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Experiences of Correctional Principals of Teacher Attrition in Juvenile Correctional Facilities

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Walden University

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Walden University

College of Management and Technology

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Sherese L. Moton

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Walden University
2018

Abstract

Experiences of Correctional Principals of Teacher Attrition in Juvenile Correctional
Facilities

by

Sherese L. Moton

MSA, Trinity College, 2002

BS, Frostburg State University, 2000

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Applied Management and Decision Sciences

Walden University

November 2018

Abstract

Retention of teachers in correctional organizations is an ongoing challenge. A correctional education setting is a nontraditional unstable academic setting where teacher turnover is one third within the first 5 years. The purpose of this descriptive qualitative phenomenological study was to explore the lived experiences of leaders in correctional organizations who are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility. The conceptual framework that guided this study was Bandura's self-efficacy theory. Using purposive sampling, 6 former juvenile correctional principals participated in the study. Data were collected through systematic open-ended semistructured interviews with 4 occurring via email correspondence, a reflective journal, and member checking. Participants provided their perceptions of factors or events that impacted a teacher's decision to remain in or leave the field. Data were analyzed with an intention to discover emerging themes through the process of thematic coding via a modified Van Manen method. The themes that emerged from the data included participatory leadership/principal support, administration expectations versus teacher expectations, correctional setting barriers, and teacher flexibility. Leadership employing and retaining quality teachers increases the probability of incarcerated youth receiving continuous educational services that are necessary to reenter society as a productive student. The increase chance of success provides a boost to the economy for society, a positive social change, because of the youth's academic and job readiness to operate as a productive citizen.

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Dedication

I dedicate this to Sylvia Lawrence and Simca Moton-Kinney: You both said I would be a doctor one day, and I did it! To my beloved son, Quentin Judd, mommy will always love you and I finally finished! I know the three of you are smiling down on me from Heaven as I have finally become a Doctor.

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Third, I would like to thank my husband, Greate White, and my three sons for supporting me through the entire process and showing me all the love, support, and patience that I needed to achieve this personal goal.

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Chapter 1: Introduction to the Study

In Chapter 1, I discuss the components of the study that include the background, problem statement, purpose of the study, and the research question. The theoretical foundation, nature of the study, and applicable definitions are introduced. In addition, the assumptions, scope and delimitations, limitations, and significance of the study in practice, theory, and social change are addressed. Chapter 2 consists of a comprehensive literature review based on the theoretical framework and a discussion of needs and motivational factors of teachers regarding retention, and the impact of self-efficacy on teacher retention. Chapter 3 includes a discussion regarding the research methodology including design and rationale, role of the researcher, participant selection, data collection and analysis, and ethical procedures.

Correctional teachers and administrators have a key role in providing education to incarcerated youth (Davis et al., 2014). Correctional teachers vary in age and teaching experience, but each operates under the common belief that only highly committed teaching staff or teachers have the potential of producing quality results (Helm, Boekee, Stams, & Laan, 2011). The quality results produced equip students with effective tools that enable them to contribute to their society in the future (Helm et al., 2011). The results produced equip students with effective tools that enable them to contribute to their society in the future (Helm et al., 2011). If teachers lack positive or motivational factors to produce quality work, they may consider leaving their positions and if they do leave, it will cause students to be underserved (Hughes, 2012). The ability to identify factors such as colleague support, supervisory support, or differentiation techniques that assist

teachers in being highly motivated are essential to making the decision of remaining in or leaving the profession (Graham, Hudson, & Willis, 2014).

Intrinsic factors such as pleasure in the field, recognition, control over others, and career development along with extrinsic factors such as salary, prestige, and material possessions are concepts that impact teacher's performance and retention (Tehseen & Hadi, 2015). It has been noted that principal's leadership and administrative support impact the working conditions in schools that dictated the morale of teachers (Graham et al., 2014). Embracing the support from leaders helped in improving teaching abilities in a stable school environment (Hughes, Matt, & O'Reilly, 2015).

Background of the Problem

In Maryland, there are approximately 9,000 youths residing in secure placement supervised by the Department of Juvenile Services (DJS; DJS Data Resource Guide, 2011). These juveniles have committed delinquent acts ranging from shoplifting to manslaughter (DJS Data Resource Guide, 2011). While in the care of DJS, incarcerated youth receive educational instruction from certified teachers (DJS Data Resource Guide, 2011). The teachers deliver instruction throughout the calendar year to a heterogeneous group of incarcerated youth who differ in age, race, scholastic ability, grade levels, interclassroom curriculum, and behavioral issues (Davis et al., 2014). These differences provide a constant challenge for certified teachers to deliver quality and diverse instruction that can address the needs of the incarcerated youth (Michals & Kessler, 2015). The constant need for teachers to meet challenges in an incarcerated setting leads to pressures that affect the attitude as well as motivational level of the teacher, which has

the potential to play a pivotal role in the retention of the teacher (Akin, Yildirim, & Goodwin, 2016). The high dropout rate among teachers has become a significant problem (Roche, 2013). This problem has led to talent drain, inconsistent morale, and greater confrontation within the school environment (Roche, 2013). Encountering the problem has a direct effect on the educational environment because it causes fluctuations in teacher attrition and impacts the chances of success or failures of individuals due to the educational inconsistent interactions with teachers (Donges, 2015).

Education is one of the factors that determines how a juvenile delinquent will adjust in society, and several studies have noted that juvenile delinquents underperform academically when compared to nondelinquent youth (Baker, Bernero, Earp, Murangi, & White., 2008; Blomberg, Bales, Mann, Piquero, & Berk., 2011; Davis et al., 2014; Donges, 2015; Duwe & Clark, 2013; Hall & Killacky, 2008; Meyer, 2011; Michals & Kessler, 2015; Miner-Romanoff, 2014; Mozia & Oliver, 2014; Zhang, Barrett, Katsiyannis, & Yoon., 2011). There are certain educational characteristics that are revealed or displayed among juveniles who have a difficult time adjusting in society (Hall, 2015). The characteristics exhibited included lower IQ's of youth in remedial classes, higher levels of cognitive and behavioral impulsivity, and difficulties foreseeing the consequences of their actions (Mozia & Oliver, 2014). National surveys indicated that academic or vocational postsecondary programs are available at 35% to 42% of correctional facilities; however, only about 11% of the eligible population participates (Meyer, 2011). Only a small percentage of the incarcerated population participate in an

academic program, which leads many to question whether there are any long-lasting benefits of offering academics to inmates who are pending release (Meyer, 2011).

Many of the inmates in adult prison and incarcerated youth in a juvenile facility who participate in the educational process view themselves simultaneously as academic failures and successes (Donges, 2015). The simultaneous view of academic failure and success causes a difficult atmosphere for teachers to perform in because they must assist students with reducing negative habits that are disruptive to the learning environment and produce positive student-teacher relationships that encourage productive academic habits (Donges, 2015; Mozia & Oliver, 2014). As a result, many correctional teachers view the educational process as transformative and enlightening for the student and teacher (Cantrell, 2013; Miner-Romanoff, 2014).

In studies evaluating teacher attitude and motivation, leadership, and academics, researchers have focused on leadership and culture (Gill, Fitzgerald, Bhutani, Mand, & Sharma, 2010), leadership styles (Martin, 2015), and leadership and instruction (Nedelcu, 2013). Moreover, prior researchers evaluated transformational leadership and its relationship to teacher motivation in settings that were considered ideal or stable (Abbas, Waheed, & Riaz, 2012; Bashman, 2012; Herlina, Basri, Kahar, & Ihsan., 2015; Tesfaw, 2014). In this study, I explored the lived experiences of former correctional school principals who have experienced teacher attrition issues in a juvenile correctional facility.

Finally, a correctional education setting is a nontraditional unstable academic setting, where the population is transient and educational staff (leadership, teachers, and support staff) turnover, as well as burnout, is high (Blomberg et al., 2011). The teachers

in the correctional setting encounter additional teaching obstacles that traditional teachers do not encounter (Miner-Romanoff, 2014). Correctional teachers focus on changing the perspective of their students from oppressive to free-thinking (Cantrell, 2013). Teachers must develop authentic learning techniques that encourage students to think highly of the educational process and their academic abilities (Miner-Romanoff, 2014). By thinking positively of the educational process, incarcerated youth take ownership for their success and failure in the classroom and learn how to express, explore, and internalize new perspectives of being a student (Cantrell, 2013; Miner-Romanoff, 2014). For the incarcerated youth's new perspective of the educational process to have sustainability, teachers in correctional settings spend a large portion of their time developing a partnership with their students (Abrami, Bernard, Bures, Borokhovski, & Tamim, 2011; Cantrell, 2013; Miner-Romanoff, 2014). The teacher-student relationship that develops causes teachers in correctional settings to operate with professionalism that produces continuous positive social interaction and attention along with academic rigor and prowess that incarcerated youth feel obliged to participate in with a positive outlook and achievable mindset (Donges, 2015).

To gain firsthand information, in this study I used a qualitative approach to explore themes that arise through the lived experiences of former correctional principals. Correctional principals are the lead administrators in the school and have the highest authority to make decisions about the academic environment for the betterment of the teachers, students, and overall academic experience. The qualitative approach consisted of a semistructured interview session with former correctional principals who worked in a

juvenile correctional facility. The responses were analyzed to explore the former correctional principals' lived experience of retaining teachers.

Problem Statement

In 2004, the United States hired approximately 2.25 million teachers and by 2014 lost 2.7 million teachers (Shaw & Newton, 2014). The influx of teachers leaving the profession raises concerns regarding the efficiency of instruction and the quality of teachers who remained or are entering the field. While teacher retention is an issue that continues to plague the United States, it is also a growing global concern because it is reaching critical stages in urban and high-poverty schools (Bennett, Brown, Kirby-Smith, & Severson, 2013). This phenomenon is not solely a predominant issue in public education; rather, it is also an epidemic that occurs in alternative education or hard-to-staff schools such as correctional and residential facilities (Hughes et al., 2015).

The general problem is that some correctional organizations lose up to a third of their teachers within the first 5 years of being hired (Shaw & Newton, 2014). The specific problem is that there is a lack of understanding about the lived experiences of leaders in some correctional organizations who are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility (Houchins et al., 2010; Houchins, Shippen, Schwab, & Ansely, 2017). There is an ample amount of research available regarding principals and teacher attrition issues within a traditional setting (Craig, 2017; Hughes et al., 2015; Kelchtermans, 2017); however, exploring the issues of teacher attrition faced by principals in a juvenile correctional facility educational setting has not been fully addressed in the research (Houchins et al., 2010; Houchins et al., 2017). To address this

gap, additional research was needed. The research in this study could provide correctional principals with knowledge that may assist them in constructing techniques and strategies to change the organization's culture from one consisting of high teacher turnover to that of increased levels of teacher retention.

Purpose of the Study

The purpose of this qualitative phenomenological study was to explore the lived experiences of leaders in some correctional organizations who were challenged with finding ways to reduce teacher turnover in a juvenile correctional facility. Ten former correctional school principals were invited to participate in semistructured, open-ended interviews to share their lived experiences of addressing teacher attrition rates. Out of the 10 invites sent, six former correctional school principals volunteered to participate in the study. Within the confines of a prison environment, correction administrators collaborate with teachers to provide incarcerated youth with a structured educational environment that is conducive for learning. The administration was the focus because they provide direct training, evaluation of performance, and disciplinary actions for teachers. This research has the following main objectives of using open-ended, semistructured interviews to analyze the experiences of former principals that encountered issues with teacher attrition, add to the scholarly body of knowledge examining motivation and retention of teachers in a correctional education environment, and provide an explanation for further in-depth research on teacher retention. Once there is an awareness of what correctional principals encounter on a daily basis in regards to teacher attrition, there may

be more support from the state department and society in general to find ways to support administration in retaining quality teachers in a juvenile correctional facility.

Research Question

In this study, phenomenological design was employed to explore the lived experiences of former correctional principals in retaining educators. The theoretical framework for this study is Bandura's Self-efficacy theory. The main question to guide the research is

- What are the lived experiences of leaders in some correctional organizations who are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility?

Theoretical Foundation

The theoretical basis used in the formulation of this study was determined by investigating the Herzberg motivation-hygiene theory and Bandura's self-efficacy theory. Herzberg's motivation-hygiene theory addresses the connection between motivation and job satisfaction. Herzberg's research determined factors that contribute to job satisfaction are consistently present, and those factors are not the same contributing factors to job dissatisfaction (Amzat, Don, Fauzee, Hussin, & Raman, 2017). Bandura's self-efficacy theory involves motivation being a result of the individual's ability to exude self-confidence to accomplish a particular task. The Herzberg and Bandura theories provided an understanding of essential factors that motivate teachers to remain in their teaching position.

