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Perceptions of Teachers in a Private Residential Juvenile Treatment Facility

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This is to certify that the doctoral dissertation by

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Walden University
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Abstract

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Dissertation Submitted in Partial Fulfillment

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Abstract

The problem for this study was the lack of research about what teachers consider to be the successes, the risks, and the potential dangers of working in a school prison setting. The purpose of this qualitative study was to investigate teacher perceptions about successes, risks, and potential dangers of teaching in a prison school setting. This research study was guided by Deci and Ryan's self-determination theory, which presents a framework for the study of human motivation and personality. The research question examined teachers' perspectives about the successes, the risks, and dangers of working in a private residential juvenile treatment facility. A basic qualitative design was used to capture the insights of three purposefully selected schoolteachers working in a prison facility through semistructured interviews. Themes were identified through open coding. The trustworthiness of the study was established through member checking, rich and detailed descriptions, and researcher reflexivity. The findings revealed that teachers believed that autonomy and intrinsic motivation were positive self-sustaining sources of motivation for students, while extrinsic motivators like micro-managing were impediments. Teachers also acknowledged that prison students have a need to feel ownership of their behavior. This student need can drive teachers to create activities and lessons to which prison students relate. This study has implications for positive social change by addressing the challenging prison environment as a school setting and by demonstrating how administrators can motivate and guide teachers in this unique setting by building teacher capacity for autonomy and intrinsic motivation.

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Dedication

For any staff in juvenile residential treatment facilities which apply their knowledge, wisdom, and professional skills daily in an often-thankless task of correcting perceptions, modeling behaviors, encouraging, mentoring, and lifting students whose lives may lack love, hope, and kindness. Your work will not go unnoticed by those whose lives you have changed.

For Emily, Laura and Kathy.

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Chapter 1: Introduction to the Study

Qualitative studies of teacher perspectives in a juvenile residential treatment setting, while sparse, are increasing in the research literature on juvenile education, especially teacher interviews and qualitative studies of those teachers. There is a clear need for in-depth understanding of the various perspectives of the literature regarding juvenile education (Gagnon et al., 2012, Houchins et al., 2010). Results of these studies have implications for agencies and private companies hiring professionals to fill a need in an environment plagued with student limitations, class-time restrictions, adjudicating agencies' differing expectations for the juvenile justice system, and job stressors particularly unique to the juvenile educational environment. Clarity of the issues is further complicated when compensation issues, teacher qualifications, and a limited supply of qualified candidates are added in.

Hiring and retaining teachers is vital to students. Experienced teachers with refined skills play a critical role in the juvenile education environment (Zhang & Zeller, 2016). Understanding reasons for teacher attrition aids in anticipating and combating hiring issues and maintaining classroom stability. This study's aim was to illustrate how teacher perceptions reflect their use of the mini-theories described in self-determination theory (SDT) by Ryan and Deci (2017). The interviews revealed an everyday, unconscious use of some of the discreet components of any number of the six mini-theories. Also, the ability to use more intrinsic portions of the theory empower workers to be more autonomous and independent from external controlling influences that dampen creativity, making any job less interesting.

This chapter contains the study background, theoretical background, and other key elements from the literature concerning teacher retention and attrition in public schools and juvenile corrections. I include a problem statement concerning a lack of qualitative studies of teachers' perspectives in juvenile residential treatment programs, a purpose statement that explains the theoretical model of SDT. Following this are the research question and the theoretical foundation based on SDT. In this basic qualitative study, I used Giorgi's (2009) descriptive methods, which van Manen (2016) also discusses. Use of SDT requires aligning the methodology with this framework. The qualitative nature of the study provided for the use of descriptive analysis of the interview data and provided units of meaning for that analysis. The purpose of this basic qualitative study was to investigate teacher perceptions about successes, risks, and potential dangers of teaching in a residential treatment school setting.

Background

Houchins et al. (2016) and Bastian et al. (2017) did extensive investigations and used quantitative studies of over 1,790 teachers to examine personality traits that might explain what makes effective teachers who are confident and used to their autonomy for decision making. The Southern Educational Foundation (Suitts et al., 2014) examined the same question in the context of juvenile justice education in public and private facilities in several Southern states in the United States. The researchers used quantitative methods for these studies about successes, risks, and potential dangers of teaching in a residential treatment school setting., with surveys as the principal instruments. A few current

qualitative studies considered teacher motivation and drive when teaching in juvenile residential facilities.

A number of other researchers, such as Suitts et al. (2014) and Leone and Wruble (2015), examined juvenile justice teaching conditions, with the latter considering problems encountered in teaching and students' difficulties in achieving academic progress. Grigorenko et al. (2015) studied learning disabilities and other cognitive problems' effects on the juvenile justice student population and their effect on academic achievement. Much of the research is connected with special education and less often with juvenile justice.

Little research deals with this specific teaching niche with a stark gap in the lack of qualitative studies of teachers who work in that environment. The impact of this problem, especially regarding teacher retention, is especially felt in the social and economic costs of an unstable teaching environment. School systems need highly skilled veteran teachers who understand student needs, abilities, and unique problems that accompany those students as they remain in facilities. Lack of stability can create classroom chaos, which diminishes academic progress. That turmoil reduces teacher effectiveness, a significant contributor to self-efficacy (Ravitch & Riggan, 2017) and may negatively influence a teacher's willingness to remain in this teaching area.

Problem Statement

The problem for this study is that there is a lack of research about what teachers consider to be the successes, the risks, and the potential dangers of working in a school residential treatment setting. This lack of knowledge can lead to a continuous search for

new teachers—teachers who make little headway in the classroom before quitting. The cost of hiring and training new teachers highlights the necessity of having an enhanced understanding of the types of individuals who can do this job for more than one or two years (Papay et al., 2017). Understanding teacher motivation can be obtained from interviews with current teachers. Qualitative research methods using descriptive analysis do not appear in most education studies. This lack of research poses a challenge when attempting to understand teacher motivations, desires, and needs, adding to the misunderstanding of what provides teachers motivation to come to work and the research reveals it is not about money in this instance.

Purpose of the Study

The purpose of this basic qualitative study was to investigate teacher perceptions about successes, risks, and potential dangers of teaching in a juvenile residential treatment school setting. Understanding their perspectives in their daily interactions is essential to federal and local agencies' efforts and private companies involved in acquiring highly qualified teachers for these positions in their facilities. If these agencies and companies could better understand their teachers' current perspectives of their jobs, then the knowledge gained might provide a better method for professional development and understanding how to supply the basic psychological needs of teachers and their backgrounds for developing teacher candidate profiles. Accessing that information is the immediate need. While teacher altruism may provide some answers, individual teacher needs that remain unmet in the whirl of any given teaching day drain the most dedicated individual's energy and spirit. Exploring these perspectives provides supplemental data

that may shed light on additional ongoing issues regarding pay, time off, professional development, specific to the working environment of juvenile justice, and teacher mental health.

Information about teacher autonomy, wellness, collaboration, and the real environment of a juvenile facility is missing in the literature, possibly because researchers have only a limited window of time to spend with teachers during the research. Qualitative studies are sparse when compared to quantitative studies of this teaching setting. Direct insights from teachers' perspectives may provide clues to reduce attrition and operating costs by increasing teacher retention (Ingersoll, 2004), and Papay et al. (2017) discussed benefits for private or public juvenile justice schools. In private juvenile facilities, revenue is generated for the students' care from state and federal tax dollars, and determining the best individuals to hire for teaching positions may increase retention. Insights gained from these teachers' perspectives and their hopes and fears in a job that few consider staying in long-term may offer a much-needed solution.

Research Question

The problem and knowledge gap led to the study's main research question: What are the perspectives of teachers regarding their jobs in a private residential juvenile treatment facility?

This question required individual participants' in-depth responses. Teachers' perspectives include their responses to colleagues and supervisors. Learning about these may help prevent conflicts between departments, helping to avoid divisiveness and distrust among co-workers. The information obtained in this study may reveal ways to

reinforce teacher unity and purpose by creating a safe student environment and showing how teachers and staff can work together to help students succeed and grow. Finally, staff members' trust and care for one another are critical to any educational team's strength. The issues of trust, unity, purpose, and care can be summed up as basic psychological needs as developed by Maslow (1943/2012) and expanded by Ryan and Deci (2017) as described below.

Theoretical Foundation

When examining attitudes and perspectives that promote teacher retention beyond the first year, understanding the underlying motives that may drive that decision is essential. Ravitch and Riggan (2017) identified self-determination as a complex individual, regulatory, and volitional set of behaviors. Bandura's (1977), Herzberg et al.'s (2017), Maslow's (1943/2012), and Ryan and Deci's (2017) findings illustrated the need for internal or intrinsic motivation to enable an individual's strong sense of self-efficacy and self-motivation to get more from their job. SDT uses an organismic principle according to which the organism can grow and expand into an increasingly sophisticated form. Self-efficacy and self-motivation provide the individual with reasons why they are more resilient and less likely to be defeated by external career setbacks (Ravitch & Riggan, 2017).

Ryan and Deci (2017) describe self-determination as the level of human sophistication necessary to understand and possess the competencies needed for self-regulation, social discernment, and achievement. Self-determination connects human awareness and development, that is, being aware of our world and seeking to understand

it, motivated by intrinsic desire, goals, or extrinsic need, such as retaining a job. Whichever motive is present, one can decide to gain understanding and knowledge. Natural curiosity and a need to understand these needs and create opportunities for discovering these practices and interactions then derive from those practical applications in work and social interactions. Such determination creates depth, leading to a greater desire to expand understanding. Desire shapes an individual who can make or take advantage of opportunities without external or reduced external motivation (Bandura, 1977; Herzberg et al., 2017; Maslow, 1943/2012; Ryan & Deci, 2017).

Because SDT examines individual motivation, the framework aligns with the research problem and question when combined in a qualitative study. I collected responses from teachers about their perspectives, motives, and self-determining factors about work and analyzed the responses using the six mini-theories of SDT. I used these mini-theories to examine behavior elements, loci of causality, and basic psychological needs, which help create increased job satisfaction and personal development (Ryan & Deci, 2017).

The mini-theories are cognitive evaluation theory (CET), organismic integration theory (OIT), causality orientations theory (COT), basic psychological needs theory (BPNT), goal contents theory (GCT), and relationships motivationt theory (RMT). BPNT is the dominant mini-theory in this research and is interrelated with the other mini-theories. According to Ryan and Deci (2017) and Maslow (1943/2012), BPNT seeks to explicate all relationships concerning basic psychological needs, social and familial connections, competence, the individual's autonomy, and internal or intrinsic motivation.

Exploring self-determination with this detail aligns with the qualitative nature of the study as it seeks to explore the qualitative study's deep, rich descriptions such as Creswell (2014), Mortazavizadeh et al. (2017), Hobson and Maxwell (2017), and Murphy (2018). The richness and depth come from face-to-face interviews, where hours of conversation provided insights into individuals' perspectives about their daily tasks, which are often taken for granted and not given enough consideration.

Conceptual Framework

A qualitative framework was used as this study's conceptual framework and adapted for the rich descriptive content of personal interviews, as described by Creswell (2014), Creswell and Poth (2018), Maxwell (2013), and Lincoln and Guba (1985). These theories use the interactions of teachers with other staff and students in various daily routine or extreme student behavior circumstances.

Giorgi (2009) offered an alternative means to describe the data of these teacher interactions and concomitant attitudes. He used descriptive analysis instead of interpreting the data, avoiding possible misinterpretation or researcher bias in the analysis process. It provides insight into the teacher's life to understand why they struggle with tasks or may be unable to teach in stressful or high-risk conditions and environments. The overriding objective in a descriptive setting is to avoid reading more into the individual statements than what these individuals related. The interview subjects were asked to discuss their work interactions and avoid unrelated topics. I described the responses with the aid of audio recordings and written notes.

Although *interpretation* and *description* are used synonymously in the literature, I separated them for clarity. In the heuristic sense, interpretation occurs when seeking the data's significance and when precise answers appear from the data. Data review and interpretation in a heuristic setting occur to seek precise meaning. In a descriptive setting, data may possess common themes that allow insight. The data stand on their own and have no concealed or subtle interpretations that may alter its face value.

Qualitative studies do not have a quantitative validation test (Creswell, 2014; Lincoln & Guba, 1985; Maxwell, 2013). The data lack a judged, interpreted, or subjective meaning that the observer must explore, which creates the risk of introducing bias and shifting the meaning to suit expectations. The interviews and their subsequent descriptions are the data. Description of the data is limited by follow-up questions in the interview and post interview processes. Other than what participants reveal, attempts at interpretation by the researcher may alter the participant's original meaning. Therefore, interpretation will not be used when discussing the study data, as Giorgi (2009), van Manen (2014), and Moustakas (1994) recommended. In such cases, data can be described or interpreted using hermeneutics, which seeks to describe the responses, while retaining participants' original intentions.

Emotions, actions, and internal or external conflict of participants are part of the data. Descriptiveness and reflexiveness help describe the depth or detail in a qualitative study. I presented the data in themes, as Giorgi (2009) proposed, and used interview statements connected to the flow of the conversation to sort my data and describe it. I

emphasized the participants' ideas and observations. The themes connected the similar topics in the interviews apparent, allowing me to offer recommendations.

Nature of the Study

Qualitative studies possess deep and rich descriptions of the topic under study (Creswell, 2014). This study used the words of the participants and did not attempt to interpret their comments. While useful in case studies or narratives, interpretation might not be always accurate to the statements made by the individuals in the study. When statements required further explication, I followed up with the participants for clarification.

Giorgi (2009) avoided interpretation of the interviews in his work from a psychological perspective; he avoided an evaluation that related to the psychological makeup of his clients during these interviews. Those interviews were not diagnostic, but expository, and required no value judgments. The descriptions revealed the original and less filtered comments instead. This process required several steps to identify major themes appearing in more than one interview. Providing trustworthiness in describing the intent of the individual participant required member checking, strength of rapport with the participant, and clarifying when uncertain about what was said.

Moustakas (1994) and van Manen (2014) pointed out that some interpretation is unavoidable, even as the expectation still rests in descriptions. Although a statement may reveal pathological behaviors, it is essential not to explore that path but accept the statement with the use of bracketing as Husserl (1999) proposed, stressing the need to remove personal biases and judgment in the interview process. Bracketing removes any

intentional judgment of the individual teacher and the work they perform. This methodology effectively satisfied my need for bias elimination by removing prejudgment of the interview statements and preserving the meaning of the participants' responses, adding to the reliability of the study.

The focus of the study is the acquisition of the daily events or interactions of teachers in the context of their job at a juvenile residential treatment facility. To establish the direction of the interview, I asked the participants open-ended questions such as, "What daily work as a teacher keeps you in your job or leads you to look for other opportunities?" or "What makes you come to work each day?" Other questions followed by matching participants' statements with requests for elaboration and clarification along with the contents of the mini-theories. These included asking them what made them feel a specific emotion they mentioned or an overall emotional response about going to work. These questions required the participants to reflect on areas of their jobs that may need to be clarified in a follow-up interview.

The facility was part of a parent company that maintained over 50 sites around the country. The study was difficult because the teachers did not have similar class schedules, as some had prep times when I was unavailable.

Definitions

The following definitions are given as general descriptors.

Self-determination: The free will that people intrinsically possess to decide to act and engage in their environment without outside influences or pressure (Ravitch & Riggan, 2017).

SDT: As defined by Ryan and Deci (2017, p. 3), "an empirically based, organismic theory of human behavior and personality development. … The theory is particularly concerned with how social-contextual factors support or thwart people's thriving through the satisfaction of their basic psychological needs for competence, relatedness, and autonomy."

Juvenile residential treatment facility: A facility for adjudicated youth that uses various individual movement restriction levels for those who committed an offense that may indicate behaviors treatable through therapeutic means, including individual and group sessions with a clinician or therapist. The goal is to teach the individual prosocial behaviors and correct thinking errors through lessons and situations that confront those errors. A portion of this therapy is daily school attendance. The student resides in the facility 24 hours a day until treatment is complete, which the court deems necessary, or age 18 (National Research Council, 2014).

Assumptions

This study has assumptions that relate to what motivates teacher intentions, actions and reactions, and commitment to the job and the students. I made a basic assumption that teachers may take the job for financial reasons, to use it as a step in gaining a teaching position in a public school, or for altruistic motivations that can influence them to take a lower-paying position. I assumed that teachers may also take the job out of a need for medical insurance. Finally, there is the response to recommendations from others who believed it was a "good place to work." I assumed that teachers' perspectives are based on daily interactions with the all-male students and other staff

along with preconceived values about the students and their status as special education students, gender decisions, or adjudicated offenders.

I assumed that in response to what makes them come to work every day, the answers are internally formulated from those perspectives previously mentioned and previous interactions in the teacher's past work experiences. Nothing can be proven, but the perceptions remain in spite of external, disconfirming proofs that may be available in a quantitative study. The research is based on what the teachers know is true, a nonquantifiable set of perspectives and interactions with students, which created those perspectives. The teachers had no reason to stretch or prevaricate to "have a good story to tell." Their truths about their perspectives are supported by each other's truths.

The research question was, "what are the perspectives of teachers in this type of juvenile treatment center?" That leads to the final assumption regarding the action of coming to work, day after day, and what force, internal, external, or both, determines that action.

Scope and Delimitations

The research problem dealt with an underrepresented population of teachers using a different theoretical approach not often found in juvenile corrections teaching research. Using a qualitative study to examine teacher perspectives provided an opportunity to gain a deeper understanding of teaching motives. Access to juvenile corrections is limited, leading to their underrepresentation in the literature (Gagnon, 2010; Houchins et al., 2016; O'Rourke et al., 2008). That lack of representation in the literature leaves a gap in knowledge about the perceptions these teachers have of their students, colleagues, and

coworkers. That data can expose an unexplored facet of teaching in facilities that are difficult to study due to limited access by researchers from the outside community.

Considering privacy, the issues surrounding the students and a lack of awareness of this group of teachers and how to access them leaves many unanswered questions about self-determination as it is applied to Ryan and Deci's (2017) six mini-theories. This teaching environment is not as well known in public education. This qualitative study seeks the person behind the numbers and the events and interactions behind the responses in a seldom-researched environment.

Moustakas (1994) noted that intersubjective validity for qualitative studies occur as intersubjective communication along with reciprocal correcting during dialogue. Moustakas cited Husserl (1970), who discovered that an understanding was exchanged during conversations, demonstrating a different lifeworld of experience for each person, and understanding that there is one lifeworld where those understandings are communicated and shared. Moustakas elaborated that certainty is not always possible in conversation and that some judgment of truth must be made, even after seeking clarity from the other person. The conclusion to this conundrum rests on individual perception. The interview subject and interviewer must have intersubjective communication, opportunity for correction, and a reciprocal agreement about the experience's intersubjective truth.

Creswell and Poth (2018) suggested using three lenses—the reader, participant, and researcher—with three methods under each lens from which to choose. They recommended choosing at least two methods from their lists. The practicality of this

method rests in ease of choice. This study used two of these lenses, disconfirming evidence and clarification of bias from the teacher's perspective on their daily interactions or events, in addition to one selection from the participant's lens, using member checking or seeking participants' feedback during data analysis. These choices provided the best means of ensuring validity when using a descriptive data analysis technique compared to interpretive analysis due to the data sorting and grouping difference from the transcriptions.

I used Creswell's (2014) internal and external validity procedures in the data-gathering section, with a thorough description of the interview and participant qualifications. I selected teachers based on their time in service in a clinical or other juvenile corrections centers and how well they stayed focused on their attitude or perspective on work events without digressing into another area of their lives not aligned with the study topic. The interview descriptions provided internal validity as the themes took shape in each description.

Limitations

Qualitatively, limitations include a lack of generalizability and limited transferability due to the limited and unique sampling of participants. Attempting to generalize or transfer the study's data to other school settings, public and private, is not possible in any qualitative study, nor would it be recommended for this study because the data were unique to the individual participants. This study was limited in its scope—teachers in a private juvenile residential treatment school—and its depth of only three

interview participants. However, the sample size achieved an agreement on what provided the most motivation for all three teachers of varied experience and backgrounds.

