment (Hornby, 2012). Inclusion is not something that is ‘done to’ certain groups of children, but it is a form of pedagogical practice that teachers and schools need to adopt to enable students with SEN to be able to succeed in a nurturing and inclusive learning environment (MacArthur, Higgins, & Quinlivan, 2013).

Inclusive education is supported in New Zealand by legislation (e.g., Education Act, 1989; Human Rights Act, 1993) and by government policy (e.g., Every School, Every Child; Special Education 2000). The National Administration Guidelines (NAGs) also provide a policy framework for ensuring that schools identify and support students with SEN through the development and implementation of students’ educational programmes. Furthermore, inclusion is also one of the eight principles set out in The New Zealand Curriculum (NZC), which states that “the curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that [all] students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed” (MoE, 2007, p. 9). This principle should underpin all school leadership and decision-making (MoE, 2012b).

Inclusive pedagogical practice is important because the teacher has a key role in representing class community and in achieving an inclusive environment for and with the students, in ways that do not exclude (Alton-Lee, 2003). Research also suggests that, when teachers take responsibility for all of the students in their classroom including the diverse learners, they become more effective and skilled teachers (MacArthur, 2009). The importance of the teacher and their inclusive philosophy is therefore critical.

1.2 Individual education plans

IEPs originated in the United States of America when the Education for All Handicapped Children Act 1975 was introduced, which required an individual programme for every student with a disability (Mitchell, Morton, & Hornby, 2010). These laws influenced special education in New Zealand and the Draft Review of Special Education (Department of Education, 1987). This encouraged the use of IEPs as a way to help support the identification of resources based on the needs of the learner and the involvement of people working closely with the child to be part of the decision making process. Since then, IEPs have been used by educators in New Zealand for addressing the learning needs of students with SEN (Thomson & Rowan, 1995).

The IEP process is a well-established tool internationally for delivering adapted learning programmes for learners with SEN (Moltzen, 2000). IEPs are a widely used method in special and inclusive education, and nearly every country has some stipulation for students in relation to IEPs in their SEN provisions and policies (Shaddock, MacDonald, Hook, Giorcelli, & Arthur-Kelly, 2009). IEPs have also been identified as helping to encourage inclusive practices within schools as it supports schools to make accommodations for students' diversity (Mitchell et al., 2010).

1.2.1 The individual education plan and process

An IEP is a written plan that sets out a few succinct priority goals and shows how the classroom programme and curriculum can be adapted and differentiated to fit the particular needs and goals of an individual student (MoE, 2012a). It identifies the teaching strategies, resources and support needed to assist the student to achieve these goals. It will also record the student's achievements, where they want to go and will identify what the success of the IEP goals might look like. A student requires an IEP when their learning needs cannot be met with the current class and school-wide strategies (MoE, 2011). The IEP addresses the specific areas of learning that the student needs additional strategies and support with in

their learning and it is important to recognise that not all students with SEN will require an IEP, and very few need goals that capture all aspects of their learning (MoE, 2011, 2012a).

The IEP is developed, implemented and reviewed as part of a collaborative process between those who work with and know the student well. These people form a team to support the student and this typically includes the student's parents/caregivers and members of their whānau¹, classroom teacher, teacher aides, the student themselves and any Special Education staff or specialists who are involved with the student (MoE, 2011). The IEP is seen as a continuous cyclic process where team members collaboratively plan and review a programme to meet the student's needs (see Figure 1.1).

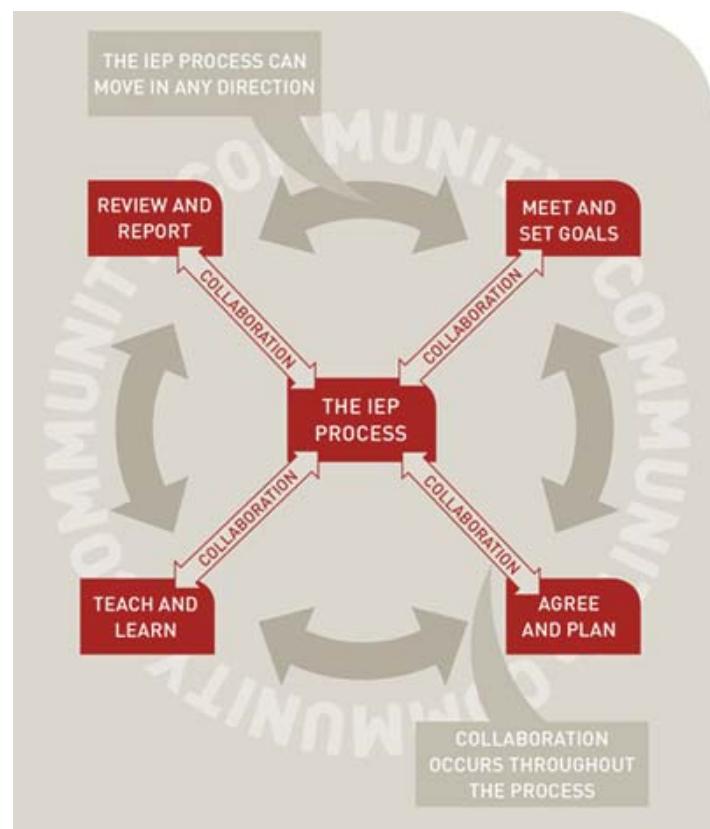


Figure 1-1: Diagram of the IEP process
(From 'Collaboration for Success: Individual Education Plans, MoE, 2011, p.11)

¹ Māori name for the wider family

IEPs have never been a legal requirement in New Zealand like they have in other countries such as the United States (Hornby, 2012). Instead, the school and parents decide together if an IEP is needed. IEPs are usually identified as being necessary when: there is assessment data that indicates optimal teaching and learning of the NZC requires differentiation; barriers to learning have been identified and adaptations to regular teaching strategies are needed; and where transitions require additional attention, planning, teaching and learning (MoE, 2011).

The classroom teacher has a significant role to play in the IEP process as they hold the most knowledge on the student's curriculum and key competency needs and are typically the person within the IEP team that is in charge of implementing the IEP goals in the classroom (P. Davis, 2008; Mitchell et al., 2010). The classroom teacher also provides an important role in managing the guidance around a student's classroom programme and needs that help to inform the goals that are set as part of the IEP process. The teachers' role in the IEP process is therefore critical.

1.3 Teacher motivation

Motivation can influence what, how and when we learn and even if we choose to learn (Schunk, Meece, & Pintrich, 2014). Research has shown that understanding what motivates teachers is important because it has a significant impact on the motivation of students and their learning and achievement (Brophy, 2010; Schunk et al., 2014; Seebaluck & Seegum, 2013; Stipek, 2002). Teachers' motivation is important in the short and long term and has an influence on teachers' well-being and career satisfaction, how they relate and interact with students and their teaching effectiveness (Richardson, Watt, & Karabenick, 2014). There are also many contextual factors that can sustain or undermine teacher's motivation (Richardson et al., 2014).

Research has shown that certain teacher experiences (e.g., disruptive students, negative interactions with parents and colleagues, unclear or conflicting demands) and teacher beliefs (e.g., lack of confidence, unrealistic expectations, an overly strong sense of responsibility for all student outcomes) can create negative emotions that reduce teachers' motivation (Richardson et al., 2014). There is a significant amount of literature that focuses on teacher motivation and the impact it has on student learning and their instructional practices that promote learning (see Schunk et al., 2014). However, less is known about the motivational beliefs and emotional experiences of teachers and how this affects their ability to engage in effective instructional practices (Urdan, 2014).

1.4 Rationale for the study

Teachers' play a vital role in the education of the students within their classrooms. Understanding what motivates teachers is important for the impacts that it has on the students learning that they teach and for teachers themselves to be self-regulating. It is also critical for school leaders (i.e., principals, deputy principals, associate and assistant principals) to understand so that they can support teacher motivation and implement practices to help create a school environment that helps to motivate them (Tin, Hean, & Leng, 1996). Gaining a better understanding of what helps teachers to maintain positive motivational beliefs is important because schools need to know how they can encourage their teachers to engage in the kinds of teaching practices that promote student learning (Richardson et al., 2014). Given the key role that teachers play in the IEP process for students with SEN, understanding teacher motivation around their engagement in the IEP process is important.

There is a well-established international body of research on teachers' attitudes to engage in the IEP process, how to promote student's participation in the IEP process and how to encourage collaboration and parental involvement in the IEP process (see Mitchell et al., 2010). However, there is limited research that has been conducted in New Zealand on teachers and IEPs. A literature review

conducted by Mitchell et al., (2010) used 14 New Zealand references, but the majority of these references were critiques, literature reviews or descriptions rather than detailed studies. The researchers identified one study into the use of IEPs in New Zealand schools conducted by Thomson and Rowan in 1995, however this study was nearly 20 years ago and since this time there have been numerous changes in New Zealand schools. A lack of current research in New Zealand on a teacher's role in the IEP process and the difficulties in finding any international research on teacher motivation to engage in the IEP process was found. Therefore, this research aims to address this gap and add further knowledge to the field of the teachers' role in the IEP process and teacher motivation.

1.5 Organisation of thesis

This research project is organised into six chapters. This introductory chapter is followed by a review of the literature in Chapter 2 on teachers' motivation and IEPs. In Chapter 3 the researcher discusses the methodology and instruments used to collect the data to investigate teacher motivational factors that contribute to the engagement in the IEP process and teachers' perceptions of success of IEP goals. The results and findings are presented in Chapter 4, and the discussion and different strands of this research are drawn together in Chapter 5. In Chapter 6, the researcher concludes this research by highlighting and identifying the implications of this research project for teacher motivation in the IEP process.

2 Literature Review

This literature review starts by examining theories of motivation relevant to this study with a focus on teacher motivation. This is followed by a review of the literature on the purpose of IEPs and the teachers' role in the IEP process focussing on teachers' perceptions and the relationship of this to teacher motivation. Teachers' views of inclusion and the current professional learning around the IEP process are also examined. This review then explores the importance of collaboration in the IEP process and discusses the literature around the challenges of time for teacher engagement in the IEP process and the IEP goals. The chapter concludes with the research questions for the present study.

2.1 Motivation

The term motivation is defined by (Brophy, 2010) as “a theoretical construct used to explain the initiation, direction, intensity, persistence and quality of behaviour, especially goal directed behaviour” (p.3). Motivation is an internal process that activates, guides and maintains a person's behaviour over time and influences what people think, do and feel. It affects how people get started with a task, how they continue with a particular course of action, the level of commitment and effort they exhibit and whether or not they stick to the task when faced with challenges. Motives are hypothetical concepts used to explain why people do what they do and are the needs and desires that stimulate people to initiate purposeful actions (Stipek, 2002). Motivational theories have derived from many psychological theories to help explain, predict and understand what influences behaviour (Schunk et al., 2014). That is, if we can understand why people behave the way they do in an academic setting then we might be able to modify their behaviour.

2.1.1 Teacher motivation

Theory and motivational research in educational settings has primarily focused on students (Kaplan, 2014). While several researchers have identified teacher motivation as an important issue, there have been limited studies examining this (Butler, 2006; Roth, Assor, Kanat-Maymon, & Kaplan, 2007; Watt & Richardson, 2007). Teacher motivation as a field is still emerging but the limited research available on teacher motivation has predominately focused on teacher self-efficacy and burnout (Kaplan, 2014; Klassen, Durksen, & Tze, 2014; Richardson et al., 2014).

Teachers' motivation to teach is often deeply rooted in their personal histories and prior educational experiences (Claeys, 2011; Kunter & Holzberger, 2014). Therefore, in order to understand what motivates individual teachers to teach, it is important to consider the broader socio-cultural environment of teachers (Claeys, 2011). For example Ofoegbu, (2004) identified two important aspects of teacher motivation that it is about their desire to participate in the pedagogical processes within the school environment and their interest in student learning. Other important factors for teacher motivation that have been identified include the support from colleagues within the school and the leadership style that is employed by school leaders (Roth, 2014). It is important to note however that other factors such as various external pressures that are imposed on schools such as restrictions, reforms, standards and goals also have an affect on the socio-cultural environment and thus teacher motivation (Roth, 2014).

A better understanding of what supports are needed at schools to help teachers maintain positive motivational beliefs can encourage teachers to engage in the kinds of teaching practices that promote student learning (Urdan, 2014). Teacher motivation is therefore an important concept for school leaders to understand so they can create motivating environments for teachers.

2.1.2 Social cognitive theory

Bandura's social cognitive theory postulates that there are reciprocal interactions between personal, behavioural and environmental factors, and that motivational processes influence both learning and performance (Bandura, 1997). This theory suggests that behaviour is not the direct result of people's expectations, but rather that people interpret events and develop expectations about reinforcement (Bandura, 1997). A key motivational variable of social cognitive theory is self-efficacy.

Self-efficacy

Self-efficacy is a person's judgement of their ability to engage in and carry out a set of actions in order to attain goals (Bandura, 1997). People's beliefs in their ability to perform tasks influence their capabilities in specific situations and a person's self-efficacy is both context and task specific as well as future-focused (Bandura, 1977). Self-efficacy can have an influence on an individual's choice of activity, expended effort and their persistence with a task (Schunk et al., 2014).

Bandura (1986, 1997) has proposed four sources of an individual's sense of efficacy: mastery experiences, psychological and emotional arousal, vicarious experiences and social persuasion. Mastery experiences are the most powerful source of efficacy, which for teachers comes from actual teaching accomplishments with students (Tschanen-Moran & Woolfolk Hoy, 2007). The perception that one's performance has been successful contributes to the expectation that future performances will also be proficient. Psychological and emotional arousal refers to the feelings of anxiety or excitement a teacher experiences from teaching and this adds to their feelings of capability or incompetence (Tschanen-Moran & Woolfolk Hoy, 2007). Vicarious experiences are those sources of efficacy that are obtained from having the target activity modelled by someone else. The final source of efficacy described by Bandura is social persuasion, which has to do with the interactions and feedback that a

teacher receives about their performance from administrators, colleagues and or parents (Tschanne-Moran, Hoy, & Hoy, 1998).

An individual's self-efficacy beliefs have an important influence on motivation because they can mediate the relationship between knowledge and action (Stipek, 2002). Environmental, cognitive and emotional factors influence behaviour by partially influencing self-beliefs (Pajares, 2005). For example, when self-efficacy perceptions are high a person will engage in a task that supports the development of their skills. However, when self-efficacy is low, individuals are less likely to engage in tasks that will help them to develop new skills (Bandura, 1997). In this regard, self-efficacy can be considered to be an important foundation for motivation because it acts as an important instigator of behaviour and gives people confidence that their actions can produce the desired outcomes. Otherwise individuals have minimal incentive to change and preserve with challenging tasks and difficulties (Pajares, Johnson, & Usher, 2007).

It is important to note however, that the concept of self-efficacy is based on the self-perception of competence rather than the actual level of competency that a teacher has (Tschanne-Moran & Woolfolk Hoy, 2007). The teachers' perception of their confidence and capability can therefore be higher or lower than what an external assessment of teaching aptitude might find (Tschanne-Moran & Woolfolk Hoy, 2007).

Teacher efficacy

A teacher's efficacy is their belief that they can successfully organise and teach specific tasks in certain contexts (Mansfield & Woods-McConney, 2012) and positively influence a student's learning despite the challenges they may face (Cantrell & Callaway, 2008). Teacher efficacy is situation-specific both in terms of the teaching context and topic (Tschanne-Moran et al., 1998; Tschanne-Moran & Woolfolk Hoy, 2001). Teachers' efficacy therefore varies depending on different teaching situations.

Research has shown that a teachers' efficacy is a strong predictor of teaching practice in the classroom (Kosko & Wilkins, 2009; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001). Efficacy is also considered to be critical to teachers' acceptance and inclusion of students with SEN in the regular classroom (Buell, Hallam, & Gamel-McCormick, 1999). Furthermore, research has also demonstrated that a teachers' efficacy has important influences on their motivation (Woolfolk & Hoy, 1990) and is associated with teachers' instructional behaviours (e.g., Holzberger, Philipp, & Kunter, 2013; Tschannen-Moran et al., 1998) and student achievement and motivation (Schunk et al., 2014; Urdan, 2014).

Studies have also shown that teachers who have higher self-efficacy and belief in their competence are more open to new ideas and are willing to experiment with new teaching methods to meet the needs of their students (Guskey, 1988; Hoy & Spero, 2005), display higher levels of planning, organisation and enthusiasm (Allinder, 1994), are more committed to teaching (Coladarci, 1992), work longer with students who are struggling (Gibson & Dembo, 1984) and have a higher level of engagement in professional learning activities which directly impacts on the quality of instruction (Tschannen-Moran & Woolfolk Hoy, 2001). These teachers are also more likely to take risks (Ross, Bradley Cousins, & Gadalla, 1996), have a greater belief they can help the students in their class despite challenges that may exist (Bandura, 1997), and influence a teachers' ability to persist with challenging tasks and setbacks (Gibson & Dembo, 1984). These attributes are all important for teachers, but in particular teaching students with SEN. This is because students with SEN often require more diverse teaching methods and often face more challenges in their classroom than their peers (Davis, 2008).

Research has examined teacher perceptions of the utility of the various tasks involved in the IEP process (e.g., Lee-Tarver, 2006; Bennett, Shaddock &

Bennett, 1991; Dudley-Marling, 1985). However, this research has not examined teachers' perceived capabilities to engage in the tasks associated with the IEP process. Current research on teacher efficacy and self-efficacy around the IEP process context has largely focused on pre-service teachers' self-efficacy to teach students with IEPs (see Kosko & Wilkins, 2009) or on teachers' efficacy to teach students with SEN (see Avramidis, Bayliss, & Burden, 2000; Buell et al., 1999). Given the reciprocal nature of teacher efficacy on student learning identified in the research, understanding teacher efficacy to engage in the IEP process is a critical consideration when examining teachers' motivation.

2.1.3 Self-determination theory

Self-determination theory (STD) assumes that different motivational regulations exist and reflect the different levels of individuals' self-determination (Ryan & Deci, 2000b, 2002). To be self-determining, individuals need to be able to decide how they will act in their environment, that is, individuals need to be able to make choices and decisions about their actions (Schunk et al., 2014).

Self-determination continuum

An individual's reasons for being involved in a task is viewed by Ryan and Deci (2000b) as a continuum that reflects various different degrees of self-determination (see Figure 2-1). The self-determination continuum in Figure 2-1 shows amotivation (i.e., a lack of motivation) and intrinsic motivation (i.e., genuine interest and enjoyment) as the extremities. The difference of importance between these extremities is that amotivation is non-self-determined, while intrinsic motivation is self-determined (Ryan & Deci, 2000a). Extrinsic types of motivation have been described along a continuum of four intermediate regulations where the degree to which these behaviours are internalised gradually increases as you move to the right of the continuum. The reason for carrying out an activity may be external (e.g., a reward) which is the least self-determined, introjected (e.g., avoid shame), identified (e.g., utility value), or integrated (e.g., fully volitional) (Deci, Vallerand, Pelletier, & Ryan, 1991).

Type of motivation	Amotivation			Extrinsic Motivation			Intrinsic Motivation
Type of Regulation	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation	
Regulatory processes	Low competence	Compliance / Reactance	Self-control	Personal importance	Synthesis with self	Inherent Satisfaction	
	Non-relevance	External rewards / punishments	Internal rewards / Punishments	Conscious valuing of activity	Congruence	Interest	
	Non-valuing			Utility value		Enjoyment	
Quality of Behaviour	Non-self-determined			Self-determined			

Figure 2-1: The Self-Determination Continuum showing types of motivation with their regulatory styles and corresponding processes
 (Adapted from Ryan & Deci, 2000a, p. 61; 2000b).

Depending on both previous experience and current situational factors behavioural regulation can sit anywhere on the continuum (Ryan & Deci, 2002). One stage of motivation does not proceed the other, but rather it is the degree to which an individual is intrinsically or extrinsically motivated that is important and as people internalise regulations and assimilate them to the self, they experience greater autonomy in action (Ryan & Deci, 2000a).

Understanding teachers' self-determination is important because as teachers' behaviours become more self-determined, they feel a greater sense of choice, control, and autonomy (St George, Riley, & Hartnett, 2014). More autonomous extrinsic motivation is associated with higher levels of engagement, better performance, higher quality learning and better teacher ratings (Jansen in de Wal, den Brok, Hooijer, Martens, & van den Beemt, 2014). Therefore, the degree to which teachers' motivation is self-determined is a vital component to understanding teachers' motivation to engage in the IEP process.

Basic psychological needs

In SDT, teachers different levels of motivation can be influenced by the three basic psychological needs being met by their environment (Roth, 2014). These

include the need for autonomy, competence, and relatedness (Ryan & Deci, 2002; Schunk et al., 2014).