Herzberg's Motivation-Hygiene Theory

Herzberg (1959) completed a study that disclosed the contributing factors of job satisfaction and dissatisfaction. Herzberg concluded that the factors that produce individual happiness are dependent upon what a person does or what they have obtained; however, the treatment that the individual receives from coworkers determine unhappiness (Amzat et al., 2017). Herzberg further theorized that teachers who display job satisfaction identify motivational factors of workload satisfaction, professional growth and advancement, and recognition in the job. While numerous reasons are given by teachers as motivational factors that lead to satisfaction, teachers are noted to maintain their positions when physical, social, and economic security is met, such as relationships with supervisors and peers, salaries, and participation in decision-making. However, teachers may leave their positions when the work conditions are not conducive to the teacher's needs (Amzat et al., 2017).

Bandura's Self-Efficacy Theory

Bandura's self-efficacy theory (1977) noted that self-efficacy is influenced by how individuals perceive the task that needs to be completed with their perceived ability to complete the task. The greater the confidence the individual possesses, the increase potential of the individual completing the task, and being motivated to remain in the position to complete future tasks (Snyder & Fisk, 2016). Bandura identified four sources that impact the level of self-efficacy and motivation that is displayed by the individual on a consistent basis. The four sources of self-efficacy are mastery experience, verbal/social persuasion, vicarious experience, and interpretation of physiological and affective states.

The teachers who encounter the four sources are more willing to persist in challenging conditions, attribute their successes to personal effort and abilities, become capable of mastering expectations of personal success, and attend to positive feelings of competency; which increases, the teachers' levels of self-efficacy (Snyder & Fisk, 2016; Wiesman, 2016). For this study, the focus is centered on self-efficacy theory components on teacher motivation and retention.

Nature of the Study

The present study uses a descriptive phenomenological approach to explore the lived experiences of former correctional principals who encountered teacher attrition issues in a juvenile correctional facility. The participants included six former correctional school principals who provided administrative services throughout a juvenile correctional system who were willing to participate in the present study and have developed a plan to deal with teacher attrition. Each correctional principal provided administrative assistance in a different juvenile correctional facility. The study explores the participants' lived experiences that they believe is pertinent in the development of their teaching staff's attitude/motivation to remain working in correctional education through the use of an open-ended research question employed through semistructured interviews. The obtained data were analyzed through the use of thematic summary tables to highlight the essence and intentionality in the patterns of similarities and differences between participants' lived experiences of addressing teacher attrition. The interpretations assist in moving from a subjective view of the participants' responses, and moves into an objective viewpoint that is genuine to each specific participant (see Kafle, 2011). The themes

construct a variety of perspectives on teacher retention through a diverse lens of participants' experiences in correctional education.

For this study, a qualitative method was chosen because qualitative approaches are used to study the trends or themes of data expressed through the perceptions of participants (Morgan, 2015). A descriptive phenomenological approach provides the ability to describe a phenomenon in a thorough manner and explore the lived experiences of individuals of a common phenomenon (Matua & Van Der Wal, 2015). The descriptive approach allows the researcher to enter the participant's world and discover the wisdom of actions in its purest form while eliminating any preconceptions of the phenomenon (Matua & Van Der Wal, 2015). The approach is appropriate to establish themes through data saturation wherein the information becomes repetitive at a certain point (Fusch & Fusch, 2015; Fusch & Ness, 2015). The established themes result in a deeper meaning and understanding of the participant's experience that emphasize intentionality of actions or decisions (Matua & Van Der Wal, 2015; Sloan & Bowe, 2015).

I selected a descriptive phenomenological design of research to explore and describe the lived experiences of administrators on factors affecting teacher retention. The phenomenological design allows for studying a phenomenon and the real-life context in which the phenomenon occurs (Cronin, 2014). The descriptive approach provided the chance for me to move beyond conceptualizations of the participant's experience and move to exploring more direct and deeper meanings that are fused into the everyday actions or occurrences of participants (Reiners, 2012; Sloan & Bowe, 2015). I did not use a quantitative approach because quantitative researchers are looking to specifically

examine or address statistically significant relationships between variables that show positive or negative correlations (Morgan, 2015). I did not use other qualitative approaches such as instrumental and intrinsic perspectives because those perspectives focus on the intent of the researcher to better understand the case from an ordinary sense and to provide insight to an issue to refine a theory, as described by Cronin (2014). I chose the descriptive phenomenological approach because the focus of the present study was to answer how and why questions and to have a clear and concise understanding of teacher retention in a correctional facility. The study should not to rely on any personal interpretation of the reasons of the phenomenon (Cronin, 2014; Matua & Van Der Wal, 2015; Reiners, 2012; Sloan & Bowe, 2014).

Definitions

Correctional education: Any academic or vocational education program provided within a correctional facility setting (Davis et al, 2014).

Intentionality: The total meaning of the object or idea (Kafle, 2011).

Leadership: Leadership is where an individual influences a group to achieve a common objective (Fusch & Fusch, 2015).

Phenomenology: A methodological framework that seeks reality in individuals' narratives of their lived experiences of phenomena (Yuksel & Yildirim, 2015).

Recidivism: The re-arrest, re-conviction, and re-incarceration of an individual (Hall, 2015).

Self-efficacy: An individual's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances (McKim & Velez, 2017).

Teacher retention: A teacher remaining at their current position (Petty, Fitchett, & O'Connor, 2012).

Teacher self-efficacy: The teacher's confidence that he or she is personally capable to bring about desired outcomes of student engagement and learning, even among students who are difficult or unmotivated (Snyder & Fisk, 2016).

Assumptions

In facilitating this study, I assumed that data saturation occurred by analyzing the participant's responses of their lived experiences as correctional principals. The assumption of transforming the educational environment from an issue of safety and security first to one of effective professional behavior and support by administrators, the teacher may become more aware of the vision and mission of the school and work towards attainment of the common goals. Administrators who inspire their teachers and staff to embrace the school's mission as well as vision through communicating or displaying the school's overall objectives could describe an environment that continuously enhances teachers' motivation and dedication to their students' academic needs. Gill et al. (2010) noted that through open communication, managers can describe the vision, which in turn can improve employee empowerment.

Furthermore, I assumed that the lived experiences of leaders from a juvenile correctional facility dealing with teacher attrition are reflective of the experiences of

school leaders throughout similar educational programs. Additionally, the use of face-to-face interviews that address lived experiences of leaders can lead to participants being dishonest or limit participation due to fear of seeming unable to address or handle issues dealing with teacher attrition. I reassured the participants of the confidentiality of their responses as well as notified that participation was strictly voluntary. Participants were able to either drop from the study at any time or not answer particular questions if they felt uncomfortable.

Scope and Delimitations

In the education arena, explorations of the lived experiences of correctional principals are nonexistent. Correctional teachers are working to gain the trust and confidence of their students so that the students will exercise the necessary effort to achieve academic success (Davis et al., 2014). Teachers are encouraged to focus constantly on self-development within their subject and their leadership potential (Dumay & Galand, 2012; Hughes, 2012). The ability of teachers to identify their particular strengths and weaknesses inspires their students to pursue continuously their development and rehabilitation to face the multitude of challenges that arise in daily living (Michals & Kessler, 2015). Helm et al. (2011) noted that education, safety, and professional attitudes positively correlated with the level of trust and admiration that correctional teachers expressed in their administrators' leadership abilities. The present study explored the lived experiences of former correctional school principals who have experienced teacher attrition issues in a juvenile correctional facility. By interviewing the administrators and analyzing their responses, I explored the lived experiences of former

correctional school principals who dealt regularly with teacher attrition issues in a juvenile correctional facility using Bandura's self-efficacy theory as the framework.

Limitations

This study provides information of correctional leaders using their influence to transform attitudes of teachers to increase retention to establish an environment conducive to higher level academic achievement by a juvenile delinquent in a correctional facility. The study has several limitations. The first limitation was using former correctional principals from juvenile correctional facilities to explore the use of leadership techniques to analyze teacher retention. The explored data were from a single-source; therefore, this study may reflect confirmatory bias. This bias could, in turn, reflect a flawed explanation regarding the perceptions of issues that impact teacher retention. The second limitation was the narrow scope of the population studied. The study's underpinnings were based on the key aspects of Bandura's self-efficacy theory to make general statements about teacher retention in juvenile correctional facilities.

The third limitation was the use of former principals who were once my supervisors at one of the facilities. The use of those principals can lead to participatory bias because the participants feel obligated to participate due to an established professional relationship. Any biases or assumptions were alleviated through an in-depth self-evaluation in order to be prepared to convey to the participants my ethical responsibility as the interviewer and data analyst. It was my duty to be honest and clear about the objectives of the research. Despite these limitations, a qualitative representation of the data unveils the themes of correctional principals' activities that impact teachers'

attitudes and motivation as well as the rate of retention within a correctional academic facility.

Significance of the Study

The information provided in this study may assist correctional institution superintendents in developing educational training programs for teacher and administrators that provide the necessary tools and techniques needed to produce an educational environment conducive for teacher retention. The conclusions drawn may be helpful for recommendations of ways that administrators may be proactive in identifying changes that align with teachers' expectations of leaders. While there are differences in the manner that leaders communicate, interact with employees, and develop policies to handle the professional needs of their staff, leadership remains a vital factor in teacher success (Ghasabeh, Soosay, & Reaiche, 2015). I explored through my research the lived experiences of former leaders that were utilized to address teacher attrition, and develop themes that display emotions, attitudes, and beliefs that were common to the participants. As a result, leaders can develop techniques to retain qualified teachers with experience to provide youth with a consistency of academic programs.

Significance to Theory

The potential significance of this study is that it highlights the lived experiences of former correctional school principals who have experienced teacher attrition issues in juvenile correctional facilities. Through extensive research, I examined past studies that addressed the concepts of Bandura's self-efficacy theory through the lenses of a stable academic environment and its effect on teacher retention (Lambersky, 2016; Sehgal,

Nambudiri, & Mishra, 2017; Snyder & Fisk, 2016). By conducting the present study, I may help to narrow the gap and advance the knowledge of the lived experiences of correctional school principals who have experienced teacher attrition issues in a juvenile correctional facility. This study can contribute to the existing body of knowledge regarding Bandura's self-efficacy theory by showing that the concepts of the theory are applicable to not just the traditional academic setting but also to a nontraditional educational setting with ever-changing environmental factors.

Significance to Social Change

My study may contribute to social change through the research I acquired about the lived experiences of former correctional school principals who have experienced teacher attrition issues in a juvenile correctional facility. This may provide the chance for juvenile correctional facilities to retain quality teachers. The consistency of teachers enables the organization to continuously develop the faculty to become more proficient in dealing with incarcerated youth. Leaders employing, training, and retaining quality teachers increase the probability of incarcerated youth to receive continuous educational services that assist in creating pertinent skills necessary to reenter society as a productive student. Even more, a greater benefit is gained through teacher retention because it decreases the cost of having to retrain new teachers to adjust to correctional education, which is better use of taxpayer's money. All of this indirectly has an impact on giving the students a chance for success. The increased chance of success provides a boost to the economy for society because of the youth's academic and job readiness to operate as a productive citizen (Hall, 2015).

Summary

I began Chapter 1 with an introduction of the study and a discussion of the background of the problem. In the problem statement, I identified the void of some leaders having limited lived experience in addressing teacher attrition rates in a nontraditional school setting. The purpose of this descriptive, phenomenological study was to explore the lived experiences of leaders in some correctional organizations who are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility.

The research question constructed to explore the lived experiences of former juvenile correctional principals was as follows: What are the lived experiences of leaders in some correctional organizations who are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility? To support the exploration of this topic, Chapter 1 contained definitions to provide clear and concise meanings to relevant words used throughout the study while the assumptions, scope and delimitations, and limitations sections addressed the challenges and biases that could exist in the study. In the conclusion of Chapter 1, I included the significance of the study in theory, practice, and to societal change. This study is significant because the results may add to the scholarly literature by narrowing the gap addressing the use of self-efficacy in a correctional education setting and to the importance of social change, respectively.

Chapter 2 contains a comprehensive literature review based on the theoretical framework. The review includes a discussion of needs and motivational factors of teachers regarding retention and the impact of self-efficacy on teacher retention.

Chapter 2: Literature Review

Introduction

The purpose of this descriptive, phenomenological study was to explore the lived experiences of leaders in some correctional organizations who were challenged with finding ways to reduce teacher turnover in a juvenile correctional facility. The general problem is that approximately one-third of teachers withdraw from the teaching profession within the first 5 years they receive the job (Shaw & Newton, 2014). Therefore, the specific problem is that the leaders in some correctional organizations are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility (Houchins et al., 2010; Houchins et al., 2017). Chapter 2 includes my discussion of the literature search strategy and the theoretical foundation for this study. The chapter contains an examination of the conceptual framework that focuses on a review of peer-reviewed journal articles addressing teacher motivation and retention. After analyzing those key areas, the impact of self-efficacy in education is explored in relation to teacher attitude/motivation and teacher retention.