The possible biases in the study were related to my being a teacher in the same school and having an established relationship with the participants. The bias is minimized by the lack of an established teaching team, with daily interaction. Also, living 50 miles from the school, and the lack of a felt need to establish after-hours friendships between teachers because of the distance. Yet the working relationships provided a basis for rapport and understanding of the personalities of the teachers and staff during working hours. When the possibility for research at the school began to coalesce, the need to suspend preconceptions about the teaching staff and their methods grew and may have had a part in my decreased socialization with the teachers. But this was only a small part of the reason, as my own coursework began to take up more of my free time. Even so, I had a supportive and collegial relationship with the teachers. This reduced the need for establishing a rapport with the participants and reduced chit-chat during interviews.

Using *reflexivity*, which is making the effort to eliminate as much personal bias as possible (Husserl, 1970), was the main method to avoid making assumptions or inferences about the teacher and their perspectives during and after the interviews. This gave me a new perspective on them as I listened to their descriptions.

Limitations exist due to the teaching environment. The school was located in a rural part of a state located in the Intermountain West of the United States. It had a capacity of 64 students with a maximum of five teachers. The school was part of a private company with other schools in different states of the United States and are not part of the

state public education system except for their licensure or certification. Two of the teachers were certified with one still working on their certification under conditional exceptions from their state. Further, the school day length was shorter than in a regular school but complied with local state Department of Education standards with year-round classes. Classroom management was a clear difference, as some disruptions required teachers and staff to physically restrain students. Physical restraint was a behavioral management tool of last resort and was under review in favor of more trauma-informed care in the juvenile justice environment (Branson et al., 2017; Dierkhising & Branson, 2016). Finally, there was no attempt to find any root causality since it applies to the quantitative realm and demonstrates the type of quantifiable validity. Instead, the study explored teachers' perspectives in a residential treatment center teaching career.

Unanticipated limitations centered around access to teachers in the school. I underestimated the limitations of time to interview the teachers and their accessibility after school or on the weekends. This limitation was connected to the school's status of being closed by the parent company. Nor did I anticipate that some teachers would be so difficult to contact outside of school. A limitation in my understanding of the corporate structure delayed the study by almost a year in trying to get a corporate response for allowing the study to take place. Finally, the impending closure of the school could have influenced the teachers' interest. However, they did not raise the topic of school closure in the interview process. They had become more focused on the needs of the students than their needs.

Significance

Teachers working in juvenile corrections are underrepresented in research. Theirs is a unique context due to the need for student safety, increased teacher awareness of personal safety, and students' emotional and cognitive needs. The increasing number of students needing special education services illustrates the need for teachers with general and special education backgrounds. The limited number of classes, educational hours, and access to classroom technology indicate the kind of innovation that these teachers need developed during the course of their time at the school. The expectation to overcome these limitations adds to a teacher's stressors, increasing the possibility of burnout (Bermejo-Toro et al., 2016; Houchins et al., 2016; Ouellette et al., 2017). In this study, I explored why a teacher would work in an environment in which no training exists (Maslow, 1943/2012). A qualitative study provides a template for stories and information on teacher perspectives and an understanding of the motivation for this type of teaching (Creswell & Poth, 2018). Teachers generated original answers during interviews (see Creswell, 2014; Creswell & Poth, 2018).

Summary

The study problem and question showed a lack of data about teachers in juvenile corrections and their working attitudes toward teaching students that may impact teacher retention and accompanying costs of rehiring and training replacements. In this chapter, I introduced the purpose of the study, addressing the need to provide research to fill a gap in teachers' perspectives and motivations to pursue a career in juvenile corrections.

This study was a basic qualitative study of teachers in private juvenile corrections residential treatment facilities in the United States to discover the teachers' perspectives. I chose semistructured, open-ended interviews to uncover teachers' perspectives. I used qualitative interviews and descriptive analysis (Giorgi, 2009). The theoretical foundation is based on SDT (Ryan & Deci, 2017). I used descriptive data analysis to identify and align the interview with the mini-theories of SDT and understand how well teacher perspectives and events met SDT needs. A list of definitions followed the conceptual framework that described the methodology.

In the study assumptions section, I discussed reasons teachers would accept a job in juvenile corrections. I addressed assumptions about the interview process' value and whether the subjects could deviate so far off topic as to make the data less valuable. While that may be the case for some, the data has value worthy of examination. The data's value is not viewed quantifiably but in individual cases that build the data descriptions' themes and show areas for further examination using quantifiable methods.

I discussed the study's depth and boundaries in the scope and delimitations section. Although allusions to teacher retention and attrition are present in the research, those statements support that this teaching area is underrepresented and understudied. This study's limitations included a lack of quantitative validity, transferability (Papay et al., 2017), and depth of the data and analysis. Use of follow-up questions during and after the interview clarified the participants' descriptions. Validity increased as I bracketed to remove biases and confirm participants' statements as a means of cross-checking. In this chapter, I introduced the proposed study, problem statement, and research question and

provided data to answer those questions. In the next chapter, I discuss the lack of

literature at the start of the study, which gave validity to the study.

Chapter 2: Literature Review

In this literature review, I illustrate the need for more research about teachers' attitudes and perceptions about their jobs and the need for qualitative research to explore these perceptions and attitudes in the juvenile residential environment. Qualitative research is lacking on teachers' perspectives in private juvenile justice residential treatment facilities. The data found in this research add to the understanding of the multiple reasons why teachers accept their positions and what experiences led them to remain or leave after one year or less (Ingersoll, 2004; Kokka, 2016).

In this chapter, I discuss the literature search strategy, theoretical methodology, and conceptual framework. The Literature Search Strategy section includes details about how I found the literature for this study.

I discuss the different studies and source literature for SDT's use (Ryan & Deci, 2017). Those studies are quantitative and qualitative and illustrate the versatility of mini-theories connected to SDT. The sections pertaining to the conceptual framework and methodology describe the literature connected to the various qualitative studies and primary sources as described in this chapter which also aligned with the use of the SDT. In this chapter's concluding section, I summarize my literature review.

Literature Search Strategy

When starting the search for relevant literature on juvenile justice system teachers, it became evident that there were few recent studies (within the last 5 years). Search terms, such as "teachers in juvenile justice" or "juvenile corrections," did not produce current results. A search strategy using the keywords "teacher retention in

juvenile justice" with the intent of discovering what quantitative or qualitative data produced relevant studies despite being more than 5 years old.

Another phrase not specific to juvenile justice teachers was "teacher retention," which produced more recent, quantitative studies that elucidated teacher retention problems, generalizable in many teaching areas, and demonstrated the broad scope of retention and hiring problems. However, none of the research found pointed to juvenile corrections or qualitative questions addressing teachers' perspectives in a basic qualitative setting. Later searches produced relevant literature included in the study.

Another search phrase that produced comparable results on the teaching environment was "teaching in urban schools." That search phrase produced useful studies on teacher risk, burnout, special-education needs, school-to-prison pipeline, and White teachers' teaching minority students. These areas of concern have a close connection to juvenile corrections. The phrase "teachers and self-determination" produced current studies on SDT use; further refining that "teacher autonomy" was fruitful but most of the research was quantitative.

I searched databases from the Walden University Library, where searching education, psychology, sociology, criminology, and public health databases proved fruitful. EBSCO, ERIC, Sage Publications, ProQuest, and Mendeley, a reference guide, were the main databases that I searched. I used Google Scholar to find studies in the university library or public information from U.S. government studies. Searches for material from U.S. government websites proved fruitful. Mendeley offers a connection to

Taylor and Francis online and other publications to access research similar to the original request.

The U.S. Department of Education and The Office of Juvenile Justice and Delinquency Prevention under the Department of Justice (Holder, 2014) produced reports on students, their often-unique educational needs, and regulatory concerns about education. Contrary to the Office of Juvenile Justice and Delinquency Prevention, the Department of Education offers little data on teachers or other topics relevant to this study.

The problem of locating data specific to this study required shifting search strategies to a general education framework, creating a set of comparative studies on teacher retention produced results. Using search phrases like "why teachers leave," "teacher retention and attrition," and "teacher retention in an urban school" provided comparable quantitative data regarding student academic success, failure rates, and teacher quality. The search phrase "teacher retention in rural and suburban schools" produced a few comparative studies of these different environments and provided evidence of how similar they are to the juvenile corrections environment.

The phrase "teacher retention" uncovered current literature related to general education teachers but adding "juvenile justice" or "juvenile(s)" to the phrase failed to produce results. However, the quantitative data on general education provides generalizations useful for data analysis.

Using Walden University Library's dissertation databases under the qualitative category and using the keywords "self-determination" or "SDT" and "education" produced more than a dozen dissertations using qualitative methods and SDT.

Theoretical Foundation

When presenting the SDT, Ryan and Deci (2017) discussed their mini-theory of basic psychological needs, as well as internal and external loci of causality and their development, from Heider (2015) and de Charms (1976, 2009). Although often used in quantitative studies, the SDT uses these critical concepts for studies like this, as well as quantitative studies. When listening to the participants, it was essential to discern expressions of self-determination or any of the six mini-theories.

By assuming that the teachers would be referring to autonomy, efficacy, relatedness, found in the mini-theory of basic psychological needs, to collegial support, or how their basic psychological needs are met in their work environment, this study was strengthened qualitatively. Use of the mini-theories allowed me to examine how efficacy and autonomy relate to individual praxis and revealed connections between teachers' life experiences, meeting their basic psychological needs, and their perspective of how this affects their autonomy and efficacy. The mini-theories identify needs that the loci of causality can change or modify, helping one to understand what unmet needs hinder personal development (Goldman et al., 2018; Ravitch & Riggan, 2017).

Literature Review Related to Key Concepts

The literature search themes fell into the following categories:

1. Teacher perspectives

2. Current teacher commitment to public education

3. Higher education

Literature Related to Teacher Perspectives and SDT

The categories concerning public education provide background for a fundamental understanding of the motivations that teachers possess. The literature allowed me to compare and contrast the corrections and public education environments and how they affect teacher attitudes. Papay et al. (2017) found a wide discrepancy in data for district-to-district comparisons from human resources departments, with data as high as 40% in district comparisons, not the 50% found in Ingersoll's (2004). Despite districts' low attrition rate, Papay et al. estimated that turnover costs districts around 4 million dollars at the time of the study. Turnover creates classroom disruption caused by teacher replacement inconsistency, which contributes to student learning problems (Arnup & Bowles, 2016) and has a substantial budget impact. Additionally, budget reductions contribute to student learning problems as pointed out by COVID-19 and online learning by Aras and Wulandari (2021), who not only found teacher-related disruptions but disruptions in the learning process from technology problems.

Solomonson and Retallick (2018) examined agriculture teacher pay as a motivation for remaining in the field. Their study used Herzberg et al.'s (2017) motivation theory, which preceded Ryan and Deci's (2017) SDT. Solomonson and Retallick found that pay was not a factor; rather, time was the critical currency that districts could not provide due to teacher shortages. The salary issue was an extrinsic motivator for the teacher who left the profession. The additional and necessary

responsibilities of teaching to create an academically successful school year required a great deal of personal commitment which, for teachers, meant more time away from family. More than commitment, the problem also impacted salary, as shown when teachers computed the time required for effective teaching into a new hourly wage that fell far below the hourly employee's minimum wage. Herzberg et al. concluded that the work environment needed to be user-friendly, meaning that a positive work environment goes a long way in employee retention. This environment includes items from most of the six mini-theories in Ryan and Deci.

In a mixed methods study of teachers in agricultural schools, Solomonson and Retallick (2018) found that some teachers felt that administrators overlook them and offer insufficient recognition of their effort. This response to teacher autonomy and job satisfaction is an example of how vital the three basic psychological needs are to teacher retention. The depletion or absence of motivating factors outweighs the de-motivating factors. Benefits, such as flexible time-off, which are employee choices, are part of Herzberg et al.'s (2017) hygiene theory, also used by Solomonson and Retallick.

Collie et al. (2018) and Abós et al. (2018) studied teacher commitment related to personal motivation and autonomy, focusing on teacher burnout and emotional exhaustion. Collie et al. examined positive autonomous experiences in Australian schools, whereas Abós et al. focused on Spanish schools. These studies investigate Ryan and Deci's (2017) needs satisfaction theory. They showed the extent of burnout on teacher motivation, discovering that why teachers teach is essential to understanding why they choose to remain or leave. The unmet needs of teachers and attempts to use coercion

or commands by administration are demotivators removing autonomy and well-being, or job security. This led to the research question: How do teachers describe their attitudes and perceptions about working in a juvenile treatment facility?

Jones (2018) examined middle-school male soccer players' motivation using a monetary reward in quasi-experimental dissertation research and used SDT as the conceptual framework. The research question considered intrinsic motivation and its relationship to the athlete's self-efficacy. The responses to the question provided additional insight into the usefulness of extrinsic motivators and how well they work in a situation where intrinsic motivation—wanting to play soccer—coincides with a tangible reward for meeting the coach's standards and playing for a monetary reward. The study's relationship to teaching and monetary rewards failed to thoroughly demonstrate the relationship with the cost constraints connected to the reward system. The minimum of $3 and maximum of $10 failed to show that the point of diminishing returns existed, if at all. However, the economic rules about diminishing returns dictate that a diminishing return on investment of time, people, or money does exist (Jones, 2018); thus, money became the study's principal weakness.

In the most recent data, using a mixed-methods study of teachers in a state juvenile corrections system, Houchins et al. (2016) used quantitative methods. Mortazavizadeh et al. (2017) published a qualitative study, using phenomenological methods, regarding teachers in Iranian provinces who taught in multi-grade classrooms as opposed to teachers who taught in a single grade classroom. The findings reveal the challenges faced by the remoteness of the parts of the country they worked in, available

curriculum and materials, as well as the methods of teaching that so many different levels of students. This data relates to teaching in the environment of the school for the current study. Hobson and Maxwell (2017) published secondary research on findings from previous studies, analysis of the qualitative interviews in light of Ryan and Deci's (2017) basic psychological needs mini-theory. The study focused on early career—first year—teachers in England and the problems which made the new teachers' adjustment to the work environment difficult or easy. The researchers determined from the interviews that there were not only the three main elements of autonomy, well-being, and relatedness that influenced basic psychological needs, and that the teachers in the study needed greater support by the school leadership and other teachers to make the adjustment and, that if it did not work, they were able to exit the profession and pursue something else (Hobson & Maxwell, 2017).

Another related qualitative study of teachers in juvenile corrections using a method from Dilthey's Hermeneutics is from Murphy (2018). This study provided support for the use of qualitative data found in interviews with five individuals with whom the researcher had no established relationships. Of the three interviews conducted with each participant, the researcher spent the interview time establishing the rapport, and exchanging background information with each other. The third interview used a semistructured interview format. The data were presented, but not truly given any interpretation for a deeper set of motives or psychological profile. The data were given to the reader as a series of statements of personal perspectives and experiences from teaching and administrating as a principal.

Jiang et al. (2019) used a qualitative SDT approach to examine teacher beliefs and emotional expression in connection with students' basic psychological needs. The research questions asked about teacher-reported emotional responses displayed in class toward their students. The researchers inferred the teacher's beliefs from individual accounts of the experiences.

Jiang et al. (2019) supported the creation of new ways to foster support for addressing student needs in place of using more authoritarian classroom management methods, even when it was clear to some of the reporting teachers that the class was trying to goad them to react. The study provided opportunities for other areas of study on the effect of teacher emotions in the classroom. It further demonstrated the use of SDT and qualitative studies in education (Ryan & Deci, 2017). Research bracketing limits the data interpretation in a heuristic sense where data description occurs. Some uncertainty exists about whether this bracketing occurs in the researchers' analyses. This limitation need not exist in this study since it does not use interpretative phenomenology.

Hobson and Maxwell (2017) studied inhibited supports' effects on early career, and newly qualified U.K. teachers, finding that many early career and newly qualified teachers felt unsupported due to a lack of autonomy, which may be related to uncertainty about their competencies, and did not provide the needed relatedness to their peers or supervisors. Hobson and Maxwell noted that SDT's autonomy component had an emotional deficiency. An emotive sense of autonomy and volition are not possible when the individual is not encouraged. Still, the interviews suggested that a motivating

presence was expressed in statements of frustration in some cases (Hobson & Maxwell, 2017).

Hobson and Maxwell's (2017) findings encouraged school administrators, leaders, and government policymakers to take better care of new teachers by creating better working conditions. The researchers offered a list of items needing attention in a checklist questionnaire, underscoring the need to recommend culture changes since administrators could check them off without leaving their offices and discovering the needs for themselves.

In her dissertation on special education teachers and practices, Liese (2017) used phenomenological methodology along with SDT (Ryan & Deci, 2017) as the conceptual framework. The research questions dealt with special education teachers, their training for working with students in alternative school settings, and if they perceived their education as sufficient for their students' future in a world with limited opportunities.

Ten main themes and several subthemes emerged from the data (Liese, 2017) that pointed to teacher-to-teacher communication and support through co-teaching. One theme dealt with relatedness and creating a climate of cooperation, removing barriers that prevent the ability to help one another. Another theme was teacher-to-student communication for reaching out to students and learning about their backgrounds. Finally, the creation of a healthy school environment was a vital improvement theme. These discoveries may not have been possible through conventional quantitative methods or statistical validation. Liese (2017) provided validation for this study, demonstrating the

coherence of the methodology and the framework of the descriptiveness of the data collected and applying qualitative methods for trustworthiness.

Understanding what motivates any teacher to go to work each day year after year is complex. Ryan and Deci (2017) explored self-determination and autonomy's role in SDT. Abós et al. (2018) and Collie et al. (2018) addressed SDT in their research. They studied teachers in Spain in a quantitative rendering of SDT and (Deci & Ryan, 2000) earlier work and demonstrated that autonomy affected teacher psychological well-being. A later work by Ryan and Deci (2020) added updated information. Collie et al. (2018) and Bermejo-Toro et al. (2016) used the Job Demands-Resources (JDR) model (Demerouti et al., 2001) that includes determination as one of two key measurement components. JDR theory relates to SDT by examining sources of teacher burnout and the causal agents of that burnout. Collie et al. (2018) and Bermejo-Toro et al. (2016) studied autonomy, which is used in this study and critical to SDT. Bermejo-Toro et al. (2016) highlighted the need for teacher engagement with peers in their model and the use of reactive and proactive responses to students to prevent teacher burnout. Self-efficacy was linked to proactive coping styles and not with burnout, as teachers' more reactive coping revealed. This impact rested on what to look for when coding unstructured interviews that may indicate how the respondent deals with classroom and job demands (Bermejo-Toro et al., 2016).

Stupnisky et al. (2018) applied a model for quantitative SDT rendering from Ryan and Deci's (2017) work, seeking to understand individual faculty members' self-determination and best teaching practices in higher education. The study was a

quantitative survey of over 14,000 college teachers across the United States. Perry et al. (2015) studied motivation and support sources for a single qualitative interview. The interview explored autonomy and fulfillment of basic psychological needs (Ryan & Deci, 2017). The implication of these studies rests in self-determination as the conceptual framework and how the theory is adaptable to quantitative studies.

Ryan and Deci (2017) used basic psychological needs as a part of their theory and focused on three universal needs: competence, relatedness, and autonomy. The studies discussed in this section examined at least one of these basic needs. SDT's usefulness for examining teachers in any environment may utilize all three basic needs, as opposed to only one or two, such as autonomy and relatedness.

Herzberg et al. (2017) added additional support for the motivation to work as discussed in SDT, which consisted of face-to-face interviews with employees regarding their attitudes about work, various elements that affected those attitudes, and which elements gave the employees more satisfaction at work. This study laid the foundation for modern qualitative research on worker motivation and used what Herzberg et al. (2017) referred to as critical incidents, which are achievement and recognition, the job, responsibility, advancement, and growth.

When examining events that may cause an individual to remain in teaching for more than one year, understanding that individual's motives are essential. Self-determination is an act of volitional behavior and self-regulation. SDT uses the principle that an organism continues to grow during its lifetime to expand or elaborate into an increasingly sophisticated form (Ryan & Deci, 2017). That sophistication creates a need

to discern, which is the wisdom gained from work experience, and have a developed competency, the ability to use the acquired wisdom, about their world. Self-determination connects to human awareness and development; we are aware of our world, seek to understand it, and are motivated by intrinsic desire or extrinsic need. Whichever motive is present, we are determined to gain understanding from that motive. Curiosity leads to understanding, adding discovery experiences by exercising the practice of that understanding.