Teacher autonomy

Deci and Ryan (2000) refer to an individual's need for autonomy as deriving from the need to experience oneself as the initiator of action and to self-regulate one's own behaviour. According to SDT, the effect of external events on intrinsic motivation and self-determination depends on whether teachers perceive their environment as being supportive of their autonomy (e.g., where a teacher can make their own choices and decisions about the IEP process) or as a controlling environment (e.g., where a teacher is pressured to engage in IEP process) (Deci et al., 1991). For example, Pelletier, Seguin-Levesque, and Legault (2002) found that the more pressure teachers feel from the school environment (i.e., school management, compliance of curriculum) the less likely teachers are to be self-determined. The need for teacher autonomy is an important consideration to understand what motivates teachers.

Teacher competence

A teacher who perceives themselves as competent also tends to perceive greater control of the teaching and learning process (Bandura, 1977; Jansen in de Wal et al., 2014). Providing teachers with the freedom of choice helps to enhance their autonomy and feelings of competence (Jansen in de Wal et al., 2014). Teacher competence is also closely linked to teachers' self-efficacy. That is, teachers with higher levels of perceived competence are more likely to feel efficacious in undertaking the task than those with lower levels of perceived competence. How schools support and promote teacher competence with the implementation of IEPs is an important dimension to understanding teacher motivation to engage in the IEP process.

Teacher relatedness

The need for ‘relatedness’ refers to a teachers’ connectedness with others. For example, their perceptions of collegial support, leadership support and the general climate of the school. When teachers perceive their school as being collegially strong and where their ability to make decisions are supported, teachers are more likely to have stronger persistence with challenging tasks (Lam, Cheng, & Choy, 2010; Ryan & Deci, 2000b; Thoonen, Sleegers, Oort, Peetsma, & Geijsel, 2011). Ryan and Deci (2000b) also identified that intrinsic motivation is more likely to develop in contexts that are characterised by a sense of belonging and relatedness. An individuals’ intrinsic motivation is therefore more likely to increase when these factors are present within their environment. Developing a positive and supportive culture in a school is important for teacher motivation and relatedness, and is therefore important for understanding teachers’ motivations when engaging in the IEP process.

2.2 IEPs and teacher motivation

2.2.1 A unified purpose of IEPs

Historically there has been some confusion around what an IEP is and how IEP practices can be effectively implemented by teachers and specialists both in New Zealand and internationally (Mitchell et al., 2010). This may be related to the fact that IEPs often serve multiple purposes, which can lead to the misuse of IEPs. This is supported by Shaddock et al. (2009) who noted that the IEP document is often expected to serve multiple functions including educational, legal, planning, accountability and resource allocation. The fact that the IEP document can serve so many different purposes may therefore distract it from being used primarily as a tool to promote useful instruction and learning within a classroom for students with SEN (Shaddock et al., 2009).

In New Zealand there is an expectation that schools assume responsibility for students with SEN and the decision ultimately falls to the school and parents of the student to decide if an IEP is necessary (MoE, 2012a). Individual schools

decide on the format and content of IEPs and decisions about whether students with SEN actually have IEPs varies greatly between schools (Hornby, 2012). This variation in the use and content of IEPs can often lead to IEP procedures that are inadequate (Hornby, 2014).

In New Zealand, the IEP process has historically been used as a tool for schools to access funding for additional support for students, as it is closely tied to supplementary funding processes (Mitchell et al., 2010; Wylie, 2010). This has also added to the confusion of the primary purposes of IEPs. The purposes of the IEP process have since been clearly outlined in the New Zealand IEP guidelines document '*Collaboration for Success*' (MoE, 2011) and can be seen in Figure 1-1 (p.4).

2.2.2 The teachers' role in IEPs

Classroom teachers are important to the development of IEPs and are typically viewed as the primary coordinator in the process because they are instrumental in knowing the educational needs of the students and the curriculum (P. Davis, 2008). Teachers are also critical for ensuring that the strategies outlined in the IEP are implemented within the classroom programme (P. Davis, 2008; MoE, 2011; Mitchell et al., 2010). Without the expertise of the teacher, decisions on the educational needs of the student may be unrealistic or inappropriate resulting in goals not being met (Rosas, Winterman, Kroeger, & Jones, 2009).

Classroom teachers also play an important role in communicating progress and achievements to the other IEP team members, including students and their parents (Gallagher & Desimone, 1995). Teachers and parents generally have the most extensive experience with the student for whom the IEP is being developed (McKellar, 1991). They are also the IEP team members who will usually have the responsibility for implementing the majority of the interventions required to assist the student to achieve their IEP goals (McKellar, 1991). It is therefore critical that teachers are fully engaged in the IEP process.

2.2.3 Teachers' perceptions of IEPs

There are conflicting results from international research on teachers' perceptions of the value and usefulness of IEPs, and teachers' own beliefs about their capabilities to engage in the IEP process (i.e., their self-efficacy). Some research has identified that teachers perceive the IEP process to be useful and worthwhile (Lee-Tarver, 2006; Rodger, Ziviani, & Sigafoos, 1999; Rotter, 2014; Simon, 2006). The primary reason identified in these studies is that the IEP process is considered to be an effective tool to plan and implement educational goals for children with SEN (Dudley-Marling, 1985; Lee-Tarver, 2006). Other reasons that IEPs have been identified as useful include that: the IEP process supports teachers to provide direction and structure for daily classroom activities (Rodger et al., 1999); guides instructional planning (Lee-Tarver, 2006); and helps to support the communication with parents and external agencies (Thomson & Rowan, 1995). The IEP has also been identified by teachers as a powerful document which defines the specialised education and related services needed by students with SEN (McLaughlin, Warren, Green, McIntire, & Vargas, 1995).

Conversely, other studies have found that teachers lack belief in the usefulness of the IEP process (Dudley-Marling, 1985; Rosas et al., 2009) and have also reported low levels of teacher satisfaction with the process (Menlove, Hudson, & Suter, 2001). Specifically, research has shown that teachers often find the demands of an IEP excessive (Dudley-Marling, 1985), do not view the IEP as an important guide in daily instructional planning (Simon, 2006), or don't see the relevance of the IEP (Menlove et al., 2001). Teachers sometime disregard the value, which can lead to the creation of IEPs that are unusable (Drasgow, Yell, & Robinson, 2001; Hess & Brigham, 2001; Menlove et al., 2001; Smith, 1990).

The link between the worthwhileness or value of a task and an individual's motivation to engage in the IEP process can be explained within the theory of self-determination. Regulation through identification is a more autonomous form of extrinsic motivation on the self-determination continuum (see Figure 2-1) and

explains that individuals engage in tasks because of the value and relevance of the task (Roth et al., 2007; Vallerand et al., 1992). This explains that an individual's behaviour is more self-determined and autonomous because they have decided that the task is valuable.

If the IEP is to be useful, teachers must view it as a meaningful document and see value in the process of writing IEPs and collaborating with IEP team members, rather than considering it a demanding administrative task with little value (Bauwens & Korinek, 1993; Smith, 1990). Identifying and understanding exactly what aspects of the IEP process teachers consider are 'worthwhile' or 'not worthwhile' is therefore important.

2.2.4 Inclusion and IEPs

There is a large body of research that identifies the benefits of inclusive classrooms (Martin, Huber Marshall, & Sale, 2004; Palmer, Fuller, Arora, & Nelson, 2001; Rafferty, Piscitelli, & Boettcher, 2003). Teachers' views and their knowledge of issues around inclusion have been shown to promote teachers' confidence in their ability to positively affect the students that they teach (Buell et al., 1999). For example, Monsen and Frederickson (2004) identified that teacher attitudes towards inclusion are important in creating accepting classroom environments. Research has also identified that a teacher's skill, attitude and curriculum responsiveness to learner diversity are essential for effective inclusive settings (Lancaster & Bain, 2010). Although the benefits may be well established, Lee-Tarver (2006) suggests that while the majority of teachers support inclusion in theory, their actual use of inclusive practices in the classroom can be different to their views of inclusion.

Research has demonstrated the links between teachers' attitudes of inclusion and their efficacy about their competence to include students with SEN. As the IEP process is a method to support teachers and school leaders for including students with SEN (Mitchell, 2008), teachers' views and philosophies of inclusion

are therefore important when examining teacher motivation to engage in the IEP process.

2.2.5 Teachers' professional learning

Professional learning for inclusive practices and more specifically with the IEP process is an important factor to determine how confident and knowledgeable teachers feel when engaging in the IEP process (Avramidis et al., 2000). Teachers who have had minimal professional learning opportunities in teaching students with SEN typically have less positive attitudes towards inclusion and the development of IEPs (Kosko & Wilkins, 2009).

Concerns about teachers' limited professional learning on the IEP process is well documented (Gallagher & Desimone, 1995; Martin et al., 2004; Rosas et al., 2009; Thomson & Rowan, 1995). Research indicates that teachers often do not have the training to deal with individual difference and consequently do not feel confident in their knowledge and skills to plan for children with disabilities (Schumm & Vaughn, 1992). Given that teachers often feel unprepared for their role in the IEP process (Menlove et al., 2001; Thomson & Rowan, 1995), it is clear that appropriate training and preparation is needed in order for teachers to feel confident to effectively engage in the IEP process (Menlove et al., 2001; Shriner & Destefano, 2003; Werts, Mamlin, & Pogoloff, 2002).

Mitchell et al., (2010) recommend that teachers need to be provided with professional learning that includes support around the teachers' role in IEPs, working in multi-disciplinary settings, partnership with parents, ways to involve students, and how to implement and monitor student progress on IEP goals. However, it is not known the extent to which these recommendations have been implemented.

It is evident from the research that the level of professional learning teachers receive on IEPs is an important factor in determining their perceptions of their

capabilities to engage in the IEP process. Identifying the level of professional learning teachers have had on the IEP process is therefore vital to understand and address given the importance it has for teachers' efficacy and feeling of competence to engage in the IEP process.

2.2.6 Collaboration

Collaboration and communication with IEP team members is an important purpose of the IEP process (Strogilos & Xanthacou, 2006). One of the intentions of an IEP is that it establishes a parent-professional partnership that helps to facilitate collaboration (Werts et al., 2002). The complexities of inclusive education make collaboration one of the best tools for promoting student learning (Eccleston, 2010). In addition, research has also shown that collaboration in the IEP process can increase the meaning and relevance of the process for those involved (Bauwens & Korinek, 1993).

Research suggests that one of key benefits of collaboration is the range of personalities with valuable skills and knowledge in a collaborative team that help to produce meaningful outcomes (Eccleston, 2010; Werts et al., 2002). Collaboration in the IEP process allows examples of good practice to be shared and also allows the problems that professionals face to be worked through together as a team (Strogilos & Xanthacou, 2006). Collaboration is not only important for the communication amongst professionals, but it is also critical for the building of parents partnerships (Werts et al., 2002). This is because it affords parents and teachers the opportunity to meet and discuss common concerns and monitor progress (Goodman & Bond, 1993). Collaboration with IEP team members can therefore support teacher's psychological need for competence and relatedness.

However, the effectiveness of the IEP teams' collaboration when developing IEPs relies on their willingness to meaningfully work together (Strogilos & Xanthacou, 2006). Research has shown that there are various different aspects

of collaboration between IEP team members that are challenging. This includes logistical barriers (i.e., time off work to attend the meeting), cultural barriers (i.e., language), parents being able to participate in IEP meetings (Hornby & Lafaele, 2011), unrealistic goals being set in the IEP (Rodger, 1999; Wylie, 2000), inadequate team work (Gallagher & Desimone, 1995; Davis, 2008) and a lack of teacher training in how to develop IEPs and collaborate with team members (Gallagher & Desimone, 1995; Rosas et al., 2009; Smith, 1990).

Collaboration between IEP team members presents some practical challenges but also has important benefits for those involved. Understanding New Zealand teachers' views on collaboration within the IEP team and the value they place on collaboration is therefore important to consider when examining what motivates teachers to engage in the IEP process.

2.2.7 IEP goals

The stipulation of establishing goals in the IEP process varies internationally and within New Zealand. In the United States, IEPs are required by law to have a statement and description of measurable annual academic and functional goals that are designed to meet the needs of the student with SEN (Mitchell et al., 2010). In New Zealand however, there are none of these stipulations. Instead the IEP guidelines recommend that an IEP needs to provide "a succinct outline of a few priority learning goals and strategies" (MoE, 2011, p.6) where clear goals are established and agreed on collaboratively with IEP team members. The MoE (2011) recommends that the IEP goals should be seen as a way to identify key learning areas for students and not an exhaustive list of learning goals that cover all learning areas. This ambiguity has been identified by Hornby (2012, 2014) as problematic because there is no consistency amongst schools with how IEP are established for students with SEN. The potential advantages of this flexibility in the format of IEPs and IEP goals have yet to be explored.

IEP goals that are functional, generative, understandable, measurable and

related, and that have been constructed with families, help to strengthen the link between programme content and student outcomes (Pretti-Frontczak & Bricker, 2000). Rodger et al., (1999) also found that teacher ownership and responsibility for goals were important for IEP decisions. However, research suggests that there is often a gap between what is written and recommended for IEP goals and what is implemented in practice (Pretti-Frontczak & Bricker, 2000).

IEP goals are an important aspect of the IEP process given that they help to formulate the key learning areas and assessment for students with SEN. Teachers play a vital role in the setting and implementing of IEP goals as they often assume responsibility to ensure students are working towards achieving these goals (P. Davis, 2008; Pretti-Frontczak & Bricker, 2000). Understanding what motivates teachers to support students to work towards achieving these goals is critical. It was therefore considered important to understand if there was a relationship between teachers' motivation and their perceptions of the IEP goals being achieved in this study.

2.3 Summary

This literature review has highlighted the importance of teacher motivation for the learning of students with SEN. Given the importance of teacher involvement in the IEP process, it is important to identify and understand what the potential motivators and barriers are for teacher engagement in the IEP process. This information would be useful for educational leaders within the school environment to maximise the factors that motivate teachers to engage in the IEP process and to minimise the challenges.

This literature review has also identified that teachers understanding of the purposes of IEPs, their perception of the value of the IEP process, and their views of inclusive education are key factors to understand when examining teachers' motivation to engage in the IEP process. The level of professional learning that teachers have been involved in is an important determining factor in

teachers' self-efficacy and feelings of competence, and is therefore an important area to be investigated. In addition, teachers' collaboration with IEP team members and goal setting are also important elements of the IEP process. Understanding how these can support or undermine teachers' motivation to engage in the IEP is important, especially for educational leaders.

2.4 Research questions

Teachers play a critical role in the IEP process in New Zealand primary schools.

Therefore, this research seeks to find out:

1. What motivates teachers to engage in the IEP process?
2. What are the barriers, if any, to teacher engagement in the IEP process from the perspective of the teachers involved?
3. What are the relationships between teacher motivations and their perceptions of the success of the IEP goals?

3 Methodology

This chapter outlines the research methodology for the present study. It describes the theoretical framework used and the ethical considerations relevant for the study. The research sampling design and research instrument development methods are outlined. Finally, procedures that were used to gather, analyse and interpret the data are then described along with their rationales.

3.1 Theoretical framework

There are four basic elements to a research process as described by Crotty (1998), the epistemology, theoretical perspective, methodology and methods. The epistemology informs the theoretical perspective, which influences the methodology used, which then informs the methods used. Figure 3.1 shows the relationship of these key elements.

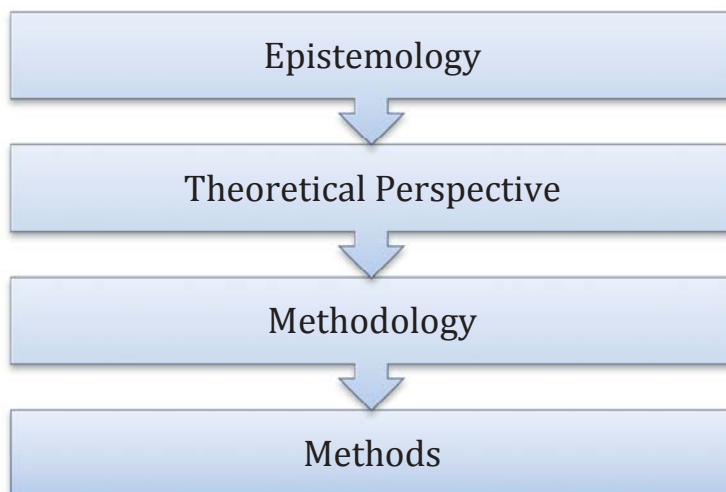


Figure 3-1: The basic elements of the research process (Crotty, 1998, p.4)

3.1.1 Epistemology

Epistemology is concerned with the study nature of knowledge and how we know what we know (Crotty, 1998). There is a range of different epistemologies perspectives. For example, at one end of the spectrum there is objectivism,

which holds that meaning exists apart from the operation of consciousness or context and holds the belief that there is an absolute truth waiting to be discovered (Crotty, 1998). At the other end of the spectrum is subjectivism, which purports that meaning comes from anything but an interaction between the subject and the object (Crotty, 1998).

The current study was based on an epistemological stance that was somewhere in the middle of objectivism and subjectivism, that of constructivism. Constructivism is based on the understanding that meaning is not discovered but constructed in and out of interaction between people and their world (Crotty, 1998). From the constructivist stance, objects cannot be described in isolation from the conscious being experiencing it and experiences cannot be described in isolation from the objects (Crotty, 1998). The epistemological perspective was considered a good fit for this study because the researcher was starting with a group of teachers (where subjectivism would have started with nothing) and sought to discover the relationships between teachers' perspectives and their motivation (where objectivism would have viewed the truth as being independent of the context or subject).

3.1.2 Theoretical perspective

The theoretical perspective describes the philosophical stance that informs the chosen methodology. The theoretical perspective that informed this study was the pragmatic worldview. This stance allows researchers to look at what works at the time and it is not solely about precise empirical observations of behaviours or interpretations of people within their environments. In this way, the pragmatic worldview is concerned with what works best for answering the research problem, and instead of focusing on the methodology being used in the research, it postulates to use all approaches available to help understand the problem (Creswell, 2014; Johnson & Onwuegbuzie, 2004).

The pragmatic paradigm was considered to be appropriate for the current study

because it allowed for the choice of approach to be linked directly to the purpose and nature of the research questions. In this study this worldview allowed for the collection of both quantitative and qualitative data, where the researcher was able to collect a wider range of data on teachers' perceptions and motivation.

3.1.3 Methodology

The methodology describes the use of particular research methods and links them to the desired outcomes (Crotty, 1998). This study used a mixed methods approach, which in its most basic form is a combination of collecting both quantitative and qualitative data and integrating the data obtained (Creswell, 2014). The basic premise of a mixed methods approach is that it aims to generate a more comprehensive understanding of data than would be possible with only one of these approaches (Ary, Jacobs, Sorensen, & Walker, 2014; Creswell, 2014; Johnson & Onwuegbuzie, 2004). The combined use of quantitative and qualitative data in mixed methods research allows the researcher to maximise the strengths and to compensate for the weaknesses that are unique to each method. This allows researchers to gain a breath (in the form of quantitative methods) and depth (in the form of qualitative methods) of understanding. This understanding cannot be obtained when either method is used in isolation (Gay, Mills, & Airasian, 2006).

The researcher used a mixed methods approach on the assumption and 'world view' that collecting both quantitative and qualitative data would help to provide the best understanding of teacher's perceptions of their motivation. This is because it would allow for robust analysis where findings could be corroborated across the different approaches. In addition, the mixed methods approach enabled the researcher to use the key findings from the questionnaire to further explore in more depth and detail participants' thoughts, beliefs, knowledge and motivations through semi-structured interviews. Using a mixed methods research approach allowed for a more robust analysis where numeric and text information

were collected and where the strengths of each method could be utilised and was therefore considered to be a good fit for this research.

3.1.4 Methods

A mixed methods explanatory sequential design consists of collecting and analysing quantitative followed by qualitative data in two consecutive phases within one study (Ivankova, Creswell, & Stick, 2006). The decision to use an explanatory sequential mixed methods design for this study was based on the notion that this type of design allows the qualitative data to help explain in more detail the initial quantitative results (Creswell, 2014). In addition to this, the explanatory sequential design was also deemed a good fit for this research because it provided the opportunity for any unexpected results to be identified in the first phase of the research (questionnaire) and then explored further in the second phase (semi-structured interviews).

Consistent with explanatory mixed methods research design, data was gathered in two phases; questionnaire data was collected through an online questionnaire using Survey Monkey and the data was then used to formulate the questions in the follow up semi-structured interviews.