In this chapter, I explore the idea of motivation and self-efficacy, which are topics researchers and theorists have used to try and explain whether teachers will be motivated to remain in their current position (see Amzat et al., 2017; Lambersky, 2016). Through careful evaluation and explanation of the motivational factors, the common thread focusing on self-efficacy was the ability to be flexible, open-minded, and open to consistent change and to have self-competency (Abell-Vogel & Rowold, 2014; Effelsberg, Solga, & Gurt, 2014; Fullan, 2002; Hascher & Hagenaur, 2016; Lawal &

Oguntuashe, 2012; Myers, 2014; Snyder & Fisk, 2016). The most common theories include Herzberg motivational-hygiene factors theory and Bandura's self-efficacy theory. For this study, the focus was centered on self-efficacy and its impact on teachers' retention in a juvenile correctional facility.

Literature Search Strategy

I completed a thorough search and review of several databases, including Walden University, Google Search, and Maryland Department of Juvenile Services to obtain peer-reviewed articles, journals, and books relevant to the impact of self-efficacy and motivation on teacher retention. The peer-reviewed articles and journals obtained through the Walden University Library were retrieved from the following databases:

ABI/INFORM, Academic Search Complete, Business Source Complete, Education Research Complete, ERIC, ProQuest, and Thoreau. I conducted a keyword search to locate relevant peer reviewed journal articles to construct an in-depth literature review. The useful search words included *correctional education, juvenile delinquents, leadership, phenomenology, recidivism, self-efficacy, teacher attrition, teacher motivation, and teacher retention*. The sources that were used in the composition of the literature review were contemporary sources published within the last 5 years (2012-2017) of anticipated graduation. Resources that were published prior to 2011 accounted for only 15% of the relevant literature. After careful examination of the information provided, the studies relevant to the present study were used to construct the framework of the literature review.

Theoretical Foundation

The theoretical framework for this study was Bandura's self-efficacy theory (1977). The basis of the theory acknowledges that individual's success is contingent upon how a person perceives the task, their own abilities in accomplishing the task, and the sources that provide the efficacy information (Snyder & Fisk, 2016). Bandura (2001) noted that if an individual believed in their personal abilities to accomplish desired goals, the individuals have a greater incentive to act. The individual incorporates their personal needs and wants with the mission and vision of the organization because he or she acknowledges the benefits of cooperation and are motivated to embrace tasks viewed as comparable to his or her self-efficacy levels (Abrell-Vogel & Rowold, 2014; Bhatia, 2014; Ng & Sears, 2012; Tonvongval, 2013).

Bandura (1977) noted that there are four experience encounters that affect the individual's level of self-efficacy and motivation. The four experiences include mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states (Bandura, 1977). Mastery experiences cause the individual to reflect on past tasks and whether the individual was successful or unsuccessful in completing the tasks. Bandura (1977) pinpointed mastery experiences as the most vital indicator of the level of self-efficacy because the individual reflects on the authentic feedback of their capabilities, which provides an outline for actions or skills necessary to successfully complete future tasks (Bhatia, 2014; McKim & Velez, 2017; Snyder & Fisk, 2016). Vicarious experiences aids the individual in building their self-efficacy through observing other individuals with similar abilities accomplish tasks that he or she wanted to

accomplish. By having an example of success, the individual is more willing to take the risk and attempt the task (Bhatia, 2014; Snyder & Fisk, 2016). Social persuasion entails the individual receiving verbal positive reinforcement about their capabilities of resiliency in order to accomplish a task (Snyder & Fisk, 2016). The positive reinforcement motivates the individual to master skills to increase his or her confidence in his or her performance (Bhatia, 2014). Physiological and emotional state experiences require the individual to perform an introspective examination of his or her body's physical response to completing a task. The greater the level of nervousness or negative biological response such as sweaty palms, the less likely the individual becomes in completing a task or becoming motivated to be successful in his or her tasks (McKim & Velez, 2017). The ability of the individual to attend to the responses of the self-efficacy sources provides the individual with a more accurate representation of his or her levels of self-efficacy, which helps in matching the correct tasks with his or her capabilities (Bandura, 1977; Bhatia, 2014; McKim & Velez, 2017; Snyder & Fisk, 2016).

Conceptual Framework

In the following section, I present a literature review in an attempt to explain the relationship between self-efficacy and teacher retention. First, I explain self-efficacy as a means to provide background information about the factors that affect an individual's ability to motivate himself or herself to accomplish tasks that cultivate an environment that is conducive to teacher retention. Second, I review the impact of self-efficacy on the educational environment to provide an outlook on the teacher's ability to provide an environment conducive to learning. Third, I include a discussion of an exploration of

existing research that addressed the connection between teacher attitude, motivation, and retention.

Self-efficacy is grounded in the notion that individuals are solely responsible for anticipative and purposive factors that lead to desired outcomes (Bandura & Locke, 2003). The self-efficacy theory was derived from the social cognitive theory by Bandura (1977), noting that individuals who focus on his or her cognitive processes have a greater awareness of incentives that influence or motivate the individual to act or work through challenging tasks (Bandura & Locke, 2003; Bhatia, 2014; McKim & Velez, 2017; Snyder & Fisk, 2016). Self-efficacy and an individual's will to pursue challenging goals is noted to have a mutual dependent relationship (Bhatia, 2014; McKim & Velez, 2017).

Bhatia (2014) determined that individuals with a greater level of persistence and resilience have a higher degree of efficacy. Individuals with negative self-efficacy have difficulty in actualizing his or her true potential; thus, decreasing the possibility of completing goals or accomplishing tasks (Bandura & Locke, 2003). Teachers who have mastered the skill of teaching and are capable of acknowledging his or her strengths and weaknesses increase the probability of remaining in their current position. The teachers who perceive challenges as insurmountable lack confidence in their ability to succeed at their task, lessen their chances of being successful in teaching, and leave the teaching field at a greater rate (Snyder & Fisk, 2016; Tehseen & Hadi, 2015).

Offering multiple modalities for teachers to learn from establishes a climate of innovative thinking that increases levels of self-efficacy and productiveness of teachers and exemplifies the school culture and student achievement (Balyer & Ozcan, 2012;

Onorato, 2013). Teachers are encouraged to view problems with a diverse mindset to establish a proactive environment that thrives on visionary ideas that lead to continuous positive growth as well as effective individualized performance (Balyer & Ozcan, 2012; Tonvongval, 2013). Teachers become accustomed to goal clarity, positive change, and decision-making opportunities that involve input from the entire teaching staff, respectively (Okcu, 2014; Tonvongval, 2013).

Employees who work beyond themselves and work as a cohesive unit can establish proactive behaviors that assist organizations with operating at maximum efficiency (Wu & Wang, 2015). Teachers who embrace the proactive and innovative activities of the entire teaching staff perpetuate an enlightened attitude about the significance of self-efficacy and the value of each employee's contributions (Asencio & Mujkic, 2016; Imran, Arif, Cheema, & Azeem, 2014; Wu & Wang, 2015). The teaching team appreciates the collective support and works to promote continuous mutual respect at the organizational level and individual level (Epps & Foor, 2015; Wu & Wang, 2015). Embracing the positive interactions between the employees helps teachers to develop and maintain open communication about personal capabilities and its impact on the direction of the team and organization (Lawal & Oguntuashe, 2012; Mahdinezhad, Suandi, Silong, & Omar, 2013; Ng & Sears, 2012; Perry, Brenner, Collie, & Hofer, 2015). As time progress and teachers continue to participate in a shared work environment, teachers become more aware of the organizational goals and emerge those goals into their personal goals (Biswas, 2012; Braun, Peus, Weisweiler, & Frey, 2013; Cavazotte, Moreno, & Bernardo, 2013). The combining of organizational goals and personal goals

allows the employees to develop a sense of value and positive self-efficacy that assists others in acknowledging their potential in becoming a valued segment of the team (Masal, 2015; Riaz & Khalili 2014; Shaw & Newton, 2014). A greater consensus of teaching abilities with a consistent facilitation of positive self-efficacy increases staff retention, increases staff participation in strategic change, and reduces employee stress and burnout (Amzat et al., 2017; Bhatia, 2014; Sehgal et al., 2017).

Self-efficacy allows the individual to realize that the road to success reciprocates the amount of effort exerted (Amzat et al., 2017; Hascher & Hagenauer, 2016). With total dedication and acceptance of responsibility for personal actions, the individual comprehends that personal success happens in stages and is aligned with the successes present in the examples within the group or organization (Baloch, Ali, & Zaman, 2012; Bashman, 2012; Imran et al., 2014; Nash & Bangert, 2014; Tok & Bacak, 2013). For the teacher or employee to realize their strengths and potential, trust must be established along with open communication (Tonvongval, 2013). The level of trust that develops allows teachers to facilitate diverse interventions that generate self-awareness and innovative ideas, which encourages the teacher to demonstrate their skills in the classroom and academic community (Ghasabeh et al., 2015). By having a strong influence and support, teachers are readily able to implement changes in attitude and work efforts to achieve the common goal of the group (Ghasabeh et al., 2015; McCarley, Peters, & Decman, 2016). The continuous focus on self-development and self-evaluation helps teachers to achieve self-actualization, appreciate the efforts of leadership, and are

more prone to stay in their current working position (Baloch et al, 2012; Dumay & Galand, 2012; Ghasabeh et al., 2015; McCarley et al., 2016; Onorato, 2013).

The employees are challenged to move from thinking like an employee to operating in the pretense that they are the future leaders of the organization (Ghasabeh et al., 2015; Pradhan & Pradhan, 2015). Conversion of standards and beliefs begin with the organization having a sound mission and vision that incorporates self-development and tolerance for diversity (Okcu, 2014). Employees sense the positive attributes and act to mentor other employees to produce an environment conducive to productivity (Martin, 2015). The productivity exhibited facilitates behaviors that cause individuals to transcend their personal interests and work to achieve goals beneficial to the group (Lanaj, Johnson, & Lee, 2016). Achieving goals that are beneficial to the group produces a mutualistic environment, where both the teacher and the academic community benefit from consistent, effective work interactions.

The teacher develops an emotional attachment to the process because they understand that the reward can be tangible or intangible as long as it is congruent to their efforts in the workplace (Baloch et al., 2012; Ghasabeh et al., 2015; Tonvongval, 2013). Developing an attachment to the reward, the teacher simultaneously decides and exercises their level of commitment to the organization; the greater the attachment, the greater the level of commitment (Asif, Ayyub, & Bashir, 2014; Tonvongval, 2013; Wang, Hall, & Rahimi, 2014).

The greater the level of commitment expressed by employees, the greater the need for continuous professional and personal development that focuses on growth (Herlina

et., 2015; Kraft & Papay, 2014; Tuytens & Devos, 2012). Disclosing the importance of the employees' skills and abilities, employees gain the ability to perform in the roles of coach and mentor (Gundersen, Hellesoy, & Raeder, 2012; Mahdinezhad et al., 2013; Phoocharoon, 2013). Employees that are performing simultaneously as a coach and mentor, exhibit a genuine level of respect and trust that is necessary for colleagues to increase their willingness to accept challenging tasks as well as offer valued opinions in the decision-making process (Kovjanic, Schuh, & Jonas, 2013). Employees accepting the opinions of colleagues shows that they value the individuality and perseverance of others (Kovjanic et al., 2013). As the trust level increases, the organization develops a stronger team bond that exemplifies the vision and mission of the organization's purpose (Tonvongval, 2013; Wang et al., 2014). A sense of mastery by the employees and appreciation of efforts of the group, causes employees to continue to transform themselves with quality engagement abilities (Perry et al., 2015; Riaz & Khalili, 2014; Sadeghi & Pihie, 2012).

Employee's perception of ability and confidence within themselves depends upon the strengths of all areas of the employees' life (Tesfaw, 2014; Tok & Bacak, 2013). A consistent evaluation of the teacher's self-efficacy level or comprehension abilities affects the teacher's success and retention rates (Bashman, 2012; Bass, 1990; Belle, 2014; Bennett et al., 2013; citation). It is through learning from a variety of sources that an employee can reach their full potential, and use those skills to propel themselves to new levels professionally and become an integral part of the teaching community (Ferguson, Frost, & Hall, 2012; Munir, Rahman, Malik, & Ma'amor, 2012; Nash &

Bangert, 2014). The employees embody the significance of accomplishing tasks despite the conditions or availability of the resources and despite their personal gain at the completion of the task (Asencio & Mujkic, 2016; El Badawy & Bassiouny, 2014; Fernet, Trepanier, Austin, Gagne, & Forest, 2015).

Focusing on teacher retention in a detention setting, broadens the focal point of self-efficacy from a business management perspective to successful interactions with teachers, administrators, and incarcerated youth in a correctional setting, who set to increase academic achievement (Baker et al., 2008; Hall, 2015; Hallinger & Heck, 1996; Mozia & Oliver, 2014). Through the expansion of the continuum of self-efficacy, the focus can become addressing a teachers' response to constant, structured standards and expectations in an academic setting with incarcerated youth (Bashman, 2012; Davis et al., 2014; Michals & Kessler, 2015). The teachers gain a more thorough perspective of what it means to be a teacher in a correctional academic setting, and how to use those skills to be an exemplary change agent for all key stakeholders (Blomberg et al., 2011; Hall, 2015; Hallinger & Heck, 1996). Teachers view the challenge in a multifaceted nature operating in a role of coach, mentor, and facilitator that can evoke change as well as prepare colleagues to utilize accountability measures to increase performance (Dabke, 2016; El Badawy & Bassiouny, 2014).