SDT, used for this study's framework, blends into the research's qualitative nature due to its emphasis on individual experiences. Because the theory examines individual motivation, the framework aligns with the research problem and question. When teachers describe their career experience, they bring up motives and self-determining factors for going to work each day. The reasons rest in SDT's six mini-theories (Ryan & Deci, 2017).

The mini-theories are cognitive evaluation theory (CET), organismic integration theory (OIT), causality orientations theory (COT), the already abbreviated BPNT, goal contents theory (GCT), and relationships orientations theory (RMT). BPNT has three subcomponents: autonomy, competence, and relatedness, which coexist with the rest of the mini-theories and often several may be present simultaneously because they comprise basic needs for a life that has happiness and well-being (Ryan & Deci, 2017). SDT connects meeting the basic psychological needs and the individual's understanding of their competencies, knowing who supports them, and having the autonomy to achieve their goals without outside interference (Ryan & Deci, 2017). This framework performs

well with teaching in a typical environment, where administrators' demands for what the teacher can and cannot use for curriculum can interrupt an ordinary day.

In an environment where students fail to meet pro-social norms and the juvenile justice system adjudicates them, the facilities are more challenging. No pedagogy classes can prepare a teacher for this environment. To learn how to teach in such an environment, the teacher must experience it. Teacher experiences and emotional responses connect to BPNT and ask how the teacher, the teaching team and administration have worked to meet individual needs, as Maslow (1943/2012) noted in his study of post-World War Two America. From Ryan and Deci's (2017) illustrate how personal needs and growth can be attained with the help of relationships and positive external support from employers and work teams.

There is one last element to the framework alignment: teacher retention. Teacher retention in public general education and special education environments is well noted in the literature (Gagnon et al., 2012; Houchins et al., 2016; Papay et al., 2017; Zhang & Zeller, 2016). This study's alignment with retention lies in job satisfaction and how teachers are motivated to work in juvenile justice education. It is intrinsic because of the teacher's positive intrinsic desire to impact students. However, if the motivation is extrinsic, perhaps the need for a first-year teacher to obtain a teaching position in a tight job market or to have experience to add to a resumé plays a larger role.

By listening to teachers during the interview process, an overarching reason for doing the job may appear; however, the point of the interviews is to discover teachers' motivation to remain on the job as a career for years. Thus, SDT aligns with the study as

a valid conceptual framework and future research question source by understanding teachers' needs satisfaction, how efficacy is validated, how social networks support them, their support of other teachers, and how they experience needs satisfaction in their work.

Using one of the six mini-theory components—extrinsic motivation—Heilman (2016) used quantitative methods to discover the effects of different rewards on tasks that deplete the participants' egos. Ryan and Deci's (2017) noted that someone with ego depletion demonstrated frustration with a task having only minimal individual autonomy. Regarding teaching, their study highlighted the concept of a minimal effect of rewards as a motivator (Gagnon et al., 2012; Houchins et al., 2016; Zhang & Zeller, 2016).

Clay-Spotser (2014) connected the external locus of control with autonomy, relatedness, and competency. The research questions sought to determine the influence of parental involvement on their children's education. The findings revealed that high school students with parental involvement and external control showed more participation in schoolwork, while parental involvement did not affect student self-efficacy and internal locus of causality. The study revealed external influence of self-determination and that self-efficacy and autonomy produced high achievement regardless of parental influence or external control.

Literature Connected to Current Teacher Commitment to Public Education

In this section, I examine commitment levels and teacher retention problems in public education. Sutcher et al. (2016) produced their report for The Learning Policy Institute, which included attrition. The findings indicated a sustained level of around 8% attrition since 2013 (Sutcher et al., 2016). This statistic shows that the demand for

teachers is increasing on out to the year 2025 with a national teacher demand approaching 300,000, while the projected supply was holding, as of 2021, at 200,000. The report showed that teachers are retiring from teaching, transferring schools, or leaving the profession for reasons other than retirement and moves. Sutcher et al. (2016) examined the reasons for departing and offered recommendations to reduce attrition. The research did not investigate what teachers felt as a qualitative study would. It also used public education data and did not address corner cases such as juvenile corrections teaching.

Wright et al. (2018) examined teacher perceptions of influence, autonomy, and job satisfaction with the presence of the federal Race to the Top Program (RTTP) and the No Child Left Behind program's (NCLB) replacement with the new Every Student Succeeds Act (ESSA). These programs' goals were to add funding to participating states (RTTP) and create a new school reform act (ESSA). RTTP was viewed as a funding advantage to states but required a Value-Added Measurement (VAM) of teacher performance based on student growth during the school year. If teachers had poor performance reflected through student growth, then their job could be at risk.

The study measured teachers' perceived curricular and pedagogical autonomy considering RTTP's presence and the VAM from student growth using the SASS Teacher Questionnaire and a questionnaire about perceptions of their autonomy. The study revealed a small but significant negative measurement of teacher satisfaction. The biggest study limitation concerned data collection for the 2011–12 school year when all the programs were not yet established in every state. A recommendation to perform the study with subsequent SASS data revealed that mid-career teachers were more unsettled and

dissatisfied than those with 15 years or more of experience (Wright et al., 2018). This conclusion relates to autonomy and experience, which support (Sutcher et al., 2016).

Although not mentioned, more experienced teachers' maturity may allow them to accept changes while mid-career teachers struggle with other life issues and feel less at ease when significant changes occur at work. The fear of losing a job or having to relocate to another school or state due to a bad evaluation when marriages and families are just beginning to figure out their personal lives can be unsettling and damaging to the elements of BPNT, autonomy, competence and relatedness.

Klaeijsen et al. (2018) studied Dutch teachers' basic psychological needs satisfaction, intrinsic motivation, and job self-efficacy and found that their motivation and self-efficacy influence their innovative behaviors and new ways of teaching. That influence led to more intrinsic motivation and BPN satisfaction. The statistical analysis revealed that BPN satisfaction acts to nourish intrinsic motivation and, when coupled with job self-efficacy, they become innovative behavior predictors (Klaeijsen et al., 2018).

Arnup and Bowles (2016) examined teacher resilience in 160 Australian elementary and secondary teachers to determine the connection between teacher resilience and determination to leave teaching. The parallels to BPN point to Ryan and Deci's (2017) SDT. Arnup and Bowles (2016) used quantitative methods with a survey to measure resilience, competence or self-efficacy, and job satisfaction. The study implications rest within the number of teachers who choose to stay until retirement, which may indicate a higher self-efficacy level and is a result of the autonomy found in

SDT (Ryan & Deci, 2017). Arnup and Bowles (2016) asked questions that compared Ryan and Deci's (2017) concept of relatedness as pertinent to the decision to stay or leave teaching.

Brisibe (2016) used qualitative interviews to discover women's management experiences while studying the promotion of female ethnic management. Brisibe (2016) discussed the value of this methodology as essential for exploring participants' experiences. The element of shared experiences with the participants and Brisibe's (2016) experiences in the same situation provided context for the necessary rapport that builds a relationship. Use of the reflexive process in these interviews provided a unique perspective on the study phenomenon.

Brisibe (2016) supported using a qualitative study where the researcher is involved in the same setting as this current study. Brisibe (2016) applied a reflexive attitude about the teacher experiences to maintain openness and objectivity during the interviews and data analysis to avoid or reduce potential bias.

The Rand Corporation (Herman et al., 2017) published a review of the research in *Every Student Succeeds Act of 2015*, highlighting the need to retain teachers and support school leadership. While merely a review, the language it uses is familiar when discussing the nation's school needs. This review is a good-faith check on the work done at the federal level to support education.

Regarding the implications of Herman et al.'s (2017) study, teachers need more than a nod from leadership that they are essential. Self-efficacy and competency are

involved in vague policies and guidelines, representing a consistent, although broad, set of goals to be relevant to teachers.

In Adnot et al.'s (2016) quantitative study of Washington D.C. schools, attempts to increase teacher quality by using an incentive program called IMPACT created an environment that provided substantial financial rewards to effective teachers while reducing the number of minimally effective and ineffective teachers. Although this may sound like a motivation tool to improve teaching, it resulted in an 18% attrition rate among Washington D.C. schools, creating a lack of adequate teaching staff. It is merely another method of culling teachers who would work in the underperforming schools.

In a business setting getting rid of underperforming staff and business units saves money and increases profit. Teaching is not a business, schools are not business units, and students are not mere components of a final product. This approach shows a lack of regard for the greater public good of teaching as a part of the main structure of a society.

Without examining the environment type, such as an intolerant workplace for new teachers in the high achieving schools, forcing new teachers to the underperforming schools (Adnot et al., 2016), the district faced a teacher shortage possibly caused by attempting to attract more highly qualified teachers. It seems counterproductive to seek more veteran teachers than increase new teachers' skill sets through professional development and better teacher education programs for pre-service teachers. The results illustrated the logic of performing pilot testing on programs before implementation. A statistical test for program robustness led researchers to a predictive model for program outcomes based on student grades and the results were positive (Adnot et al., 2016). The

effect on teachers must be examined in future research. Salary bonuses for working in underperforming or predominately impoverished school districts may not mitigate the lack of new teacher support in these challenging school settings.

Zee and Koomen (2016) studied teacher self-efficacy (TSE), using a theoretical model that incorporates many of the concepts found in SDT (Ryan & Deci, 2017): internal or external motivation, autonomy, social cognition, and relatedness. The implications are shown in the number of years that their analysis of the various teacher self-efficacy studies covered, beginning in the last quarter of the 20th century (Zee & Koomen, 2016) and reviewing data from various studies of the last 40 years. The collected data produced several domains where teacher self-efficacy contributes to, is a positive result outcome of, or relates to teacher retention or attrition problems. This meta-analysis added to TSE and SDT support (Ryan & Deci, 2017) in its depth and breadth of coverage of self-efficacy elements.

Bastian et al. (2017) employed a five-factor method with multiple personality traits domains similar to those in SDT (Ryan & Deci, 2017). Those domains—extroversion, agreeableness, conscientiousness, neuroticism, and openness to new experiences (Bastian et al., 2017)—create a two-dimensional quantitative analysis tool. The implications of the five-factor method for qualitative research lie in creating different coding for a qualitative study. The method also adds to the depth of teacher hiring practices in a private juvenile residential facility by informing the various education departments of beneficial traits vital to teacher success.

A mixed-methods study on hiring and retaining teachers in Milwaukee, Wisconsin private schools used quantitative methods to determine if matching teacher education programs to a school's culture or mission would lead to retention and job satisfaction (Egalite et al., 2014). In this study, the researchers observed the religious schools' teachers, interviewed them, and discovered that the uniqueness of the schools' faith-based approaches created a demand for teachers with a narrow focus on school selection. The uniqueness created a higher response to survey questions about teacher satisfaction with the school and its administration (Egalite et al., 2014). Implications of this study reveal a high level of job satisfaction, appreciation of other staff, a sense of community, and of mission. There was a teacher a high level of autonomy in a private school, which is only one way to create interest when looking for teachers. Summarizing, the level of teacher satisfaction in the surveyed schools reveals the meeting of the teachers' basic psychological needs. Discovering teacher BPN (Ryan & Deci, 2017) and determining ways to meet those needs and market them to the job force are pre-selection items from prospective candidates' narrower focus that might occur naturally and reduce teacher attrition (Egalite et al., 2014).

Kokka (2016) examined retention and longevity but dealt exclusively with United States urban schools and African American teachers. The study question concerned teachers' motivation to stay in a poorly supported school. This was a qualitative case study similar to this current study of teachers in a private juvenile facility. Teachers have a lack of funding and financial incentive because they can move to other districts or

public education and earn more. The environment is challenging in both cases, with the environment and students' personal and academic histories limiting student achievement.

Coupled with employee retention, a quantitative study of registered nurses, Klein (2017) connected basic psychological needs satisfaction to Ryan and Deci, (2017) when patient load increases due to nursing shortages. Klein (2017) sought to understand the connections that psychological needs may have to employee turnover and compassion fatigue. While the latter is not relevant to this study, employee turnover applied. Klein discovered a negative relationship between competence, autonomy, and relatedness and intention to quit. Although some scores for predicting employee turnover were higher, they failed to predict what an employee would do because the results did not provide supporting data in the other study areas. Klein noted that inability to interview participants prevented him from discovering their most critical factors, illustrating the need for qualitative research.

Roegman et al. (2017) used qualitative heuristic methods to find out more about a New York State new teacher residency program for urban schools. They followed teachers for 5 years to examine the program's success and found that many remained in urban schools, even in their first schools. The study revealed that the teachers had developed their autonomy, and had relationships, important for well-being, with many students. The residents taught various subjects and results showed an increase in teacher reflectiveness and a growing ability to understand the diverse nature of the students in their schools.

One difficulty that some of the six teachers discussed focused on was using differentiation practices for teaching students at different levels in the same class. That study showed similarities with this study, in that the teachers in the current study needed to adapt their lessons to the abilities of the different students, who had learning gaps and special education needs.

Literature Connected to Higher Education

Higher education hiring practices are not exempt from change. Bakley and Brodersen (2018) studied higher education using community college adjunct faculty. They used a qualitative study with semistructured interviews of seven faculty from multi-campus colleges. The problem concerned adjunct faculty treatment and their feelings of exclusion. A quote from one college's provost called the adjunct "fine wine at bargain prices that could be poured down the drain in the event of a problem" (Bakley & Brodersen, 2018, p.132).

The research questions concerned participants' experiences as adjuncts waiting to be full-time faculty. The researchers asked what the participants felt needed to change regarding their goals based on their professional and personal experiences. The resulting theme concerned how they became academics. Bakley and Brodersen (2018, p.134) used the term accidental academics to explain that they had little guidance from family, teachers, or counselors to pursue teaching for a career while they were undergraduates.

The participants in (Bakley & Brodersen, 2018) study did not feel treated like professionals and are outside of the full-time faculty circle. They felt the administration's double standard of treatment and were worried about being fired without notice. Some

participants noted the inconvenience of commuting to different campuses, citing they did not want to move because of the low pay. There was the theme of being passed over or not considered when applying for a full-time position and they questioned their decision to remain in their positions.

In final set of interviews, the theme of thanks for conducting the research appeared among the adjuncts, along with a feeling of defeat, even calling themselves the "Walmart of higher education" (Bakley & Brodersen, 2018, p. 140), denoting the ease of their replacement. The themes demonstrated how strongly the research was needed and a sense of desperation to tell someone with whom they formed a strong rapport about their experiences.

Stupnisky et al. (2018) examined three psychological needs—autonomy, competence, and relatedness—in higher education teaching and the use of best practices. Their purpose was to test the hypothesis that instructor motivation is predictive of the use of best practices—clarity, higher-order learning, reflective processes and student intrinsic motivation. The findings revealed that tenured professors with their doctorates are motivated to teach due to their autonomy and less by external or introjected motivation. They also found that there were no differences between Doctoral, Master's, or Bachelor's degree-level institutions; best practices were used where instructor autonomy was a value in teaching, but was not common to all instructors.

The lack of relatedness in lower-level instructors contributes to a lack of autonomy. However, Stupnisky concluded that a lack of intrinsic motivation in both cases was a principal problem. However, reduced autonomy lowers intrinsic motivation (Ryan

& Deci, 2017). Studies about teacher retention and hiring indirectly note the intrinsic motivation problem citing mentoring, administrative support, and professional development which add to the competency and efficacy of the teacher (Houchins et al., 2004). Papay et al. (2017) performed a quantitative study about teacher retention in Maryland schools and found—at least in this broad approach—that those temporarily leaving teaching and those changing teaching districts are important contributors to districts keeping their teachers or losing them to other districts or states. This study did not examine reasons for leaving to any depth.

Stupnisky et al. (2018) found that autonomy can predict best practices in teaching and all three basic psychological needs—teacher competency, relatedness, and autonomy—were found in intrinsic motivation, though some four-year colleges found substantial extrinsic motivation was a predictor of best practices. Stupnisky et al. (2018) attributed this to the smaller number of classes available at a bachelor's institution. The findings of this study revealed that the elements of autonomy, relatedness, and competence gave a predictability to teacher use of best practices and improved learning.

Summary and Conclusion

I have discussed how the literature relates to the research through the following:

1. Teacher perspectives

2. Current teacher commitment to public education

3. Higher Education

The categories concern dated and current literature on teachers, commitment level to their jobs, and specializations in public, private, or juvenile corrections schools. I examined the literature according to its alignment with this study.

SDT is either referred to or used as part of study methodology in many quantitative and qualitative studies in the literature, which supports using SDT as a framework, aligning with seeking to understand teacher attitudes regarding their work and how their psychological needs are or are not met in their schools and careers. The literature revealed how SDT aligns with why teachers leave their careers and connected SDT with qualitative research, providing evidence of its use in qualitative studies. Finally, the use of SDT in other qualitative studies helped to support its suitability for the study.

In the next chapter, I discuss how SDT, and qualitative methods combine to explore teachers' lifeworld experiences in private juvenile justice schools, and I examine how this may provide data for better hiring practices and meeting teachers' psychological needs.

Chapter 3: Research Method

The purpose of this basic qualitative study was to investigate teacher perceptions about successes, risks, and potential dangers of teaching in a juvenile residential treatment school setting. In this chapter, I discuss the study's design and rationale and restate the research question. After addressing the need to ensure that teachers' psychological needs are met, I address the tangibility of these goals, researcher bias, and bracketing. The Role of the Researcher section centers on the power or control biases that may exist due to my own status as a teacher working for the same company as the teachers I interviewed. The chapter also includes discussion of the ethical issues of anonymity and use of the data as well as the concept of equity and the establishment of the formal rapport with the participant. I then explain the methodology for the study, participant selection logic, instrumentation for the data, participant recruitment, instrumentation, and ethical procedures for the study.

Research Design and Rationale

The research question was, What are the perspectives of teachers in a private juvenile residential treatment facility? In this study, I explored the motives and motivating influences that add to the needs satisfaction or dissatisfaction of the teacher. To answer this question required an exploration of in-depth responses from teacher participants. Using a basic qualitative methodology allowed for the use of personal interviews with the teachers, encouraging them to examine their motivation for teaching, their teaching methods, and strategies for relating to their students, colleagues, and other staff. I used descriptive analysis, a method intended for psychological research but

adaptable to other areas of social science (Giorgi, 2009). This approach is added to the other methods as detailed by Husserl (2013) and Moustakas (1994) of ethnography, grounded research theory, hermeneutics, empirical phenomenology, and heuristic research not used in this study.

Central to the study were the teacher perspectives and the motivation types used to enhance, counteract, or allow internal and/or external motivation to guide or control teacher actions. Using the concepts of internal and external motivation as a design model, the concept required the use of the *epoche* which is a means of purposely blocking out preconceived ideas or opinions about the participant's comments, mannerisms, or physical appearance, anything that influences or creates a bias in about that individual (Husserl, 1999). The use of a description of the data in contrast to an interpretation, as in the other frameworks, was also important. From these other forms, the data are in the interview with the participant; however, the data are not interpreted for deeper meaning. The data are not subject to the researcher's overlay of what the participant meant but are taken at face value. No exact interpretation exists apart from the participant's or the client's lifeworld understanding.

Transferring this descriptive analysis to a qualitative research environment means eliminating conclusions that would require professional psychological diagnosis and labeling. Lacking those qualifications, no conclusions are put forward and the data are left to speak for themselves. This is not typically done in education studies. Teachers may be given Likert scales to quantify answers or case studies where answers are summarized as a group response by the study group. Using descriptiveness encourages independent,

honest, and open responses without judgment by the researcher by asking open-ended questions that may not have definitive answers and lead to more questions. Therefore, the rationale is the quest for data that can create questions for further research, which may open new directions for deeper study in meeting teacher needs, hiring new teachers, or understanding how to retain current teachers in juvenile justice.

Role of the Researcher

The primary purpose of the researcher is to guide the participants, helping them explore thoughts about those perspectives and attitudes that help them teach. In descriptive analysis, the researcher describes motivators and related elements and how they relate to a theoretical framework.