In explanatory sequential design, priority decisions of the data need to be considered when the researcher is determining if the quantitative or qualitative approach is given more weight (Creswell, 2014). Typically in the mixed methods explanatory design the emphasis is given to the collection and analysis of the quantitative data (Creswell, 2014; Gay et al., 2006). In line with these recommendations, the current study gave priority to the quantitative data. This decision was influenced by the 312 responses to the questionnaire, which used a predominantly quantitative approach and the much smaller component of the qualitative information obtained in the small number of open-ended questions in the questionnaire and the semi-structured interviews.

3.2 Ethical considerations

A low risk research application was submitted to Massey University prior to the commencement of this research. The research project was judged to pose minimal risk of harm to participants and there were no known conflicts of interest (see Appendix A for a copy of the Ethics Low Risk Notification).

3.2.1 Respect for persons

The researcher was aware of participants' cultural and personal beliefs in the design of questions and implementation of the research. Participant's privacy and autonomy was upheld where participants were able to choose to participate in the study and could withdraw from the study.

3.2.2 Informed and voluntary consent

Participation in this study was voluntary and participants were provided a detailed information sheet at the start of the questionnaire on Survey Monkey (see Appendix B). Completion of the questionnaire implied consent. At the end of the questionnaire, participants were invited to indicate their interest in participating in a follow up interview (for sampling procedures, refer to section 3.6.1). A detailed information sheet was also provided to interviewee participants (see Appendix C) and written consent was obtained (see Appendix D). The information sheets provided participants with an overview about the aims and purposes of the research and what participation in the study entailed.

3.2.3 Respect for privacy and confidentiality

Anonymity and confidentiality was upheld by ensuring that participants could not be identified through any of the information published in the research. A confidentiality agreement was obtained from the transcriber who transcribed the semi-structured interviews (see Appendix E).

3.2.4 Minimisation of harm

Follow up checks of the transcription were conducted where participants were sent an electronic version of the interview and asked to validate the accuracy of the content. Consent was then obtained from participants to use the data in the research (see Appendix F). All participants were comfortable with the transcripts and released authority to use the data. There were no factors that were deemed to pose a risk of harm to the researcher, Massey University or any other organisations.

3.2.5 Avoidance of unnecessary deception

There was no deception used in this research and information was not withheld from participants.

3.2.6 Avoidance of conflict of role/interest

It was judged that participation in this study of the researcher's current school of employment would present a conflict of interest given the SENCO role the researcher holds within the school. Therefore, this school was omitted from the research in this study. There were no other identified conflicts of interest.

3.2.7 Social and cultural sensitivity

Ethnicity was not a focus of this study, however the researcher attempted to be considerate of cultural diversity throughout the research design and implementation. Access to an advisor was available if required.

3.2.8 Justice

The research took place with teachers and it was deemed that the results would be beneficial for the teachers participating in the research and the wider teaching population.

3.3 Target population

The target population for this study was year 1-8² teachers and principals who had been involved in an IEP in the last 12 months. Students in years 1-8 typically have one classroom teacher with the exception of some specialist teachers, and this teacher has specific knowledge of the students in their class across a range of curriculum areas. There has been considerable research that has demonstrated the difficulties in implementing IEPs in high schools compared with primary schools (Derrington, Evans, & Lee, 1996; Millward et al., 2002). It was therefore decided that the primary school levels would be the most appropriate for this research.

The term ‘teachers’ is used throughout this research to include the various different roles that respondents may have in schools and includes SENCOs, principals, deputy principals and associate principals. This decision was made because there are often many roles that teachers take on in addition to their classroom teaching responsibilities.

The decision to invite participation of those teachers who had been involved in an IEP in the last 12 months was the desire for recent experiences to be drawn upon when participants completed the questionnaire. The figure of ‘12 months’ was specifically used instead of the term ‘last year’ to avoid any possible confusion with the school years. This amount of time was judged to be enough to allow for a reasonable sample of teachers to be obtained with recent experiences of IEPs.

3.4 Phase one - Questionnaire

Questionnaires are a widely used and acknowledged research tool and are very popular in educational settings as it allows researchers to collect both quantitative and qualitative data (Creswell, 2014). This self-reported data

² Five year olds who start school begin as Year 1 and progress each year to Year 13. Most children in Year 1-8 will be aged between 5 and 12 years old.

collection method allows researchers to obtain information about the thoughts, feelings, beliefs, values, perception and behavioural intentions of participants (Johnson & Christensen, 2014). A web-based questionnaire tool called Survey Monkey was used for this research.

3.4.1 Sampling

Purposive sampling was used in phase one. Purposive sampling is when researchers specify the characteristics of a population of interest and participants who meet the inclusion criteria are invited to participate in the study (Johnson & Christensen, 2012). The criteria for inclusion in the study was set as year 1-8 teachers who have been involved in an IEP in the last 12 months. To access the target population, the New Zealand School Directory was used from the Education Counts website (see Education Counts, 2014). This contains the contact details of all New Zealand schools who have consented to having their information published on the website. The contact information of schools was filtered, firstly by school type to include the appropriate year levels: Contributing Schools (Years 1-6); Full Primary Schools (Years 1-8); and, Special Schools. In this sample there were 2,023 schools. Intermediate schools (Years 7 and 8) were excluded from the sample as a way of reducing the sample size. It was decided that this year group of teaching staff would still be represented in the target population because the full primary schools (years 1 to 8) accounted for a large portion of the sample (1,109 schools, 54%).

Following this, purposive sampling was again employed using school's geographical information. This was considered as an easy way of reducing the sample size to ensure that the study was manageable. The remaining schools were further filtered to include only those schools within the North Island, which represented 1,378 schools. This region was selected for geographical and financial reasons given that there was to be travelling to conduct semi-structured interviews in phase two of the research. Of the 1,378 schools, 71 schools had not listed their email addresses and as contact with potential participants was to be

via email, these schools were excluded from the possible sample. All schools that met the criteria and had published their contact details were emailed and invited to participate in the questionnaire, with the exception of the primary school where the researcher is employed (see ethical considerations in section 3.3.6). There were 1,306 schools that were emailed and invited to participate. The email predominantly went to school office staff and therefore the email sent requested that the information be passed on to teachers within the school (see Appendix G). Teachers who met the criteria of being year 1-8 teachers who had been involved in an IEP in the last 12 months then chose to participate in the study.

3.4.2 Data collection methods

Using the internet for questionnaire research where respondents can answer and submit responses online, using sites such as Survey Monkey have become popular (Ary et al., 2014). Using web-based surveys allows for a wide range of the population to be reached, larger amounts of data to be collected, and it can be conducted quickly and easily with minimal costs in comparison to traditional survey telephone and mail out survey methods (Ary et al., 2014). The major barrier to web based surveys is that it is restricted to those with access to technology. School email addresses were used and with 86% of New Zealand Schools participating in the TELA scheme (McGregor, 2009), where teachers and principals are partially funded with laptop equipment and so limitation of access to technology in this research was deemed minimal.

3.4.3 The questionnaire design

The questionnaire used both quantitative and qualitative research approaches (see Appendix H for a copy of the questionnaire). Likert scale response questions were predominantly used in the questionnaire to allow for more questions to be asked of respondents. It also allowed responses to be standardised and variables identified for the second phase of the research. Six open-ended questions were also woven throughout the questionnaire to allow

participants to expand on their responses. Johnson and Christensen (2012) state that in practice most questionnaires use a mixture of quantitative and qualitative approaches. Considerations to avoid leading questions, loaded questions, double-barrelled questions and doubles negatives were taken.

Studies that have used questionnaires to investigate teacher motivation, inclusive education and teacher's perceptions of IEPs were used as guidelines in the formulation of questionnaire items. Using previous research, the questionnaire was developed into categories that had been identified in the literature and headings were used for each of these sections. Grouping related questions helps participants to be able to focus and concentrate on specific issues (Rea & Parker, 2005). There were 65 questions and it was expected to take respondents 15-20 minutes to complete which is consistent with recommendations from Rea and Parker (2005).

There were a range of questions that asked for demographic information and information regarding teachers experience and support with IEPs. These questions were mainly multiple choice with one ranking question used. The majority of the other quantitative items used an 11-point numerical Likert scale (0-10), which was used to allow for different views to be obtained and to improve the reliability of responses (Johnson & Christensen, 2012). The Likert scale consisted of written descriptors (anchors) at either end of the scale (see Appendix H). No middle alternatives were listed on the descriptors for these questions to avoid participants' ability to 'sit on the fence' (Rhea & Parker, 2005). Due to the number of items and similarity of the rating scale in this questionnaire, it was deemed important to reduce response set bias. To mitigate this tendency for participants to respond to a series of items in a specific direction, reverse wording was used for some of the questions (Krosnick, 1999).

The research instrument was subject to extensive review by supervisors and drew from collective experiences in teaching, inclusive education and motivation.

Typically questionnaires would be pilot tested to ensure that it operates correctly before using it in the research study (Creswell, 2014). However, due to time constraints, this was not possible in this study.

3.4.4 Questionnaire data analysis

Results from the questionnaire were exported into SPSS software for analysis. There were 312 responses to the questionnaire. Data was used for respondents who completed 75% or more of the questionnaire, leaving 267 useable responses (86% of total responses). The figure of 75% completion was established because it was deemed important that a reasonable amount of data could be utilised from the participants' response. This was especially significant for this study given that more than half of those respondents who did not finish 75% of the questionnaire stopped after the first section, which only provided demographic data.

Question 12 from the questionnaire '*how motivated do you feel in general to participate in the IEP process*', with 0 being not motivated at all and 10 being highly motivated, was the dependent variable and all other Likert scale questions were the independent variables. Given the diversity of the questions asked in the questionnaire statistical tests were undertaken that best answered the research questions guiding this investigation.

Pearson's correlations were run to determine whether possible relationships existed between reported teacher motivation and a range of other factors. Effect sizes were also calculated (r^2) and were considered small ($r^2 = 0.10$), medium ($r^2 = 0.30$) or large ($r^2 = 0.50$) as recommended by (Field, 2013). Results were adjusted for type 1 errors resulting in an adjusted level of significance $p>.001$.

Independent-sample t-tests were also calculated to identify if any significant differences existed between two groups on self-rated levels of motivation. This related to gender and the school setting in which the participants work in. The

effect sizes were calculated using eta squared (η^2) and were considered small ($\eta^2=.01$), medium ($\eta^2=.06$) and large ($\eta^2=.14$) as recommended by Cohen (as cited in Lakens, 2013).

One-way analysis of variance (ANOVA) tests were calculated to investigate if any significant differences existed between multiple groups on self-rated levels of motivation. Where significant differences were found, further post-hoc tests were run. Again, a Bonferroni correction was used to adjust for type 1 errors for the 11 ANOVAs run and effect sizes were calculated using eta squared (η^2).

Finally, the computer programme Nvivo was used for the analysis of open-ended responses in the questionnaire. Using computer programs can help with the sorting and analysing of data and can reduce the time required to do so by hand (Johnson & Christensen, 2014). This analysis was used to help identify common themes in the data. This coding involved giving numerical figures to the incidence and prevalence of each theme as they developed in the data. See Appendix I for an example of data analysis of coding.

3.5 Phase two - Semi-structured interviews

Phase two of the research involved semi-structured interviews. This research method was selected to gain an in-depth understanding of significant findings identified in phase one of the research around teachers' perceptions of the IEP process and is consistent with an explanatory sequential design method. This type of interview allows participants to answer the questions at length and gives the interviewee a fair degree of freedom (Drever, 1995). It also allows the researcher to respond and follow up on ideas from the interviewee using prompts, probes and follow up questions to get participants to clarify and or expand on their responses (Drever, 1995).

3.5.1 Sampling

Creswell (2014) identifies that when using an explanatory sequential design, individuals from phase one of the research should be the sample for the second phase of the research, as the purpose of using this approach is to explain and explore the results in more depth. Therefore, the sample population for the interviews was obtained from the initial questionnaire respondents where participants had an option to provide contact details if they were interested in participating in follow up interviews. There were 69 questionnaire participants who indicated that they would be willing to participate in a follow-up interview.

It was decided to interview five participants as this would allow for the sample of participants to have a range of different levels of self-reported motivation to engage in the IEP (high, medium and low motivation) while still working within the limited time frame. The sample method used to select the five interview participants was quota sampling, also known as stratified purposive sampling (see Figure 3-2 for sampling process). This is where specific variables are identified as being important to the research and a 'quota' is established to determine the appropriate numbers for each of these variables (Johnson & Christensen, 2012). This method allows for the research to identify and describe characteristics that are similar or different amongst the different variables or strata in some detail (Teddlie & Yu, 2007).

Quotas for different participant's self-rated motivation levels were set to obtain a range of motivation levels where one participant from each of the following motivation groups would be selected 0-2, 3-4, 5-6, 7-8 and 9-10.

To ensure that a similar representation of the teaching population was obtained, as described by Education Counts (2012) the quota was set for the interviews based on their role (three teachers, one SENCO and one individual who was either a Principal, DP or AP), gender (four females and one male) and school setting (four in the regular education setting, one teacher from the special education setting).

Participants were grouped according to their self-rated motivation levels from Q12 in the survey.

The first two participants were selected as they were the only participants in their respective self-rated motivation level groups (0-2 and 3-4).

As one of these participants was also a deputy principal and working in a special setting. Therefore, all principals, deputy principals, associate principals and special education teachers were removed from the sample as these two quotas were met.

One male participant remained (self-rated motivation level 7-8). To meet the quota of having one male participant he was selected.

The first teacher participant from the self-rated motivation level of 9-10 was randomly selected.

The first SENCO participant from the self-rated motivation level of 6-7 was randomly selected.

All quotas were met and five participants were selected to be invited to participate in the semi-structured interviews.

Figure 3-2: Quota sampling process used for semi-structured interviews

Unfortunately, the participant with a self-rated motivation level in the 3-4 strata did not return the researchers attempts to make contact. Subsequently, efforts

were then made to gain another interview participant with a self-rated motivation rating of 5 (the next closest motivation rating). However, this was also unsuccessful. Given time frames the researcher was unable to continue to follow up and find further participants and therefore only four semi-structured interviews took place.

3.5.2 Interview participants

An overview of the demographic data of interview participants can be seen in Table 3-1.

Table 3-1: Summary information of interview participants

Participant	Demographic Information
1	Male 56+ years 11-15 years teaching experience Regular school setting Classroom teacher Self-rated motivation level: 8
2	Female 25-35 years old 6-10 years teaching experience Regular school setting Classroom teacher Self-rated motivation level: 10
3	Female 36-45 years old 11-15 years teaching experience Regular school setting SENCO Self-rated motivation level: 6
4	Female 46-55 years old 26-30 years teaching experience Special Education setting Principal / Deputy Principal / Assistant Principal Self-rated motivation level: 2

3.5.3 Interview schedule

A guiding interview schedule of ten questions was developed and administered individually to the four interview participants (see Appendix J). This structure allowed the researcher to administer the same basic questions in the same order, but also allowed for the flexibility of the conversation to evolve (Drever, 1995). Four key findings emerged from phase one of the research. These were the results that showed the largest effect sizes and also included those themes identified in the qualitative questions that had a high number of responses from participants. The interview schedule was broken down into these four main themes and questions around these findings were then developed (see Appendix J).

3.5.4 Interview procedure

Participants were contacted through the email address they had provided in phase one of the research and were invited to participate in the semi-structured interviews. An information sheet outlining the research and a consent form was sent to participants (see Appendices C & D respectively). Times for these interviews were then arranged. Three of the four semi-structured interviews were conducted in the schools that participants worked in and one interview was conducted using Skype, as it was difficult to meet in person given the geographical location of the participant and the interviewer. The interviews followed a typical sequence that began with a personal introduction, followed by a statement to assure the participant understood their rights, and a discussion of consent for audiotaping. The signed consent forms were obtained during this time. Each interview was recorded and interviews were between 30-50 minutes. The audio recording allowed the researcher to have the interviews transcribed for analysis.

3.5.5 Interview data analysis

An independent transcriber transcribed all interview audio-recordings. Interviewees were given the opportunity to read these transcriptions and consent

was obtained to use this data in the research (see Appendix F). Following this, the researcher read the interview transcripts and the computer programme Nvivo was used for the analysis and coding of the qualitative data. Coding is the process of organising and marking chunks or segments of data with symbols, descriptive words or category names and labelling them with a term (Creswell, 2014). The researcher developed the codes while examining the transcripts and many of these codes were terms used by participants.

The codes were structured into themes that were extracted from the data and categories were established under these themes (see Appendix K for an example of data analysis taxonomy). A comparison of individual perspectives to identify patterns with a specific focus on what the participants' different level of self-rated motivation and how this impacted their views in the different themes was completed. Finally, an interpretation of these findings was summarised.

3.6 Summary

This chapter has outlined the methodology that was used in this research (see Table 3-2 for a summary of research procedure). Phase one consisted of an online questionnaire that used a mixture of Likert-type and open-ended questions. The target population was year 1-8 teachers who had been involved in an IEP in the last 12 months, resulting in 267 useable responses. The data from the questionnaire was analysed using the relevant statistical tests and open-ended responses were also analysed to identify key themes. The information obtained from the questionnaire was then used to inform the interview schedule. Interviews were analysed to identify common themes. The results from these two phases of the research are presented in Chapter 4.

Table 3-2: Summary of the research procedure

Stage	Procedure
Pre-research	Ethics Approval (Application granted 29 April 2014, see Appendix A)
Phase one	<p>Questionnaire developed (see Appendix H)</p> <p>Questionnaire sampling methods developed (see section 3.4.2)</p> <p>Email sent to schools selected to participate in study with an invitation to participate in the questionnaire (see Appendix G)</p> <p>An information sheet was presented at the start of questionnaire (see Appendix B). Completion of the questionnaire implied consent to participate in the study</p> <p>Participants were given three weeks to complete the online questionnaire</p> <p>A reminder email was sent to schools after two weeks</p> <p>Questionnaire participants indicated if they were interested in participating in follow up interviews by providing their names and contact email addresses</p> <p>Data was analysed using relevant statistical tests and software</p> <p>Key findings emerged</p>
Phase two	<p>Interview sampling methods were developed (see Figure 3-2)</p> <p>An interview schedule was developed using findings from phase one (see Appendix J)</p> <p>Participants were emailed and invited to participate in interviews. An information sheet (see Appendix C) and a consent form (see Appendix D) was emailed</p> <p>Contact was made via email and phone and times agreed upon for interviews</p> <p>Interviews took place (three face-to-face and one via Skype)</p> <p>An independent transcriber was contacted and a confidentiality agreement obtained (see Appendix E)</p> <p>Interviews were transcribed</p> <p>Completed interview transcripts were sent to participants with authority to release transcript (see Appendix F)</p> <p>Interview data was coded and key themes identified</p>

4 Results

This chapter presents the analysed data in each of the two phases of this research. Results from the questionnaire that formed phase one of the research identified four main findings regarding teachers motivation to engage in the IEP process: seeing the IEP process as a worthwhile and valuable task, inclusive teaching philosophies, self-efficacy and collaboration with IEP team members. These findings are shared first. This is followed by a presentation of the results found in phase two of the research.

4.1 Phase One: Questionnaire results

4.1.1 Demographic data

The demographic data of participants are presented in Table 4-1 below. The age, gender, school setting and school decile³ that participants teach in are discussed in more detail given the results found in this study.

Table 4-1: Summary of questionnaire participant's demographic data

Demographic category	Multi choice options	Percentage of Participants
Age	Under 25 years	1.1%
	25-35 years	10.1%
	36-45 years	29.2%
	46-55 years	34.5%
	56+ years	25.1%
Gender	Male	11.7%
	Female	88.3%

³ Deciles are a way in which the MoE allocates additional funding to schools. There are ten deciles and around 10 percent of schools in each decile. A school's decile rating indicates the extent to which its students are drawn from low socio-economic communities. Decile 1 schools are the 10 percent of schools that draw the highest proportion of students from low socio-economic communities and decile 10 schools are the 10 percent of schools that draw the lowest proportion of these students (MoE, 2014).

Teaching Training Pathway / Qualification	Advanced Trades Certificate or Trained Teacher Certificate	3%
	Bachelor of Education / Teaching	50%
	Graduate Diploma of Teaching	36%
	Honours Degree in Education	3%
	Other	8%
School Setting	Regular	88.3%
	Special Education	11.7%
School Decile Rating	1	10.5%
	2	8.6%
	3	10.5%
	4	9.7%
	5	11.3%
	6	7.4%
	7	8.6%
	8	9%
	9	13.6%
	10	10.9%
Years teaching experience	1-5 years	6.8%
	6-10 years	11.7%
	11-15 years	16.2%
	16-20 years	19.6%
	21-25 years	15.4%
	26-30 years	10.5%
	30+ years	19.9%
Main role within school	Classroom teacher	53.6%
	SENCO	10.5%
	Principal	12.4%
	Deputy Principal or Associate Principal	14.2%
	Syndicate / Team Leader	3.8%
	Other	5.6%

Age and gender

Participants in this study were predominantly female (88%) and between the ages of 36-55 (64%) (see Table 4-1.) The 25-35 age group was under represented in the questionnaire (10%) when compared to the entire teaching population (18%) (Education Counts, 2012). The age and gender of participants in the questionnaire closely resembles the sample population, where 84% of teachers are females in full primary, contributing and special schools in New Zealand (Education Counts, 2012). In the entire teaching population of New Zealand (including secondary school), 53% of the population are between the ages of 36-55 years of age.