Other studies evaluate adult prisoners exclusively or focus on long-term prison commitments when identifying the impact of teacher ability or academic success in a prison or alternative academic environment (Duwe & Clark, 2013; Kress, 2006; Passarell, 2013). In this study through the examination of a short-term detention setting, a more in-

depth explanation of teacher attrition issues can be generated as a supplement to the scholarly knowledge of the relation between self-efficacy theory and teacher retention (Abrami et al., 2011; Adalsteinsson, Frimannsdottir, & Konradsson, 2014; Amzat et al., 2017; Cantell, 2013; Davis et al., 2014; Egalite, Jensen, Stewart, & Wolf, 2014; Epps, 2015; Gu & Day, 2013; Helm et al., 2011; Hughes 2012; Lambersky, 2016). By acknowledging the skills and belief levels of teachers that are present within a juvenile detention academic setting, the teachers have the opportunity to provide the juveniles with an increase chance of participating in a well-structured class that emphasizes transforming the juvenile (Donges, 2015; Hall, 2015; Hall & Killacky, 2008; Kovacevic, Suljagic, Ljuca, & Mufic, 2014; Meyer, 2011; Michals & Kessler, 2015). The transformation leads to achieving higher academic results, which will cause the juvenile to have a better appreciation for what school and society have to offer (Donges, 2015; Hall, 2015; Hall & Killacky, 2008; Kovacevic et al., 2014; Meyer, 2011; Michals & Kessler, 2015). This appreciation leads to improved behaviors and reduced chances of recidivism (Hall & Killacky, 2008).

Impact of Self-Efficacy

The examination of the teacher's role continues to be an evolving topic for researchers in the academic arena (Bhatia, 2014; Wiesman, 2016). It is through the increase of accountability, goals and school restructuring efforts that the teacher's position becomes the focal point of how well the efforts to increase school performance occurred (Sehgal et al., 2017). Teachers and staff become self-motivated and committed to working towards the mission of the school and become proactive in identifying areas

of improvement without specific direction or observation from others (Sadeghi & Pihie, 2012). The teacher exercises behaviors such as charisma, motivation, and intellectual stimulation as an effort to encourage themselves and others to do more or perform better than he or she originally thought. By increasing their personal level of confidence, the teacher uses challenges as a source of inspiration to work harder, take more risks, and promote continuous self-improvement (Bhatia, 2014). The positive change involves new angles, perspectives, and sources that become a catalyst for questioning strategies and improvements that can lead to successful changes or implementations for the overall environment (Onorato, 2013).

Self-Efficacy

Prior researchers have studied perceived self-efficacy to determine how it contributes to various instructional variables and teacher retention in stable academic environments (Amzat et al., 2017; Bhatia, 2014; McKim & Velez, 2017; Wiesman, 2016). McKim & Velez (2017) noted that self-efficacy beliefs provide the roadmap for individual accomplishments, motivations, and well-being. The degree of self-efficacy dictates the amount of energy a person exudes during a task in order to produce desired outcomes. The teachers that feel adequately prepared to cope with challenging situations increase the likelihood of addressing their professional needs, and those that are less confident lack the persistence to accomplish minimal tasks (Bhatia, 2014; McKim & Velez, 2017; Snyder & Fisk, 2016).

The teachers' personal attachment to his or her self-efficacy is a direct reflection of their personal ability to experience and reciprocate positive attitudes about tasks and

desired outcomes (Snyder & Fisk, 2016). Teachers who experience high levels of self-efficacy are more likely to remain in their current position, and work to assist others in establishing an optimistic view of his or her personal skills (Hascher & Hagenaur, 2016; Kraft & Papay, 2014; Tehseen & Hadi, 2015). The teachers that witness the acceptance of positive transformation from colleagues develop a deeper sense of accomplishment and partake in more challenging tasks in order to mobilize a greater synergy of innovative ideas and cohesiveness (Hascher & Hagenaur, 2016; Kraft & Papay, 2014; Lee, Patterson, & Vega, 2011; Snyder & Fisk, 2016).

Self-Efficacy and Education

Teachers are constantly evolving to meet the needs of their students and the overall academic community (Akin et al., 2016; Amzat et al., 2017). The students' needs are a direct reflection of the values and morals of the local society that are unique to that particular culture (Wiesman, 2016). In order for the teacher to address the needs of the students; the teacher must play a critical role in developing and maintaining an efficient and effective school environment (Akin et al., 2016; Bennett et al., 2013; Bhatia, 2014). The teacher must possess personal skills that encourage and motivate themselves and others to be innovative, open to change, and willing to increase their overall knowledge and skills of the academic field (Ferguson et al., 2012; Gu & Day, 2013). Teachers must transform their thinking from individualized achievements to a combination of student achievement and organizational achievement (Epps & Foor, 2015; Hascher & Hagenaur, 2016). The teacher's holistic view of achievement indicates that teachers trust their ability to develop a culture of strengthened capabilities while eliminating reservations of

potential (Amzat et al., 2017; Sehgal et al., 2017). Thus, educational environments that flourish with positive self-efficacy are pertinent to the stability of teacher retention and academic excellence (Amzat et al., 2017; Bhatia, 2014; Lambersky, 2016; Sehgal et al., 2017; Snyder & Fisk, 2016). It is here the consolidation of diverse skills, abilities, and opinions teachers assist in structuring an environment with mutual respect and encouragement between teachers (Sehgal et al., 2017). The teachers consistently observe and decipher the successful efforts of others to determine the level of self-efficacy to display as well as the amount of cooperation to have towards the school's mission and goals (Bhatia, 2014; Lambersky, 2016; Savas, Bozgeyik, & Eser., 2014).

Teachers have noted that motivation is a key factor in their intention to work for a particular leader or remain in their current position (Akin et al., 2016; Ferguson et al., 2012; McCarley et al., 2016; Mette & Scribner, 2014). Belief in the motivational factors occurs both personally and professionally, which creates a higher standard of expectation and performance. The teacher strives to reconstruct their personal belief system as a means to develop or redefine their purpose in a manner that their goals are congruent to the vision and mission of the school (Hughes, 2011; Lee et al., 2012). It is here that teachers experience a shift in their responsibilities. The teachers increase their level of commitment to the school, their self-efficacy, and the overall community.

The teachers are stimulated to enhance creative thinking and cause the teacher to make an open-minded observation of their capabilities to handle problems as well as solutions within the school (Hughes et al., 2015; Imran et al., 2014). The teachers who perceive the stimulation as an avenue of support from the others are more prone to offer

assistance, and consistently urge others to create a relationship with colleagues so that cohesiveness can lead to the achievement of positive school goals and increased levels of self-efficacy (McKim & Velez, 2017; Snyder & Fisk, 2016).

The teacher's ability to personally handle the tasks indicates that the teacher entrusts his or her capabilities to reach desired outcomes (Tok & Bacak, 2013). The increase confidence displayed perpetuates a greater sense of meaning for teachers that leads to a positive attitude about their work and their importance in the school community (Lee et al., 2011; McCarley et al., 2016; Mozia & Oliver, 2014; Sehgal et al., 2017). Teachers who operate within an academic environment that display open-communication and strategic goal facilitation are more eager to participate in personal improvement techniques and academic cultural changes (McCarley et al., 2016). The changes that occur causes teachers to embrace a genuine belief in their abilities that become a catalyst to support and implement changes that improve instruction and encourages positive student achievement (Epps & Foor, 2015; McCarley et al., 2016; Wiesman, 2016).

Teacher Attitude/Motivation

Motivation is the force that causes an individual to act in a certain manner (Munir et al., 2012). On a personal level, motivation is driven by the emotional, spiritual, or physical needs of the individual. From a self-efficacy point-of-view, motivation is deciding on the best method to choose to encourage oneself to work on a task to completion (Lambersky, 2016). The more motivated the worker becomes, the more dedicated they are to the organization (Asif et al., 2014; Baloch et al., 2012; Dumay & Galand, 2012; Epps & Foor, 2015). Teachers have diverse needs and levels of

motivation, and it is imperative that self-evaluation occurs because teachers who have low levels of job satisfaction and self-efficacy hurt academic programs (McCarley et al., 2016). The main factors that encourage teacher motivation are participation in decision-making and authority (McCarley et al., 2016); communication and interaction with administrators (Myers, 2014); and tools used during teaching (Tok & Bacak, 2013). The amount of motivation displayed in the daily activities of the academic program serves as a key component that sets the tone of the school as well as establishes the level of morale of the teachers and students. A teacher who is unaware or fails to implement those motivational factors will have difficulty motivating themselves to perform their daily activities (Dumay & Galand, 2012; Onorato, 2013).

Teachers that are highly motivated or deeply engaged in the school's mission and vision have greater levels of excitement and dedication to their responsibilities (Dumay & Galand, 2012; Perry et al., 2015). The dedication that is displayed becomes a reflection of the view the teacher perceives of their capabilities as being a motivating role model. As teachers evaluate their personal efforts in a positive manner, the teachers construct a stronger sense of self-efficacy and are capable of dealing with the pathways is established (Adalsteinsson et al., 2014; Asif et al., 2014; Mahdinezhad et al., 2013). It is with continuous support that teachers are motivated to participate in risk-taking opportunities that can generate quality resources and cohesive work teams for the school environment (Mette & Scribner, 2014; Onorato, 2013). Teachers emulate behaviors that are genuine and are solid in providing techniques that meet their needs at the same time transforming wants that require higher-level recognition (Hauserman & Stick, 2013; Hughes et al.,

2015; Onorato, 2013). Through constant recognition or rewards for achieving certain goals, teachers are more prone to transcend from doubt to consistent actions of staying in the profession (Gill et al., 2010; Mahdinezhad et al., 2013; McCarley et al., 2016).

Along with quality support and teaching of new behaviors and cognitive abilities, teachers are more willing to follow the efforts of colleagues when the passion of the group correlates with their self-efficacy needs (Graham et al., 2014; Hughes, 2012; Phoocharoon, 2013). The correlation provides a sense of belonging that requires consistent interaction with those having common experiences (Graham et al., 2014; Hughes, 2012; Phoocharoon, 2013). Through common alignments of goals and perceptions, the teacher becomes comfortable with being open-minded to the structures of normalcy in the classroom as well as in society (Dumay & Galand, 2012; Okcu, 2014). The teachers gain an extensive understanding of the value of their unique abilities, and how those abilities are necessary in aiding the organization in a successful direction (Savas et al., 2014). Teachers become motivated to address or perform challenging tasks that they would otherwise avoid. The increased self-efficacy and positive attitude generates a higher level of respect for the educational environment, which increases the teacher's willingness to stay with the organization (Adalsteinsson et al., 2014).

Teacher Retention

Many factors contribute to teachers' decisions of whether to leave or remain in their profession, but the most pertinent factor is the teacher's level of self-efficacy intertwined with their ability to perform in an effective manner (Bhatia, 2014; Graham et al., 2014; McKim & Velez, 2017; Snyder & Fisk, 2016). Studies have indicated a

positive correlation between self-efficacy and teacher retention (Agnihotri, 2013; Bhatia, 2014; McKim & Velez, 2017; Snyder & Fisk, 2016). Teachers who encounter high levels of stress or were new to the profession responded negatively to challenging tasks and left the positions at a greater rate (Bandura & Locke, 2003; Hascher & Hagenauer, 2016). A teacher that is highly committed and exudes high-levels of self-efficacy are more prone to exert quality efforts and remain in their position (Epps & Foor, 2015; McKim & Velez, 2017). By accomplishing more, teachers felt compelled to facilitate a higher level of commitment to the organization.

Rice (2014) suggested that retention of teachers depended upon the inclusion of teachers in top-level decision-making efforts. Teachers that lack participation in daily activities that have a direct impact on scholastic opportunities of the students lack the passion to remain in the organization (Rice, 2014). Eventually, teachers use their efforts to search for new career opportunities or become disgruntle causing a negative atmosphere (Asif et al., 2014; Nedelcu, 2013; Okcu, 2014; Rice, 2014). A negative atmosphere causes teachers to display poor professional judgment that restricts the teacher's ability to receive proper coaching (Cavazotte et al., 2013; Perry et al., 2015; Shaw & Newton, 2014; Wang et al., 2014). The inconsistencies of the environment and the negative attitudes of teachers towards their job retention diminishes as leaders establish a method to dismiss ineffective teachers (Egalite et al., 2014; McCarley et al., 2016; Rice, 2014).