In a qualitative study, the researcher is not a disinterested, detached observer of the phenomena. As the participant moves through their perspectives and relates their story, the researcher attempts to go with them and get a realization of what the participant has seen, felt and done in their life. At the same time, the researcher must remain objective without becoming aloof. Max van Manen (2014) addressed the researcher dichotomy, exploring how researchers live in the world yet can explore phenomena with objectivity and a sense of wonder as they observe the subtleties or nuances of an experience. Objectivity requires researchers to step out of their lifeworld to remove preconceived biases.

The qualitative researcher is a relatable companion for the participant. As a researcher observes it, relatable portions of the interview may be strong and create a sense of being with the participant in that particular moment. In this study, my

perceptions required me to use the epoché (Husserl, 1999) to retain a pre-reflective attitude, as well as exercising care to avoid transferring my motives and attitudes onto the participants during the interview. Giorgi (2009) noted that the researcher uses an inductive process to discover the participant's perspectives and uses their ability to see the essence of some phenomena or "eidetic intuition" (Giorgi, 2009) from what can be induced about the statements, and in my case, what can be induced and connected to a particular mini-theory of SDT. Inductive reasoning is inferential and trends from the specific details to the broader theme.

One other method involves reduction (Moustakas, 1994) and uses neither deductive nor inductive thinking for a logical or rational explanation or conclusion, but falls back on the epoche or reduction, to give insight into the interactions. The result avoids interpretation and retains the interaction or perspective of the individual and how those interactions or motives are perceived by that individual through a pre-reflective lens. The researcher encounters this interaction through the participant's descriptions. The researcher must use blocking (i.e., the epoché) and reduction to limit biases and restrict preconceived thoughts from their personal histories to retain what the experience was like for that individual (Descartes, 1986; Giorgi, 2009; Husserl, 1999; van Manen, 2014).

Methodology

The limited number of qualitative studies involving any interview, structured or unstructured, reveals a knowledge gap due to the inability to gain a deeper and richer (Creswell, 2014) story behind the numbers and Likert-scale surveys. The quantifiable

data allows for the suggestion of causal results; yet, behind those numbers are stories waiting to be told. Without those stories, personal reasons for teaching in the juvenile justice system cannot uncover teachers' motivations adequately.

Using Merleau-Ponty (2014), the descriptiveness by Giorgi, (2009), and as a practice, in van Manen, (2016), form the best fit for this study because of the need to understand teacher perspectives through interviews by allowing the individual to put their meaning to the experience without researcher-based interpretations. A literature search revealed several qualitative-only studies with teacher interviews; Acheampong (2019), Bergmark et al. (2018), Strnadová et al. (2017), Chen et al. (2016), and Murphy (2018) used an interpretive form of analysis that allowed me to interpret the interview statements to obtain meaning. However, the study data relied mainly on me and not on the interview subject's original statements. Descriptive analysis (Giorgi, 2009) required me to describe the comments during the interview without interpreting or explaining what the subject may have meant. This method appears in several studies that examine teaching in different environments (Bakley & Brodersen, 2018; Blevins et al., 2017; Kohli, 2019).

Husserl intended to explain descriptive analysis in his writings (van Manen, 2016). He focused on the concept of epoche the idea that there should be no preconception or pre-reflection of the experience. Husserl (1931/2013) sought a world of events and encounters reduced to their essence (Moran & Cohen, 2012, p. 273). However, removing researcher biases is fundamental for reducing the contamination risk by judging the individual and their veracity and reliability regarding the events they describe. Whether it is ready agreement or doubt about the details of an event, it is a

human habit to question that person's descriptions. That tendency has to be eliminated and replaced with face value acceptance without judgment or preconceived opinions of the individual or their ideas. This is what is meant by *bracketing*, and Husserl sometimes used it as a synonym for epoché (Moran & Cohen, 2012). Bracketing is the researcher's intentional action to reject their personal preconceptions and what is already understood to gain new knowledge from the interview.

The descriptive method that Giorgi (2009) outlined, plus Kazanjian (2019) and Tacman and Comunoglu (2015) used descriptive analysis to center their perspectives on methods to seek out descriptive themes to develop themes from the data in the interview transcripts by using the descriptive summary and seeking different themes (Giorgi, 2009; Moustakas, 1994). The theme consists of relevant, invariant interview statements that do not overlap with other statements (Moustakas, 1994). These are the experience's themes, which are grouped into themes and become the experience's description. No interpretation of the experience occurs in this process.

The requirement of a small sample size, or interview subjects and their perspectives, can add a qualitative depth to the existing quantitative and mixed-methods research (Houchins et al., 2004, 2016). A full understanding of teachers in the juvenile justice context may not be accomplished unless I seek to understand them by asking them to discuss their perspectives. Dialogue clarifies the statistics and survey responses, filling in unknowns. Bracketing and reduction do this and attempt to remove researcher bias.

Participant Selection Logic

      The participants were teachers at the juvenile residential treatment facility where I was employed as a teacher and had an established rapport with the teachers. The teachers were from the site school I was working at. Due to problems, and unreliable teacher availability in other schools run by our parent company, I decided to use the local teacher pool as a source of participants. This made it easier to conduct interviews after school hours or on the weekends.

      The criterion for selection of the teachers consisted of being certified or in the process of certification with the state or working as a teacher as a paraprofessional in absence of a certified teacher. Six teachers were working at the school during the study. Two were state certified; three worked in a state program to obtain their certifications. One teacher declined to participate. This participation level was above my expectations but below the desired level of 10 teachers, who would have to be found in other facilities, which became another delay to the study due to a lack of responses to my requests. I obtained employment information by asking them about their status and confirming with the education director when in doubt. All teachers were given the opportunity to participate on multiple occasions prior to the start of the study and after it had started. In the end, three teachers met the criteria and agreed to be interviewed. I initially invited them in personal conversations and later provided them with a formal invitation and informed consent.

In a qualitative study, where interviews are the means of collecting data, saturation occurs when questions begin receiving the same answer. In this case, the response to job motivation was the same for all the teachers.

Instrumentation

I collected the data using a Zoom 400 digital audio recorder with a SanDisk memory card (Creswell, 2014; Creswell & Poth, 2018). I relied on handwritten notes to add to the audio recordings. The digital recorder has excellent fidelity and by coupling the recording with an Otter transcription, I slowed the playback speed to catch unclear words or phrases. Slowing playback speed is comparable to asking the person to speak more slowly and carefully. The microphones on the recorder can be adjusted to have omni-directional sensitivity to clearly record voices. Although such adjustment records unwanted noise or interruptions as well, they are easily separated out of the transcriptions.

When using the Otter automatic transcription feature, I compared the audio with the transcribed copies and found few mistakes unless the person was talking in a soft voice in the testing, an issue that did not occur during the interviews. In a few instances, the transcription did not separate the participant's voice and my own, but I caught these by verifying with the audio.

After experiencing interface difficulties with the Zoom recorder, I substituted a Samson QU2 microphone on my laptop and used the Otter.ai software to record and transcribe the interview. This microphone made the interview more personal, perhaps because we felt we needed to be closer to the microphone, even though it was not

necessary. The process was more efficient and convenient than using the digital recorder since I did not have to transfer the data from the SanDisk since the interview was saved directly to my laptop.

Security and preservation of the interviews was accomplished through two methods or levels, using a SanDisk to collect and store the interviews in a secure place and/or downloading them onto the hard drive of my Hewlett Packard Laptop. I saved the interviews on my laptop and not on the cloud. When the dissertation process is concluded, I will transfer the recordings, transcripts, and this document to a secure external hard drive in my home. I will delete all copies, including the file folder containing this document from the SanDisk and my laptop after 5 years.

The source for the questions is the six mini-theories from SDT by Ryan and Deci (2017). Although I did not structure the interviews with a list of questions, I asked questions about the participant's use of the six mini-theories. Questions like "What makes you get up in the morning and come to work?" or "Why do you do what you do?" I also asked questions about autonomy, health and self-care, student aggressiveness and awareness of student needs, and issues of support from co-workers, teacher colleagues, and the administration.

I collected data from four participants at a site in the Western region of the United States. The site was my employment location until shortly after the interview process, when it was closed by the company. I had a working relationship with the teachers participating in the study. Although working alongside them each day potentially gave me insight and access to their private lives, very little time and contact at work or outside

of work allowed for conversations and exchange of thoughts and emotional well-being.

Except for one teacher, who was my principal and hired me and worked as a teacher with

me, I collaborated with the other participants for as long as 3 years and as little as 1 year.

This allowed me to establish a collegial rapport.

I interviewed the participants in my classroom after school, in a public library,

and in a coffee shop on an early Saturday morning. The interview lengths averaged an

hour each, including setup. The quietest places were the coffee shop and the public

library, where no interruptions occurred. My classroom was the least friendly

environment since it was shared with my supervisor and the special education director,

not to mention students acting out in the courtyard.

The Basis for Instrument Development

Researchers consider qualitative interviews an acceptable data collection source

since the advent of psychotherapy when Freud and others began using interviews to

investigate what was on the minds of their patients. Freud even laid claim to beginning

the modern psychoanalytic movement of his time using an interview process (Freud,

1938/1995). The interview process was a standard part of the research practice for several

European doctors of Freud's time. Freud cited conversations with other colleagues who

used interviews as diagnostic tools before the 20th century. The unstructured interview

method I used for this study follows a pattern recommended in the current literature

(Creswell, 2014; Giorgi, 2009; Moustakas, 1994; Ravitch & Carl, 2016). Contemporary

research supports the use of face-to-face interviews (Erss, 2018; Hobson & Maxwell,

2017; Houchins et al., 2016). These studies also support the use of current methods for qualitative interviews and research.

During the interview planning and scheduling, the company announced that our facility would be closing at the end of 90 days. While this news caused me to question how this would shade the responses, I was pleased that it never came up during the interview process. In discussions apart from the interviews, the few conversations were focused on where we would find new jobs, not on issues of resentment or bitterness. Frustration levels seemed normal, and the closure raised no problematic teacher behavior issues.

The direction for the interview was based on obtaining answers for the use of the mini-theories, CET, OIT, COT, BPNT, GCT, and RMT. If the central questions of the interview become probing tools to unwrap the content of the study, then semistructured questions become ad hoc instruments, allowing for the free flow of thoughts in an interview.

Procedures for Recruitment, Participation, and Data Collection

I emailed all teachers or provided an invitation and consent form for participating in the study. Five were returned. Of the five, one withdrew, and the other did not have enough data for use. The participants were free to exit the study at any time. I requested that they notify me if they choose to exit. I conducted all interviews and recorded them digitally, using voice-to-text for hard copies of the interviews.

Data collection consisted of recorded interviews with each of the participants, asking the same initial question of each, "What makes you get up and come to work each

day?" Then, the interview questions developed differently for each participant, as is the case of a semistructured interview but focused on the six, self-determination mini-theories (Ryan & Deci, 2017). Those questions turned into main focus questions for the interviews included how they view the role of the education director/principal; how much help they feel is needed from other teachers, staff, and the education director; questions about planning lessons or what lessons to teach; and how to relate to students and other staff.

The questions can reveal the teacher's need to use any one of the six mini-theories. The teachers' perception of their work, and its connection to the mini-theories is revealed directly and indirectly in their responses, how they describe their feelings, and how they describe their interactions with others during the school day. A response to a question about supervision may reveal a response that indicates they are free to plan whatever kind of curriculum they believe to be more relevant to the needs of the students, which demonstrates a sense of autonomy, a critical need for a teacher. The interviews were conducted after school in my classroom, a coffee shop, a restaurant, and a public library. I chose these locations for the convenience of the participants.

The interview duration was an hour long per session and consisted of two interviews per participant. After the interview, and the recorder was switched off, we ended the conversation with general topics about family, the future, or other topics not specific to work. If there was uneasiness in the way questions were probing, I paused the interview to allow the participant to voice concerns. This did not occur in any of the interviews.

Data Analysis Plan

The use of a descriptive analysis as detailed by Giorgi (2009) provided the basis for using themes in my coding process. I reviewed the data and began seeing examples of the various mini-theories detailed by Ryan and Deci (2017) and used those as examples of the teacher applying these mini theories to their work lives. Whether it may be from CET or BPNT, there were examples of most of the theories present; and, in many instances, there were multiple theories being used at once exemplifying how a teacher would gain competency, autonomy and confidence, or be bothered by sense of need for more external support.

The data was coded based on Ryan and Deci's (2017) SDT and the six mini-theories. The mini-theories are listed in the top row in both Table 1 and 2 below. Using the mini-theories as meaning units or themes allows one to see how the interviews reveal the individual uses various aspects and components of the different mini-theories, often in conjunction with other mini-theories.

Table 1

Use of SDT Mini-theories by Teachers

Teacher	CET Pt. 1	CET Pt. 2	OIT	COT	BPNT	GCT	RMT
1	Intrinsically motivated	Supports needs satisfaction for work	OIT needed for leading, few extrinsic issues	Autonomous, integrated external controls, not reliant on it	High satisfaction	Settling for lower expectations from students	High importance veiled in relaxed attitude. Refers to family more
2	Intrinsically motivated	Wanted some control	Wanted more extrinsic controls too	Would help to have more leadership	Less satisfaction from other interview comments	More financially driven for goals	Staff relationship not high; family is more important
3	Intrinsically motivated	Some control, reliance on leaders	Still maturing in job	Grateful for role models. Maturing in job	Competence in job needs time to develop	Just starting. No goals for long term More job driven.	Everyone seen as critical to the job, values teachers and leaders

Note. Cognitive evaluation theory = CET, arranged in two parts; Organismic integration Theory = OIT; Causality orientation theory = COT; Basic psychological needs theory = BPNT; Goal contents theory = GCT; Relationships motivation theory = RMT. by Ryan & Deci (2017)

Issues of Trustworthiness

Any qualitative study must include indices of trustworthy and reliable data collection and analysis. The first of these is the issue of credibility. The main method for this study was the time I worked with each of the teachers and established a working relationship with all three. I seldom had any socialization with them outside of work, but I grew to understand the struggles they dealt with, professionally and personally. Two of

the three started working at the site years after I started. The third teacher started years

before I did. The group had a history of teamwork.

I had to block out preconceived attitudes I carried for each teacher during the

interviews and data analysis to avoid bias in my observations and descriptions. To ensure

bias was eliminated as much as possible for analysis and the description of the responses,

I used a prereflective mindset to eliminate prejudging responses, intentionally throwing

out bias that I may have created about the individuals or their responses. This is important

for data trustworthiness and overall integrity of the study.

Dependability is reinforced by the audit processes of the URR at Walden, and the

use of external research to seek needed validation of the theories and methods used in the

research and the interview process. I used descriptive analysis for my data as discussed

by Giorgi (2009) and Moustakas (1994).

Lincoln and Guba (1985) discussed confirmability as dependent on audit trails, as

in the institutional review board (IRB) at Walden University, and reflexivity, which is

something teachers do out of habit, and also noted the importance of the audit trail for

confirmability. I had to question why I might describe how the participant responded. If I

could not answer my responses without personal bias, then I am making more of a

judgment call than an observation based on the mini-theory involved.

Ethical Procedures

This study does not involve a vulnerable population—I interviewed and interacted

only with teachers for the research. No student interviews or interactions took place

during my research. I did not impose limitations on the participants. They were free to

exit the study at any time up to the publication of this document. The security of every interview artifact (hard copies and digital) as well as emails and text messages is paramount to maintaining research integrity. I archived all digital material to an external hard drive and kept it in a locked and secured location along with hard copy material, emails, and text messages. The deletion of all material will occur only after the time specified by Walden University.

Walden University's Institutional Review Board did approve research on November 5, 2020, and the approval number is 11-05-20-0651675. However, as an employee of the company operating the school, I was required to report any indication of abuse—defined by student-on-student or staff-on-student incidents—immediately to the site director. I stated this fact before the interviews and ensured it was noted in the consent form. If the interviews revealed any such information, I would have reminded the teacher of this obligation and subsequently informed the education or site director. Other than this requirement, I planned to keep all other data confidential and secure.

I sent an email requesting permission to perform the study to the site's Executive Director. Upon his approval, I sent an email to the educational director and the site's executive director at the proposed sites requesting permission to interview their teachers and requesting the use of the school's library, a vacant classroom, or office. After receipt of that approval, I sent a copy of the IRB approval to the corporate headquarters.

I offered participants no incentives for taking part in the interviews. I minimized the power differentials through my candor in explaining the interviews and making my position as a colleague and not an authority figure clear. I dressed casually and related

stories of student accomplishments and other everyday events to help remove that differential as an impediment. Using colleagues for the study required bracketing out the professional relationships to encourage more openness in the interview. However, my relationship with my colleagues is more professional than friendship based. Our interactions usually pertain to students or other work-related issues.

Summary

In this chapter, I discussed the research design and my rationale for using SDT and the mini-theories involved in the study (Ryan & Deci, 2017). I covered areas of basic psychological needs and determined their intrinsic or extrinsic motivation. I then discussed the researcher's role, noting how I became a data-gathering tool through observing and taking part by bracketing judgments, opinions, and knowledge (Husserl, 1931/1999). He defined the epoché by mentioning ethical concerns and validating the participants' emotions during the interview. Next, I detailed the study's methodology and phenomenology, including background information and details on how to use it in the study. I connected the methodology's small sample size compared to quantitative studies. I discussed the role of the researcher, the power or control biases that may exist due to my status, and the fact that I work for the same company as the teachers I interviewed. I also addressed the ethical issues of anonymity and the use of the data. I also described how the data collection took place and how I accomplished data descriptions, including transcription tools and digitally stored audio recordings of the interviews. I included a foundational section focused on the published and researcher-based instruments used in

the study, their development, and their validity. In this section, I explained that

researcher-developed instruments were not required.

Chapter 4: Results

In this study, I explored the perspectives of teachers in a private residential juvenile treatment facility school and how the teachers deal with these events and their personal perspectives. This chapter includes the data analysis on each topic (or subtopic) of the six mini-theories within SDT. A series of figures offer additional details related to each mini-theory.

In this chapter, I address the setting of the study, the demographics, the context of the study, and teacher behaviors and attitudes. In the Data Collection section, I consider methodology and data analysis using the conceptual framework for the analysis. I follow this section with data analysis and conceptual figures regarding their use with a qualitative study and with a theme analysis in the section connecting the data to the conceptual framework. I include the comments from the teachers who participated and end with an illustration of how the participant responses differed. I explain how I established trustworthiness using the four elements of trustworthiness, the responses of the participants, and the descriptions of the data.

Setting

This study took place at a private juvenile residential facility in the Western United States. The facility was a staff-secured facility, meaning that the student residents were not in locked-down conditions but were kept safe and secure by the presence of staff, including teachers, 24 hours a day. The gates were locked to block entrance into but not exit from the facility. While students could elope, or leave without permission, the remoteness of the school and the nearby community from any other town within 15

miles, and risks of trying to hitch-hike from a nearby truck stop and pending adjudication by the courts kept all students in the facility, where their safety was the chief concern of all staff.

The surrounding environment was, depending on the time of year, extremely hot and dry or very cold with rain and snow. The nearest large city was 50 miles away by the freeway. There are no side roads, except a highway that runs north through a high desert and has no communities within 50 miles. The local community has a population of around 15,000 with a large U.S. Airforce base about 10 miles south with another 3,200 people. The community facilities offer all necessary medical and other emergency services for a residential facility with a census seldom larger than 55 students.

Six teachers worked full time at the facility, including myself, with salaries below the average for public school teachers with less experience. Three of the teachers were state certified, whereas two others were working toward that certification. One of those teachers finished his certification as this study concluded. While the data collection was proceeding, the parent company announced it was closing the facility within 90 days. However, the interview transcripts offer no evidence that this influenced the responses, and the issue was never mentioned by teachers during the interviews. By the time the interviews took place, in late June when schools begin their hiring cycle for the coming school year, all the teachers had found jobs in other fields or other schools, which might have been a mitigating factor.

Demographics

All three participants had either started college and were working on a bachelor's degree or had completed a bachelor's degree and were working on an alternative state certification program. Two participants had master's degrees in education. One had worked as the school's principal for several years; however, he stepped down to return to teaching. The length of service varied from 2 to 12 years. The teachers were aged from their late 20s to middle 40s. All teachers were male. Two were Air Force veterans. All were married with two or more children.