School setting

Participants were mainly from the regular school setting (87%), which is slightly lower than the sample population of 95% (Education Counts, 2012). The high response rate of 12% from the Special Education setting could be attributed to the highly relevant topic of the research to this school setting.

There was a range of participants from all school deciles (between 7-11% for each decile), see Table 4-1. Given that approximately 10% of schools sit within each decile (Hornby & Witte, 2010), this suggests a good representation of teachers working in different schools with families from various socio-economic backgrounds.

4.1.2 Teachers' experience with IEPs

Respondents were asked about their experiences with IEPs within the last 12 months and during their teaching career. Most participants in the questionnaire reported that they had only been involved in 1-5 IEPs in the last 12 months (56%) (see Figure 4-1). However, participants had a range of experience with IEPs during their teaching career (see Figure 4-2).

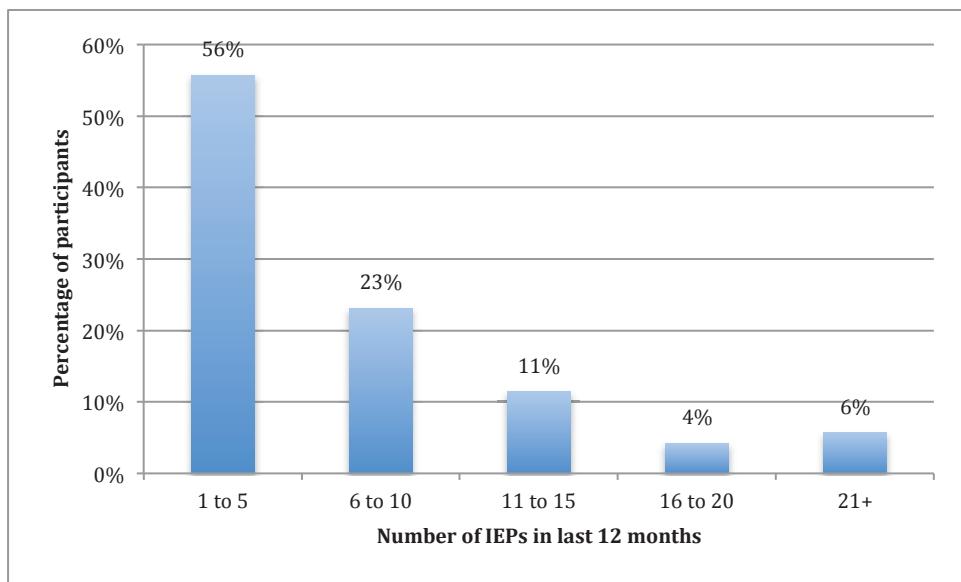


Figure 4-1: The number of IEPs participants have been involved in in the last 12 months

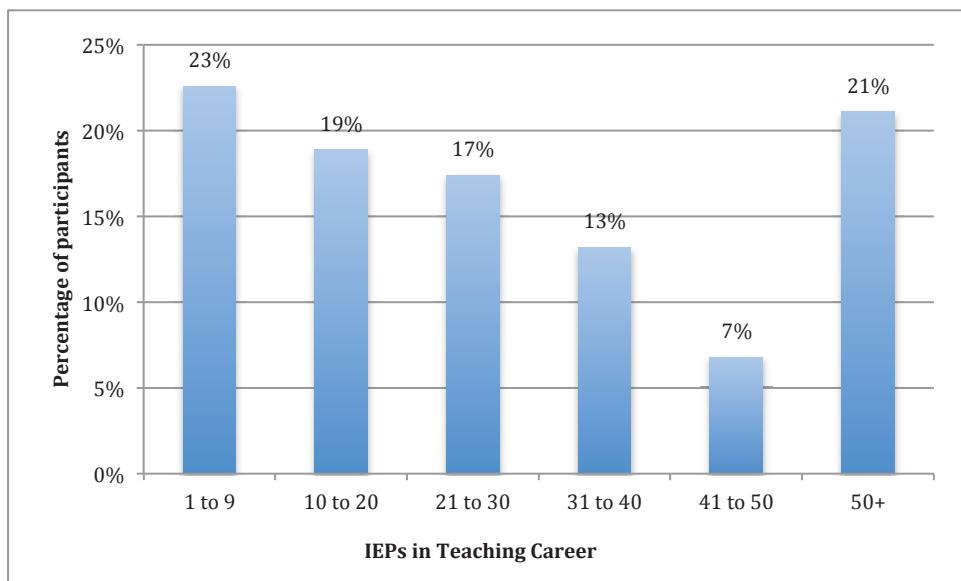


Figure 4-2:The number of IEPs participants have been involved in in their teaching careers

4.1.3 Participants' self-rated motivation levels

Of the 267 responses 264 completed question 12, '*Thinking generally about the IEP process, overall how motivated do believe that you are to participate in the IEP process.*' Given the focus of this research, question 12 was central to the analysis of the questionnaire results.

The overall self-reported motivation rating levels are summarised in Figure 4-3. Descriptive statistics ($M=8.11$, $SD=1.92$) indicate there was a high level of self-rated motivation levels with 67% of respondents rating their motivation at 8, or higher and only 11% of respondents rating their motivation at 5 or lower.

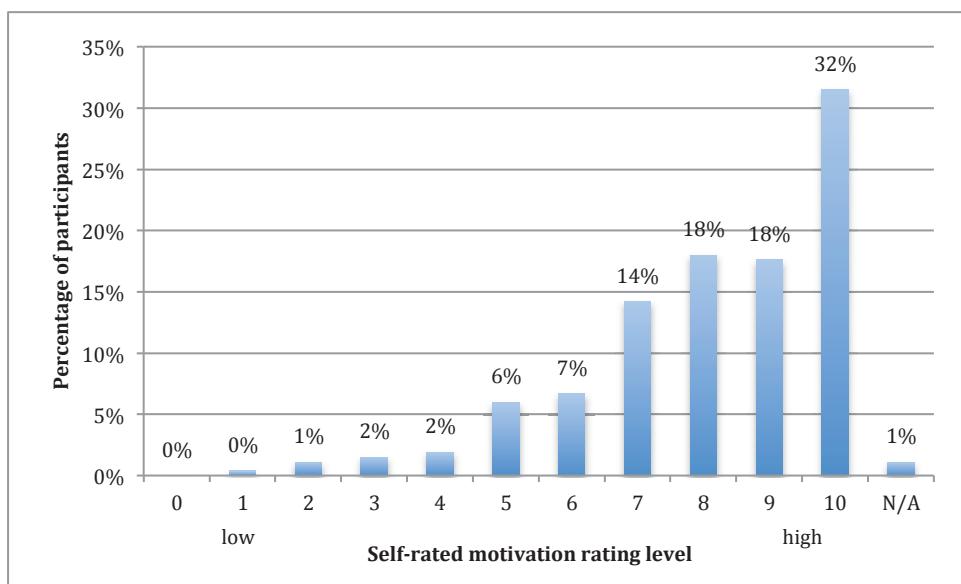


Figure 4-3: Participants self-rated motivation levels for engaging in the IEP process

4.1.4 Background information and participants self-rated motivation

A range of demographic information was used to explore whether any differences in motivation existed and the findings based on participants' gender, school setting, age and school decile are presented.

An independent two-tailed t-test was used to determine if there were differences in participants' self-rated levels of motivation based on gender and school setting. Results indicate there was a significant difference between female participants' levels of motivation ($M=8.20$, $SD=1.88$) and male participants' levels of motivation ($M=7.42$, $SD=2.09$), $t(260)=2.14$, $p=.034$. However, no relationship was found between motivation and the school setting; regular school setting ($M=8.10$, $SD=1.87$) and special educational school setting ($M=8.45$, $SD=2.01$), and participants' levels of motivation, $t(259)=-.98$, $p=.329$. In other words, female participants reported being more motivated than male participants. However the

strength of the relationship was low ($\eta^2=.004$) and therefore the differences between female and male self-rated motivation levels was very small. No motivational differences existed between teachers in regular and special school settings.

To investigate if there were differences in motivation based on the different age groups of respondents and the decile of the school they taught at, analysis of variance (ANOVA) tests were conducted. A significant difference in motivation was found between different age groups, $F(4, 259)=2.589, p=.037$. Post-hoc test results indicated one statistically significant result between 56+year age group ($M=8.49, SD=1.54$) and the 25-35 year age group ($M=7.15, SD=2.16$). However, the effect size was low ($\eta^2=.03$), and therefore the differences between the age groups and their self-rated motivation levels were very small. No significant difference was found based on the school decile participants worked in and their motivation levels, $F(9, 244)=.547, p=.840$.

4.1.5 Research Question One: What motivates teachers to engage in the IEP process?

Value and worthwhileness of the IEP process

Results from the questionnaire showed that significant relationships were found between participants' motivation and their views that the IEP process is a worthwhile and valuable task that supports the direction and learning of students (see Table 4-2).

Table 4-2: Pearson's correlation results on teacher motivation and the worthwhileness of the IEP process

	Questionnaire questions	Motivation	r^2
Questions related to the value of the IEP process	Q47 The IEP process is worthwhile and valuable	$r(263)=.610^{**}$	0.37
	Q51 The IEP process allows for a clear vision and direction for students with special educational needs to be set	$r(262)=.501^{**}$	0.25
	Q43 Once the IEP has been developed that I do not look at it again	$r(261)=-.445^{**}$	0.19
	Q41 The time spent developing the IEP process does not justify how useful it is	$r(259)=-.410^{**}$	0.16
	Q50 The IEP process does not help teachers to support students with special educational needs'	$r(264)=-.390^{**}$	0.15

** p<0.001

These results had effect sizes that ranged from small to medium. Of particular note, the worthwhileness and value that teachers place in the IEP process and the clear vision and direction that the IEP process allowed for students with SEN showed 37% and 25% of the variance is explained by the relationship between participants' self-rated motivation and questions 47 and 51 respectively. This suggests that teachers viewing the IEP process being worthwhile and for providing vision for students is important for respondents' motivation.

There were 266 participants who responded to the question '*what do you find useful about the IEP process?*' These qualitative results elaborated further on what aspects of the IEP process are valued by teachers in the IEP process. The results suggest that teachers find collaborating and communicating with a range of people a valuable aspect of the IEP process. Setting goals and establishing next steps for students were also seen as a highly valuable part of the IEP process (see Table 4-3).

Table 4-3: Questionnaire results to the question 'what do you find useful about the IEP process?'

Themes	Frequency	Examples of Responses
Collaboration and Communication	172	"Collaboration with Parents / whānau, Teachers, TAs [teacher aides], outside agencies and relevant others."
Setting Goals / Next Learning Steps	73	"Developing achievable goals based on what has previously been achieved, working out the steps to implement the goals."
Individual Learning Plan	34	"Focus on individual needs of the student."
Celebrating Success	7	"Celebrating the progress."
Teacher Support	6	"Gives me support and practical steps to take to help the student, I feel supported and empowered, gives me expert advice."

Collaboration was identified as a key reason that participants viewed the IEP process to be worthwhile (see Table 4-3). The relationship between collaboration and teacher motivation was also explored and results from question (Q27) showed that teachers' who reported that they could '*collaborate with others in the IEP team to meet the needs of students*' also reported higher levels of motivation ($r=.387$, $p=.001$), although the effect size was small ($r^2=.14$). Given these results, the value of collaboration was examined further in phase two.

Inclusive teaching philosophies

Teachers who reported higher motivation also reported higher agreement with the statements around teachers' perceptions of the impacts of the IEP process on a teacher's teaching practice with students with SEN, and on inclusion in the classroom (see Table 4-4). These results had effect sizes that ranged from small to medium ($r^2=.04$ to $r^2=.30$). Together, these results suggest that teachers with higher perceptions of the positive impacts of inclusive teaching philosophies also indicated higher levels of motivation to engage in the IEP process. An inclusive teaching philosophy was therefore examined further in phase two.

Table 4-4: Pearson's correlation results on teacher motivation and teachers' inclusive teaching philosophies

	Questionnaire questions	Motivation	r^2
Teachers' alignment of their own teaching philosophy and IEPs	Q42 The IEP process has positive impacts for the learning of the student with special educational needs	$r(262)= .553^{**}$ $p = .001$	.30
	Q44 Participating in the IEP process has positive impacts on teachers' teaching practice	$r(262)= .459^{**}$ $p = .001$	.21
	Q29 The IEP process helps to improve teachers' teaching practices	$r(264)= .424^{**}$ $p= .001$	.17
	Q46 Participating in the IEP process has positive impacts for the learning of many of the students in a class	$r(259)= .328^{**}$ $p = .001$	.10
	Q38 Inclusion allows for children to foster acceptance of differences	$r(260)= .321^{**}$ $p = .001$	.10
	Q40 Inclusion is important for students with special educational needs	$r(261)= .250^{**}$ $p = .001$	.06
	Q37 Inclusion allows for mixed group interactions in a classroom	$r(260)= .208^{**}$ $p = .002$	.04

** p<0.001

Self-efficacy

A teachers' self-efficacy to engage in the IEP process was also examined to identify if there was a relationship with their motivation to engage in the IEP process. Results showed that teachers who reported higher self-efficacy also reported higher levels of self-rated motivation. Small effect sizes ($r^2=.09$ to $r^2=.18$) were found for all self-efficacy questions (see Table 4-5). These results suggest that a teachers' self-efficacy is an important factor when examining what motivates teachers to engage in the IEP process. Understanding exactly what supports teachers' motivation to feel that they have the self-efficacy to engage in the IEP process was explored in phase two.

Table 4-5: Pearson's correlation results on teacher motivation and teachers' self-efficacy

	Questionnaire questions	Motivation	r^2
Can I do it? Self-Efficacy	Q26 Implement the strategies to support the child with special educational needs as set out in the IEP	$r(262) = .431^{**}$	.18
	Q22 Participate in the IEP process	$r(262) = .428^{**}$	.18
	Q24 Make adaptations to the curriculum, classroom and or school environment to meet the needs of students with IEPs	$r(261) = .405^{**}$	.16
	Q23 Lead the IEP process	$r(263) = .396^{**}$	.15
	Q27 Collaborate with others in the IEP team to meet the individual needs of students	$r(264) = .387^{**}$	.14
	Q28 Support the student to successfully achieve the goals set out in the IEP	$r(264) = .380^{**}$	.14
	Q21 Create IEP goals to support students learning	$r(264) = .364^{**}$	.13
	Q25 Use a range of assessment approaches to successfully assess if the students achieving the goals set out in the IEPs	$r(261) = .313^{**}$	.09

** p<0.001

Autonomy and control

Teachers' views of their autonomy and control over the decisions that are made in the IEP process were examined in relation to their motivation. Results showed the teachers' who reported feeling that they had more control over the IEP process also reported higher levels of motivation, although the effect sizes were small, ranging from $r^2 = .01$ to $r^2 = .09$ (see Table 4-6). These results indicate that as teachers' motivation increases, so does their view that they have control over what they can do and decide to do in the IEP process. Of interest, results suggest that there was no significant relationship between teachers' agreement that they have autonomy in the IEP process and their levels of motivation ($r=.078$, $p=.214$).

Table 4-6: Pearson's correlation results on teacher motivation and teachers' autonomy and control in the IEP process

	Questionnaire questions	Motivation	r^2
Autonomy and Control	Q35 Members of the IEP team always fulfill their obligations of the IEP (tasks that are within their control)	$r(260) = .308^{**}$ $p = .001$	.09
	Q30 Teachers have power and control over how the IEP is implemented	$r(263) = .301^{**}$ $p = .001$	.09
	Q31 Teachers have power and control over the decisions made in the IEP process	$r(263) = .275^{**}$ $p = .001$	.07
	Q36 I can choose to hold and organise an IEP for a student if I feel they need one	$r(261) = .217^{**}$ $p = .001$	.04
	Q32 Teachers opinions are not respected in the IEP process	$r(261) = -.122^*$ $p = .049$	.01

* $p < 0.05$ ** $p < 0.001$

School support

The support that schools provide to teachers was examined in relation to teachers' motivation to engage in the IEP process. Results showed that participants who reported higher levels of agreement that they were well supported by their school, also reported higher levels of motivation ($r=.350$, $p=.001$), although the effect size was small ($r^2=.12$). This study also sought to find out if schools supported participants by providing teachers with IEP guidelines (see Figure 4-4), release to participate in the IEP meeting and release to write the IEPs (see Figure 4-5), and if these factors were related to teachers' motivation to engage in the IEP process.

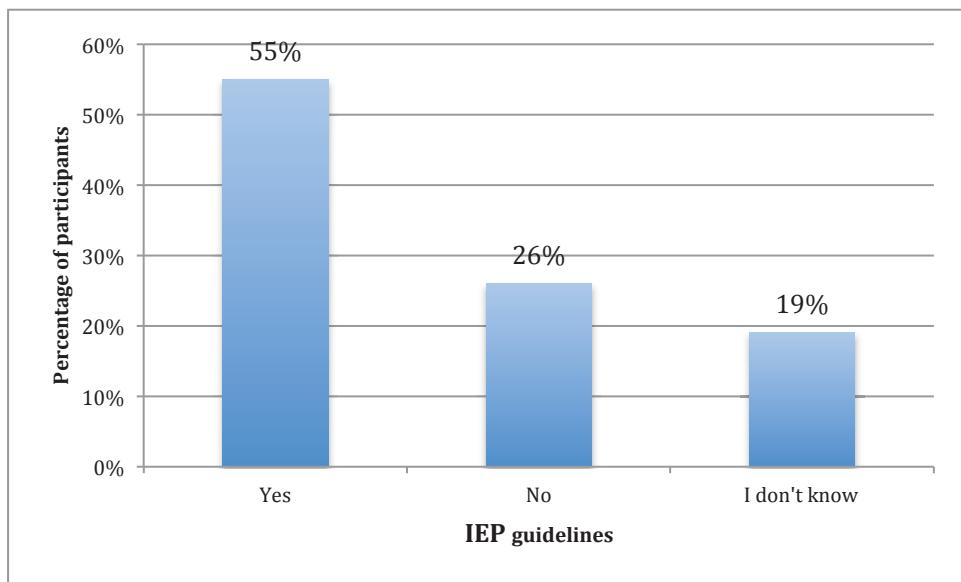


Figure 4-4: Participant responses to the question '*Do you have school IEP guidelines?*'

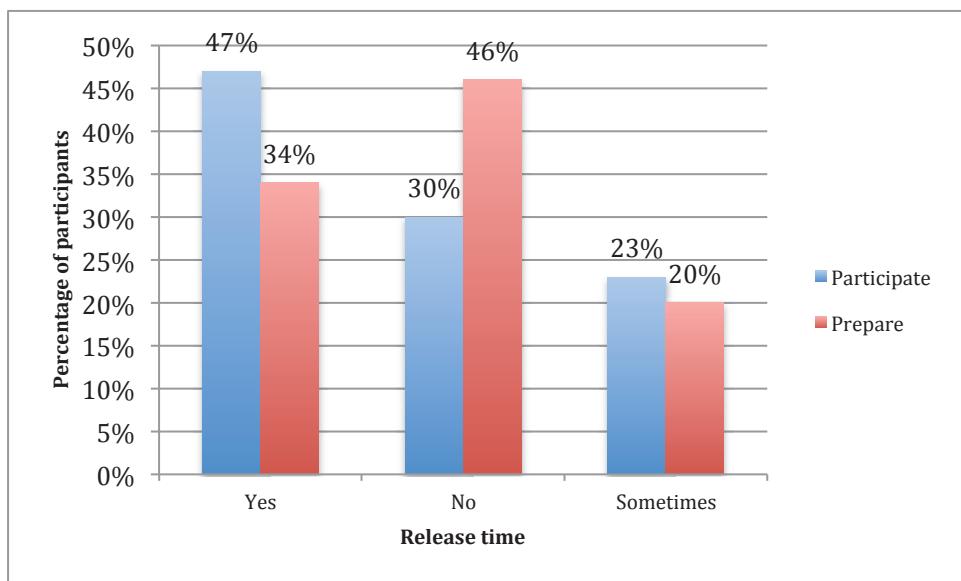


Figure 4-5: Release time that participants receive from their school to either participate in IEPs or prepare for IEPs

To investigate if there were differences based on teachers having school IEP guidelines an ANOVA was conducted. A significant difference in motivation was found between these groups $F(2,249)=11.206$, $p=.001$. Post-hoc results indicated that there was a statistical difference between those respondents who had IEP guidelines at their school ($M=8.62$, $SD=1.65$), those that did not have IEP

guidelines ($M=7.72$, $SD=1.89$) and those who did not know ($M=7.28$, $SD=2.38$). These results suggest that teachers who have IEP guidelines at their schools are more highly motivated than those that do not have them or do not know if they have them. These results represented a small to medium effect size ($\eta^2=.07$).