Tehseen and Hadi (2015) examined factors influencing teachers' performance and retention. According to the researchers, to retain teachers or increase their performance,

leaders must strive to provide an environment where the teachers are satisfied with their job and the impact they are making on students. The negative impact of the increase in teacher turnover is the decrease in quality teachers in the majority schools causing a negative impact on student's and school's performance (Akin et al., 2016; Bennett et al., 2013; Hallinger & Heck, 1996; Hughes, 2012; Leithwood et al., 1998; Meyer, 2011; Tehseen & Hadi, 2015). Tehseen and Hadi (2015) noted that teachers are the creators of future leaders; therefore, it is crucial to keep teachers satisfied in their jobs and careers.

The ability to develop an atmosphere where teachers feel obligated to remain in their position centers on discovering the key factors or variables that drive the teachers' self-efficacy intentions (El Badawy & Bassiouny, 2014). The driving forces dictate the level of commitment that exists and that parallels the needs and wants of the teacher, affects the teacher's decision to stay in the school and work in conjunction with their colleagues to accomplish challenging tasks (Gu & Day, 2013). As the level of dedication increases, teachers formulate a level of resilience that allows them to participate in situations that are above their capabilities or interests with ease and confidence (Gu & Day, 2013; Onorato, 2013). Constructive feedback, intellectual stimulation, instructional support, and multiple opportunities for advancement and team building contribute to the teacher's investment in the common mission and vision of the school community (Bennett et al., 2013; Perry et al., 2015). Teachers gain the understanding that they dictate their personal level of success or failure based on the level of commitment and self-efficacy they exude (Kovjanic et al., 2013; Lanaj et al., 2016; Tzinerr & Barsheshet-Picke, 2014). Teachers agreeing that increased self-efficacy dictates the quality

performance assists in fostering an academic environment filled with trust, respect, inspiration, and cooperativeness between colleagues (Tuytens & Devos, 2012). The continual effective execution of positive self-efficacy and genuine empathy for the plight and resilience teachers will cause increases in retention of teachers in the educational setting (Bass, 1990; Kraft & Papay, 2014).

Summary

In chapter 2, the theoretical framework for the study was formulated from Albert Bandura's self-efficacy theory. The review of literature indicates that perceptions of success and self-efficacy are vital to the retention level of teachers. The literature review addressed information focused on the self-efficacy theory, self-efficacy and education, teacher attitude/motivation, and teacher retention. Several researchers determined that self-efficacy has a major impact on teachers' satisfaction and retention. However, no study has examined the lived experiences of former correctional school principals who have experienced teacher attrition issues in a juvenile correctional facility. The following chapter describes the method used to conduct this research. Chapter 3 includes an explanation of the research, design, description of the setting, research instrument, data collection and analysis.

Chapter 3: Research Method

The purpose of this descriptive, phenomenological study was to explore the lived experiences of leaders in some correctional organizations who were challenged with finding ways to reduce teacher turnover in a juvenile correctional facility. I chose a descriptive approach to extend beyond the interpretive explanation of teacher attrition issues and to explore the in-depth meaning of the lived experiences of former principals in juvenile correctional facilities who encountered teacher attrition issues. In this chapter, I provided an introduction to the methodology and how it helped exploring the lived experiences of former correctional principals in an academic setting in juvenile correctional facilities.

This chapter contains the research design and approach to provide justification for using a qualitative approach. I describe the setting used in the study, including the population as well as the environment in which interviews take place. Next, I explain the required design for conducting the study. The explanation specifies the composition of the question needed to investigate the lived experiences of former correctional school principals who addressed teacher attrition issues. Last, in the data collection and analysis sections, I address the data collection process, analysis, and the measures taken to protect participants' rights. The key points of Chapter 3 are provided in a summary to conclude the chapter.

Research Design and Rationale

For this study, I chose to use a descriptive phenomenological approach to explore and gain an understanding of the lived experiences of former correctional school

principals who have experienced teacher attrition issues in juvenile correctional facilities. A descriptive phenomenological approach provides the ability to describe a phenomenon in a thorough manner and explore the lived experiences of individuals of a common phenomenon (Morgan, 2015). The descriptive approach allows the researcher to enter the participant's world and discover the wisdom of actions while involved in the phenomenon (Matua & Van Der Wal, 2015). As a qualitative phenomenological approach researcher, I examined the responses of the participants to determine whether there is emerging patterns or themes from the data expressed from the perspective of participants (Cronin, 2014). The established themes result in a deeper meaning and understanding of the participant's experience that emphasize intentionality of actions or decisions (Matua & Van Der Wal, 2015; Sloan & Bowe, 2015). Quantitative researchers determine relationships between variables through positive or negative correlations (Morgan, 2015). A quantitative method did not meet the needs of my study's purpose because I wanted to explore the lived experiences of the participants through face-to-face in-depth interviews to allow the participants to expand on their responses and to view the genuineness behind the participants' responses. Other qualitative approaches such as instrumental and intrinsic perspective focus on the intent of the researcher to better understand the case from an ordinary sense and to provide insight into an issue to refine a theory (Cronin, 2014).

The appropriateness of using a phenomenological approach aligns with the purpose of my study because I examined the phenomenon from the participants' real-world experiences. I chose the descriptive phenomenological approach because the focus

of the present study was to answer how and why questions and to gain a clear and concise understanding of teacher retention in a correctional facility, not to rely on my personal interpretation of the reasons of the phenomenon (see Cronin, 2014; Reiners, 2012). The descriptive approach provided the chance to move beyond presumptions of concepts of the participant's experience and move to exploring deeper meanings that are fused into the everyday actions or occurrences of participants (see Reiners, 2012; Sloan & Bowe, 2015).

In order to obtain data from administrators, I used semistructured interviews. The main question to guide the research was as follows:

- What are the lived experiences of leaders in some correctional organizations who are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility?

I operated as the primary data collection researcher. The interviews took place in a private room at the local library as well as in teleconference form at a mutually agreed upon time, and four other interviews were conducted through email correspondence.

Using the recorded interviews and the transcribed verbatim data, I performed an in-depth analysis to ensure accurate identification of responses given by participants. The interviewed principals provided managerial services to teachers, who provide instructional services to incarcerated youth between the ages of 13 and 18 and who still need to meet the graduation criteria. The selected former correctional principals who provided their consent participated in exploring their lived experiences of addressing teacher attrition issues in a juvenile correctional facility. The Maryland State Department

of Education (MSDE) superintendent and the field director did not have to receive a letter asking for approval to contact former principals for voluntary participation in the current study because the participants are no longer employed by MSDE. The DJS correctional facility superintendent did not have to be contacted because the participants are no longer employed by MSDE, and the participants do not provide services on the grounds of DJS facilities.

Role of the Researcher

Throughout the study, I served two roles: interviewer and data analyst. In qualitative studies, the researcher is the primary data collector; he or she serves as the instrument (Pietkiewicz & Smith, 2014). The former correctional principals did not participate in a pilot study because a single in-depth exploration of the initial responses of participants was suitable for a thorough description of the lived experiences of former correctional principals, preventing a strong focus on researcher interpretations. I formulated the research question for the study based on an extensive review of the current literature pertaining to principals and teacher attrition. Any biases or assumptions of ideas were alleviated through an in-depth self-evaluation in order to be prepared to convey to the participants my ethical responsibility as the interviewer and data analyst. It was my duty to be honest and clear about the objectives of the research.

My 13 years of experience of teaching in a juvenile correctional facility afforded me the experience of being supervised by a diverse group of principals. I have encountered different leadership styles, responses, and intentions, which were impactful to the performance and retention of teachers in a juvenile correctional facility. Due to my

lack of involvement in a supervisory role, I was curious to know what inspired principals to genuinely care about attrition of teachers. I have gained a new-found respect for the principal's ability to supervise a diverse group of teaching professionals in a correctional setting who have to produce differentiated lessons to meet the academic needs of the incarcerated youth, such as grade level competencies, learning disabilities as well as common core standards. Even more, I wanted to know what motivated the principals to strive to be change agents and role models for their teaching staff.

In this study, a systematic open-ended interview technique was used; the interview process can capture individualized differences in experiences and reduce interviewer bias while ensuring effective use of the participants' time along with the opportunity for users to evaluate whether one has captured his or her response correctly and that what was captured accurately represents what the participant meant (see Cronin, 2014; Eladi, 2014; Houghton, Casey, Shaw, & Murphy, 2013). The participants had the opportunity to describe meaningful experiences without being restricted to preset categories. By using an in-depth questioning procedure, I had the ability to acquire information that probed deeper beyond the primary scope of the *open-ended* questions (see Glaser & Laudel, 2013). The in-depth probe addressed the significance of the respondents' lived experiences addressing teacher attrition issues in a juvenile correctional facility. The interview questions were researcher-developed because they are directly related to the degree of discovering information that indicates the themes and patterns of lived experiences of correctional school principals with regards to teacher attrition rates in a juvenile correctional facility, as described by Eladi (2014). The

questions were constructed to represent and become the catalyst of interpretation of the phenomenon, not to support or perpetuate one perspective of a given situation (see Fusch & Ness, 2015). Sufficiency increased because the open-ended questioning provided a chance for each answer to be unique while producing inductive descriptions used in the creation of themes and categories for data analysis (see O'Reilly & Parker, 2012; Yuksel & Yildirim, 2015). After reviewing and transcribing the data of each specific participant, a copy of the individualized, recorded transcript was sent to the participant for review to examine whether his or her words or thoughts corresponded with their earlier remarks. The establishing of content validity was developed through member checking and consensus of the information to determine the accuracy and precision of the content (see Street & Ward, 2012). Figure 1 is an example of a diagram that can be produced to identify connections throughout the data.

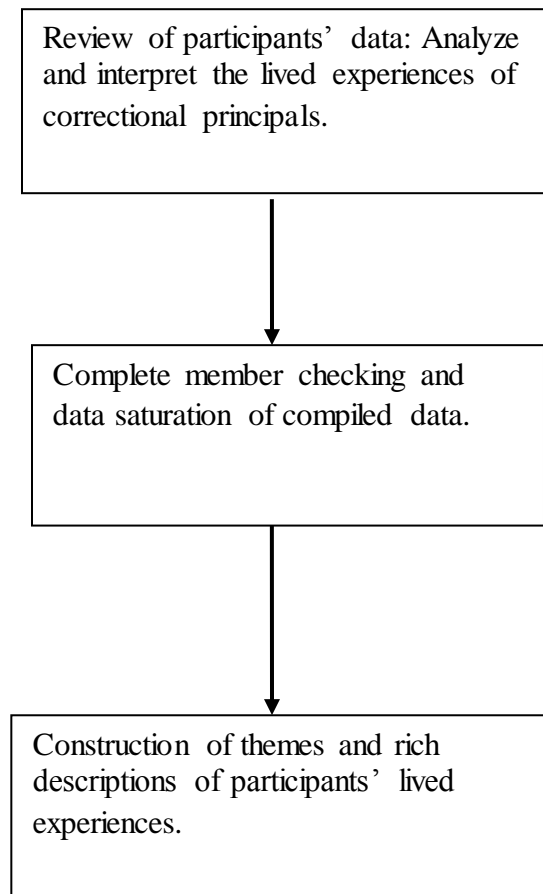


Figure 1. Example of data analysis procedures.

The construction of common themes and descriptions of lived experiences of principals is a progression of constructs that become a catalyst for inductive analysis where the researcher can decide if the quality of the information gained makes sense to the participants, as described by Baxter and Jacks (2008) and Ng and Peter (2010). Last, I shared the compiled data with participants to determine trustworthiness, as indicated by Ng and Peter. It is here that I executed member checking to determine whether the recorded data displays what the participants meant, not just what was said during the interview process. This occurred through the participants reading their responses or

hearing the researcher read their responses to them and acknowledging whether they agreed with what was presented.

Participant Selection Logic

This study consists of educational managerial staff that provided administrative guidance to teachers, who provide continuous academic services to incarcerated youth on an annual basis. The educational administrative staff includes six former correctional principals. This number of participants was chosen because it represents the maximum diverse grouping of the educational administrative staff in juvenile correction facilities, as described by Hanson, Stephens, Pangaro, and Gimbel (2012). Each of the participants ceased professional relationships with MSDE juvenile correctional facilities and moved on to other educational endeavors; thus, permission from the facility is not needed. The participants' average amount of time away from the supervision of MSDE is four years as many of the participants have obtained administrator positions in the traditional educational setting.

The use of purposive sampling was logical because a small sample that has a sufficient knowledge of the lived experiences provides more benefit than a larger group with little to no knowledge (Eladi, 2014; O'Reilly & Parker, 2012). By using purposive sampling, the aim of choosing the sample group is to conceptualize the commonality in experiences that leads to saturation (Glaser & Laudel, 2013; O'Reilly & Parker, 2012). The data is saturated when themes and ideas from participants continue to repeat themselves in the analysis stage (Fusch & Ness, 2015). A small sample size does not ensure that data saturation has the potential to be reached at a greater rate; however, it

increases the chances of having a quantity of data that is of high and in-depth quality (Fusch & Ness, 2015). If saturation were not met, I would have re-interviewed the participants until the data is saturated.