The needs of the students, emotional, academic, and social, influenced the teachers. They were at the facility through court adjudication or parental commitment. Most of the students participated in special education and were behind in their education by as much as 2 years. All students were from other states, as much as 2,000 miles away from home. At the time of the study, COVID restrictions, mandated by the company, restricted family visits. Some students had not seen their families in a year or more. These circumstances possibly influenced teachers, and possibly influenced the context of the responses to the study, due to the concern about negative student behaviors making the teacher's job more difficult.

Data Collection

Out of the six participants, two did not respond to the requests for interviews. I decided to use four interviews; however, one teacher provided only a brief interview. He did not opt out of participation, but I could not reach him since he had quit his job. I kept

the notes from the brief interview with the fourth teacher because of his discrepant data in relation to the other interviews. The remaining three provided valuable interview data.

Initially, the interviews took place in my classroom after school hours and lasted for 45 to 60 minutes. I conducted follow-up interviews in the same setting for two of the teachers, one was interviewed in a quiet area of a coffee shop where few people or distractions were present, and the last teacher interviewed in a restaurant booth, and a public library. I recorded the data on a SanDisk storage disk or the hard drive of my laptop. When the comments during the interview were difficult to understand, I was able to clarify it by using a slower playback speed, which picked up more detail from the recording. I found the laptop with the Samson microphone provided easier control and facilitated real-time transcription with the Otter.ai software without any external storage device.

Data Analysis

The main source for my instrumentation was *The Descriptive Phenomenological Method in Psychology: A Modified Husserlian Approach* (Giorgi, 2009). Moustakas (1994), Creswell (2014), Merleau-Ponty (2014), and van Manen (2016) all added ideas and rationales for qualitative research. In the early 1960s, As a researcher at Duquesne University, Giorgi began applying descriptive analysis to psychology. In hermeneutical and heuristic variations, data were interpreted to explain what participants said. Giorgi changed this method by removing his interpretations and allowed the participant's comments stand apart from researcher meanings that may not accurately reflect the

participant's words. In place of interpretation, Giorgi (2009) attached the responses to common experience themes derived from recurring responses by the participant.

Giorgi (2009) presented a methodology supporting his claim to avoid interpretation. This difference offers a useful methodology for collecting comments by doing a first reading to get a sense of the topic(s). Then, a closer reading is done to separate the responses into themes and arrange the themes into columnar data with researcher comments describing the conflicts and resolutions found in the words of the participant.

Supporting examples of studies using descriptive analysis in education are few in education, but examples abound in psychology. Mansour and Porter (2008) studied the methods used to teach nursing undergraduates how to conduct research. The qualitative study used descriptive analysis from interviews with course instructors sampled nationally; the volunteers were asked three open-ended questions regarding the teaching of nursing research to undergraduate nursing students. The questions were answered in emails, which posed a problem to busy instructors trying to write responses to the questions asked by the authors of the research. Getting the instructor responses took time and may have been an inconvenience for the participants.

Another example of descriptive analysis is found in Jackson et al. (2018) in a hospitality industry study, specifically a post-large-scale, multiple-day music festival. Jackson et al. sought to understand "why descriptive [analysis] … can provide an improved understanding of hospitality, tourism and event experiences" (p. 3309).

I used Giorgi's (2009) methodology for data collection with modifications for this study. In the text, he sets up a table of meaning units from a staged interview. He established the themes or meaning units by analyzing the transcripts and looking for statements which align with previous comments by the actor in the interview. For this study, the transcripts were examined for the same relatedness which appear to connect with any one of the six mini-theories. The questions such as "What makes you get up and come to work each day?" or "How do you deal with all the stuff of life seen and heard in this job?" The follow-up questions to these responses are determined by the response and the direction that answer leads. These two questions were the main and were used in all the interviews along with an inquiry regarding their autonomy and sense of independence from direct supervision of teacher lessons and methods.

In the analysis of the interview transcripts, I began seeing examples of SDT being employed by the teachers. From a sense of autonomy to needing more input from supervisors regarding what may be required to satisfy the needs of the department. Also present were examples of how those two things became part of the internal processes that the teachers used. Additionally potential burnout was observable due to the impending closure of the site, and the removal of the students to different facilities.

Because of the presence of those types of comments, I used the six mini-theories by Ryan and Deci (2017) as the themes for each interview as I analyzed the transcripts. On each pass for the six themes, I noted the presence of each theme and how it may influence or override other themes positively or negatively. If there was no evidence of any theme, I noted that. In most responses, multiple themes were natural consequences of

one another, such as the components of BPNT and autonomy. When autonomy is

encountered, the other components of CET, BPNT, and possibly one or two other mini-

theories were often present. This is illustrated in Table 2.

Table 2

Coded Themes Derived From SDT Found in Interviews

Theory	Teacher 1	Teacher 2	Teacher 3
CET Part 1	Intrinsic motivation is essential for t0his teacher.	Strength in intrinsic motivation, but he seems to want more reassurance due to conflict with past supervisor	Intrinsic motivation strong, more open to positive external influences
CET Part 2	His intrinsic drive is resilient enough to withstand most extrinsic intrusions.	External controls have more influence on him	Maturity in ability to resist negative extrinsic influences
OIT	This is used consistently since his autonomy is comparatively resilient Integrated fully with matured use of	His autonomy is strong, yet he revealed some lower resilience to external and intrapersonal influences, integration is active for needs to be met	Assimilation of integration and avoidance of introjection
COT	Positive relationship with I-PLOC and resistance to external control	Strength in I-PLOC with some E-PLOC influences,	I-PLOC is more central while E-PLOC did not reveal itself except in a conflict with a resident
BPNT	Strength found in his needs satisfaction	His basic needs are being met, he seems to be more intrinsic in that satisfaction, seeks more internal control, selflessness	Apart from the COT issue, his needs were met with relationships where his help was needed and appreciated
GCT	His goals are positively related to the meeting of his psychological needs	His goals are related to meeting needs of others	His goals are met by the job and the residents he works with
RMT	Working relationships are strong and maintained	Relationships are key element to his work, more selflessness, humility	The working relationships are what he has fostered for his needs satisfaction

Note. Self Determination Theory = SDT; cognitive evaluation theory = CET in two parts; organismic integration theory = OIT; causality orientation theory = COT; internal perceived locus of causality = I-PLOC; external perceived locus of causality = E-PLOC; basic psychological needs = BPNT; goal contents theory = GCT; relationships motivation theory = RMT. arranged by Ryan & Deci (2017)

Giorgi's method allows for three protocols for the data: the first reading for context and content of data; a second close reading for descriptiveness of that content and its context and establishing themes for the participant responses in the words of the participant; and a third reading to refine the themes and provide descriptions about their importance (Giorgi, 2009).

Evidence of Trustworthiness

Trustworthiness results from the procedures for all qualitative studies arising from the need to demonstrate the reliability and integrity of the data. Gleaning rich data is a primary practice in data analysis and connects the comments to SDT's mini-theories.

It was hard to walk away from an interview without internally recapping, or using reflexive processes regarding what had been discussed, and I found the need to be reflexive after the interviews to consider how I felt about the interview, the teacher whose data I collected, and the questions I asked. While driving home from work or the interview session, I had time to think about the way the interview was conducted, how the participant responded and their demeanor, were they in a rush, was there too much distraction in the interview, was the respondent answering too quickly? As I listened to the recorded interviews, Allowing each interview to take its own general conversatioal path created a little internal apprehension, but when the interviews were concluded, I found agreement about motivation for working as a teacher in the school and the difficulties involved regarding staff and administration, as well as salary.

I also heard responses that I had considered and even made note of in my own, rather irregular, diary since starting my career at the facility. This led me to feel more

comfortable about the direction of the study. It also made me aware of the need to use blocking to reduce the possibility of bias. In the year leading up to the interviews, I began to consciously withhold my own opinions about the people I worked with, following the common idea of not judging others, especially of those whom I had no intimate knowledge or details of their lives. Realizing this might be difficult to understand, I believe it is enough to say that in judgment versus fairness, everyone would appreciate fairness for themselves, but judgment for those whom they may lack any real understanding or compassion. I chose to understand my participants by the elimination of personal judgment while interviewing and while reviewing the transcriptions.

I observed and was immersed in the culture, yet available time and the distance to and from my work location prevented me from forming close friendships; rather, my relationships were work relationships. This allowed my daily interactions to be more professional, and I was able to build trust and confidence in how we related to one another. This created a prolonged relationship needed for this type of study, as recommended by (Lincoln & Guba, 1985).

The credibility of the teachers and my own credibility were based on the time I worked with them and listened to comments they made outside of class, which revealed their attitudes and opinions about their work. While this is outside of the study in terms of timing, it did present an opportunity to get to know them and see that they were dependable and honest, without guile. In other words, they had no reason to hide their real opinions from me in the interviews. This openness was fostered by a need to be honest and open with their students.

No external influence from me existed that could have caused the teacher to hide the details that participants revealed. The school was a close-knit group that depended on each other. There was no reason for a lack of openness in the interviews, and I was not perceived as threatening by the participants, which made them more comfortable with the interview. The transcriptions were from recordings of the interviews. If there was a question about the accuracy of a statement, I asked the teachers to verify the meaning to make sure I was correct.

Clarifying researcher bias requires using the basic principles of bracketing and reduction (i.e., epoché) as discussed by Husserl (1931/1999) and Giorgi (2009). I used this method to make certain I was not imposing my own beliefs on the participant's comments. I have used this method several times in the past to guard against my tendency to judge a student before meeting them or talking with them about their coursework.

Confirmability

I recorded the data for easy accessibility. The perceptions and opinions of the participant coming into my thoughts requires me to verbally confirm what I have heard and recorded with the participant. Yet, that is not all confirmability is, and achieving it requires an audit process which was not available to me apart from my committee members' review of this document.

During the interview planning and scheduling, the announcement was made that the facility would close in 90 days. While this news caused me to question how this would shade the responses, I was pleased that it never came up during the interview process. In discussions apart from the interviews, conversations were focused on where

people would find work, not on issues of resentment or bitterness. Frustration levels were normal, and the closure raised no issues regarding teacher behavior or attitude. The teachers remained intent on attending to their work as in any normal set of circumstances.

The purpose of the interviews was to obtain data regarding the mini-theories: CET, OIT, COT, BPNT, GCT, and RMT. However, if the central questions of the interview become probing tools to unwrap the content of the study, then semistructured questions become ad hoc instruments, allowing for the free flow of thoughts in an interview.

Limitations

The study explored the personal reflections of teachers and offered no interpretations. It offered the teachers' words about their experiences and connected them to the mini-theories of self-determination as detailed by Ryan and Deci (2017). The ways the teachers deal with their job and the acquired skills needed to deal with emotional conflict and wearing down of teacher effectiveness. The data from this study is not transferable, nor can it be generalized, and it is not subject to interpretation by the researcher, because one cannot try to state what any deep meaning may exist from these transcriptions. Interpretation would be similar to a color-blind person trying to interpret the color of a sunset to those who missed it. My descriptions of the comments can filter speaker intention, so the speakers were asked to clarify some statements. I avoided using vague descriptions or speech patterns or intonations and repetitions that did not match the words on the recordings.

I connected their words with the mini-theories to allow for a meaningful description that may reveal reasons for teaching, job enjoyment, and teacher reflection on their personal lives. These connections are multiple and have elements of the many components of individual mini-theories, but there is no attempt to use them as an explanation of what the teacher said, only a description of possible connections to the conversations.

The interviews varied in length, as teachers had schedule conflicts or were unavailable to meet after hours. Of the two sets of interviews, the most informative were with Teachers 1 and 2. Teacher 3 was rushed by his schedule as the local high school swim coach and gave less expansive answers as compared with the other teachers.

Results

The SDT contains six mini-theories (see Figure 1). There is no starting point, and multiple theories coexist in any individual, at any given time. Some, such as CET contain threats to self-determination as well as positive additives like simple encouragement from a friend, supervisor, or coworker.

Figure 1

SDT Outline
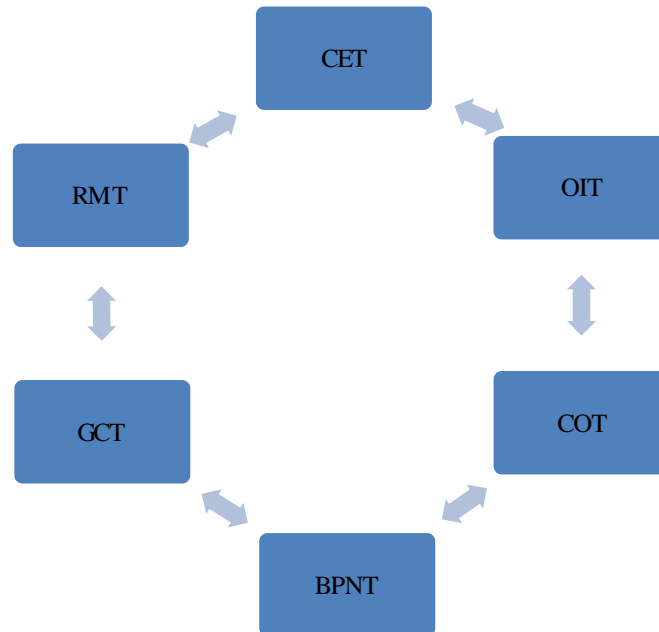
Note. Adapted from Ryan and Deci (2017).

Figures 2–8 explain the individual mini-theories that comprise the theme. Figures 2 and 3 relate to CET. Figure 4 illustrates OIT about extrinsic influencers, which can be either positive or negative interference. Figure 5 illustrates COT, which deals with perceived locus of causality, either internal or external. Figure 6 describes BPNT; such needs can either be met, providing individuals with autonomy, competence, and relatedness, or be interfered with and deplete them of their needs and ability to thrive. Figure 7 describes GCT, which shows how goals can be intrinsically motivated, as in some greater good, or extrinsically motivated for more selfish reasons. Figure 8 depicts RMT, dealing broadly with how we can get along and establish valued relationships and spousal relationships.

CET deals with SDT's intrinsic qualities and has two essential parts: the effects of rewards, feedback, and other external factors on intrinsic motivation and the inter- and intrapersonal influences that affect intrinsic motivation (Ryan & Deci, 2017). Part 1 (see Figure 2) illustrates the results and types of intrinsic motivators. The outer circles are positives and, connected to each other and to the results of this intrinsic motivation and their positive outcome context, influence each other.

Figure 2

*CET Part 1: Intrinsic Motivation and Things That May Interfere With It*

Note. Adapted from Ryan and Deci (2017).

Figure 3 shows the negative influencers that can thwart the positive intrinsic influencers. While these are social and interpersonal, they can also influence our

competence, creating an intrapersonal influence with a negative effect on our

competencies and autonomy.

Figure 3

CET Part 2: Intrinsic Motivation and Threats to It
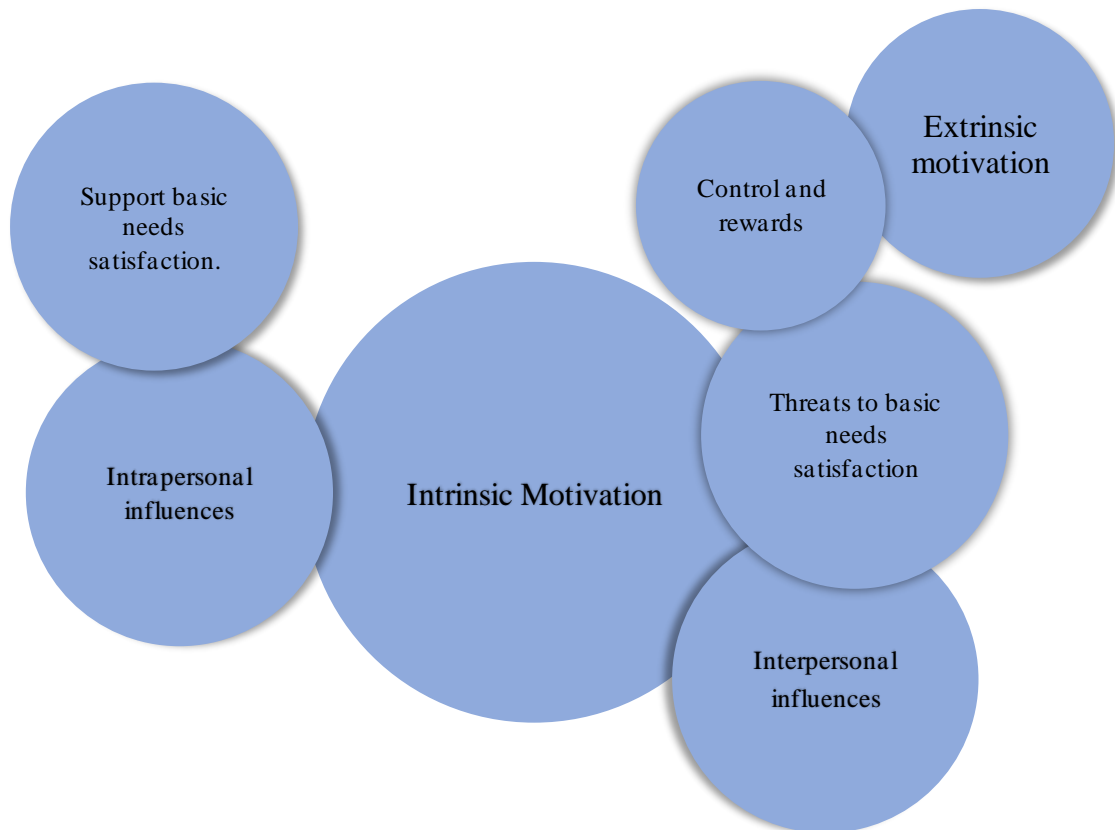
Note. Adapted from Ryan and Deci (2017).

OIT deals with extrinsic motivation and how it is internalized and differentiated.

Figures 4 and 5 help explain a complex set of conditions embedded within this theme.

This diagram illustrates how volitionally internalizing, or making extrinsic motivators be

part of our internal behaviors resulting in needs satisfaction. Then how that positive

integration influences our "autonomy and homonymous" or synthesized into one greater whole, integral to overall well-being in this case (Ryan & Deci, 2017, p.49).

Figure 4

Internalization and Integration Portions of OIT
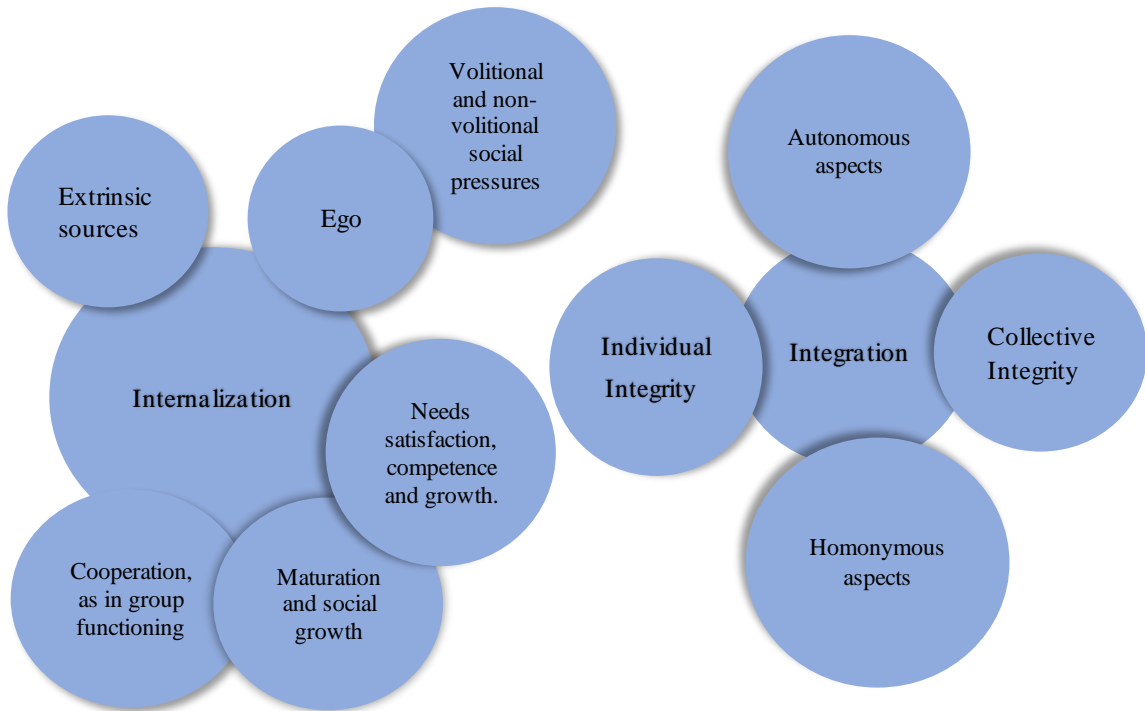
Note. Adapted from Ryan and Deci (2017).