To investigate if there were differences in motivation, and release time that participants receive to prepare IEPs or to participate in IEPs, ANOVA tests were conducted. A significant difference in motivation was found between those who do, sometimes do and do not receive release time to participate in IEPs and prepare IEPs $F(2, 250)=5.776$, $p=.004$ and $F(2, 251)=6.686$, $p=.001$ respectively. Post-hoc test results indicated a statistically significant difference between those participants who do receive release time to participate ($M=8.86$, $SD=1.59$) and those that do not receive release time to participate ($M=7.75$, $SD=2.06$). The results of the post-hoc test on release time to prepare IEPs revealed a statistical difference between all three groups of those who do receive release time ($M=8.58$, $SD=1.50$), those who do not ($M=7.82$, $SD=2.09$) and those who sometimes do ($M=7.61$, $SD=2.25$). Collectively, these results show that those teachers who receive release time to participate and prepare IEPs are more highly motivated than those teachers who do not. However, these results represented a small effect size for release time to participate in IEPs ($\eta^2=.04$), and release time to prepare IEPs ($\eta^2=.03$).

Professional learning on IEPs

The professional learning that participants have been involved in around the IEP process was examined to identify if there was a relationship with their levels of motivation. Teachers who agreed that they had received professional learning opportunities '*creating, using and working with IEPs*' (Q59) also reported higher levels of motivation ($r=.283$, $p=.001$) and that the training and professional learning they have received has been useful and effective ($r=.269$, $p=.001$.). However, the effect sizes of these relationships were small ($r^2=.08$ and $r^2=.07$ respectively).

4.1.6 Research Question Two: What are the barriers if any, to teacher engagement in the IEP process from the perspective of the teachers involved?

Participants were asked to rank the main challenges of an IEP from most challenging to least challenging (Q55) (see Table 4-7). Responses indicate that the two most challenging factors were time constraints and class sizes. Liaising and collaborating with other agencies was identified as the third most challenging barrier.

Table 4-7: Questionnaire result to the question '*Please rank the main challenges of an IEP from most to least challenging*'

Challenging Factor	M	Rank
Time constraints	4.04	1
Class size	5.56	2
Liaising with outside agencies	5.93	3
Lack of resources to implement strategies set out in the IEP	6.64	4
IEP goals	6.96	5
Lack of parental support	6.92	6=
Process of the IEP	6.92	6=
Lack of own teacher knowledge and skills	7.64	8
Lack of school management support	9.18	9
Lack of collegial support	9.22	10

To further identify participants' perceptions of the barriers to their engagement in the IEP process, participants were asked the open-ended question '*what do you find difficult and/or most challenging about the IEP process?*' Some examples of participants' responses are shown in Table 4-8.

Table 4-8: Themes identified from the questionnaire results to the question 'what do you find difficult and/or most challenging about the IEP process?'

Themes	Frequency	Examples of Responses
Time	101	<i>"Time to coordinate a meeting with all of the participants. Finding a date and time when all can attend."</i>
Collaborating and communicating with IEP team	47	<i>"Keeping the process and the language friendly for families/whānau to feel valued and a part of the process."</i>
Lack of knowledge and support	24	<i>"When teachers don't know specifically where their students are at and what to teach specifically to get them to the next level."</i>
Lack of funding / resources	23	<i>"Lack of resourcing to support student with task in the classroom."</i>
Attending IEP meetings	21	<i>"The process can be thwarted by people not attending meetings."</i>
Developing IEP content	15	<i>"Wording the goals in a meaningful and measurable way. Thinking of strategies that will work to achieve those goals."</i>
Unachievable goals in the IEP	9	<i>"Drawing up achievable meaningful goals for children who have very high needs."</i>

These results collectively have shown that time, class size and collaborating with IEP team members are the biggest barriers to teacher engagement in the IEP process.

Time

Time constraints was identified as the most challenging factor, with 76% of respondents ranking this as either the first, second or third most challenging factor of an IEP. In addition to this, 101 of the 259 participants who answered the question asking respondents to identify the challenges of the IEP process recognised time as a barrier (see Table 4-7). The most commonly mentioned factor of time was the time spent arranging the IEP meeting, with 58 of the 101 participant comments identifying this. Collectively, these results show that respondents saw time as the biggest barrier to engagement in the IEP process.

Findings also showed that there was an inverse relationship between time and teachers perceived levels of motivation. That is, those teachers who reported higher motivations also reported lower perceptions that '*the IEP process takes too much time*' ($r=-.382$, $p=.001$), and that '*the IEP process places too many*

demands on teachers' ($r=-.363$, $p=.001$). Effect sizes ($r^2=.14$ and $r^2=.13$, respectively) for both were small. This means that while teachers identify time as a key barrier to their engagement in the IEP process, those teachers with higher motivation do not see the IEP process as taking too much time or placing too many demands on them.

Given these findings that show time as a barrier to teacher engagement and the identification that collaborating with IEP team members is considered to be time consuming, these factors were examined further in phase two of the research.

Class Size

Class size was another barrier identified by participants (see Table 4-6) with 54% of respondents ranking this as either the first, second or third most challenging factor of an IEP. In contrast to the ranking question, there was no mention of class size as a barrier to engagement in open-ended question responses.

Collaborating with IEP team members

The other most commonly identified challenge in the open-ended question responses was the challenge of working with IEP team members. Liaising with other agencies which includes collaborating with IEP team members, was also identified as the third most challenging factor in the ranking question (see Table 4-7), with 38.1% of respondents rating this as the first, second or third most challenging aspect of the IEP process. These findings combined suggest that collaborating and working with IEP team members is a barrier for some teachers. This barrier was therefore explored further in the semi-structured interviews.

Teachers' experience with IEPs

Teachers' experience with IEPs was also identified as a barrier. To investigate if there were differences in motivation based on the experience that teachers had with IEPs both within the last 12 months and within their teaching careers, ANOVA tests were conducted. Significant differences were found for participant's

experience with IEPs within the last 12 months $F(4, 256)=4.89$, $p=.002$, and within their teaching career $F(5, 256)= 4.78$, $p=.000$.

Post-hoc test results of teachers' experience with IEPs in the last 12 months revealed that participants who had been involved in 6-10 IEPs ($M=8.31$, $SD=1.58$) and 11-15 IEPs ($M=9.17$, $SD=1.05$), were more highly motivated than those participants who had been involved in 1-5 IEPs ($M=7.70$, $SD=2.06$). In other words, teachers who have been involved in 6-10 and 11-15 IEPs in the last 12 months reported higher motivation to engage in IEPs than those teachers who have been involved in 1-5 IEPs in the last 12 months. The results of post-hoc tests on teachers' experience with IEPs in their career showed that teachers who had been involved in 31-40 IEPs ($M=8.46$, $SD=1.400$) and 50+ IEPs ($M=8.79$, $SD=1.78$) indicated higher motivation than those participants that had been involved in 1-9 IEPs ($M=7.19$, $SD=2.33$). This suggests that those teachers that have been involved in 31-40 and 50+ IEPs in their career reported higher levels of motivation to engage in IEPs than those teachers who have been involved in 1-9 IEPs in their teaching career.

These results represented a small to medium effect size for experience IEPs in the last 12 months ($\eta^2=.08$) and experience with IEPs in participants' career ($\eta^2=.06$). Combined, these results show that participants who have participated in few IEPs both within the last 12 months and within their teaching career have lower levels of self-reported motivation. In this regard, a teachers' limited experience with IEP could therefore be considered to be a barrier to their engagement in the IEP process.

4.1.7 Research Question Three: What are the relationships between teacher motivations and their perceptions of the success of the IEP goals?

Self-efficacy

Participants were asked how confident they felt supporting, implementing and assessing students' IEP goals. Teachers who reported higher agreement with the

statement that they could ‘*support the students to successfully achieve the goals set out in the IEP*,’ also reported higher levels of motivation ($r=.380$, $p=.001$). This showed a small effect size ($r^2=.14$). Teachers who reported higher motivation also reported agreement with the statements that they ‘*could use a range of assessment approaches to successfully assess of the students were achieving the goals set out in the IEPs*’ ($r=.313$, $p=.001$). This also showed a small effect size ($r^2=.09$). Collectively, these results indicate that teachers who reported higher levels of self-efficacy around supporting students to achieve their goals and feelings of competence around assessing the IEP goals, also reported higher levels of motivation.

The purpose of the IEP process

There were 265 responses to the question ‘*what is the main purpose of an IEP?*’ The most common themes identified were setting and reviewing goals, collaboration with IEP team members and individual planning. The themes identified can be seen in Table 4-9. Participants identified setting and reviewing goals as the main purpose of the IEP. This finding is important because it was also one of the key themes that participants identified that made the IEP process a worthwhile and valuable task (see section 4.15). This highlights the link between teachers’ perceptions of the value/worthwhileness of the IEP process and their understanding of the purpose of IEPs.

Table 4-9: Questionnaire results to the question 'what is the main purpose of an IEP?'

Themes	Frequency	Examples of Responses
Setting goals and reviewing Goals	123	<i>"Share their progress against previous goals and set specific individual goals for the student's further progress and achievement."</i>
Collaboration and communication	82	<i>"Bringing school, whanau and agencies together to assist child at school."</i>
Individual planning	45	<i>"Putting learning into an individual context, coming up with some individual solutions for learning difficulties."</i>
Celebrating success	9	<i>"To recognise successes and progress made against goals."</i>
Supporting students	9	<i>"Supporting students who are struggling or have learning needs. To identify barriers to learning and work to reduce these barriers."</i>
Resourcing – access to funding and support	8	<i>"Means of getting extra support from support services for a child with learning or/and behavioural needs."</i>

The questionnaire did not examine what aspects teachers' perceive as having an affect on the success of the IEP goals being achieved by students. This was therefore examined further in phase two of the research.

4.1.8 Summary of key findings from phase one

Four key findings emerged from the questionnaire results that were then explored in more depth in phase two of the research. These were:

- Viewing the IEP as a worthwhile and valuable task that supports the direction and learning of students is related to higher levels of teacher motivation.
- Collaboration with colleagues was seen as one of the most valuable aspects to participating in the IEP process, but it was also seen as a challenging aspect to the IEP process.
- A relationship exists between teachers' inclusive teaching philosophy and teacher motivation.
- Teachers who reported higher self-efficacy also reported higher levels of self-rated motivation.

4.2 Semi-structured interview results

Consistent with an exploratory sequential design, the results from phase one of the study were used to inform the second phase of the study. The key themes identified from phase one were used to create ten questions (see Appendix J). The following results are presented from the four semi-structured interviews that occurred as part of the second phase of this research and are presented in response to the three research questions.

4.2.1 Research Question One: What motivates teachers to engage in the IEP Process?

The IEP as a worthwhile and valuable process

Interview participants were asked '*what about the IEP process makes it worthwhile?*' to gain a deeper understanding of what aspects of the IEP process make it worthwhile. The results supported the findings from phase one and found that individual planning and goal setting and collaboration, were all key reasons that the IEP process was considered to be valuable.

Individual planning and goal setting

Having an IEP for students with SEN was seen as valuable by all four interview participants because it helps the teachers to outline key teaching areas and gets them thinking about how they can best meet the needs of the student in the classroom environment with a 'plan'. The most common way that the IEP was identified as being useful to interviewees was through setting goals for students and outlining success criteria for how the IEP goals could be met in the classroom. For example,

"It's a plan and then you take that plan and you teach to it. I can use that to guide where I need to go with my teaching.... The IEP helps by giving you those goals and then you can bring it back to the classroom." - Interviewee 2

This notion that the IEP process allowed teachers' to have an established direction and plan of what they would be teaching the student was referred to repeatedly. These results show that this was a key factor that supports teachers' views of why the IEP process is useful.

The ability to formulate an individual plan and goals for students with SEN and to collaborate and communicate with IEP team members was identified by all four interviewee participants as being important aspects of why the IEP process is considered to be worthwhile. The different motivation levels of interviewee participants were not seen as a determining factor for these views. These findings contribute to the results found in phase one.

Collaboration and Communication with the IEP team

Interviewees were asked '*what do you find useful about collaborating with colleagues in the IEP process?*' Three of the four interviewees discussed that collaboration allows all IEP team members to come together and share ideas and knowledge of the student. It supports different IEP team members to work together about how to best support the students and is therefore a beneficial aspect of the IEP process. For example,

"Just the collaboration itself is the most important thing reallysharing of ideas, supporting each other with problems" – Interviewee 1

Additionally, all four interviewees identified the benefits of collaborating with outside agencies that have specific knowledge of students. This was described as being useful to support the wider IEP team with ideas about how the needs of these students can be met. For example,

"Bringing all those people in with all that expertise, they might go this is an issue and here's a solution for that one, we could try this, something you might not have thought about." - Interviewee 4

The word 'communication' did not arise frequently in the interviews. However, the idea of communication is woven throughout the responses of all four participants. This was evident when interviewees spoke about the benefits of collaborating with the IEP team to inform parents of what is happening with the learning of their child and for parents to inform teachers of what is happening outside of school. It was also shown through the discussions that collaboration allows team members to share ideas, different perspectives and children's progress. An example of a response is,

"It is worthwhile to get together with the family or the team, you get to hear a different perspectives on a child through family and other people that work with them." - Interviewee 3

These results show that collaboration and communication are seen as valuable aspects of the IEP process because it allows expertise to be shared and support to be given for how to meet the learning needs of students with SEN. The opportunities that the IEP process provides for communication between those people within the IEP team was also seen as valuable.

Inclusive teaching philosophy

Participants in the interviews were asked '*how does the IEP process fit in with your views on inclusion?*' There was one main sub-theme that emerged from all four interviews. That is, that the IEP process helps the teacher to be inclusive because it ensures that there are individual goals and strategies set out in the IEP that assist teachers with the planning for students with SEN. This was seen as ultimately helping teachers to make adaptations to the curriculum and to differentiate their teaching methods for meeting students' needs in the classroom. These results suggest that the interviewees felt that the IEP process supports teachers to be inclusive. An example from an interviewee is,

"How it [the IEP] can help with inclusion is by looking at that differentiation. You can imagine even with our classes, you have got students that may be way verbal and then you have got one with a visual impairment, now if that programme isn't differentiated for that child it is easy not to include them." - Interviewee 4

Three interviewees highlighted the importance of the IEP not just being about the academic content that the child needs to learn. That is, the interviewees emphasised that inclusive practice encompasses how teaching strategies and methods can be adapted to support students. One participant discussed this issue using a conversation she had recently had with a student at her school:

"The girl said yes I am not very good at maths but if it had been slower I could have done lots of other things. - That needs to be in that IEP so for inclusion it can't only be what you want them to achieve in the subject, it's got to have that support of the environment and [teaching] behaviour." - Interviewee 4

Collectively, these findings from the interviewees suggest that an inclusive philosophy is intertwined within the IEP process. That is, by engaging in the IEP process it supports teachers to be inclusive because the IEP typically outlines the curriculum and teaching adaptations and modifications that will be made to meet the needs of the student.

Self-efficacy

To specifically examine exactly what made teachers' feel that they could engage in the IEP process, interview participants were asked '*what do you think really helps you to feel that you can engage in the IEP process successfully? i.e., What makes you believe that you can do it?*' Two sub-themes emerged from the interviews, support that teachers receive from their school and support that they receive from the IEP team. These two sub-themes were identified in all interviews. For example,

"If you don't have the support [school] to implement it then that is going to certainly be something that reduces your motivation. You need the support." - Interviewee 4

"For me to really engage in that and have an expert alongside or specialist or whatever you are going to call them, that is going to very quickly give me an insight into this person and their needs is going to be very great." – Interviewee 3

These results show that support from both the school and IEP team are important factors in teachers' feeling confident to engage in the IEP process. These findings are consistent with some of the findings from phase one that also identified school and other agency support as important factors for teacher motivation to engage in the IEP process.

4.2.2 Research Question Two: What are the barriers if any, to teacher engagement in the IEP process from the perspective of the teachers involved?

Participants were asked '*What makes you feel like you can't engage in the IEP process?*' and leading questions were used, '*Tell me what about the time constraints are difficult?*' and '*What aspects of the IEP process take the most time?*' The common themes that emerged from the interviews were similar to

those found in the questionnaire, but a deeper understanding of exactly what was involved in these barriers around 'time' was gained (see Table 4-10).

Table 4-10: Examples of interview responses to the discussion around time constraints as a barrier to engaging in the IEP process

Themes	Number of participants	Examples of Responses from Interviews
Time organising the Meeting	3	<i>"It is hard getting everybody in together." – Interviewee 1</i>
Time to work with the student	3	<i>"Just having the time to devote time to that child... They can't work independently so that takes time making sure they are okay and reassuring... so that's time every day." – Interviewee 2</i>
Time writing and implementing the IEP	2	<i>"Time to implement things from the IEPs." – Interviewee 3</i>
Time to attend meetings	2	<i>"Just the meeting... sometimes you feel like you have a meeting each week and you have a staff meeting and so you are sort of sometimes I think just feel really unmotivated by having that meeting." – Interviewee 2</i>

There was no one factor of time that was identified by all four interviewee participants and there was a combination in the different interviewees' motivation levels (high, middle and low) and the barriers of time. However, these results do start to give some insights into what about the IEP process is perceived to be time consuming.

Having expertise knowledge (i.e., working with other agencies with expert knowledge such as, physiotherapists, occupational therapists, educational psychologists) was identified as a key benefit to the IEP in both phases of the research. However, it was also identified by two of the four interview participants as a challenge to engaging in the IEP process. The different opinions and ideas of the other agencies and teachers about how the students' needs can be met can sometimes be in conflict, which can be difficult to manage. One interviewee elaborated on this,

"Sometimes it feels like the psychologists or the experts coming in, haven't got a handle on what's possible actually in the school environment There is a discord sometimes about what we see is possible seeing the child all the time and they see the child very little. So sometimes that communication in the IEP is hard." – Interviewee 2

Collaborating with parents was also another sub-theme that was identified as a difficult part of the IEP process by three of the interviewees. This sub-theme was not previously identified in phase one. Three main reasons why working with parents can be difficult emerged in the interviews. The first was when parents are not supporting what has been established in the IEP meetings. For example,

"Sometimes motivation, moral can be low when you feel like the parents aren't on board because you feel like you are really working hard for this child, maybe nothing is being done at home." - Interviewee 2

The second reason identified was when parents did not have a good understanding of the IEP process, for example,

"When it comes to their actual learning often the parents don't know what the next steps for learning are for the student. So its parents understanding of the process, yes they definitely need to be part of the process don't get me wrong they are critical to the process, they can share with us what they like but they don't know the holes in the learning and the next step"- Interviewee 3

The final reason identified was when parents did not attend the meetings. One interviewee summed up this challenge,

"We are trying to do our best for the kids and having them involved I think is one of the most important things. But if they don't turn up and don't support it's hard" – Interviewee 1

Given that these findings were only found in phase two, these results need to be interpreted with caution due to the small sample size.

Class size

The difficulties of having a large number of students in a class and having time to work with them all of the students and being able to provide some individual time to students with SEN was highlighted as a challenge by three of the four interview participants. For example,

"You have got twenty eight kids, one kid with an IEP you have got one kid who has probably got behavioural issues, you are going to try your darndest but really a twenty-eighth of your time, chances are they are probably getting a tenth of your time anyway and now you have got the IEP on top of it." - Interviewee 4

Interview data identified key factors associated with the challenge of time. These were the time required to organise the IEP meeting and the time to work with the student. Furthermore, working with the IEP team when there are different opinions and views of how the students' needs could be met was also identified as a barrier to teacher engagement in the IEP process. Class size was also identified as challenge.

4.2.3 Research Question Three: What are the relationships between teacher motivations and their perceptions of the success of the IEP goals?

Self-efficacy

Interviewees were asked to elaborate on what made them feel confident that they could support students to achieve the goals set out in the IEP process (i.e., what supports their self-efficacy). Interviewees were asked '*what motivates you to think that the goals that have been set can be achieved for the student?*' The results from interviewees were consistent, with all four participants identifying that the goals needed to be realistic and achievable if they were to be successful. Having goals that teachers felt were achievable for the student and for the teacher to implement and seeing the students experience success with the goals were also identified as being motivating factors for teachers to work with the students to achieve the goals. The notion that the success was embedded in the way that the goals were written and established by the IEP team was also strong. An example is,

"The IEP goal has to be achievable, it has to be small, and it can't be the whole thing teaching that child for the whole year....if it is not being achieved we rewrite the success criteria if that's not working we look and say is this goal alright for the child at this time? There has to be flexibility in them." - Interviewee 4

The way in which IEP goals are set by the IEP team was identified in phase two as the primary factor that supports a teacher's self-efficacy and perceptions of students' success with the IEP goals.