The criteria used to determine if an individual could participate in the study included participants being a former school principal in a juvenile correctional setting. In addition, the former administrators completed at least six months of participation in an administrative role in a juvenile correctional setting and were willing to participate, voluntarily. The exclusion criteria included current correctional principals and former correctional principals that have less than six months experience of addressing teacher attrition issues in a juvenile correctional facility.

In this study, participants are identified, contacted, and recruited in a professional and confidential manner. The names were obtained from previous professional academic interactions between the participants and myself. Each participant received a type-written letter explaining the purpose of the study and appreciation of their voluntary participation (Appendix A). Participants who completed the interview were offered a gift card for spending their valuable time providing beneficial information about their lived experiences as former correctional school principals with regards to teacher attrition rates in a juvenile correctional facility. All participants signed an informed consent form; they were reassured that the handling of all responses occurs in a secure and confidential manner.

Instrumentation

In this qualitative study, I was the primary data collection instrument. An open-ended interview technique is appropriate because the interview process can capture individualized differences in experiences, and reduce interviewer bias while ensuring effective use of the participants' time along with the opportunity for users to evaluate the instrument and their responses (Cronin, 2014; Eladi, 2014; Houghton et al., 2013). The participants had the opportunity to describe meaningful experiences without being restricted to preset categories. By using an in-depth questioning procedure, the researcher has the ability to acquire information probed deeper beyond the primary scope of the *open-ended* questions (Glaser & Laudel, 2013). The in-depth probing focused on the significance of the respondents' attitude towards their lived experiences of addressing teacher attrition issues. The interview questions were researcher-developed because they are directly related to the degree of discovering information that indicated the themes and patterns of lived experiences of former correctional school principals with regards to teacher attrition rates in a juvenile correctional facility, as described by Eladi (2014). The questions were constructed to represent and become the catalyst of interpretation of the phenomenon, not to support or perpetuate any one perspective of a given situation (Fusch & Ness, 2015).

The study includes a researcher-developed interview protocol (Appendix A). Sufficiency increases because the open-ended questioning provided a chance for each answer to be unique while producing inductive descriptions utilized in the creation of themes and categories for data analysis (O'Reilly & Parker, 2012; Yuksel & Yildirim,

2015). After reviewing and transcribing the data of each specific participant, a copy of the individualized, recorded transcript was sent to the participant for review to examine whether his or her words or thoughts correspond with their earlier remarks. The establishing of content validity developed through member checking and consensus of the information to determine the accuracy and precision of the content (Street & Ward, 2012).

Procedures for Data Collection

The steps used to collect data are noted below and were executed with professionalism and confidentiality:

1. Letter of voluntary participation sent to former correctional principals.
2. Email sent to set-up interview date/time/location.
3. Interview with participants.
4. Transcription of interview data into a journal.
5. Member checking and data validity check.
6. Data analyzed and interpreted to create themes, trends, or patterning.

The main question that guided the focus of the research is as follows:

- What are the lived experiences of leaders in some correctional organizations who are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility?

Serving as the instrument, it was imperative that all possible biases were prohibited in what I presumed the participants' specific themes meant. Through my ability to convey to the participants that their answers were confidential and have no determining factor in

friendship or personal attitudes towards the individual, I limited and managed the probability of bias. The participants and I met in a private room at the local library and another via teleconference, where notation of responses occurred by hand as well as with dual tape-recorders to ensure what was communicated by the participant was understood in its entirety. The other four participants submitted responses via email correspondence. During the interview process, I notified participants that their responses have no bearing on their current work performance, judgment, or compensation. They did not have to answer a question if they chose not to and could exit the study at any time. However, the participant's responses up until that point were still included in the data analysis process.

Completing the study with individuals who served as administrators could raise ethical issues. The issues include completing a study with a teacher who serves as the researcher, conflict of interest, and justification of incentives. For this study, participants may feel that they are being targeted for doing something wrong and fear of retribution may occur for participating in the study with the researcher who currently teaches at-risk youth. I distributed confidentiality forms to the participants addressing each step in the participation process alongside a statement of confidentiality to limit the fear of retribution. The second issue of conflict of interest focused on the participant's being genuine about their responses of lived experiences with regards to teacher attrition rates in a juvenile correctional facility. The participants gave positive and negative responses based on what they perceived I wanted to hear, or they participated in general because they have developed a professional relationship with me; thus, the obligation can be seen as mandatory. I informed the participants that participation was strictly voluntary, and

any information given does not determine the status of our professional relationship. Additionally, the information gathered assisted in producing a scholarly body of work that can be used as a tool to assist in addressing teacher attrition rates in a correctional facility. The third issue of justification of incentives focused on the type of incentive used such as a gift card for the time and effort exerted by the participants in the study. The inclusion of incentives in my study can cause participants to feel that they have to be overzealous in responses to receive more or decline because they feel bribed. The participants received notification that the receipt of the gift card is optional and did not affect the outcome of the interview or overall study. Upon request, the participants received a copy of the abstract or study through a link to the entire study located in the ProQuest database through Walden University Library.

After reviewing and transcribing the data of each specific participant, a copy of his or her individualized, recorded transcript was sent to them for their review to examine whether their words or thoughts correspond with their earlier remarks. The participants, who completed the interview in its entirety by answering each question asked, were asked to return for a follow-up interview to perform member checking. Member checking is necessary to determine whether the participant agree that what is recorded is coded correctly and the themes developed match with the detailed responses provided earlier in the initial interview (Houghton et al., 2013). If recruitment resulted in too few participants, I would have searched for more former correctional principals and asked the needed amount of participants required to ensure the validity of the study. In the case that none of the principals participated in the study, I would ask former coordinators and

field directors to participate because they made primary decisions on the management level. The former coordinators and field directors are an appropriate replacement because they have consistent interactions with teachers that influence the teachers' job satisfaction.

Data Analysis Plan

The retrieval of data occurred from an examination of responses from semi-structured interviews. The data was analyzed to identify themes that originated from participants' feedback, as described by Glaser and Laudel (2013). The identification process began when data saturation occurred. Data is saturated when themes are repetitious, and the information generated repeats itself in other common studies (Fusch & Ness, 2015). The extracted data served as a resource to create meaningful themes that identified potential factors that impact the lived experiences of former correctional principals in a juvenile correctional facility. In the descriptive approach, the focus is interpreting the data with an understanding of meaningful participants' experiences that are relevant to a phenomenon in education, health, and nursing (Sloan & Bowe, 2014).

In this study, data were analyzed by the technique of coding. Coding is widely used in qualitative studies to index themes and content to structure text for deeper exploration (Glaser & Laudel, 2013). The deeper exploration assisted in identifying themes that can be used in future studies to exhibit validity of the present study (Shiraz, 2015). The themes vary in words, phrases, and sentences that identify connections in the lived experiences by the participants (Glaser & Laudel, 2013). Using a combination of van Kaam's and van Manen's methods of phenomenological data analysis, the reduction

and elimination of statements assisted in increasing the accuracy of themes and meaningful data (Heinonen, 2015; Yuksel & Yildirim, 2015). The analysis included the first two stages of van Kaam's method of listing and initial grouping of meaningful statements along with reduction and elimination of statements that are insignificant to the purpose of the phenomenon (Yuksel & Yildirim, 2015).

Listing the data allowed each statement to be weighted in its value as well as identified in its purpose to the full meaning of the participant's experience of teaching in a correctional facility (Yuksel & Yildirim, 2015). This process provided a clear and concise understanding of the lived experiences, which eliminated abstract perspectives and produced whole-dimensional views of the teachers' and administrators' everyday experiences (Heinonen, 2015; Yuksel & Yildirim, 2015). The second aspect of reduction, which is used in van Manen's method of data analysis, was utilized to explore the genuine uniqueness of the experiences of the administrators in order to connect what they believe occurs to what they actually encounter in the correctional education setting and its effect on their attrition rate (Heinonen, 2015). It is through the accurate reduction and construction of the codes that the validity and reliability of the study are strengthened (Eladi, 2014). Due to the sensitive and confidential nature of correctional research the van Kaam and van Manen methods are valid and reliable for this study (Heinonen, 2015; van Manen, 2014). Both methods have been used in a rigorous manner to explore and describe the decision and lived experiences of highly sensitive phenomena in health care research as well as areas of understanding difficult life situations (Heinonen, 2015; van Manen, 2014a, 2014b).

The numerical data extracted from participants' responses connect to the research questions focused on years of overall service in administration and even more specifically, service in a correctional facility. A numerical code represents each year of service with the corresponding identification number. For example, a participant with four years of administrative service in a correctional facility is coded with $n = 4$. The verbal data was recorded from participants' responses generated from the research question about the lived experiences of former correctional principals. These responses are recorded and categorized using qualitative software. The qualitative software NVivo, assists in identifying aspects of verbal text that serves as a clue to valuable information (Glaser & Laudel, 2013).

For data analysis, it is noted that all of the information provided by participants are not appropriate for or relevant to the specific research questions addressed (Glaser & Laudel, 2013). While coding is beneficial to qualitative studies, there are problems that can arise. The two main problems are an overload of codes and overload of texts (Glaser & Laudel, 2013). Discrepant cases were treated as outliers and were discussed until themes within that case reach saturation. Figure 2 is an example of the data analysis and visualization process to reach the emergent themes.

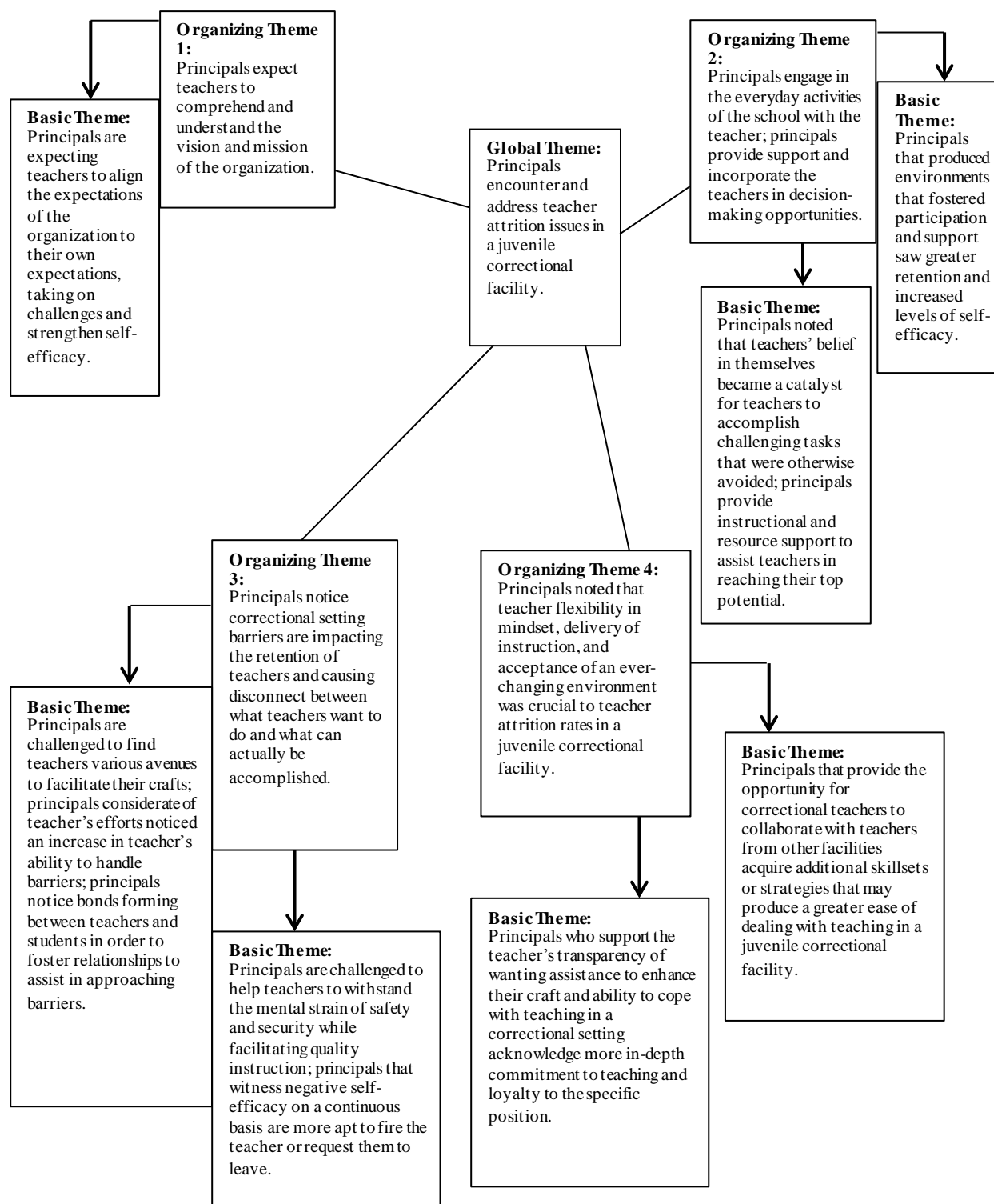


Figure 2. Data analysis and visualization.