Figure 5

The Four Types of Motivational Regulation of the OIT
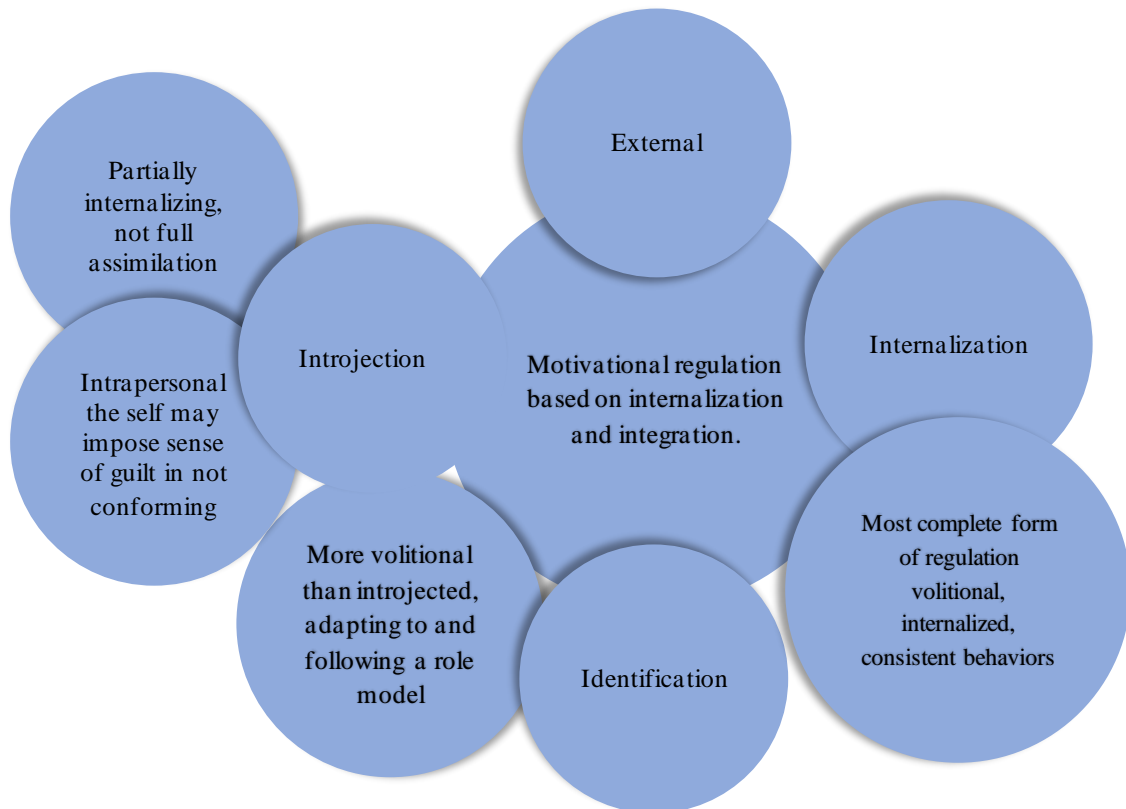
Note. Adapted from Ryan and Deci (2017).

The perceived locus of causality should not be confused with locus of control. Perceived locus of control is the belief a person does or does not have control over the desired outcomes. Internal perceived locus of causality is a person's belief that they initiate and regulate a behavior volitionally and endorse the behavior. External perceived locus of control means to be controlled by the desired outcomes and surrounding events (Ryan & Deci, 2017, p. 226).

Figure 6

COT
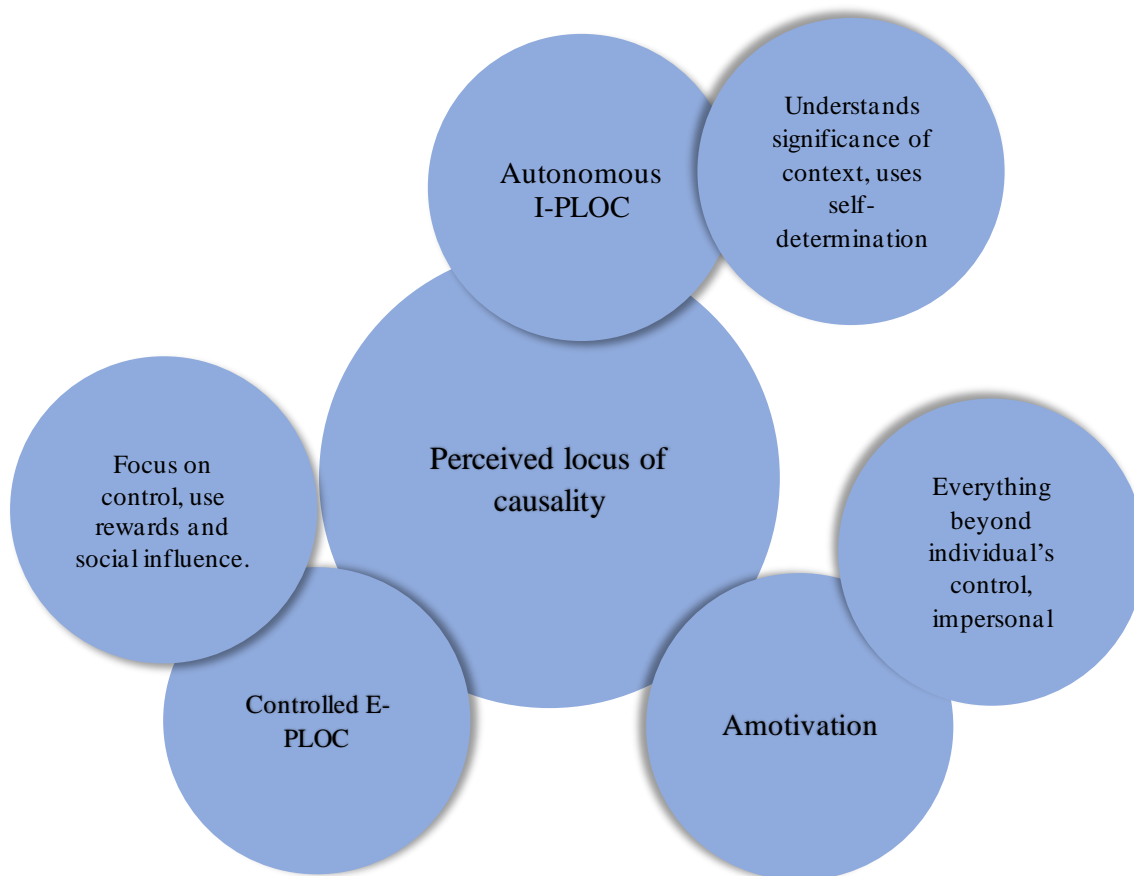
Note. Adapted from Ryan and Deci (2017).

Figure 7 illustrates how BPNT involves the examination of autonomy, competence, and relatedness as they relate to psychological health and functioning. BPNT has three main components: autonomy, competence, and relatedness. Neglect of any one of these three harms the other two and decreases the efficacy of the individual. According to Ryan and Deci (2017), the essential component of autonomy, in Figure 7, reveals how individuals intrinsically think and adjust to changing conditions in their immediate and temporary environments, such as work. Competence and relatedness

depend on autonomy. This relationship demonstrates the three-legged stool metaphor and illustrates that an individual is most stable when they can satisfy all three of the psychological needs.

Figure 7

BPNT
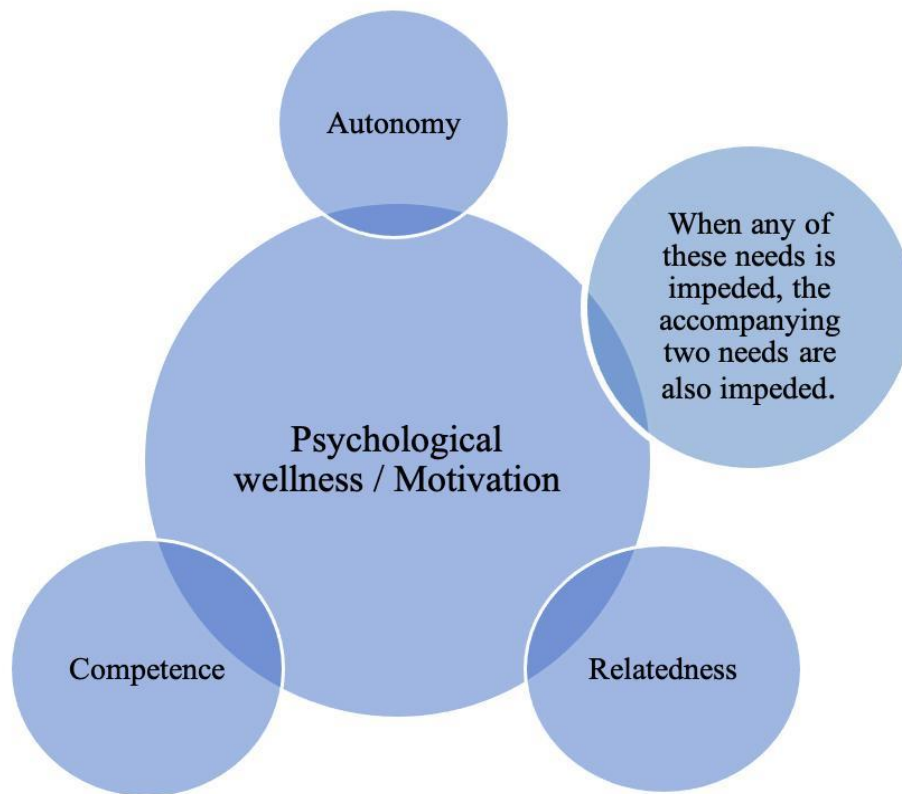
Note. Adapted from Ryan and Deci (2017).

GCT (see Figure 8) relates to the sense of well-being or contentment of an individual as they pursue life goals and aspirations. Being driven by intrinsic or extrinsic motivations, they may experience greater fulfillment due to autonomy as shown on the left side, or frustration from lack of fulfillment as shown on the right side of the of the center circle.

Figure 8

GCT

Altruistic involvement in community and relationships

Sense of integrity and satisfaction of basic needs

Materialistic, financial based relationships

Narcissistic

Goals and Aspirations Positives and negatives

Intrinsic, willingness to accept challenges to help others, and experience personal development

Extrinsic, worries about appearances and what can be gained from relationships for personal notoriety

Note. Adapted from Ryan and Deci (2017).

RMT involves probing the self in close relationships and the need for connection to significant partners for adult well-being. Figure 9 illustrates that when an individual chooses to give another person, such as a close friend, spouse, or even coworkers, autonomy, the needs of both parties are more likely to be met. If one party treats the other as an object—as in a marriage−or as subservient or objectified by gender or race, needs satisfaction is thwarted.

Figure 9

RMT

Volitional

Intrinsically motivated

Relationships Motivation relatedness and the Self in relationships

Satisfies all three psychological needs

Giving satisfaction to others provides need satisfaction to self

Receiving needs support adds to the depth of relationship

Needs satisfaction thwarted when the other lacks autonomy
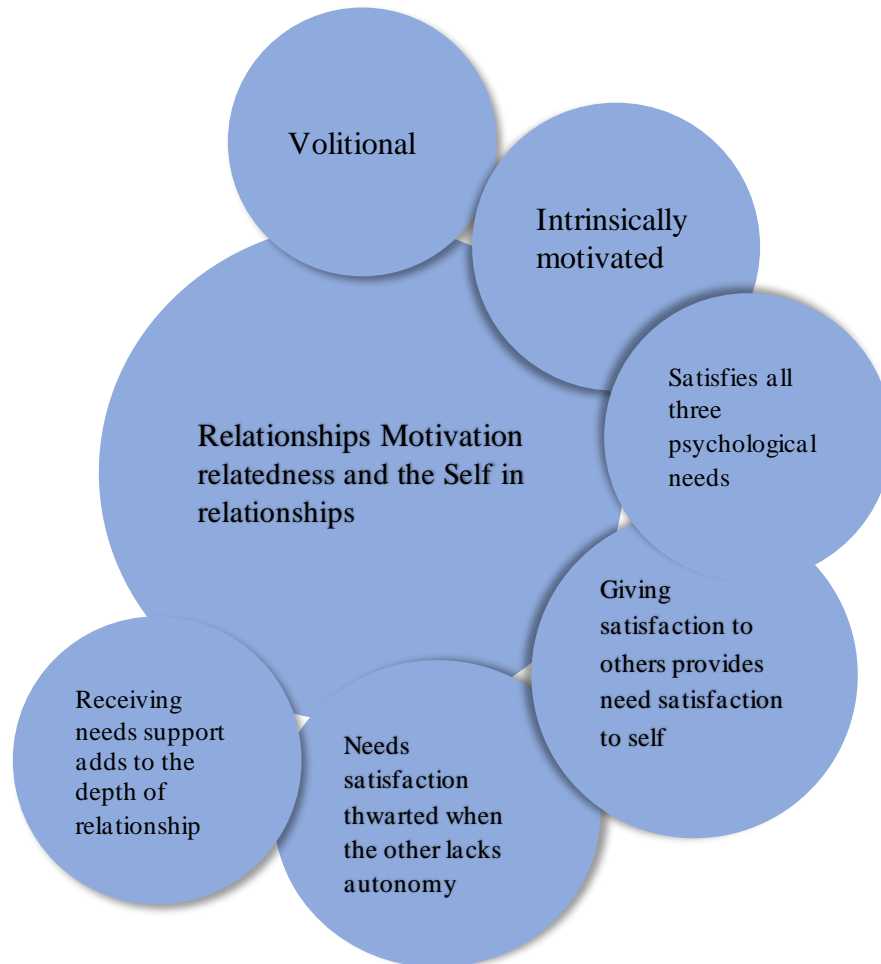
Note. Adapted from Ryan and Deci (2017).

The teacher comments in the following section provide a detailed description of the usage of the noted mini-theories by each of the teachers. Rather than trying to describe them in a tabular format, the excerpted comments from the transcripts are used.

Analysis of Comments

Before starting with the analysis, it is important to note that the existence or lack of any of the themes in the statements of the teachers does not mean they are superior or inferior as teachers, and the existence of these conditions in their statements should not be perceived as character "flaws." The teachers are speaking about what they perceive, and not necessarily what they hold to be any sort of belief system.

The following teacher comments are excerpts which pertain to how the teachers consciously or unconsciously used the mini-theories in their work. Collectively all six of the mini-theories were used, and they were used in combination, reflecting the complexity of their perspectives.

When I asked Teacher 1 what made him come to work each morning, he responded this way:

What's my motivation for keeping on doing it? I think because, that at one aspect, it's fun. You know you. You really have to focus on feeling it's really you know you're focusing more on the relationship. I think maybe in traditional school I missed that. Sometimes it's easier to have a relationship [in a public school], I think in the traditional school year … it just kind of happens and it's not something that's …, so you work too hard [creating relationships]. … You just put the effort out a little bit and [it] kind of naturally flows. … But I think what gets me up every morning, or, you know what has gotten me up over all these years is just knowing that you do make a difference. Regardless of what your life and your personal situation looks like you come to work, you interact with the

kids. Try to make it as good as possible. And at the end of the day, it's building a

brick, it's like you building a wall with a brick, you know bricks, and it's each

day, it's another brick in the wall.

The "wall" was relationships, and his attempts at creating them, one brick at a

time. His statement begins by trying to explain how the relationships with students are

important for any teacher, and they are hard to establish. This is a RMT focus, and a

sense of long-term success added to the relatedness portion of BPNT. At this point, his

thoughts seem to really come together with the conclusion that teachers take themselves

too seriously, which is a COT characteristic using externally perceived locus of causality,

or E-PLOC, which leads to the difficulties in connecting to the students, despite his own

efforts. Also, OIT is involved as intrapersonal influencers, as shown in Figure 5 work

against us ("we take ourselves too seriously").

When asked about his experiences in teaching, Teacher 1 responded about the

difficulties teachers who have taught in public education experience:

Well, it's my experience that's a good question, because I have never taught full

time in a public school, but I've been 20 years in private and residential schools. I

think a big part of what we do in our environment is deal with behaviors and so I

think as that's a component of public school too. But it's that you know here it's

focus where you know the difference between education is secondary. In reality,

and I think that's why a lot of a lot of teachers a hard time have teaching here is

because education is not the main goal or at least academic education. You know

it's more behavioral education. And so, a punch to your ego, especially initially.

Like, I can't do my job well yeah, your job is not the curriculum at this point,

your job is behavior modification. You know I think if you're even a traditional

special education teacher that's confusing, because you know your focus is still

education. But that's secondary, I believe in what we do, because we're just trying

to, we're trying to help kids, get socially adapted to being in a place that's maybe

more acceptable in public, or at least in our society.

Teacher 1 points out that the expectation for a new teacher is to teach a

curriculum, but residential schools focus more on behaviors. He states that this shift is a

"punch to the ego" for any new teacher which is relatable to reduced autonomy since the

new teacher has a set of practiced skills that are less important in this case when held up

to teaching behaviors. This becomes another COT issue with E-PLOC of those new

expectations of the school, and internally perceived locus of causality, or I-PLOC, to

adjust and begin to volitionally internalize those new expectations as well. Encouraging a

new teacher during this transition of praxis can benefit everyone involved by providing

improved BPNT through that encouragement.

I also asked Teacher 1 if he felt like he had the kind of autonomy that was

necessary to do the job. "I know you've served two jobs here, but have you had that kind

of autonomy for teaching to where you could say 'this my decision I'm going to go ahead

and do this.'" He responded this way:

Oh yeah, I think I've had more autonomy, that's what I like about it, maybe part

of that's my personality I just take it, but at the other end, it's a different kind of

adventure so you have, you know, you have to have a lot of latitude to make

changes and do different things and, you know I think over the years I haven't

taken as much advantage of the autonomy [as much as I could have].

Teacher 1 concluded his comment on autonomy by pointing out to the others who

helped him use it with their "thinking outside the box" about things to do for the students

and for other staff and teachers. He had the latitude to use these ideas and make them a

part of the teaching experience.

In several studies using SDT, the researchers focus on basic psychological needs

of autonomy, competency and relatedness García-gonzález et al. (2019), Bayly et al.

(2022), and Kaap et al. (2022) all point out the importance of needs satisfaction in BPNT

to promote wellness of the individual from presence and support of those three primary

elements of SDT. Teacher 1 is a good example of the positive effects.

SDT presents the complexity of Teacher 1 and the multiplicity of the levels of

thinking that the mind of Teacher 1 unconsciously applied to make his work be of

personal value to him. Going further, Teacher 1 describes a significant amount of internal

perceived locus of causality. It may be due to his strong sense of autonomy and having

his competency and relatedness needs being met. Those needs keep being reinforced by

other met needs in his basic psychological needs for competency and relatedness.

However, when he attributes some of his need satisfaction to others there is an external

perceived locus of causality, and it is a clear statement about working relationships being

positive contributors:

I think I've had a lot, a lot of autonomy in that people have been open to ideas I

think we're out, you know, in the group work of teachers were open, or just in the,

you know, especially in the group of teachers but in the facility. People are open to thinking outside the box, especially as time has gone on here and you understand the system more and the systems changed a little bit. … I challenge myself to think out even more outside the box and that's what I like about it, you know, we get into like the bike program I remember when we started the bike program, you know, you were here. People freak[ed]out, … kids are gonna kind of be arms and legs, you know, break[ing] …, but at the end of the day [the program] became a kind of a mark, something we do, it's something we identify ourselves with. Because it was such a good experience for the kids. And I think that all that stuff is by taking chances and feeling comfortable enough to push the envelope a little bit just even within the relationships of the people here is like no we can do this, we can do this. I think that's why I've enjoyed it. You know what I've lacked in financial autonomy through it. I've gained in job autonomy, I guess.

Breaking everything down, as done for all three teachers, reveals the capacity we have to analyze problems, develop courses of action and execute that action while we are engaged in other things on different levels without skipping a beat.