Barriers to the achievement of IEP goals

Participants were also asked about some of the possible barriers that might hinder their motivation and their perception of success with the IEP goals, '*What types of challenges do you face in successfully achieving the goals set out in the IEP process?*' These results are relevant for answering both research question two and three. There were two key sub-themes that emerged from this question, inappropriate goals being set for students and unanticipated factors impacting the ability for students to achieve their IEP goals.

The first sub-theme that emerged as a barrier to achievement of the IEP goals was the notion that inappropriate goals can be set at the IEP meeting. Two interviewee participants discussed this idea. They explained that when goals are unachievable or not appropriate it makes it difficult to implement the strategies set out to achieve to IEP goals. For example,

"If you have set a wrong goal, you have thought oh this will be good but actually it is not the right goal for the moment, it gets trickier...and often falls off until the next IEP" – Interviewee 3

This finding is consistent with the results presented in relation to teachers' self-efficacy of the goals being achieved, where all four interviewees expressed that by setting appropriate and relevant goals it supports their feelings that the IEP goals can be achieved.

Three of the four interviewee participants also discussed that there can be unanticipated factors that have an impact on the IEP goals being achieved that you cannot always be prepared for. There was a range of examples provided by interviewees including changing classroom topics, the changing abilities of students and the changes in priorities of what becomes important for the student. This sub-theme highlighted that while the goals may be valid when they are set at the IEP meeting, they may not always continue to be relevant for the student. For example,

"Another hindrance is the goals change, the goals don't change the child changes, the goal may no longer be valid and it is a constantly moving kind of a platform that you are dancing around on" - Interviewee 3

Another aspect that was identified by two of the interviewees were that there can be other factors in students' lives that have an impact on their learning that can not be planned for, such as health, family circumstances and sometimes even students' attendance at school. For example,

"Sometimes when you are setting goals for a kid to get from reading at a six year old level to a seven year old level there a lot of other things that need to happen, before you can get to do that - behind the scenes stuff." Interviewee 1

The challenge of inappropriate goals being set was also identified in phase one of this study. However, the notion that these goals might not be achieved because of unanticipated factors was only identified by a small number of the interviewee participants. It is important that these results are interpreted with caution given the sample size of this phase of the research.

4.3 Summary

The results from phase one and phase two have shown that there are several factors that were related to teacher motivation to engage in the IEP process. These factors include: the value that teachers place on the IEP process, the inclusive philosophies that they hold, their self-efficacy and the support they receive from their schools. The findings showed that the key barriers to teacher engagement in the IEP process were time, class size and the challenges of working and collaborating with IEP team members. Teachers who had limited experience with IEPs also had lower levels of self-rated motivation to engage in the IEP process. Finally, the results showed that when teacher's reported higher self-efficacy and when they set realistic goals that they felt could be achieved, they were more likely to perceive that they could be achieved. These findings are discussed in detail with reference to relevant literature and research in Chapter 5.

5 Discussion

This study set out to examine what motivates primary school teachers to engage in the IEP process on the basis that teachers are vital members of the IEP team. This chapter discusses the key results from the study focusing on the three research questions. It examines teachers' motivation to engage in the IEP process and the barriers and challenges that teachers face when engaging in the IEP process. It concludes with a discussion on the relationships between teacher motivation and their perceptions of the success of the IEP goals. The key motivational theories of self-determination theory and socio-cognitive theory are used to explain the results of teachers' perceptions of the IEP process and their motivation to engage in the IEP process.

5.1 Research Question One: What motivates teachers to engage in the IEP process?

Participants' perceptions of the IEP process being a worthwhile and valuable task and a teachers' self-efficacy and feelings of confidence were related to higher levels of self-rated motivation to engage in the IEP process. Teachers' feelings of control over the decisions being made in the IEP process were also related to higher levels of self-rated motivation. In addition, a teacher's inclusive teaching philosophy and the support and professional learning they receive from their school were all highlighted as having a relationship to teachers' motivation to engage in the IEP process.

5.1.1 Teachers' perceptions of the IEP process as being worthwhile

In both phases of the research, data demonstrated that teachers' perceive the IEP process as a worthwhile and valuable task. The main reasons that teachers identified the IEP process to be valuable were because it allows for collaboration and communication with IEP team members, and it supports teachers to develop goals and establish plans for the learning of students with SEN. This study's findings are in line with current research that has found that teachers' perceive

IEPs to be useful tools to plan and implement educational goals (Lee-Tarver, 2006) and that the majority of teachers find the IEPs 'moderately useful' (Rotter, 2014).

The link between an individuals' perception of the usefulness of a task and their motivation to engage in the IEP process is supported by self-determination theory. More specifically, this link is explained by the extrinsic sub-type identified regulation, which states that individuals engage in tasks because of the perceived value and relevance of it (Deci et al., 1991). Therefore, a teacher is more likely to engage in the IEP process when they view it as a valuable process. An important finding of this study is that the value a teacher places on the IEP process is significantly related to their motivation to engage in the IEP process.

The results from this study showed that teachers who value the IEP process as a worthwhile task reported higher levels of motivation to engage in the IEP process. It also found that teachers saw the IEP process as valuable because it allowed teachers to communicate with IEP team members, collaborate with others and set goals for student with SEN.

Collaboration and communication

Participants from both phases highlighted that they found the IEP process useful for collaborating and communicating with IEP team members. Reasons for this included that it allowed teachers to be able to share ideas with other agencies working with the student and other team members who know the student well. Teachers also valued the IEP process because it allowed them the opportunity to collaboratively discuss and share ideas about the student's learning. Collaboration and communication with other IEP team members provides teachers with ideas for how to support students by adapting and modifying the curriculum or learning environment to suit their needs (Strogilos & Xanthacou, 2006).

Participants also highlighted the value of the IEP meetings providing teachers with the opportunity to communicate with school, parents and other agencies working with the student. The notion that the IEP allowed everyone in the team to be 'on the same page' was repeatedly highlighted as a valuable factor in both phases of the research. These findings are consistent with other research studies, which have found that the IEP is considered a valuable tool to develop collaboration and communication amongst IEP team members (Strogilos & Xanthacou, 2006). The findings of this study are also consistent with other research that has found that teachers like the assistance that the IEP provides in fostering interdisciplinary cooperation (Dudley-Marling, 1985), that it is a tool for parents and teachers to meet and discuss common concerns (Goodman & Bond, 1993) and that it emphasises the importance of monitoring documentation of communications with parents (Andersen, Barner, & Larson, 1978).

Goal setting and having a plan

The setting and reviewing of IEP goals, and the sharing of ideas to support students to achieve these goals were key reasons why the IEP process was considered to be worthwhile in both phases. Teachers who participated in this study suggested that setting goals in the IEP process was worthwhile as it provides guidance on how they can individualise the learning for students with SEN. This is consistent with the findings from Safer, Morrissey, Kaufman, and Lewis (1978) who reported that the IEP process plays a key role in teachers instructional planning because it requires them to think about their teaching by writing goals and objectives that can be carried out in the classroom. Teachers' participation in goal setting during the IEP process has also been identified as important given that they are typically the IEP team member charged with implementing them (Menlove et al., 2001). The relationship between teachers' perceptions of the success of the IEP goals and their motivation is discussed further in section 5.3.

Collectively, the results from this study and other research show an important relationship between a teacher's view of the value of the IEP process and their motivation to engage in the IEP process. Specifically, this study found that participants valued that the IEP process allows for the collaboration and communication with other IEP team members and the setting goals for students with SEN.

5.1.2 Self-efficacy

Teachers in this study reported high levels of self-efficacy when rating their capabilities to engage in tasks involved in the IEP process. This suggested that participants' felt that they were capable of engaging in the various different tasks of the IEP process. This is somewhat different to the findings of Buell et al., (1999) who found that general educators did not feel confident writing IEPs, participating in IEP conferences or adapting materials and the curriculum. It is also different to findings from Avramidis et al., (2000) which found that teachers demonstrated a lack of confidence in meeting the IEP requirements of students with SEN. However, both these studies were based in the United States where there are different teaching structures and requirements for IEPs, which may explain the contrasting research results.

Teachers who reported higher self-efficacy to create goals, participate in the IEP process, make adaptations to the curriculum, implement IEP strategies, collaborate with the IEP team members and support students to achieve the IEP goals, also reported higher levels of self-rated motivation. This relationship can be explained within socio-cognitive theory and is also supported by self-determination theory and the need for teachers to feel competent in their teaching practice. That is, teachers who feel that they possess the necessary skills to engage in the IEP process are more likely to feel competent and efficacious. These findings align with the general body of research on teacher efficacy that has shown that teachers are more motivated to engage in a task

when they believe that they have the capability to bring about a desired outcome (Bandura, 1986, 1997; Lam et al., 2010; Pajares, 2005).

5.1.3 Autonomy and control

A relationship between teachers' motivation and the level of control they felt they had over the IEP process was also found in phase one. Teachers who felt they had more control over the decisions made in the IEP process also reported higher levels of motivation to engage in the IEP process. This finding is explained by self-determination theory which suggests that when individuals are provided with a sense of control and freedom over choices and decisions being made that impact them, feel more autonomous, and as a result, more motivated (Schunk et al., 2014). The teacher motivation literature also supports the notion of teachers' autonomous motivation. That is, when teachers feel that they have a sense of internal control and freedom over choices and actions, they are more likely to engage in tasks (Hildebrandt & Eom, 2011).

Interestingly, this study found that there was no relationship between teachers' autonomy over how the IEP process is implemented and the decisions that are made, and their levels of motivation. This differs with findings in regards to participants feeling of control. One possible reason for these results could be attributed to participants' differing interpretations of the term 'autonomy' as the definitions are often ambiguous in the literature and teachers' own definitions of autonomy can be very different (Pearson & Moomaw, 2005).

5.1.4 Inclusive teaching philosophy

Findings from phase one found that teachers who considered that inclusion supported students with SEN in the classroom with their learning and social interactions, also reported higher levels of motivation. Findings from phase two also suggested that teachers' perceived that the IEP process supported their inclusive practices in the classroom. Interviewees suggested that this was because the IEP process allowed them to plan for how they differentiated the

curriculum to best meet the needs of students, and therefore supported their inclusive philosophies. This finding is supported by Kaplan (2014) who suggests that teachers' motivation for action is framed by the attitudes that teachers hold towards students from different groups, their beliefs about different subjects matters, and their perceptions about their own individual and collective attributes.

The relationship between teachers' motivation and their perceptions of being inclusive in the classroom and using the IEP process as a tool to support inclusion was another important finding. The inclusive philosophy of a teacher is important when examining the IEP process because it is viewed as a key document for teachers to plan for how students with SEN will be included in the class programme (Mitchell, 2008). A teacher's inclusive philosophy and the relationship to teacher motivation can be explained within the theories of self-efficacy and the need for competence. For example, Buell et al., (1999) suggests that teachers require knowledge of how to instruct students with SEN in inclusive environments (i.e., competence), but that they also need to feel efficacious.

5.1.5 Support from school

Both phases of this study found that teachers who felt that they were well supported by their school to participate in the IEP process also reported higher levels of motivation to engage in the IEP process. More specifically, these results showed that teachers in schools who were provided with release time (either to participate in the meeting or to plan and prepare for the IEP) also reported higher levels of motivation to engage in the IEP process. This finding is similar to other studies that have found that providing teachers with additional planning time (i.e., release time from the classroom) supports teachers to effectively plan IEPs (Gallagher & Desimone, 1995; LeRoy & Simpson, as cited in Mitchell et al., 2010; Menlove et al., 2001). This is an important finding of this study given that the biggest barrier identified by participants' was time.

Furthermore, teachers who indicated that their school had established guidelines around how the IEP worked in their school reported higher levels of motivation to engage in the IEP process. The importance of setting teachers up for success with guidelines within schools is not as well documented as support for additional time. However, Hill, Hawk, and Taylor (2002) do suggest that teachers need examples of IEPs and best teacher practice to effectively engage in the IEP process. It is important for teachers to know what best practice looks like with examples so that they can apply this to their own environment.

Collectively, these findings showed that participants' who perceived that they had support within their schools in regards to release time and guidelines, also had higher levels of self-rated motivation. This has important implications for school leaders and how they can create supportive environments for teachers to enhance their inner motivation.

5.1.6 School setting

No differences between teachers situated in a general education setting versus those in special education settings and their motivation to engage in the IEP process were found. This finding is interesting given that the IEP process is a key tool for teaching students with SEN, and that teachers working in the special education setting could be assumed to be involved in IEPs more regularly. Further investigation is needed to identify possible reasons for this finding.

There was a wide range of participants from school deciles 1 to 10. Results from phase one revealed that there were no significant differences between teachers' motivation level and the school decile that the teachers taught in. This suggests that the socio-economic area that teachers teach in, did not impact their motivation to engage in the IEP process. Most research on New Zealand schools socio-economic level and teachers has focused on teachers' expectations of students in these different socio-economic areas (e.g., Rubie - Davies, Flint, &

McDonald, 2012). Further research into the impact on teacher motivation in different socio-economic levels within New Zealand is needed.

5.2 Research Question Two: What are the barriers, if any, to teacher engagement in the IEP process from the perspective of the teachers involved?

This study sought to identify what teachers identified as barriers to their engagement in the IEP process in order to establish if this was related to their levels of motivation to engage in the IEP process. This study identified four key barriers: time, collaboration with IEP team members, class sizes and a teacher's lack of experience participating in IEPs.

5.2.1 Time

Both phases of the research found that time was the biggest barrier faced by teachers when engaging in the IEP process. The challenges associated with time related to collaborating with team members, attending and organising the IEP meetings, implementing the IEP goals and writing the IEP document.

Time to collaborate with IEP team members

The most common sub-theme in both phases around 'time' as a barrier to teacher engagement in the IEP process was related to the collaboration with IEP team members. Participants involved in this study considered that liaising with outside agencies and having a lack of time to collaborate and communicate with IEP team members were the most challenging elements of the IEP process. These findings are similar to other studies where a lack of time has been identified as a significant barrier to effective collaboration between parents, school staff and other professionals (W. Davis, 1983; Idol-Maestas & Ritter, 1985; Strogilos & Xanthacou, 2006; Voltz, Raymond, & Cobb, 1994).

Time organising and having IEP meetings

The results suggested that the time spent arranging the actual IEP meeting was perceived as a very time consuming task for participants. Especially when there

were many team members in the IEP or when the meeting times needed to be changed. This finding is supported by other research that has also found that the time associated with the coordination of people involved in the IEP team is a barrier for teachers (Bennett, Shaddock, & Bennett, 1991). In addition, participants in both phases highlighted the difficulties in managing the IEP meetings along with the many other meetings they attend. This is in line with other research that suggests that teachers often find the time involved in having an IEP meeting a challenge (Menlove et al., 2001).

Time implementing the IEP goals and strategies

The time associated with implementing the IEP goals and strategies was identified as a challenge faced by teachers in both phases of this study. Teachers highlighted that the time that they need to support students with SEN to ensure that they are working towards achieving the goals set in the IEP is difficult. Furthermore, ensuring that students' needs are catered for and being met by the classroom programme was another core time constraint when implementing the IEP goals. This finding is supported by the research of Schumm, Vaughn, Gordon, and Rothlein (1994) who found that teachers often feel that working with students with SEN takes more instructional teacher and planning time.

5.2.2 Collaboration with team members

The benefits of collaborating with IEP team members to support students with SEN are well established (Bauwens & Korinek, 1993; Eccleston, 2010; Strogilos & Xanthacou, 2006; Voltz et al., 1994). However, in both phases of this study teachers reported that working with the various IEP team members was also a challenge, as there can often be differing ideas and opinions. The different expectations of classroom teachers and other agencies were also frequently mentioned as a challenging aspect of the IEP process. These findings are consistent with previous research that suggests that effective communication is one of the biggest challenges in the collaborative effort (Jones, 2012; Voltz et al.,

1994; Weishaar, 2001). Possible reasons for this could be a lack of understanding of other team member's disciplines (McKellar, 1991) and the methods of communication that team members use (Jones, 2012).

5.2.3 Class size

Results from phase one indicated that teachers felt that the size of their class was a limiting factor to their ability to engage and implement IEPs. Findings from phase two also indicated that class size was perceived as a barrier, with two interviewees suggesting that the size of the class impacts how much time can be spent with all of the students in the class and in particular those students with SEN. This is in line with research that suggests that class size can inhibit teachers' implementation of IEPs (Schumm et al., 1994). Research into smaller class sizes, especially in the primary school age groups, has also shown that teachers can spend more time with individual students and personalise instruction when class sizes are reduced (Finn & Achilles, 1999).

5.2.4 Teachers' experience with IEPs

Teachers who reported having had less experience engaging in the IEP process also reported lower levels of self-rated motivation. The findings from phase one showed that those participants who had been involved in less than 10 IEPs in their career and less than five IEPs in the past 12 months reported lower levels of motivation than some of the other groups with more experience. These results are also similar to other studies where researchers have found that teachers who have participated in the IEP process face fewer challenges than those who have not previously participated in the process (e.g., Bafra & Kargin, 2009).

This barrier of limited teacher experience with IEPs and their motivation to engage in the IEP process can be explained by self-efficacy theory and mastery experiences where a teachers' efficacy increases with positive teaching experiences (Bandura, 1986, 1997). Teachers who have not had the opportunity to experience success engaging in IEPs are less likely to feel efficacious or

competent because they have not had the successful experiences, which would make them feel more efficacious.

5.3 Research Question Three: What are the relationships between teacher motivations and their perceptions of the success of the IEP goals?

The relationship between teachers' motivation and teachers' perceptions of the success of IEP goals was examined in both phases of the research. The findings suggest that for the teachers in this study, their self-efficacy and the value that they place in the IEP process were important factors in their perceptions that the IEP goals could be achieved. Some challenges to achieving the IEP goals, which impacted on teachers' perceptions that the IEP goals could be achieved were also identified.

5.3.1 Self-efficacy

Phase one results found that teachers who reported higher levels of self-efficacy to support students to achieve their IEP goals, also reported higher levels of motivation. Participants in phase two emphasised the importance of writing goals that were appropriate and realistic in the IEPs. Findings from both phases indicated that teachers in this study perceived that the success of IEP goals was reliant on them being realistic and manageable for teachers to implement when they were set at the IEP meeting. The effect of a teacher's perception that students can attain goals and make progress towards them raises teachers' efficacy (Schunk et al., 2014). This is in line with findings from Bricker et al., (1998) which identified that when IEP goals and objectives were functional, understandable, measureable and relevant, they were likely to allow for better implementation of individualised content and student outcomes. The importance of writing and setting appropriate, relevant and realistic goals is therefore an important factor in teachers' motivation and their perception of students' success in achieving IEP goals.

5.3.2 Value of the IEP goals

Participants in phase one identified that the main purpose of IEPs was to set goals and establish next steps for students. Respondents also indicated that one of the most useful aspects of the IEP process from their perspective was setting and reviewing student goals. This is important when examining teachers' perceptions of the success of the IEP goals and is explained by self-determination theory. The extrinsic motivation sub-type of identified regulation emphasizes the importance of individuals valuing tasks for supporting their motivation (Roth et al., 2007). This theory supports that it is important for teachers to see the value in the goals that are being set for students with SEN in the IEP process, if they are to be more highly motivated. These findings suggest that if teachers are going to be motivated towards implementing IEP goals, they need to believe that the goal has merit and is worthwhile. This is consistent with research on the value of the IEP goals, which suggests that IEP goals need to be meaningful for teachers to implement because better IEP goals results in more effective programmes for students with SEN, and thus results in better student outcomes (Pretti-Frontczak & Bricker, 2000).

Teachers' self-efficacy and their views of the value of the IEP goals are therefore important for teachers' perceptions of students being successful in achieving their IEP goals. However, this study also identified some challenges to teachers perceiving IEP goals could be implemented and achieved by students.

5.3.3 Challenges to achieving IEP goals

The results from phase two suggest that many of these challenges teachers perceived as having an impact on students achieving their IEP goals arose when the goals were being set. These challenges can be classified into two sub-categories and are discussed below.

Inappropriate goals being set

Inappropriate goals being set at IEP meetings was identified in both phases of the research as a challenge to participants' perceptions that the goals could be achieved. Participants in phase one indicated that they try to use the SMART framework (specific, measurable, achievable, realistic and timely) to set realistic goals, but that breaking down larger goals into smaller more manageable goals can be difficult. Interview participants stated that the challenge of inappropriate goals being set typically arose when the goals were not relevant for the student or when the expectations for students to achieve the goals were too high.