Credibility

Thematic analysis is utilized to analyze data and to establish a thorough and concise, systematic approach (Ando, Cousins, & Young, 2014). The use of thematic or trend analysis provides for flexibility and freedom to generate a collection method that is rich in details and lacks ambiguity in data responses. By performing a thorough analysis, researchers can provide participants with a table of themes that can be reviewed for accuracy and cross-referencing of participant's responses (Ando et al., 2014). The table of themes provided ensures that enough detail is generated to allow participants to assess the credibility of the study as well as to determine if the questions asked were purposeful to the study (Cronin, 2014). Furthermore, member checking and data saturation are employed to increase the credibility of the study because participants review the data to ensure accurate recording of their responses as well as themes examined until repetition and credibility of perspectives occurs in the data set (Fusch & Ness, 2015; Houghton et al., 2013).

Transferability

Employing a transparent process throughout every stage of data collection allowed for critical issues to be openly evaluated and discussed by future researchers, increasing validity (Street & Ward, 2012). A transparent process allowed for the integration of member checking into the study process, which gives the opportunity for participants to review the interpretations of the data and clarify any issues in the data (Cronin, 2014). Through analysis of the data, participants determined whether or not transferability occurred. Furthermore, in a replicated study focusing on the lived

experiences of principals in a correctional academic setting, the ability for future researchers to expand or build upon the themes or trends developed in the present study will increase the level of validity in using an open-ended qualitative approach. In the end, transferability is always left up to the reader to decide (Fusch & Fusch, 2015).

Dependability

Dependability occurred through the consistency of the themes developed from the exploration of data. By using the study's research question that can be asked to multiple participants and generating answers along a common ground, the data were saturated, and new themes not formed allows for dependability. Employing another member to review the transcribed data of each specific participant, and placing the responses with similar keywords into groups to connect specific themes established higher chances of reduction and intentionality. Once all meaningful themes and similarities were exhausted, saturation occurred.

Confirmability

Participants analyzed the themes constructed from the present study to ensure the correct interpretations of responses and to mitigate bias. A data grid was developed to prohibit the researcher from reviewing the responses from a personal lens and generating themes from a personal reflection instead of the participants, as described by Fusch and Ness (2015). In the initial stages of exploring the data, the researcher set boundaries to prevent the study from answering questions that are too broad or too narrow; but remained reasonable in the scope for replication to occur in future studies, as indicated by Cronin (2014).

Ethical Procedures

Before beginning data collection and analysis, I obtained a five-year researcher certification from the National Institutes of Health (NIH) for completion of the Subjects Protection module that ensures knowledge of how to treat human participants, as well as handle data in confidential manner, was well-understood. Further, I gained approval from Walden University's IRB research board to begin the study and to ensure that the most ethical procedures will take place during the study. After approval was given to begin collecting data, consent forms were disseminated to the administrators and teachers to determine their participation in the study.

The consent forms explained in detail the purpose of the study, request for participation, and confidentiality and anonymity of participants and the dataset. Once consent was received, introductory emails were sent to participants explaining the duration of the study, the length of the interview sessions, and the place where interviews will take place. A one week time frame was given to receive return consent forms and emails from potential participants, and those not received in that timeframe, another set of forms and emails were sent acknowledging that it was the second time of outreach. Understanding that some participants may develop reluctance in participation, the participants received assurance that anonymity and confidentiality are a top priority, and no retribution occurs. If early withdrawals or adverse situations were to occur, a secondary list of participants would be reviewed, and the process of consent and introduction would begin again.

In the interview session, the participants received a copy of the research question, so that they could read the question while listening to the question being asked to ensure that the participants have a complete understanding of the study's question. After reviewing and transcribing the data of each specific participant, a copy of their individualized, recorded transcript was sent to them for their review to examine whether their words or thoughts correspond with their earlier remarks. Once given approval or consent to continue, the data was combined to develop a thematic table to explore further the overall results of the study.

The collected and analyzed data in this study was generated from the responses given by consenting participants. The researcher explained that each participant has the right to decline participation without penalty or loss of benefits at their employment. The dataset provided useful information for the study and lacks identifying information about the participants utilized in the study. The storage of all confidential data occurs on a private computer and on an external harddrive in a secure area at my residence. At the completion of the entire study and five years after, the dataset and all instruments involved are stored in a locked file box and closet. Once the five-year limit expires, the data is destroyed using the Shred-It company (shredit.com), where they perform large mass shredding for customers immediately and provide a confidential shredding of materials certificate to ensure all materials (written and recorded) have been destroyed and are unable to be restored.

Summary

A qualitative phenomenological approach was used to explore and gain an understanding of the themes of the lived experiences of former correctional principals in a juvenile correctional facility dealing with teacher attrition issues. This study consisted of educational staff that provided continuous managerial services to teachers that provide educational services to incarcerated youth on an annual basis. The educational staff included six former correctional school principals. The participants interviewed through a semistructured interview session where they answered questions about their lived experiences as a principal in a juvenile correctional facility. All participants signed an informed consent form and reassured of the handling of responses in a secure and confidential manner. Chapter 4 contains an explanation of the participant's demographics and characteristics, data collection, data analysis, evidence of trustworthiness, and an exploration of the results and themes developed.

Chapter 4: Results

The purpose of this descriptive phenomenological study was to explore the lived experiences of leaders in correctional organizations who were challenged with finding ways to reduce turnover in a juvenile correctional facility. Exploration of these experiences was guided by the following research question: What are the lived experiences of leaders in some correctional organizations who are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility? Six former juvenile correctional principals who encountered issues stemming from teacher attrition provided data through the process of one-on-one interviews using open-ended questions. The participants worked between 2 to 7 years in a supervisory capacity. Chapter 4 provides an in-depth overview of the data collection interactions as well as the process for data analysis.

During the data analysis process, I discovered similarities and commonalities among the participants' responses. The responses were significant in detail because they provided insightful themes, expressions, and repetitive statements that illuminated the perceptions of participants' experiences with teacher attrition, motivation, and self-efficacy. A key tool in the data collection and analysis process was the use of the NVivo 11 software. I used the trustworthy software to organize, manage, and code the interview transcripts, notes, and audio recordings, as recommended by Hilal and Alabri (2013). The paralleled statements entered using NVivo 11 produced clear and concise representations of the participants' lived experiences. Any outliers or extreme variances of the participants' experiences were differentiated and may be utilized for future extended

research. During data analysis, the common themes that generated were supported by the self-efficacy theory of Bandura (1977).

I begin Chapter 4 with an overview of the research setting and the participants' demographics. In addition, a detailed description of the data collection experience, the data analysis process, and evidence of trustworthiness is provided. The chapter concludes with a review of the study's results as they relate to the overarching research question.

Research Setting

The open-ended question interviews occurred in a variety of manners in order to meet the participants' availability for questioning. The participants selected the interview date, time, and location that were feasible for the participant to offer valuable information. I noted the significance of the interview locations being free from distractions and numerous interruptions. In order to meet the needs of the participants, I conducted one interview face-to-face in the conference room at the local library near the participant's home, another convened as a teleconference, and the other four happened through email communications due to the participants' locations and work schedules.

The in-person interview as well as the teleconference location supported an environment free of distractions and interruptions. Each of the interview areas provided an environment conducive of a positive interview experience. The participants who required email communications of the interview questions returned the responses within a timely manner with each question answered. The participant returned his or her responses within an average of a 2-week time period.

Demographics

The research study required the participants to be former correctional principals of a juvenile correctional facility. Each participant had at least 2 years of experience providing supervisory support to teachers in a juvenile correctional facility. Every participant met the study's criteria for participation. The demographic classifications of the six participants appear in Table 1.

Table 1

<i>Participants Years of Service in a Juvenile Correctional Facility</i>	
Participants (Former juvenile correctional principals)	Years of service in a juvenile correctional facility
Participant A	3 years
Participant B	7 years
Participant C	2 years
Participant D	4 years
Participant E	3 years
Participant F	10 years

Data Collection

For this study, participants were recruited through email invitations being sent to former principals of juvenile correctional facilities. I provided my email and direct telephone number with a one-week timeframe for interested parties to ask questions or address concerns about participating in the study. I discussed; with the eligible parties that expressed interest in participating the times of availability for a possible interview session. One participant agreed to a face to face interview, another expressed that availability could only occur through a teleconference, and the four other participants elected to participate via email due to his or her work schedule and location. After

receiving notification of intent to participate, I emailed the informed consent form. The informed consent form detailed the terms of the study and advised the participant to review the terms for clarity and acknowledgment of voluntary participation. I noted on the consent form that for the consent form to be accepted and before the interview could take place, as well as before the interview questions could be sent, the participant's signature along with the date was to be included on the form.

During data collection, I utilized a descriptive qualitative approach to obtain rich, quality data that captured the participants' perspectives of their lived experiences of encountering teacher attrition issues. I obtained data from six former juvenile correctional participants through open-ended question semistructured interviews to gain insight into the participants' lived experiences and their occurrences of dealing with teacher attrition issues. In this study, the data collection phase occurred over a 64-day period. Within those 64 days, 40 days passed between the initial interview and the last interview questions received, and 24 days passed for the completion of member checking.

Four of the participants opted to participate in the study through email communication due to locations, time availability, and demands of their current occupations. Understanding the value of the data he or she could provide, I agreed to the email data collection method. The use of email has become a well-established data collection tool that provides ease in the distribution of interview questions and the collection of succinct responses regarding the participants' values and opinions about their lived experiences (Brondani, MacEntee, & O'Connor, 2011; Elmir, Schmied, Jackson, & Wilkes, 2011; Mason & Ide, 2014; Ratislavova & Ratislav, 2014; Salih &

Doll, 2013). The participants were given a week to respond to the interview questions. If the time limit passed, I sent a follow-up reminder to complete the interview questions. I ensured that data quality remained an essential focus while using face-to-face interviews as well as email communications, as noted by Bowden and Galindo-Gonzalez (2015). The data provided through email interviews consisted of concrete examples that the participants expressed in order to support their transcribed responses. Due to the sensitive nature of the study's topic, email correspondence enabled the participants to develop a sense of comfort and safety, where they freely transcribed responses that were well-detailed and precise without the pressure of a face-to-face interview, as suggested by Bowden and Galindo-Gonzalez (2015) and Ratislavova and Ratislav (2014).

Throughout the data collection process, the interviews convened at each participant's preferred location, time, or method of completion that best fit the participant's availability. At the onset of each interview, I restated the research question, benefits, risks, and expectations of the study. I reiterated the research protocol and addressed questions in-person and by phone for the teleconference and email individuals participating in the study. I restated that compensation was available for participation; however, none of the participants elected to receive it. I stressed to each participant that participation was completely voluntary. It was noted that the participant had the right to withdraw from the study at any point during the research process without retaliation, and the information obtained up to the point would be utilized during the analysis period. After acquiring full agreement from each participant's willingness to participate in the study, the interviews began.

Due to the variety of interview modalities, I was limited in the frequency of occurrences to observe participant's body language and facial expressions as he or she provided details of their lived experience. During the teleconference, I noted the fluctuations of tone and annunciation when responses were given. Each participant was provided the same interview questions with the face to face interview and teleconference interview being personally asked the questions (Appendix B). The use of the open-ended and follow-up questions was a catalyst for the participants to willingly convey detailed lived experiences of encountering teacher attrition issues. To gain a more thorough understanding of the participants' responses, I employed sensemaking techniques throughout the interviews as well as sent follow-up questions to ensure comprehension of the meaning of the response to those who chose to participate via email, as recommended by Degn (2018) and Weick (2011). The use of sensemaking and member-checking techniques such as asking follow-up questions and restatement of participant's responses limited the chances of miscommunication or misinterpretations of the participants' intentions and responses.

All of the participants agreed to participate in the member-checking process of the study. At the completion of the interviews and to begin the member-checking process, I emailed the participant the transcript from his or her interview and my interpretations of their responses, respectively. For the participants who submitted the initial responses through email, I reviewed the responses and placed a comment of researcher interpretation for the participant to review to ensure that ambiguity of the response was alleviated. Once the participants acknowledged the authenticity of his or her response, I

required the participants to note whether revisions were necessary or would they accept that the transcript displayed the correct meaning of what was verbalized or type-written in their response to each question. Credibility and dependability increased by requesting the participants to complete the techniques of member-checking and sensemaking (see Birt, Scott, Cavers, Campbell, & Walter, 2016; Degn, 2018).