Teacher 2 replied to the question about "What makes you come to work every day", which probes into autonomy and intrinsic motivation, with a pragmatic answer, including a mention of student need:

Because we need a paycheck. So, you know, I love it when people say "I don't do it for the pay;" but, ultimately, we all do, or we wouldn't do it. But what I think

separates it from other things is just the desire, the want, to help kids. Especially

kids nobody else wants to help.

Teacher 2 illustrated how individuals can alternate between a controlled reward system of

extrinsic motivation, such as a paycheck, and or an employee evaluation which, for most,

is an integrated and volitional adoption as seen in COT. He then shifts gears with the

importance of working with the students, a more autonomous, intrinsic motivation,

providing his psychological needs to be met by helping and instructing the students

"nobody else wants to help. Such fluctuation is a means of adapting to the circumstances

by accepting the presence of extrinsic controls, through integration, without allowing

those controlling factors full access to the intrinsically dominant self. The opposite is true

when there is a dominant extrinsic self as found in the external perceived locus of

causality (E-PLOC) as found in COT. This single statement combines CET, OIT, and

COT with BPNT. It points out the complexity of SDT.

I asked Teacher 2 how he dealt with all the work-related things after he got home,

and how he let go of all the events of the day. He echoed Teacher 1 in response.

I think every situation is different, sometimes I think it's really hard to do that. …

and I think the longer I've been here, the easier it's gotten. You just learned not to

take it personal, number one, because if you do that every second of every day is

going to be terrible. So, you just kind of take it for what it is you know; …try to

understand what they've been through, and then try to work it through.

The idea of not "taking it personal" is important, there is more to it than brushing

it off and telling himself not to "take it personally," Even believing that it does not bother

him does not remove it from the thought process. He makes an important comment about the "personal" component, a little later in the conversation, by saying that "Hopefully, with our education and our thought processes we're able to understand what they are doing and not internalize it…" SDT deals with this in the CET, COT, OIT, and BPNT mini-theories as components play critical roles as the individual seeks to have their basic psychological needs met; and trying to brush harsh responses that may even be hatefully thrown out in a heated moment is difficult to accomplish. Teachers are encouraged to be reflective, which can make comments from students that are intended to belittle or anger adults in general can often leave a mark on a teacher if it goes on day after day without any contravening action of the individual to seek out support for the elements of BPNT (Ryan & Deci, 2017).

García-gonzález et al. (2019) dealt with task-oriented environment and satisfaction of needs which should lead to autonomy but can be hampered through external regulation found in OIT in their research of student experiences in physical education in Spanish secondary schools which used an individual progress model instead of a typical competitive environment which was more of an extrinsic model. The researchers found that the needs satisfaction was met with the use of positively controlling for needs satisfaction in the students to improve their participation results. One student commented about the class stating that they liked the increased individualized attention from the teacher and that their progress was not being compared to other students.

In the case of Teacher 2, comments from students can and should give the teacher cause to reflect and change when needed, especially when it is realized they were wrong, which is part of teacher, and leadership, integrity. What Teacher 2 says in that statement is how the ego is affected, even when attempts are made, by simply telling the self to dismiss it. Cognitively, in Figures 2 and 3, it is reflection and relatedness that lead to a teacher reconsider what was said or done by the student, and that is an intrinsic action. Yet, in Figure 3 we see that an intrapersonal action, that can become a thwarting action against that intrinsic quality. In OIT, there is an extrinsic action which affects our ego (Ryan & Deci, 2017), and can become internalized into our self-image, the object is to not allow it to become integrated into our thought processes and have an effect on our competency and autonomy, even though it may only be temporary.

Regarding COT, these interactions with students are, initially, external. An E-PLOC, if allowed, can become internalized, and an I-PLOC affects the motivational regulation the teacher has. It can be a negative or positive motivation, but the comments or the actions of one student can become a burdensome thing unless there are contravening inputs from others by way of encouragement from peers to overcome the negative-related motivation. This would seem to align with OIT proposition III (Ryan & Deci, 2017, p.203), and that basic needs supports will counter the effects of the negative introjection.

This result is observable in comments from Teacher 2 and from Teacher 3. In Teacher 1, it is not obvious, the number of years Teacher 1 was exposed to this were, apparently, lessons learned and applied to his basic psychological needs. It would seem

that the wisdom of having "thick skin" is accurate from the perspective of not allowing the negatively related things to be assimilated and internalized, as seen in OIT. That raises the value of RMT.

When asked about his sense of autonomy, as a follow up question, he did not know how to respond. I changed the question from autonomy to self-directedness.

Oh, I think the freedom that we have is nice. I mean, because I think we're able to take each, each thing on an individual basis, I don't think we'd have, you know that book, to kind of follow like in the public schools -- Right? where this is how it has to be done and this is who you have to contact. I mean we have those protocols in place, but I think that we're each given that opportunity to handle each situation, the way we feel we need to handle it. And I think we all handle it different[ly]. And I think that's good. I think it gives the kid opportunities to make choices, how they want to behave, how they want to respond, … and how to respond to that person. So, I think that's, that's the nice part of our job is freedom that we have academically also, that was good for me.

His response fits in with the definition of autonomy, the freedom to respond to student needs as required by the student and not some wrote response dictated by a school administration. But it was a rather superficial response. I probed deeper at this point and asked him to talk about the "freedom" he had mentioned:

So sometimes it sucks−I really wish sometimes we had more direction, "this is what we need to do when" um, from a special ed standpoint we have. We have different measures where we can check progress, things like that. But I think as

far as in the classroom on a daily basis, I think, more guidance would be better for these guys, but also think more individualized that we have enough people to put into groups. I think unfortunately in education we teach to the [academic] middle [groups]. And we do that because we have to, we have no choice.

If taken at face value, it would seem that he wanted more directive input about dealing with classroom behavior, but it really is not an introjected mandate he is after. It is a guidance about how to teach students like those he worked with. What is sought is a means to reach the students on an individual level, not with a "one size fits all" style of teaching. He put in: "Yeah and we accommodate the lower and we watered down the higher. That's what we do."

I asked how he felt about it. "Again, I think that depends on what hat I'm wearing. As a teacher in an ideal world, I don't like it, but from realistic, "this is the way it is" I mean, I accept it."

CET, in its second part, Figure 3, illustrates that intrinsic motivation supports need satisfaction, and Teacher 2 appears to display an unmet need of more individualized teaching for the students he worked with. In fact, extrinsic motivation, Figure 3, thwarts need satisfaction. When this happens, there is pressure to conform, especially in this professional situation. Teachers are expected to conform to the administrative standards of practice. This may be in conflict with the integrity of Teacher 2 as seen in Figure 4, which would inhibit full integration of that expectation in Figure 4, interfering with internalization of the otherwise benign externality, and imposing frustration to the ego.

Although Teacher 2 accepts things as they are, he would like to push back, which creates more nonvolitional external pressure.

In the over-all scheme of the statement, Teacher 2 is unable to completely resolve the conflict and finally, frustratingly, accepts it. "Again, I think that depends on what hat I'm wearing. As a teacher in an ideal world, I don't like it, but from realistic, 'this is the way it is' I mean, I accept it."

This compares to Teacher 1, who had the flexibility to, perhaps, sort out what battles were worth, not just his time, but his emotional reserves. To protect ourselves, we determine what is, or is not worth the amount of emotional strength to try and enter into conflict with the extrinsic influences that somewhat thwart our needs only slightly, if we do we may be merely "tilting at windmills" a Quixotic endeavor that expends too much energy for too little gain.

Teacher 1 actually addresses the issues involved with Teacher 2. When asked what he took home with him, this was his response, which again revealed his ability to let go of the things he could not change.

> I think that's just part of being human as you, you know you're processing all this new information and you're getting challenged about your own views of life and, you know what you think is right and wrong and sometimes you there's hills, you're going to feel like, need to be protected and so you try to protect those hills and then eventually you're like, you know that hill didn't really matter. I want to help the student learn … So, I guess. Over the years, you know, I look at it as, maybe, refining things, refining my own point of view I think I used to take things

a lot more personal … I've just learned, I guess, and this is probably why I'm still

here and a lot of people, you know like, not very many people stay in this work

for very long, is that I don't, you know, at the end of the day. I just leave.

I went to a follow-up question regarding for Teacher 2, regarding his comment

about teaching to the middle and asked if that compares to a public school. He replied "In

a public school? I think in a public school you actually do more of it, [teaching to the

middle] at least in special ed." I then asked him to describe how he does that in his job

now.

> I would say I'm first, first and foremost deal with behaviors, I don't think I'm not
>
> more than a teacher. I think we're constantly dealing with things trying to find
>
> ways to massage [de-escalate] different situations to keep things calm, because we
>
> can't do anything if the environment doesn't work, right? We can't get the kids to
>
> stay in class, we're not going to get anything out of them anyway. So I think that,
>
> subconsciously or not, I think that's what we all work towards first and foremost.
>
> I think the classroom and academics is all secondary.

At that point, the teacher trails off into some internal thoughts or runs out of

things to say about it. This statement seems to show his willingness to let go of that

which doesn't matter in the larger scheme. But his final, unfinished thought reveals a

resultant regret. He understands, at the beginning, that his work is more than just being a

teacher. The student behavior issues become the focus of the classroom, and this reflects

what Teacher 1 concluded as well. Teacher 2 makes a point of the teaching environment

being "not right" and requiring teacher interventions to de-escalate students, concluding

that "we're not going to get anything out of them anyway." There is a point in COT,

when, if the individual believes they cannot obtain the desired outcomes that is called the

impersonal perceived locus of causality (Ryan & Deci, 2017). The individual loses

competence and relatedness. It is here that they become amotivated or passive to the

events around them. While Teacher 2 does not fit into that modality, there is some

passiveness, a statement like "we're not going to get anything out of them anyway." can

be easily misunderstood if it were to be interpreted. But, the context here about a

classroom that is constantly out of control, which is not the condition but the potential. At

the same time, in another context if he were speaking to the conditions of trying to teach,

he would still not be exhibiting that modality, for his other comments throughout the

interviews fail to give further evidence of that modality.

When asked about what makes him come to work each day, Teacher 3 replied,

"These kids, the kids here, they needed help. I've always seen myself helping kids.

Doesn't matter if it's my own swim team at the high school or even here at this campus.

It doesn't matter. I want to help kids."

Like all the other teachers, Teacher 3 had internalized teaching goals, exercised

autonomy, and gained competencies in his subject area. He stressed the importance of

being involved with his students and show his concern for them by his willingness to

help, and listen to them without judgement, which are key to relatedness. The use of the

same theories, including BPNT as with Teacher 2, are present here. Unlike Teacher 2 or

Teacher 1, Teacher 3 had an abundance of enthusiasm for his job which reflects the

meeting of psychological needs. What cannot be reflected here was his physical response

as his eyes opened widely, and his vocal tone and tenor revealed his excitement about his work.

Additionally, Teacher 3 is using identification, as illustrated in Figure 5, in his regulation. In SDT regulation via an identification of the value of an attitude is viewed by the individual as a completely volitional choice and not introjected by an extrinsic demand (Ryan & Deci, 2017, p.188). It is perceived as intrinsic by that individual. Teacher 3 may have developed this perspective over time prior to working at the school, or even in his time as a floor staff in his interactions with the students. Yet his statement about coaching a community's school swim team points to having that concern for working with youth groups. Whichever is the case, he had already internalized this as a part of his intrinsic, and therefore, autonomous attitudes providing satisfaction to his basic psychological needs (Ryan & Deci, 2017).

Sometimes the ability to maintain the three elements of BPNT were stifled by student resistance. Teacher 3 illustrated this in a portion of our conversation regarding a group that made him worry about safety and his autonomy. When I asked, "If there was something that kept you from wanting to come to work in the morning, can you describe what it was?" he said, "A certain dorm." I pressed him to elaborate, and Teacher 3 continued, "Yeah, a certain dorm when the old[er] kids were here. Working on one dorm—I dreaded that every day." I asked him if there was anything that he could describe, and he replied, "No, it was just that one dorm. I was like 'I don't want to be in it, but I'll do it.' And all of a sudden, I'm in it—within 5 minutes of working—ten

stinking [physical management] reports that have to be done at the end of the day. So just that one dorm."

Teacher 3 managed the dorm alone and was unable to establish a positive relationship with either of the two students in the dorm. His anxiety was apparent in his tone while discussing it. This points to how an external perceive locus of causality (E-PLOC) had created difficulty with the other areas of his sense of self-determination, raising doubts and concerns for personal safety. This reveals how our sense of autonomy can suffer in just one area of a job, but in others, there are few problems. He dealt with working that dorm, because there was no one else to do it, which left him with unmet basic psychological needs, plus an almost amotivated outlook for that part of his job as seen in COT.

COT was the focus of a study by Goegan et al. (2022) about Canadian high school students attending a university after graduation. The findings revealed a controlled E-PLOC condition due to the limitations of being able to pay for a post-secondary education which limited many students in their choices. This would be a negative relationship with competence and relatedness. These elements are controlled by the external factors of finance and indecision over their future paths. It could be said that the control will determine their future.

This control is stronger in its impact than anything found in the current study. There seems to be a juxtaposition of control found the setting of the residential school, there is a rather benign backdrop of COT as compared with the case of high school graduates trying to chart a course for the future. It is possible that the difference in met

needs between this study and the high school study shifts the mood or tenor of the comparison. It also reveals the acquired strength of autonomy the adult teachers have against that of the high school graduates just beginning adult life.

Teacher 2 stood out with the comment, "I really wish sometimes we had more direction." It is important to note that Teacher 2 had been injured while trying to use physical management (physical restraint) on a student. While physical management was permissible at the site, the trend for eliminating all physical management was underway, but the complaint was that there were few alternatives. During the second interview, when asked about his salary, Teacher 2 shifted the conversation to a former education director who was unhappy to give him time off or even discuss salary increases. At the time of the interview, these issues still frustrated Teacher 2, and he added:

> It's just [that] you can't pay people to deal with those types of kids enough money. I think that's a big part of why we couldn't get the right people because we didn't pay enough money to get those people . . . train[ed] [to] properly prepare them for the day-to-day [things, events] we faced. Today, I don't feel like I was trained or compensated well enough [with the] bodily injury and the things that I went through.

Again, Teacher 2 makes comments that refer to both COT and to OIT in revealing that while he has integrated the compensation issues, he is unhappy, either with how compensation is either determined, or its provisions.

Teacher 1 made statements to reveal the relatedness of BPNT. He discussed the amount of effort required in establishing relationships with his students as compared to

students in a public-school setting: "I think because . . . [from one perspective] it's fun. You know, you really have to focus on feeling it's really, you know, you're focusing more on the relationship. I think maybe in traditional school I missed that sometimes it's easier to have a relationship." He missed how simple establishing a rapport and relationship can be when not having to consider the background mental health issues of the student.

In his other comments, Teacher 3 demonstrated the three main areas of BPNT regarding students and teachers at the school. He spoke of the support he received from his education director regarding his methods, pedagogy, and his personal need for time off. Teacher 3 enjoyed the autonomy in teaching and the relatedness with most of the students, as seen in his opening comment about why he came to work each day: "It's the kids."

Most of the teachers demonstrated different approaches to GCT, creating "hopeful goals." These are often goals related to seeing students graduate from their treatment program or high school at the facility. They hoped that the students could return to their families or live independently, if capable. The only personal goals that teacher 3 expressed related to becoming certified through the ABCTeach program which he realized when hired by the local high school. Because of the impending closure of the site, Teacher 1 and Teacher 2 had immediate goals of new jobs closer to where they lived. But this is mentioned because this also represents for both of them the integrated autonomy of understanding they must continue working and that was, in effect, an autonomous choice for them.

The teachers shared traits that fit into OIT, including four traits of integration and many of the characteristics of internalization as seen in Figure 3. OIT involves the behavior modalities of internalization—with extrinsic and ego influences—and integration—with individual and collective integrity, autonomy, and social contexts.

Comments from Teacher 1 were marked by complexity, illustrating how normal it is to combine, integrate, and internalize all of the characteristics of OIT while making everyday judgments and behaviors. In commenting on a scenario in which a teacher is not able to do their job, Teacher 1 said:

Well, yeah, your job is not the curriculum at this point, your job is behavior modification . . . I believe in what we do because we're just trying to . . . we're trying to help kids get socially adapted to being in a place [internal behavior changes] that's maybe more acceptable in public or in our society.

Integration leads one to adapt to differing pedagogy and goals of changing student behaviors instead of teaching the curriculum is a difficult adjustment for some teachers.

Another comment by Teacher 1 on the goal of teaching bears repeating here because it reveals some intrinsic roots that describes an autonomy that is part of the Internal Perceived Locus of Causality (I-PLOC), which fits here because it is an example of integrated behavior, as shown if Figure 4, and also connects to causal orientations theory seen in the next mini-theory explanation in Figure 5.

Here we deal with behaviors. And so, and that's you know we're just trying to get them to come to class, have an enjoyable experience something that means something to them in a good positive way so they can go back out and ensure

those positive experiences and I've always believed that I still believe that. Right, wrong or indifferent, anybody else that I believe that's what we're supposed to be doing is giving them something to connect to you that enriches their lives so they can take that with them and not have school be a bad experience.

Teacher 1 understood the context of the work. It was about the student not teaching a particular subject better than anyone else. That is not something the administration mandated (controlling), it was something the teachers understood to be primary to their roles as teachers. It may be that this intrinsic piece was also a result of integrated behavior, meaning it was something seen to be of value and integrated into a personal belief system.

The next question addresses the things that a teacher may take home at the end of the day. I asked, "Are you able to separate enough [let go of things, events], or do you carry stuff through the week or maybe even longer? Teacher 1 said:

I think I did [take it home] for years. I think that's just part of being human … you're processing all this new information and you're getting challenged about your own views of life and, you know, what you think is right and wrong, and sometimes there are these hills [a metaphor for a place to make a stand], you're going to feel like [they] need protected . . . and then, eventually, you're like, "you know that hill didn't really matter."

He pointed out that sometimes the seemingly "important" things do not matter in the larger picture. He had a resignation about how his co-workers perceived him. He strongly desired to be thought of as a competent teacher. Relatedness and competence often suffer

as well. The difference is where the assimilation in introjection stops. The hill he had believed he had to climb, regarding his self-efficacy, was still there, but it is not as steep as it was. Teacher 1's comments reveal how he tried to deal with that perception now:

> When I do talk about [work] to people now, a lot of times they're interested and they're like "Wow!" but it's like I was gonna' keep moving on [with the explanation]. But that's how I have to process it to keep my life going on too, I guess.

He indicated that the people were not really that interested, just curious. When I pressed him to elaborate, Teacher 1 continued, saying, "those closest to me say it [his work] affects my personality, that my sense of humor is a little 'off.' But, you know, because that's all part of the process [part of life] too."

In contrast, Teacher 2 did not indicate that he talked with people, outside of the workplace, about his job. His focus, outside of work, was his family and the things he and his wife were planning for after their children moved out. He was more job focused.

Teacher anxiety about helping to meet student needs is present in what Teacher 1 stated about the nature of the job related to giving the student success in their learning, is present in Teacher 2 as well. I asked about his level of anxiety at work. He said:

> It varies …The longer I've been here, the better it has gotten because I've learned to deal with things. I just think it's a different anxiety. I think in any job you have anxiety, like…being evaluated. Whether you're in public school or whether that anxiety is because somebody else is ultimately making a decision about your future. But I think, in the classroom working with kids, I think our anxiety is

probably less because we know we're not going to be critiqued if we do something the [school] district doesn't like.

Anxiety is able to thwart our autonomy and our intrinsic abilities. Teacher 2 was concerned about how he was perceived by others, including his supervisor, who had left the school earlier in the year. It was something that, as his statement reveals, interfered with his competency and his autonomy. The dichotomy in this situation is revealed in his final statement about being in classroom, where he will not be critiqued by any school district officials since it was a private school. The important part of the statement speaks about his autonomy, which he was unable to see, the students were not critiquing his job performance, and his rapport with individual students appeared to the other teachers.