Results from both phases of the research also suggested that participants perceived that the goals set in the IEPs could sometimes be inappropriate or irrelevant because not all team members agreed with or understood the goal being set. A possible reason for this is the different perspectives of what is considered to be achievable or relevant by teachers and other IEP team members. This is more likely to occur when collaboration amongst team members is not harmonious (Pretti-Frontczak & Bricker, 2000). This presents a perceived barrier to the IEP goals being implemented by teachers and thus achieved by students. This finding is supported by the research of Pretti-Frontczak and Bricker (2000) who found that the lack of knowledge of the different goals that various team members have can lead to confusion.

Unanticipated factors

The second sub-theme identified in phase two was the unanticipated factors that can have an impact on students achieving their IEP goals. Examples include: children being sick and therefore absent from school for long periods of time; and changes in students abilities, that is students may learn faster or slower than anticipated by the IEP team and as a result this changes the learning programme established for the student. The implications of these unanticipated factors can mean that the goals set in the IEP can quickly become out dated and therefore

irrelevant. This was evident in all four interviews and was accepted as part of teaching from their perspectives.

5.4 Concluding statement

This chapter has discussed the key results from this study to demonstrate the various factors that influence teachers' motivation to engage in the IEP process. This study found that the value that teachers place in the usefulness of the IEP process, specifically collaborating and communicating with IEP team members and setting goals, were related to teachers' motivation to engage in the IEP process. Teachers' in this study who perceived that they had higher self-efficacy, control over the IEP process and support from their schools also reported higher levels of self-rated motivation.

Barriers to teacher engagement in the IEP process were also explored and time was identified as the main barrier. This related to the time involved to collaborate with IEP team members, time to arrange and have the IEP meetings and time to implement the IEP goals. Furthermore, the impact of the size of a teacher's class and limited teacher experience with IEPs were also identified as barriers to teacher engagement in the IEP process.

Finally, this chapter presented the findings regarding the relationships between teacher motivation and their perceptions of the success of the IEP goals. This study found that teachers' who valued the IEP goals and had high self-efficacy to implement and support students with the IEP goals reported higher levels of motivation. Participants in this study identified barriers to IEP goals being achieved as typically resulting from inappropriate goals being set in the IEPs and also due to unanticipated factors that make success in achieving the goals difficult.

6 Conclusion

This chapter presents a summary of the key findings from this study and identifies some recommendations for practice and further research. The researcher intends that teachers and educational leaders use these recommendations to support teachers' motivation to engage in the IEP process, and to address the challenges teachers face within the IEP process.

6.1 Key findings

This study has shown that teachers' motivation to engage in the IEP process was related to: perceptions of the IEP process being worthwhile; self-efficacy; the level of control teachers have over the decisions being made in the IEP process; inclusive teaching philosophy; the support teachers receive from their schools; and the professional learning that they have been involved in. Furthermore, this study has found that the school setting and school decile that participants worked in did not have an effect on teachers' motivation to engage in the IEP process.

A number of barriers to teacher engagement in the IEP process were identified. The biggest barrier was time, which is consistent with other research. It has also found that collaborating with IEP team members, the size of a teacher's class and having had less experience with IEPs are all challenging factors that can create barriers to teachers' engagement in the IEP process.

Finally, this study found that there was a relationship between participants who valued the IEP goals and had high self-efficacy to implement and support students to achieve their IEP goals and teachers' self-rated motivation. Barriers to IEP goals being achieved were identified by participants as typically resulting from inappropriate goals being set in the IEP and also due to unanticipated factors arising that make success in achieving the goals challenging.

6.2 Recommendations

Using the findings from the current study and other research the key recommendations are centred on the professional learning and school support that teachers receive.

6.2.1 Professional learning

Developing teacher knowledge of the IEP process through professional learning could help to support teachers' to develop an understanding of the value of the IEP process, enhance their competence and self-efficacy through the imparting of knowledge and successful experiences and promote inclusive teaching philosophies. This recommendation is consistent with many other studies that have also identified professional learning as a key factor for improving teachers' capabilities and confidence to engage in the IEP process (Lee-Tarver, 2006; Lynch & Beare, 1990; Schumm et al., 1994; Simon, 2006).

There is inconsistent initial teacher training and professional learning in New Zealand for teaching students with SEN (Hornby, 2012, 2014). Therefore, Hornby (2014) suggests that there should be mandatory on-going professional learning for teachers in New Zealand on teaching students with disabilities and SEN. Given that the professional learning is purchased at the school level in New Zealand (Morton & Gibson, 2006), it is recommended that school leaders start investigating the type of professional learning they are providing teachers on the IEP process in order to support their motivation to engage in the process. It is important that school leaders are preparing teachers' to develop effective learning programmes for students with SEN, and thus providing training for teachers to be knowledgeable about the IEP process.

The importance of writing appropriate goals that are relevant and realistic was perceived by teachers in this study as being important for the success of students achieving their IEP goals. Given this finding, the researcher recommends that it is important that teachers have the knowledge and

capabilities to write appropriate goals. This is in line with findings from Pretti-Frontczak and Bricker (2000) who found that when teachers had received training on how to write high quality goals, they developed better IEP goals for students. Receiving professional learning on how to write goals that are effective for students' learning is therefore an important consideration for school leaders to include in the professional learning offered to teachers within their schools.

6.2.2 School support

This study has shown that there was a relationship between the various ways that schools can support teachers (i.e., release time to participate or prepare IEPs or who have school IEP guidelines) to engage in the IEP process and their motivation. School support is also important for teachers' feelings of relatedness and feelings of competence (Roth et al., 2007). The ways in which schools support their teachers around the IEP process is therefore important. The researcher recommends that, where possible, teachers are provided with some release time to either prepare or participate in the IEP meetings. This would allow teachers time to meet with other 'experts' and to collaborate on how the needs of the student can be met. The additional 'time' provided to teachers could also be used to make arrangements for the IEP meeting, which was a key time constraint identified by participants in this study. However, there are financial implications associated with releasing teachers from classrooms, which comes at a cost to schools.

The role of the SENCO in providing support to teachers within a school on how to engage in the IEP process is also important. However, there is no consistency with how this role is utilised by New Zealand schools (Hornby, 2014). Further research into how SENCOs provide support to teachers in schools and around engagement in the IEP process should be examined further.

The challenge of having a large class while still meeting the needs of the students with SEN, was also identified as a barrier to teacher engagement in the

IEP process. One possible solution to this is that, where possible, school leaders create smaller classes for teachers who have students with IEPs. A smaller class would mean that additional teacher time could be provided to the student with SEN to implement the strategies set out in the IEP. It would also allow additional teacher time for the other students in the class and would address the key challenge identified by teachers in this study of time. It is therefore recommended that school leaders be aware of the impacts of larger class sizes when creating classes, and that consideration be given to reduce the number of students in a class where there are students with IEPs where possible.

A teacher's limited experience with IEPs was related to lower levels of motivation by participants in this study. While this has been presented as a barrier, it is more of a factor that school leaders need to be aware of in order to provide support to these teachers who have not had experiences with IEPs. Given the importance of successful experiences with IEPs for the development of self-efficacy, it is vital that schools have systems in place to guide teachers through the IEP process. Having school IEP guidelines and examples would be one method to help support teachers with limited experience. Regular professional learning in schools would also increase teachers' exposure to the IEP process. It is therefore recommended that school leaders consider how they are supporting teachers' who have had limited experience with IEPs and establish systems to ensure positive experiences with the process, which will in turn have an effect on teachers' motivation.

6.3 Limitations

The present study had a number of limitations that need to be considered.

- The decision was made that the questionnaire would not be pilot tested due to the researchers limited time frames to complete this study. Preliminary tests of questionnaires are recommended as a way of identifying any problems with the questions, and it also allows the researcher to check that the questions actually measure what they are

intending to measure (Johnson & Christensen, 2014). As the questionnaire was not formally tested the reliability and validity of the results and therefore generalisability of the findings are limited.

- The ability to generalise the results to the wider New Zealand population based on the representation of the sample is another limitation of the current study. Participants in this study resembled the population to some degree (see Education Counts, 2012). However, the present study only included the Northern region and Year 1-8 teachers. A wider target population that included all teaching year levels (Years 1-13) and from both the Northern and Southern regions in New Zealand would have allowed for the population to be more accurately represented.
- The small sample size that was used in the semi-structured interviews limits the transferability of the present study's findings. In addition to this, there was only one interviewee participant with a low rating level of motivation to engage in the IEP process, the interpretation of the findings from these interviews was therefore difficult to relate to participants' motivation.

6.4 Implications for future research

The researcher recommends that further research be conducted on teacher motivation to engage in the IEP process to corroborate the current study's findings. Research into how teachers' can effectively be supported by their schools to engage in the IEP process would add to the current study's findings. Investigations into how school SENCOs are supporting teachers to engage in the IEP process could also yield some important findings on the type and amount of support teachers are receiving. Furthermore, an investigation into the professional learning opportunities that teachers in schools are provided on IEPs and how this is supporting teachers' motivation would add to this study's findings. Finally, a New Zealand wide study that examined all year levels (Years 1-13) could also contribute to understanding teacher motivation to engage in the IEP process in more depth.

6.5 Summary

This study has found that teacher motivation to engage in the IEP process is related to a range of factors. This includes seeing the value and worthwhileness of IEPs, feeling competent to engage in the IEP process, having an inclusive philosophy and feeling some sense of control over the decisions that are made in the IEP process. Many of these factors can be addressed by ensuring that teachers have the required knowledge, skills and confidence to write, implement and assess IEPs. Time, collaborating with IEP team members, large class sizes and limited teacher experiences with IEPs were all identified as barriers to teacher engagement in the IEP process. How confident teachers feel to write, implement and assess the IEP goals were also found to be related to teachers' perceptions of the success of the goals being achieved by students. This study has recommended that many of the factors identified could be addressed through the support and training that teachers receive through the professional learning opportunities and support systems provided by the schools that teachers work in.

7 References

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8 Appendices

Appendix A – Low Risk Ethics Notification



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

29 April 2014

Lindsey Prohm
41 Waione Street
Petone
LOWER HUTT 5012

Dear Lindsey

Re: Teacher Motivational Factors That Contribute to Engagement in the Individual Education Plan Process and the Success of Individual Education Plan Goals

Thank you for your Low Risk Notification which was received on 23 April 2014.

Your project has been recorded on the Low Risk Database which is reported in the Annual Report of the Massey University Human Ethics Committees.

You are reminded that staff researchers and supervisors are fully responsible for ensuring that the information in the low risk notification has met the requirements and guidelines for submission of a low risk notification.

The low risk notification for this project is valid for a maximum of three years.

Please notify me if situations subsequently occur which cause you to reconsider your initial ethical analysis that it is safe to proceed without approval by one of the University's Human Ethics Committees.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research."

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Professor John O'Neill, Director (Research Ethics), telephone 06 350 5249, e-mail humanethics@massey.ac.nz.

Please note that if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to provide a full application to one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

John G O'Neill (Professor)
Chair, Human Ethics Chairs' Committee and
Director (Research Ethics)

cc Dr Alison Kearney
Institute of Education
PN500

Assoc Prof Sally Hansen, Director
Institute of Education
PN500

Mrs Maggie Hartnett
Institute of Education
PN500

Mrs Roseanne MacGillivray
Institute of Education
PN500

Massey University Human Ethics Committee
Accredited by the Health Research Council

Research Ethics Office, Research and Enterprise
Massey University, Private Bag 11222, Palmerston North 4442, New Zealand T 06 3505573; 06 3505575 F 06 350 5622
E humanethics@massey.ac.nz; analethics@massey.ac.nz; gic@massey.ac.nz www.massey.ac.nz

Appendix B – Questionnaire Information Sheet

Have you been involved in an IEP in the last 12 months, and teach in Years 1-8? If so, I would like to invite you to participate in a study investigating teacher motivational factors that contribute to the engagement in the IEP process.

Researcher(s) Introduction

My name is Lindsey Prohm and I am currently a student at Massey University completing my final year of my Masters in Education (Educational Psychology). As part of this, I am conducting research to find out what motivates primary school teachers to engage or not engage in the Individual Education Plan (IEP) process and to examine the role of teacher motivation in the success of the IEP goals. I would like to invite you to participate in this questionnaire via Survey Monkey as part of my research.

What is the research about?

The aim of this research is to gain an understanding of the role of primary school teachers' motivation in the success of the IEP process. I am seeking to find out:

1. What motivates teachers to engage in the IEP process?
2. What the barriers are, if any, to teacher engagement in the IEP process from the perspective of the teachers involved?
3. What are the relationships between teachers' motivation in their perceptions of the success of the IEP goals?

Why should I participate?

Having attended many IEPs over the years of my teaching career, I have noticed that some are more successful than others. I would like to find out what makes an IEP successful, specifically looking at the role of the teacher and their engagement in the IEP process. It is hoped that the findings from this research can be shared with the teaching community to further support and assist teachers and school leaders in their development of IEPs. This will ultimately benefit the children for whom IEPs are created. Your participation in this research will help make this possible.

How long will it take?

The survey should take you no longer than 15- 20 minutes. There is a range of multi choice questions and some open-ended questions.

Why have you been selected?

Your school's email addresses have been obtained from the School Directory. This invitation to participate is for all teachers, SENCOs, Principals, Deputy Principals and Associate/Assistant Principals who have been involved in an IEP in the last 12 months. If you have not participated in an IEP in the last 12 months, then please exclude yourself from participating in this questionnaire. A representative sample of primary school teachers that includes a range of: age, gender, teaching experience and school decile rating is being sought. In addition to this, information on the type of IEP that teachers have experience with (i.e. behavioural difficulties or for learning and medical) is being sought.

Will it be anonymous?

Anonymity will be upheld by ensuring that participants cannot be identified through any of the information published in the research and you will not be asked for your name unless you accept an invitation to participate in a follow up interview. Any identifying information that could potentially identify a teacher or school will be removed from the results. Working with a wide range of participants such as age, gender, experience and schools will help to support anonymity of participants.

What will happen to my responses?

The responses from this questionnaire will be stored on Survey Monkey and will only be accessible by the researcher and the researchers supervisors. Data will be destroyed after 5 years. Rights Completion of the questionnaire implies consent.

You have the following rights:

1. decline to answer any particular question;
2. withdraw from the study at any time;
3. ask any questions about the study at any time during participation;
4. provide information on the understanding that your name will not be used unless you give permission to the researcher;
5. be given access to a summary of the project findings when it is concluded.

Ethics

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research. If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Professor John O'Neill, Director, Research Ethics, telephone 06 350 5249, email humanethics@massey.ac.nz".

Still unsure?

If you have any questions regarding your own or your schools participation in this questionnaire then please feel free to contact the researcher lindseyprohm@gmail.com, or the researchers supervisors Alison Kearney a.c.kearney@massey.ac.nz and Maggie Hartnett m.hartnett@massey.ac.nz.

Thank you for your time.

Lindsey Prohm

Appendix C – Interview Information Sheet

[LETTERHEAD]

Teacher Motivation to engage in the IEP process

INTERVIEW INFORMATION SHEET

Researcher(s) Introduction

My name is Lindsey Prohm and I am currently a student at Massey University completing my final year of my Masters in Education (Educational Psychology). As part of this, I am conducting research to find out what motivates primary school teachers to engage or not engage in the Individual Education Plan (IEP) process and to examine the role of teacher's motivation in their perceptions of the success of the IEP goals.

Earlier this year, you completed an on-line questionnaire on Survey Monkey looking into the motivation of teachers to engage in the IEP process. I really appreciate the time you took to do this. I have received over 300 responses. I hope to have all this collated soon, and a summary of the findings will be sent out to you if you indicated your interest in this.

At the end of the questionnaire, you indicated your willingness to participate in a follow up interview. Thank you for offering to do this. I would now like to invite you to participate in a follow up interview. Below outlines the information regarding participation in the interviews.

What is the research about?

The aim of this research is to gain an understanding of the role of primary school teachers' motivation in the success of the IEP process. I am seeking to find out:

1. What motivates teachers to engage in the IEP process?
2. What the barriers are, if any, to teacher engagement in the IEP process from the perspective of the teachers involved?
3. What are the relationships between teachers' motivations and their perceptions of the success of the IEP goals?

Why should I participate?

Having obtained data from my questionnaire I would now like to explore and dig a little deeper into some common themes that emerged from this first part of my research. Conducting interviews will allow me to explore these in more detail and will help to strengthen any findings.

It is hoped that the overall findings from this research can be shared with the teaching community to further support and assist teachers and school leaders in their development of IEPs. This will ultimately benefit the children for whom IEPs are created. Your participation in this research will help make this possible.

How long will it take and where will they take place?

The interviews will be between 45 – 60 minutes. The location of interviews can be arranged with participants individually to suit you. Skype is an option if this is easiest for you.

Why have you been selected?

A range of people put their names forward as being willing to participate in interviews in the questionnaire. From this group of people, a sample of participants with different levels of self-rated motivation were selected. This was the major consideration in selecting participants for the interviews. Other factors were also considered and this included the school setting and different roles of participants within a school.

Will it be anonymous?

Anonymity will be upheld by ensuring that participants cannot be identified through any of the information published in the research. Any identifying information that could potentially identify a teacher or school will be removed from the results. No names will be used in the writing up of the findings.

What will happen to my responses?

With your consent, the interviews will be recorded and transcribed. You will then have the opportunity to look at these transcriptions. This data will then be used to address the research questions. This data will be held in a locked cupboard and will be destroyed after 5 years.

You have the following rights:

1. decline to answer any particular question;
2. withdraw from the study;
3. ask any questions about the study at any time during participation;
4. provide information on the understanding that your name will not be used unless you give permission to the researcher;
5. be given access to a summary of the project findings when it is concluded.

Ethics

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research. If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Professor John O'Neill, Director, Research Ethics, telephone 06 350 5249, email humanethics@massey.ac.nz".

Still unsure?

If you have any questions regarding your participation then please feel free to contact the researcher lindseyprohm@gmail.com, or the researchers supervisors Alison Kearney a.c.kearney@massey.ac.nz and Maggie Hartnett m.hartnett@massey.ac.nz.

Thank you for your time.
Lindsey Prohm

Appendix D – Interview Consent Form

[LETTERHEAD]

Teacher motivation to engage in the IEP process

INTERVIEW PARTICIPANT CONSENT FORM

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree / do not agree to the interview being sound recorded.

I wish / do not wish to have my recordings returned to me.

I wish / do not wish to have data placed in an official archive.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature:

Date:

**Full Name -
printed**

Appendix E – Transcriber Confidentiality Agreement

[LETTERHEAD]

Teacher motivation to engage in the IEP process

TRANSCRIBER'S CONFIDENTIALITY AGREEMENT

I _____ agree to transcribe the recordings provided to me.

I agree to keep confidential all the information provided to me.

I will not make any copies of the transcripts or keep any record of them, other than those required for the project.

Signature: _____

Date: _____

Appendix F – Participant Transcription Release Form

[LETTERHEAD]

Teacher motivation to engage in the IEP process

AUTHORITY FOR THE RELEASE OF TRANSCRIPTS

I confirm that I have had the opportunity to read and amend the transcript of the interview conducted with me.

I agree that the edited transcript and extracts from this may be used in reports and publications arising from the research.

Signature: _____

Full Name (printed): _____

Date: _____

Appendix G – Email to invite participants to participate in study

Kia ora,

My name is Lindsey Prohm and I am a primary school teacher currently conducting some research as part of my Masters thesis at Massey University around teacher motivational factors that contribute to the engagement in the Individual Education Plan (IEP) process.

I am seeking participants for my survey and would appreciate it if you could forward this email onto all teachers and principals at your school.

Attention Teachers and Principals

As a primary school teacher I have been involved in many IEPs and have seen a huge range of ways that the IEP process works amongst teachers and in various different schools. One of the key factors that I have observed from my experience and involvement is that teachers have a vital role in the IEP process. This has lead to my interest to examine what motivates teachers to engage in the IEP process.

If you have been involved in an IEP in the last 12 months and you teach in Years 1-8, I would like to invite you to participate in a survey that is investigating teacher motivational factors that contribute to the engagement in the IEP process.

This research aims to identify key factors that support teachers' motivation to engage in the IEP process, but it also aims to identify barriers that teachers' face when involved in the IEP process. It is hoped that this research will be useful for teachers and school leaders in supporting staff with the IEP process.

Please click on the link below to get to the survey. It should take approximately 15 minutes to complete.

<https://www.surveymonkey.com/s/CN3XT9D>

This survey will be open for 3 weeks.

I appreciate your consideration to participate.

Lindsey Prohm

Appendix H - Questionnaire

BACKGROUND INFORMATION

1. Please indicate your age:

- Under 25 years
- 25-35 years
- 36-45 years
- 46-55 years
- 56+ years

2. Please indicate your gender:

- Male
- Female

3. What was your teacher training pathway?

- Advanced Trades Certificate or Trained Teacher Certificate
- Bachelor of Teaching or Bachelor of Education
- Graduate Diploma of Teaching
- Honours degree in Education
- Other (please specify)

4. What school setting do you work in?

- Regular school setting
- Special Education setting

If you work in the Special Education setting please specify what area i.e. vision, hearing...

5. Please indicate your current schools decile rating:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

6. How many years of teaching experience do you have?

- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21- 25 years
- 26 - 30 years
- 30+ years

7. What is your role within the school? You can select as many as are appropriate

- Classroom teacher
- SENCO (Special Educational Needs Coordinator)
- Principal
- Deputy Principal or Associate Principal
- Syndicate leader/Team leader
- Other (please specify)

8. What is your main role within the school? You can only select one

- Classroom teacher
- SENCO
- Principal
- Deputy Principal or Associate Principal
- Syndicate leader/Team leader
- Other (please specify)

TEACHERS AND IEPS

9. Approximately how many IEPs have you been involved in in your teaching career?

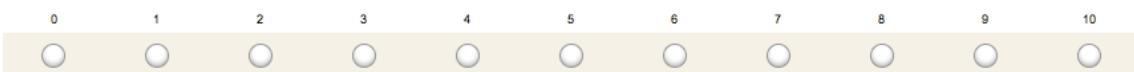
- 1-9
- 10-20
- 21-30
- 31-40
- 41-50
- 50+

10. Approximately how many IEPs have you been involved in in the last 12 months?

- 1-5
- 6-10
- 11-15
- 16-20
- 21+

11. What do you see as being the main purpose of an IEP?

12. Thinking generally about the IEP process, overall how motivated do you believe you are to participate in the IEP process? (0 being not motivated at all and 10 being highly motivated)



13. What do you find useful about the IEP process?

14. What do you find difficult and/or challenging about the IEP process?

15. What documents do you use to guide your practice when implementing IEPs?

16. Thinking about IEPs in general, who would you ask for support/ideas when writing the IEP?

- The student
- Other students in the class
- Special Educational Needs Coordinator (SENCO)
- Other teachers at the school
- Team/syndicate leader
- Principal / deputy principal or associate principal
- Other teachers that you know (not at the same school that you teach at)
- Other agencies working with the child (i.e. RTL, BLENDZ, OT, Physiotherapist, educational psychologist, speech therapist, RTH)
- I do not have anyone to ask for support
- I do not need support
- Other (please specify)

17. Thinking about IEPs in general, who would you ask for support/ideas when implementing the IEP goals?

- The student
- Other students in the class
- Special Educational Needs Coordinator (SENCO)
- Other teachers at the school
- Team/syndicate leader
- Principal / deputy principal or associate principal
- Other teachers that you know (not at the same school that you teach at)
- Other agencies working with the child (i.e. RTL, BLENDZ, OT, Physiotherapist, educational psychologist, speech therapist, RTH)
- I do not have anyone to ask for support
- I do not need support
- Other (please specify)

18. Who generally writes and develops the IEP goals?

- Teacher
- Principal, Deputy Principal or Associate Principal
- Collaborative effort of the IEP team (mixture of SENCO, teacher, parents....)
- Parents
- The student
- Other students in the class
- SENCO
- Other agencies working with the student
- Other – please comment

19. Who generally participates in the IEP meeting? Select as many as appropriate.

- The student
- Parents
- Teacher
- Principal, Deputy Principal or Associate Principal
- SENCO
- Other agencies working with the student
- Other please comment

20. Who usually conducts the assessment/reviews of the goals? Select as many as appropriate.

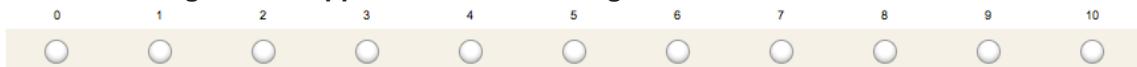
- The student
- Parents
- Teacher
- Principal, Deputy Principal or Associate Principal
- SENCO
- Other agencies working with the student
- Other please comment

CAN I DO IT?

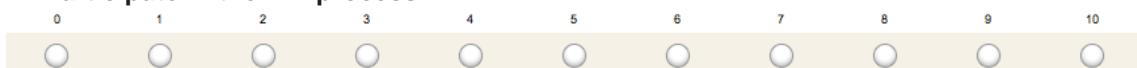
This section is about your confidence in being able to complete tasks that are part of the IEP process. Please rate how certain you are that you can succeed in the following IEP tasks by using the rating scale of 0-10 given below:

0	1	2	3	4	5	6	7	8	9	10
Can not do at all				Moderately can do					Highly certain can do	

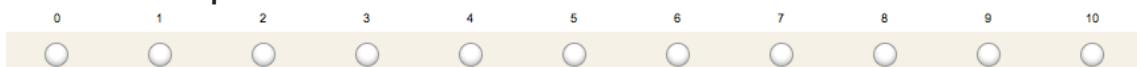
21. Create IEP goals to support students learning



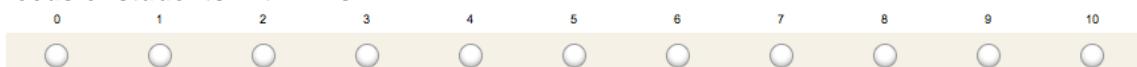
22. Participate in the IEP process



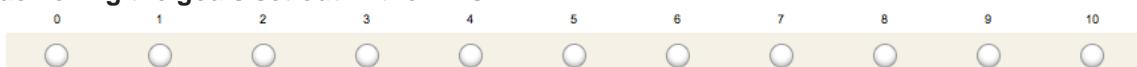
23. Lead the IEP process



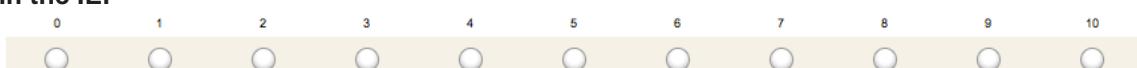
24. Make adaptations to the curriculum, classroom and or school environment to meet the needs of students with IEPs



25. Use a range of assessment approaches to successfully assess if the students achieving the goals set out in the IEPs



26. Implement the strategies to support the child with special educational needs as set out in the IEP



27. Collaborate with others in the IEP team to meet the individual needs of the student



28. Support the student to successfully achieve the goals set out in the IEP

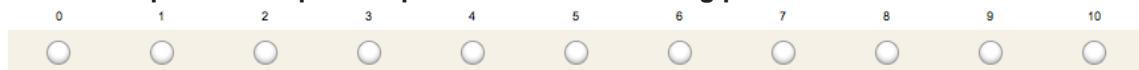


AUTONOMY AND CONTROL

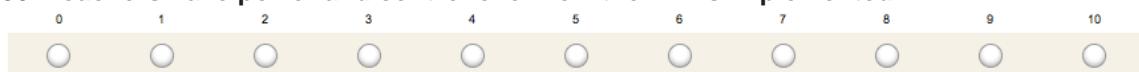
Thinking generally about some of the IEPs you have been involved in recently, please rate your beliefs about the following statements by using the rating scale of 0-10 given below:



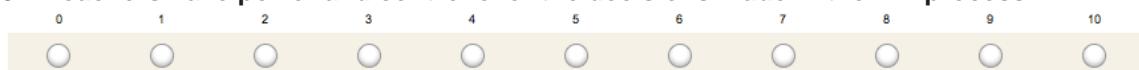
29. The IEP process helps to improve teachers' teaching practices



30. Teachers have power and control over how the IEP is implemented



31. Teachers have power and control over the decisions made in the IEP process



32. Teachers opinions are not respected in the IEP process



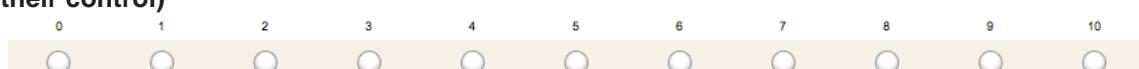
33. Teachers have autonomy in how the IEP is implemented



34. Teachers have autonomy over the decisions that are made in the IEP process



35. Members of the IEP team always fulfil their obligations of the IEP (tasks that are within their control)



36. I can choose to hold and organise an IEP for a student if I feel they need one

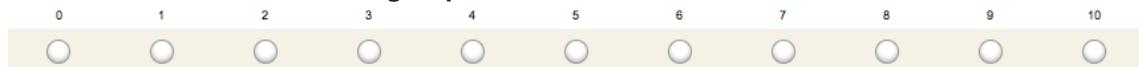


TEACHING PHILOSOPHY AND INCLUSION

Please think about own teaching philosophy and your beliefs about IEPs and inclusion. Use the 0-10 rating scale to indicate how you feel and think about the statements below:



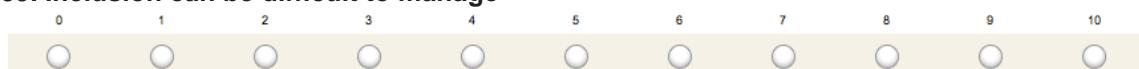
37. Inclusion allows for mixed group interactions in a classroom



38. Inclusion allows for children to foster acceptance of differences



39. Inclusion can be difficult to manage



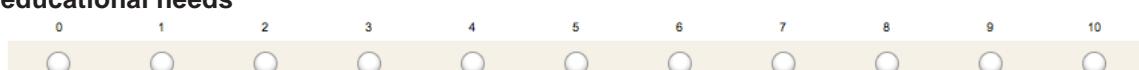
40. Inclusion is important for students with special educational needs



41. The time spent on developing an IEP does not justify how useful it is



42. The IEP process has positive impacts for the learning of the student with special educational needs



43. Once the IEP is developed I don't look at it again



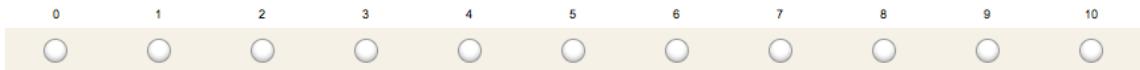
44. Participating in the IEP process has positive impacts on teacher's teaching practice



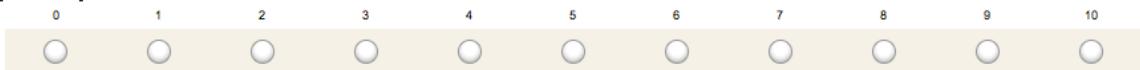
45. The IEP requires and places too many demands on teachers.



46. Participating in the IEP process has positive impacts for the learning of many of the students in a class



47. I feel the IEP process is worthwhile i.e. it is something that I think is valuable to participate in

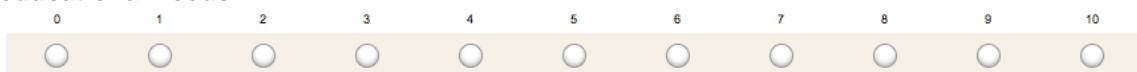


BENEFITS AND CHALLENGES OF IEPS

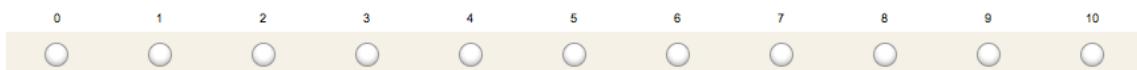
Thinking about some of the IEPs you have been engaged in recently, think about what some of the benefits and challenges may have been of the process. Use the 0-10 rating scale to respond to the statements below:



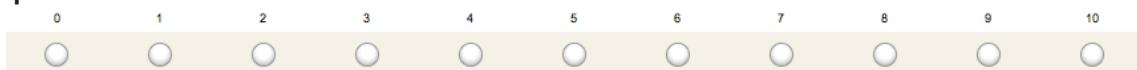
48. The IEP process does not help teachers with planning for the student/s with special educational needs



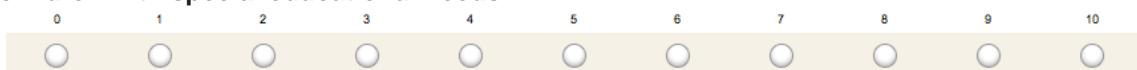
49. The IEP process helps teacher to support students to participate in the classroom tasks and activities



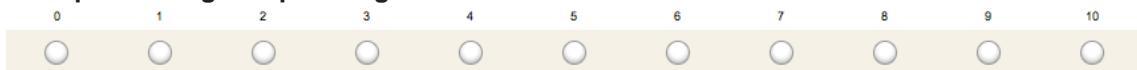
50. The IEP process does not provide teachers with ideas to support the student with special educational needs



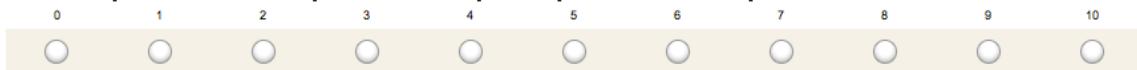
51. The IEP process allows for a clear vision and direction for the student to be set for children with special educational needs



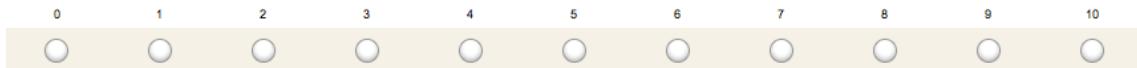
52. Implementing and planning the IEPs takes too much time



53. I feel pressured to implement and participate in the IEP process



54. The IEP is more of an administrative task for teachers



55. What do you believe the main challenges of an IEP are for teachers – Rank from most challenging 1, to least challenging 10

Time constraints
Class size
IEP goals
Process of the IEP
Liaising with outside agencies
Lack of parental support
Lack of school management support (Principal, Senior Leadership team or Board of Trustees)
Lack of collegial support
Lack of own teacher knowledge and skills
Lack of resources to implement strategies set out in the IEP

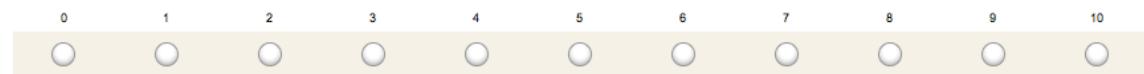
PROFESSIONAL LEARNING

This section is about the level of training and professional development and/or support that you have received in using and developing IEPs. The reference to school support refers to support from the principal, management team and colleagues.

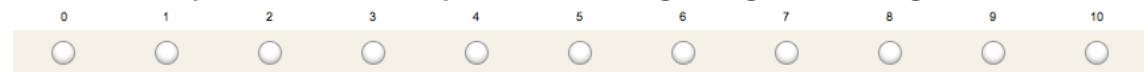
Please think about your university training and any professional development you might have been engaged in around IEPs and rate the level of support you have received using a rating scale of 0-10 given below:



56. I received instruction and training in my teacher training on how to create, use and work with IEPs



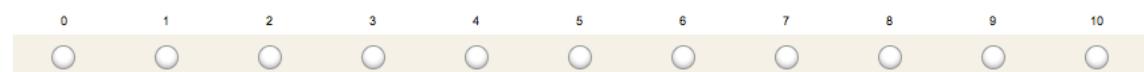
57. I have had professional development on creating, using and working with IEPs



58. Please select approximately how many hours professional development you have had on IEPs in the last 2 years (since 2012)

- Less than 1 hour
- 1-2 hours
- 3-5 hours
- 6-8 hours
- 8 hours or more

59. The training and or professional development I have received on IEPs has been useful and effective



60. I am well supported by my school to participate in the IEP process. If you are a Principal, Deputy Principal or Associate Principal please rate how well you feel you support the staff at your school to engage in the IEP process



61. Do you receive any release time from your school, or provide release time to teachers at your school to prepare IEPs?

- Yes
- No
- Sometimes

62. Do you receive any release time from your school, or provide any release time for teachers at your school to participate in IEPs?

- Yes
- No
- Sometimes

63. Does your school have an IEP template for teachers and staff to use?

- Yes
- No
- I don't know

64. Does your school have IEP guidelines for teachers and staff to use?

- Yes
- No
- I don't know

65. What support do you or would you find most helpful to support your professional development in using IEPs?

66. Are there any further comments you would like to make regarding IEPs?

67. Would you be interested in participating in a follow up interviews to support further research on this topic?

- Yes
- No

INTERVIEW PARTICIPATION PAGE

68. Please provide your contact details and I will get in touch with you regarding a follow up interview:

Name

Email Address

Appendix I – Example of Data Analysis Taxonomy for Questionnaire

Q11: What do you find useful about the IEP process?

Theme		Number of respondents	Example of responses
Setting Goals / Next Learning Steps			
Establishing goals	<ul style="list-style-type: none"> • Setting goals for student learning • Highlighting specific areas to be focused on for students • Learning steps 	45	<i>“Developing achievable goals based on what has previously been achieved, working out the steps to implement the goals”</i>
Reviewing goals	<ul style="list-style-type: none"> • Clarity of where the student is at with their goals • Meeting targets • Assessment • Discussing achievement • Celebrating success of goal achievement 	19	<p><i>“Gives everyone involved a clear picture of progress and achievement.”</i></p> <p><i>“Opportunity to acknowledge student success and build on this.”</i></p>
Long-term vision	<ul style="list-style-type: none"> • Clear plan of where the child is going • Direction for the student • Big picture 	9	<i>“Clearly sets out where we are at and what we are heading towards.”</i>

Appendix J – Interview Schedule

Questions:

1. So what about the IEP process makes you think that it is or is not worthwhile? (RQ1 & RQ2)
2. And, how do you think that this relates to how confident you feel about engaging in the IEP process? (RQ1)
3. So how does the IEP process fit in with your views on inclusion? i.e how does it help or hinder you to do what you want to do in your classroom (RQ1)
4. In what ways do you think your views of inclusion might affect or help with the success of the IEPs? (RQ3)
5. So tell me what do you think really helps you to feel that you can engage in the IEP process successfully? i.e. What makes you believe that you can do it? (RQ1)
6. And, what motivates you to think that the goals that have been set can be achieved for the student? (RQ3)
7. On the flipside, what makes you feel like you can't engage in the IEP process? (RQ2) – tell me what about the time constraints are difficult, what aspects of the IEP process take the most time, how do you think this could be better managed?
8. What types of challenges do you face in successfully achieving the goals set out in the IEP process? (RQ3) Do you have suggestions for how this could be better supported?
9. What do you find so useful about collaborating with colleagues in the IEP process? (RQ1 & RQ3)
10. How could the challenges of coordinating the IEP team be better managed? (RQ2)

Final Question: Is there anything else about the role of your motivation in the IEP process that you would like to share with me?

Appendix K – Example of Data Analysis Taxonomy for Interviews

Theme	Sub-Theme Number of Respondents	Total Number of Respondents	Example of Transcript
Challenges			
Time		4	
	<ul style="list-style-type: none"> • Time to organise the IEP meeting 	3	<i>"It is hard getting everybody in together"</i>
	<ul style="list-style-type: none"> • Time to work with the student 	3	<i>"just having the time to devote time to that child"</i>
	<ul style="list-style-type: none"> • Time to write and implement the IEP 	2	<i>"They can't work independently so that takes time making sure they are okay and reassuring"</i> <i>"time to implement things from the IEPs makes it challenging"</i>
	<ul style="list-style-type: none"> • Time to attend the meetings 	2	<i>"the whole logistics; we are all meeting to death."</i>
IEP Goals	<ul style="list-style-type: none"> • Implementing goals • Assessing goals • Inappropriate goals having been set • Goals becoming irrelevant 	4	<i>"It is quite hard to measure sometimes, the goals too."</i>
Resources	<ul style="list-style-type: none"> • Cost of specialist attending meetings • Cost for relievers • TA resourcing • Resources to implement goals 	4	<i>"another hindrance is the goals change, the goals don't change the child changes, the goal may no longer be valid."</i> <i>"What is challenging is getting all the people that need to be there to be part of it and with that comes at a cost."</i>
Parents	<ul style="list-style-type: none"> • Parent attendance • Parents understanding of the IEP process • Parents support of goals 	3	<i>"lack of resourcing to support any goals made in the IEP"</i> <i>"A lot of the IEPs we have a family that never turn up to and that is a real problem."</i>

Classroom Programme	<ul style="list-style-type: none"> • Changes to classroom topics • Children's progress 	2	<i>"Change of programme can get in the way"</i>
Working with a Team	<ul style="list-style-type: none"> • Communication • Different ideas • Sharing opinions 	2	<i>"So sometimes that communication in the IEP is hard to across I suppose"</i>
More Support needed	<ul style="list-style-type: none"> • Getting experts into the classroom • Getting ideas from outside agencies 	1	<i>"I feel we are not getting enough hands on support in the school."</i>