When looking at OIT, Teacher 2 was describing an opposite or negative relationship with the idea of integration of external influences which are adapted to our thinking and eventually are seen as a positive part of our autonomy, such as an employee training program. Looking at COT Teacher 2 had become controlled by his past supervisor. His autonomy had suffered, and he was losing self-confidence. Figure 5 illustrates this movement away from being autonomous and how his level of still feeling controlled could lead to being amotivated, or having little reason for coming to work.

The interesting thing about this amotivation, is that the reason he came to work was, apart from the money, to help the students he taught. As a result, the students became his primary motivation, replacing what a former supervisor had thought of him. In a rather circuitous fashion, he had arrived at the same motives the other two teachers

had for coming to work. He would even work on weekends to help them out or just build a relationship with them.

This places him at a more autonomous level integrating the relationships he developed with his students and other staff to reinforce his intrinsic thinking or competency, his wellness and relatedness which are the elements of BPNT. When these needs are being met, the individual will more strongly demonstrate all three traits.

Teacher 2 had a list of the things that frustrated his efforts; the use of authority to control people was primary. It was not simply that former supervisor, it was present in how some staff tried to control the students with a sense of being in charge, or "being King" which added another layer to his efforts to build his relationships with students. He saw it as a reason "why we failed" with so many students, to make significant progress in their treatment.

The conversation went from this point, to what he would like to tell the parents when their kids were first deemed as being "at risk." He stated that he would exchange ideas about what was important for their students who were limited due to learning disabilities. He would get ideas about what was important for the student and what was not important in terms of educational needs at that time in the life of the student, many of whom were nearing 18 and would leave the juvenile system for treatment and/or future adjudication, since some had pending adult charges.

The things that had become stifled or thwarted by the one supervisor had begun to obscure the true efficacy and autonomy of a good teacher were beginning to resurface near the end of his work at the school. It is also at this point that his use of the elements

of GCT as shown in Figure 7. He was more on the intrinsic side, although some of the extrinsic and controlling things were present, they were less influencing in his thinking. He was applying most of the elements of being positively aligned with the theory's positive attributes. In an environment that was certainly in a state of flux, he was persevering and confident about his future.

This is similar to Teacher 1 and his comments about relating to the student as being more important than believing the teacher's job was merely an academic exercise in teaching. He summed that up with the comment that some teachers perceived their job as "just teaching" or merely making sure that the lessons were taught, not necessarily learned.

Teacher 2 expressed more frustrations with the job than Teacher 1. With the impending closure of the site, he had an increased level of anxiety. I asked him about it:

With us, our situation, [the site closure] I think, I think at that point it turned into survival mode [for the staff]. So we try to keep the kid safe first of all, and we try to de-escalate a situation that can turn very bad, very quick[ly]. Who knows what the right thing to do is, that's where we're all skilled in different ways of handling things, you hope you can get the right person at the right time. Yesterday [student name redacted] escalated, you know, it was because of me! [The student] doesn't like me. So, I can't defuse the situation, I just make it worse. And we've seen that with all staff, right? … So, I just think once we see something going bad, that's when we try to make the most the most of it, we draw on those skills that we

know just to try to keep things – I don't even know what the word is–civil. You

just don't know. Extremely unpredictable.

The situation describes the point at which the school closure began to have an

effect on teacher performance. There are times when the teachers lacked a clearly

planned response to an action or a behavior the student had started to display. It is

possible the students were worried about where they would be going, and, from that

concern, it is possible that their behaviors were a means to show how their own needs

were not being met. The teachers tried to deal with this in a positive manner and not let

the students' frustration levels get out of hand. This was not always successful as Teacher

2 points out in his comments about failing to de-escalate the student because the student

no longer trusted him because of the closure. Nevertheless, he kept up with the de-

escalation attempts, which, along with other staff, were successful. And, while he termed

the situation at the school as "extremely unpredictable, he did not stop trying, nor did he

avoid the possibilities of more problems. This illustrates the level at which his basic

psychological needs had been met and that he had a reserve to draw on, along with

elements of OIT and RMT to keep working until he was no longer needed.

In the last two mini-theories, the establishment of positive goals helps to meet

basic psychological needs. When the goals have been stifled or, as in this case, taken

away from the student, the teacher goals are also interrupted altered. This is exemplified

by Teacher 2 calling it a "survival mode." Teacher 2 felt less support.

Unlike Teacher 1 and Teacher 2, Teacher 3 looks at perceptions from a more

black-and-white approach. He chooses where to make a stand and would like life to be

more predictable where less change is better. Teacher 3 was a newer teacher and had recently completed his work on the ABCTeach program to get his certification as a special education teacher. In contrast, Teacher 1 had about 11 years of experience at this school. Although Teacher 3's past put him in professional contact with individuals suffering from mental health issues, he was not a teacher for those people. I asked him how he would describe the mission of his work:

> As a teacher, the job is to get them through school. While you're here, have them learn something. Sometimes it's hard to know these kids you have. You don't know who's going to go from zero to one hundred [acting out behaviors]. So, then you've got to stop teaching and deal with that . . . [then] you need to get back into the groove. But our job is to help these kids reach their dreams and goals in life as much as we can, as much as they will allow us to.

These comments revealed that there is a point at which Teacher 3 stops the lesson to deal with behavior issues. Encountering a student with exposed emotional problems often creates a series of conflicting responses within the teacher responsible for meeting the needs of that student and of any other students in the class who are also emotionally reacting to student behavior problems. Classroom conflicts unsettled Teacher 3 and the other teachers, for various reasons.

> When asked if things from work kept him awake at night, he responded this way:
> No. No, it's just, you know it's, this place will drain you mentally, even if you don't even restrain the kid. The mental side of it is just draining. You can have a good day, but you're still drained, you know, teaching is one of the hardest jobs,

besides being a parent, in this world. So it is, especially here. This place has

helped me grow and get ready for my next adventure. So . . .

Teacher 3 understood the issue of losing ground with his needs satisfaction and

saw the job as a component for personal growth, despite the stressors he encountered

each day. This also displays some of the features of CET and OIT, in terms of viewing

the problems from a positive lens and not looking for what interferes with his growth.

This seems to be a positive relationship with goal contents theory as well.

Teacher 3 also spoke on how the shift in treatment to a more trauma-based

intervention care (as opposed to being based on behavioralist theory), had given the

students too much freedom. They no longer were given what he considered to be

appropriate consequences for acting out. Teachers 1 and 2, to a lesser degree, felt

similarly but did not feel any inhibition to their basic needs. Both had adequate teaching

experience, allowing them to create workaround methods to deal with the disruptions or

continue class without the disrupting student in the classroom. However, this still

inhibited the autonomy, competence, and relatedness that the three teachers felt they

needed to do their work, when the students were leaving the classroom or acting out in

class. It also created resentment toward some of the floor staff.

Ryan and Deci (2017) suggested that teachers who support the autonomy of their

students are encouraging intrinsic motivation, which improves the learning environment

by improving teacher competency and efficacy. As mentioned, teacher 1 found it more

difficult to form relationships with students and noted that students in public schools

form connections faster. The other teachers noted the academically higher student erected

a barrier to being accepted by the students; however, most other students formed some connection with Teacher 1. Relatedness among teachers was not brought up often. The teachers had little time to talk about their work or much else during a normal day. An hour-long teacher meeting was the only time any exchange occurred for most of the teachers. A commuter van gave three teachers the opportunity to talk, but it was generally about a particular student or group of students.

Data Summary

Teacher 1 attempted to let go of most of the concerns about the job as much as he could. Yet his concern for the students did not always allow that to happen, nor could he always deal with them any better than Teachers 2 and 3. At the same time he did not discuss work at home and had quit discussing it with people he would meet in other social settings. At the same time, he approached every day with a willingness to help students and do the work of a teacher and life coach in his interactions with them.

Given that Teacher 2 dealt with a load of special education administrative work, he showed the capability to deal with each day by looking for extrinsic motivators. Teacher 3 demonstrated levels of met needs, illustrating how well he integrated all the modes as new teachers. The difficulty with integrating into a school as a new teacher stems from a culture which demands competence while ignoring the fact that the individual acquires that competency through communal support systems. Instead, the individual must continually act out the Sisyphus myth of pushing the boulder up the mountain on their own. Reflecting on this from a student perspective is a poster in a classroom that read, "If, at first you don't succeed, try again. If you fail, try again, and

keep trying." In other words, do not ask for help but keep repeating the same errors over and over. These are recipes for failure for a teacher and a student.

Summary

In this chapter, I detailed the context of the study through the description of the geographical setting and the school setting, the demographics of the participants, and the students. I describe the data analysis in terms of the study's use of SDT as the methodology. I described the data as connected to that framework in the data collection section. The data were treated in relation to themes in the data collection section. Finally, I provided evidence of the trustworthiness of the data and the study.

Additionally, the work required a support system to enable the teachers to have a debriefing time at the end of any workday which was not in place for all teachers. In an environment that was often chaotic, sometimes threatening to the safety of the teachers, not to mention under-staffed, teacher needs were met, not so much by extrinsic sources, but from within the individual teacher as they exercised their autonomy, used a personal reflexivity to maintain an emotional balance and reaching out to the other teachers for their thoughts about the day.

The answers to the research question are the teacher responses to the questions asked and the topics raised by those answers. The teachers all wanted to help the students to succeed. They all had less motivation from extrinsic sources and did not see salary as an issue preventing them from helping their students, nor did the student behaviors and actions deter them from that job. One teacher, newly certified, was determined to be a voice for change in his students' lives. Another teacher saw more deeply into the nature

of teaching in the facility and was motivated to demonstrate to the students that people cared for them regardless of their actions, and to show them that education can be valuable and, at times, fun.

Another teacher saw the job in much the same way, but also felt more extrinsic influence and alluded to the ever-present staffing problems throughout the site. His conversations about his past as a high school football assistant coach might have also influenced his desire to see young people succeed. All the teachers were in agreement that the students' welfare was paramount.

The answer to the research question—What are the perspectives of teachers in a juvenile residential treatment facility--connects the mini-theories and their components to content drawn from the teacher interviews. The existence of all the behavior modalities was not simultaneous or constant in any of the teachers. However, multiple modes were present in contradictory ways, demonstrating how people navigate life perspectives and events from intrinsic motivation with substantial autonomy to allow for controlling behaviors of others in extrinsic motivation. Ultimately, the mini-theories of cognitive evaluation and basic psychological needs theories provide two of the most important aspects of their work. They demonstrated strong intrinsic motivation and wanted less hovering by the education directors and administration. They appreciated the autonomy they had in deciding how and what to teach in their content areas as well as outside of those content areas.

Chapter 5: Discussion, Conclusions, and Recommendations

In the previous chapters, I explored teacher perceptions of working in a juvenile residential treatment center. In this chapter, I describe the findings and consider how the events enhanced or took away from the teachers' abilities of self-determination—and not as an interpretation by the researcher. I will discuss the implications of the data. I draw conclusions from the interviews as they relate to the six mini-theories of SDT without creating psychological profiles of the teachers interviewed.

Interpretation of the Findings

Interpreting the findings beyond what was done in Chapter 4 would introduce biases if an underlying intention for the actions of the teachers. The meaning units and the descriptions are intended to connect the teacher statements to the use of the six mini-theories of SDT.

The interviews revealed that the teachers combined the mini-theories in their lives at work. At any given time, the positive sides of CET are joined with two or all three of the components of basic psychological needs or with OIT or COT. The interviewees' answers were rarely limited to one mini-theory. However, the basic psychological needs of autonomy, competence, and relatedness are needed for the individual to come to work each day. If those three elements from Ryan and Deci's (2017) model are missing, it may be difficult to feel like getting out of bed. The interview with Teacher 2 revealed that some parts of those three needs were not being met well. Unlike Teacher 1, who indicated that he had acquired the ability to leave his work at work and that problems out of his control would usually not be resolved by interjecting himself into the problem,

Teacher 2 perceived that problems at work kept coming at him and tried to impose or interject on his autonomy. He moved from one crisis to another and had no control over them; rather, they controlled him. Teacher 3, however, related problems more toward opportunities. He was a new teacher, just certified, and saw the closing of the school as a chance to work for a regular school in the neighboring community. Teacher 3 was excited and saw the site leadership as a source for help when he had problems with teaching or dealing with behaviors. He felt unsupported by other staff, but well supported by administration staff. The floor staff disappeared during class, leaving him alone when he needed them in the class. This put constraints on his ability to relate to those staff members and produced extrinsic pressure for him to compromise without question. This affected his competency, autonomy, and relatedness with staff and lowered his morale.

The transcripts revealed that the external influencers in organismic integration can change how an individual internalizes change. If the person's autonomy or relatedness is interfered with, their willingness to internalize positive changes as a part of their motivation regulation is also hampered. When an individual loses autonomy, their relatedness is hampered, and when they call their competency into question, they are unable to see events, comments, or even silence, from and by their peers, objectively. As Teacher 2 looked at his job, his words demonstrated his lack of autonomy during a discussion about special education, where the principal demeaned his qualifications and used his position as principal to gain control over his actions at work. Teacher 1 was not immune to damage to his autonomy, which was revealed in how he responded to stress versus how he wanted that response perceived. His affect would change when his

autonomy was called into question by students and staff. In a side conversation, he related his frustration to others. This raises the relatedness need that was always important.

All three teachers indicated that talking out their problems with each other was important, but the job made it difficult to relate the problems to close friends or a spouse. The nature of the job and the special environment is not something that everyone can understand, and those who work in specialized job niches, such as first responders, doctors, nurses, and teachers may rely more on their coworkers for help in dealing with work problems. A common response used when the thought of trying to explain everything is too frustrating, even among co-workers at the site, was "You wouldn't understand."

That leads to the last mini-theory of relatedness. All the teachers indicated that they seldom discussed work problems in detail with their spouses. Not taking the time to try to do this, and/or not having a willing spouse, can leave the partner in a strait of problems and lack of support from the people we usually turn to first in relationships.

Friendships at work, or friendships that span work and free time, require trust. If there is no one who can be trusted, through the development of professional and personal connections allow us to express those frustrations and use one another as sounding boards for ideas and attitudes about work and life. The limitation of the teachers was not communication, but lack of a connection as individuals who share a common objective of teaching students that no one wanted. The intensity of that work requires a sense that the

teachers may not have fully understood; they were members of a group who could help each other by listening and offering solutions or wisdom toward a solution.

Limitations of the Study

When studying qualitative research, it seemed straightforward enough. But the validity of the study seemed daunting. Personal integrity is important, but it means little if a lack of due diligence in research is discovered. Overcoming doubts could best be demonstrated with the transcriptions and the observations made. Since I worked at the site prior to the hiring of two of the teachers in the study, I had time to professionally interact with them and build that needed relationship, which is key to having someone reveal their attitudes, motives, and problems. It may well be that there will always be questions about this study, and other qualitative studies, regarding trustworthiness (Creswell, 2014; Lincoln & Guba, 1985).

Recommendations

Qualitative studies have an advantage in obtaining valuable data about teaching in private juvenile schools or private schools that simply deal with students sent there for behavioral issues. Research can uncover a wealth of data in this underrepresented area of education. More research into teacher autonomy in a juvenile or behavioral facility, or an urban school district would help teachers articulate what is important for those who teach in these school environments. Further research into needs satisfaction for teachers and staff should be conducted using some of the issues raised by the comments in this study. Those topics cover leadership, needs satisfaction, relational trust between staff members, staff, teachers and administration, and with the students. Interview techniques to gain a

better understanding of job candidates and employee training content to improve understanding and communication within the facility. While mindfulness training helped some, it may be better if a facility could help employees how to improve autonomy, competency, and relatedness. Experimental research into applying SDT to internal training programs might profit the facility by having a more stable and competent work force.

From these topics, real questions can emerge for use by other researchers, questions that come from teachers. Close reading of the data can create conversations about the emotional complexity teachers possess, which may lead to different interviewing and hiring practices for teachers in the niche of education in a clinical setting. However, those emotional complexities are relative, and teachers in other schools will put in about local school violence against teachers, including shootings. Questions about teacher safety and staff communication, as well as more value added to the teaching position at any juvenile school. And finally, the use of the six mini-theories of SDT may be included in the development of any teacher training in higher education.

This study is a tool used every day and not simply another theory. I kept this study focused on qualitative studies, but dozens of quantitative and qualitative studies already exist in the literature that have used SDT as at least part of their methodology. This study provides a number of questions about meeting the needs of teachers in any school setting such as: How do you teach the theory to in service teachers, and how can a program based on SDT be designed to provide the methods of needs satisfaction at all levels? Possible redesign of curriculum in facilities such as this school could focus on the

statements all the teachers made about their difficulties and the difficulties their students were having in learning.

Implications

The implications of this study point to the need for improving the two-way communication between staff and administration. There is a need for creating a sense of community that appeals to the needs of the teachers and encourages the teachers to build those relationships in their group as well as the other directly connected work groups. The groups are needed to give all the staff a stronger sense of belonging and ownership for their training in schools dealing with juveniles as only students, training which can improve workplace relationships and job satisfaction, which may lead to higher retention. Retention is critical because it takes a long time and a lot of money to train teachers to work in juvenile education. SDT can be passed on to the students by way of improved teacher well-being, which makes them better at what they do, and that effects change in student behaviors as well. It should also be applied to the student, as much of the existing literature has demonstrated, to improve student success in their daily class routines. When students feel safe, teachers feel safe, and that improves the learning environment and student involvement in school.

Yet, SDT should never be viewed as just another personal development trend for teachers. It is simply too large, too involved, and too important for any professional to dismiss, particularly teachers. If this can be used as a therapeutic aid to help teachers, it would also help the students through teacher interaction. Then that juvenile facility will see improved grades or improved teacher well-being, which may affect the students, and

any improvements in student behavior or academic performance is a cause for teachers to celebrate.

Conclusion

Administrators and teaching leaders need to understand that teachers—I include myself here—are not simply "teachers" and while desirous of learning better ways to do the job, the teacher should not be left out of administrative decisions on teaching methods or the related topics. Teachers are members of social groups needed to reinforce and encourage one another. It is important to recognize how the stakeholders use or misuse their authority to force teachers to do what they are told and disincentivize the teacher from wanting to use their competency autonomously to fit the needs of their students and provide a higher quality education that increases the desire to learn in their students.

SDT is a theoretical platform that can inform practitioners on ways to improve self-determination in the classroom, sports, and counseling as well as improving living and working in clinical settings. It is not some 90-day program to create a change that lasts only 90 days. It changes how teachers think of themselves and brings out their better and more dynamic selves to begin a change in the places and the students they teach.

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Appendix: Interview Protocol

The interview protocol progressed from distributing invitations to the teachers via email, even though I may see them during the week, it is easy to forget any of the passing conversations one has. After receiving either an email reply or a verbal assent, I handed out a brief consent form stating that they agreed to the interview under conditions of anonymity. The consent forms were never returned. I verified with them that they were doing the interview voluntarily and proceeded from there. The most difficult part of the protocol was agreeing on a time and location for the interview since the school day was overflowing with unpredictable events and weekends were more family oriented. Once the time issue was agreed upon, the interviews would hopefully take place as planned.

The location of the interview was different for two of the participants, while the other interviews were conducted in my classroom after the school day. This resulted in some disruptions from students and co-workers moving in and out of different offices, which I did not have. I determined that being in an office would create the need to knock on the door by someone "not wanting to interrupt" but were too curious to not interrupt. These in school interviews were conducted with teachers who lived locally. The two other interviews were conducted in my city at a local library, and in a coffee shop which had little customer traffic and a quiet atmosphere.

I did not provide any clues other than the general topic of the interviews. I wanted the participant to be in a pre-reflective frame of mind (C Moustakas, 1994) which helps the experience be fresh and not previously rehearsed in the mind of the participant. This was first advanced by Descartes (2017) and expanded on by Husserl (1999) and involves

how we look at experiences when we first recall them after not having given much thought to them. The perspectives change over time, and I wanted to prevent any prepared response from considering a list of questions prior to the interview. This would help me as well by eliminating (bracketing) my own preconceived thoughts about the interview responses.

The below are the interview questions:

1. Tell me more about your background working in a juvenile residential treatment setting.

2. Tell me about what motivates you come to work every day.

3. What have been the successes and best things about working in a juvenile residential treatment setting?

4. What are the risks and dangers of working in a juvenile residential treatment setting?

5. What has bothered you the most in your work and why?

6. Tell me about the administrative support in your work.

7. Tell me about peer support in your work.