As the sole instrument of data collection for the study, I worked to eliminate any potential bias through the use of *epoche* procedures. Epoche requires the qualitative researcher to facilitate self-awareness and awareness of employing personal bias to explore as well as describe a particular phenomenon (Overgaard, 2015). Throughout the entire process, I neutrally noted pertinent statements and procedures used to obtain data as well as analyze data, as noted by van Manen (2014b). Further, I asked probing questions that prompted the research participants to give deeper descriptions and explanations of their lived experiences. By asking probing questions, I applied epoche to avoid prejudgments and to develop objective perspectives of experiences instead of exploring data through a personal bias, as suggested by van Manen. The generation of objectivity led to results that focused on integrity and transparency. My goal of using epoche was to aim for balance of objectivity and transparency in order to increase the validity and trustworthiness of the research data, as described by Overgaard (2015).

Data Analysis

Data analysis enabled me to explore the interview data to determine if it conveyed the lived experiences of the participants encountering teacher attrition issues in a juvenile correctional facility. This study employed a descriptive phenomenological approach. The

nature of the participants' lived experiences was explored through the van Kaam and van Manen techniques of data analysis (van Manen, 2014b). Van Manen (2014b) noted phenomenological research as the ability to accurately and precisely explore the meaning of the unique phenomenon at hand. The rigor in the analysis of the data stems from the researcher aiming to unveil the value of the rich and thick experiences of the participants (Birt et al., 2016; Glaser & Laudel, 2013; Houghton et al., 2013; Malterud, Siersma, & Guassora, 2016; Reiners, 2012; & Yuksel & Yildirim, 2015). Van Manen suggested that the results should convey the true essence of the experience accurately while straying away from drawing conclusions based upon researcher bias of preconceived notions or explanations of results. The data analysis process began when I gathered data during the face to face interviews as well as when I received the type-written transcripts of participant's responses. I also included all member checking data and reflective journal data. I coded all data together and not in silos. To ensure that I may capture relevant and rich data, I used the van Kaam modified method by executing the following steps to thoroughly analyze the data

- Step 1 required the transcribing and identifying each participant's lived experiences and its value to the study.
- Step 2 involved identifying and reducing repetitive phrases and themes.
- Step 3 acknowledged relationships between themes.
- Step 4 eliminated non-repetitive phrases or terms describing lived experiences.
- Step 5 produced written descriptions of each participant's lived experiences by including specific examples noted from the participant's interview response.

- Step 6 reviewed the developed descriptions of each participant's perspective to identify the conveyed meaning of the experiences of addressing teacher attrition issues.
- Step 7 produced the finalized written descriptions of the essence of each participant's lived experiences in regards to addressing teacher attrition issues.

I critically analyzed the interview data through repetitive reviews of the interview transcripts and member checking (Appendix C) to determine relevance of the research question and responses. I gained a concrete understanding of the interpretations and findings. I reviewed the responses thoroughly until data saturation was reached, which enabled the identification of emerging themes that developed from the diverse perspectives and lived experiences of participants as recommended by Fusch & Ness, 2015. Data saturation occurred when the data repeated the common ideas, perspectives, and words utilized to describe the participants' lived experiences.

In the beginning stages of the data analysis process, I recorded notes in a reflection journal to record the experiences and expressions given with the two face-to-face interviews. Additionally, I documented the length of the initial responses of the type-written responses received. During the progression of data analysis, I recorded the formation of emergent themes that were produced from the initial participants' responses through coding. Coding enabled me to reread the participants' responses several times to validate the importance and connection of each response to the research question. The reflection journal detailed the links between the interview questions and responses that would later be entered into the NVivo 11 software for assistance. I used NVivo 11 to

organize, manage, and code the final emergent themes. Using NVivo 11 to organize the data helped to determine the significance of the participant's descriptions of their lived experiences, and easily group the common responses into a specific theme.

Using the annotations that I entered into NVivo 11, primary themes were constructed based on the descriptive phrases and terms stated by participants. Themes that were identified within a primary theme became secondary themes that are utilized to further support the participants' descriptions of their lived experiences. The supporting themes were explicit examples and stories that illuminated the value of the lived experience in concrete terms that provided me a deeper understanding of the phenomenon.

The themes that were unveiled during data analysis included administration expectation versus teacher expectation, participatory leadership/principal support, correctional setting barriers, and teacher flexibility. I identified the emergent themes using the reduction and intentionality techniques of van Kaam and van Manen, thorough reviews and analysis of interview transcripts, coding of saturated data, employing member checking, and utilizing NVivo 11 software to analyze the participant's responses. Each theme unveiled related back to the theoretical framework of Bandura's (1977) self-efficacy theory. The study's findings displayed common themes that were detailed through diverse events expressed in the participants' experiences.

The data analysis process identified the phrases or examples that captured the descriptions of experiences that arose from participants reflecting on addressing teacher attrition issues. Analysis moved from merely acknowledging the frequency of

occurrences of phrases or terms, but to unveil the statements that provided an in-depth view of factors of principals addressing teacher attrition (van Manen, 2014b). By focusing on identifying emerging themes, the true meanings of experiences was reduced to the most simple and vital components of the phenomenon.

Evidence of Trustworthiness

Credibility

Thematic analysis was utilized to analyze data and to establish a thorough and concise, systematic approach (Ando et al., 2014). The use of thematic or trend analysis provides for flexibility and freedom to generate a collection method that is rich in details and lacks ambiguity in data responses. By performing a thorough analysis, researchers can provide participants with a table of themes that can be reviewed for accuracy and cross-referencing of participant's responses (Ando et al., 2014). The table of themes provided ensures that enough detail is generated to allow participants to assess the credibility of the study as well as to determine if the questions asked were purposeful to the study (Cronin, 2014). Furthermore, member checking and data saturation are employed to increase the credibility of the study because participants review the data to ensure accurate recording of their responses as well as themes examined until repetition and credibility of perspectives occurs in the data set (Fusch & Ness, 2015; Houghton et al., 2013).

To establish data objectivity, I utilized an open-ended systematic semi-structured approach that provided flexibility and freedom in obtaining responses. I adopted a thematic analysis strategy to establish data rich in details and that lacks ambiguity. The

strategies of data saturation and member checking produced data rigor and quality. By performing a thorough analysis, I provided participants with a table of themes that were reviewed for accuracy and cross-referencing of participants' responses as discussed by Ando et al. (2014) and Cronin (2014).

I achieved data saturation when the data appeared redundant and failed to reveal new perspectives or themes of the participants' lived experiences as noted by Fusch and Ness (2015 and Houghton et al. (2013). The process of reaching data saturation serves to confirm the duplication of findings when another researcher conducts a parallel study under the same variables (Ando et al., 2014). Once data saturation was achieved, I eliminated the need to follow-up with the study's participants with future probing questions.

Concurrently, I used member checking to strengthen the richness and quality of the research data as recommended by Birt et al. (2016). The participants were afforded the chance to review the interpretations of the data as well as results through email. I offered the opportunity for review to establish the accuracy of interpretations, and to receive validation that the interpretations exhibited what the participant's endeavored to convey, as recommended by Harvey (2015) and St. Pierre and Jackson (2014). Furthermore, data saturation and member checking decreased the occurrences of researcher bias because I was able to remain objective throughout the interview generating a thorough and concise, systematic approach, as discussed by Ando et al. (2014) and Park and Park (2016).

Member checking of the explored data, peer-reviewed literature that supports the framework of the study, and expert review by my dissertation committee provided a stronger degree of validity to the study as discussed by Carter, Bryant-Lukosius, DiCenso, Blythe, and Neville (2014) and Fusch, Fusch, & Ness (2018). Additionally, I used the van Manen data analysis approach to increase the credibility of the study. The van Manen method (Heinonen, 2015; van Manen, 2014b) required that I explore the data accurately and precisely in order to provide a unique meaning of the phenomenon at hand. Van Manen (2014b) suggested that the results should convey the true essence of the experience accurately while straying away from drawing conclusions based upon researcher bias of preconceived notions or explanations of results. The rigor in the analysis of the data stems from me aiming to unveil the value of the rich and thick experiences of the participants as discussed by Birt et al. (2016), Glaser and Laudel (2013), Houghton et al. (2013), Malterud et al. (2016), Reiners (2012), and Yuksel and Yildirim (2015).

Transferability

Employing a transparent process throughout every stage of data collection increases the trustworthiness of the data for this study and enables future researchers to openly evaluate critical issues in correctional education for preceding studies (Street & Ward, 2012). A transparent process used by me enabled the integration of member checking into the study process, which provided the opportunity for participants to review the interpretations of the data and clarify any issues in the data (Cronin, 2014). Furthermore, in a replicated study focusing on the lived experiences of principals in a

correctional academic setting, the ability for future researchers to expand or build upon the themes or trends developed in the present study will increase the level of validity in using an open-ended qualitative approach. Employing a transparent process allows for the integration of member checking by giving the opportunity for participants to review the interpretation of the data and clarify any issues in the data (Kornbluh, 2015). The process of transferability solidifies whether the results of the current study are applicable for future studies (Fusch & Ness, 2015). Transferability enables researchers to expand or build upon themes or trends developed that uses a similar setting while simultaneously increasing the validity of using an open-ended qualitative approach. To enhance transferability, I employed purposive sampling to obtain participants who provided data to enable me to answer the research question for this study.

I used purposive sampling because a small sample that has sufficient knowledge of lived experiences addressing teacher attrition issues in a juvenile correctional facility provided more benefit than a larger group of participants with little to no knowledge as indicated by Lee-Jen Wu, Hui-Man, and Hao-Hsien (2014) and Malterud et al. (2016). The aim was to conceptualize the commonality in experiences that led to data saturation. To further increase the level of transferability, the data obtained was of high and in-depth quality, as described by Fusch and Ness (2015). I obtained rich and thick data by employing member checking. Member checking was essential for both face-to-face interviews as well as email interviews. The use of member checking assisted in determining the accuracy of the responses that were captured as well as the quality of noting what the participant was conveying about their lived experiences. The quality of

the data and the richness of the data obtained occurred through the consistent exchange of follow up questions to ensure I grasped a full understanding of the participants' response. Exchanges that occurred through email provided for a longer length of time to formulate probing questions. The questions generated a greater degree of clarity from participants at an increase percentage in comparison to face-to-face interviews where participants verbalized responses in a shorter reflection time period and required more probing questions, as noted by Bowden and Galindo-Gonzalez (2015) and Ratislavova and Ratislav (2014).

Additionally, for my study, I selected the descriptive phenomenological approach to describe the lived experiences of former juvenile correctional principals addressing teacher attrition issues. In my study I explored and described the attrition issues that former juvenile correctional principals faced in an educational setting due to teacher retention issues. A descriptive phenomenological approach is appropriate to provide awareness about the situations or activities that can arise and prevent the academic setting from functioning at an optimal level. Van Kaam and van Manen recommend a systematic approach for utilizing a descriptive phenomenological approach that may work for my study. Using a combination of van Kaam's and van Manen's methods (Heinonen, 2015; Yuksel & Yildirim, 2015) of phenomenological data analysis, the reduction and elimination of statements assisted in increasing the accuracy of themes and meaningful data.

The analysis included the first two stages of van Kaam's method of listing and initial grouping of meaningful statements along with reduction and elimination of

statements that are insignificant to the purpose of the phenomenon (Yuksel & Yildirim, 2015). Listing the data enables each statement to be weighted in its value as well as identified in its purpose to the full meaning of the participant's experience of teaching in a correctional facility (Yuksel & Yildirim, 2015). The second aspect of reduction, which is used in van Manen's method of data analysis, is utilized to explore the genuine uniqueness of the experiences of the administrators in order to connect what they believe occurs to what they actually encounter in the correctional education setting and its effect on their attrition rate (Heinonen, 2015). Due to the sensitive and confidential nature of correctional research the van Kaam and van Manen methods were valid and reliable for this study, as described by Heinonen (2015) and van Manen (2014b). Both methods have been used in a rigorous manner to explore and describe the decision and lived experiences of highly sensitive phenomena.

The ability to interview former juvenile correctional principals that dealt with teacher attrition issues is a phenomenon worth exploring using a descriptive study design. The study results may contribute to the scholarly body of knowledge of managerial issues as well as educational issues in a juvenile correctional facility; which increases the results relevancy across scholastic genres. I determined from the literature reviewed that the criteria recommended were feasible for my study as discussed by Barnham (2015). The recommended criteria assisted in facilitating a descriptive phenomenological approach through the research question due to the literature claim that correctional principals have minimal to no expertise of handling teacher attrition issues (Davis et al., 2014) which can be confirmed or denied in an exploration of participants detailing their lived experiences.

Exploring the participants' in-depth descriptions of their lived experiences, I reached data saturation by noting the participants' responses negating the literature's premise of juvenile correctional principals rarely facing the issues of a traditional academic setting. Further, if the participants noted lacking experiences of addressing teacher attrition issues, but provided commonalities of experiences with teachers in the workplace, I again saturated the data. However, the potential saturation issue is that former juvenile correctional principals may fail to express common experiences with handling teacher issues, thereby proving the literature true. The exploration of the descriptions provided by the sample proves sufficient in using a descriptive phenomenological approach.

Dependability

Dependability occurred through the consistency of the themes developed from the exploration of data. By using the study's research question that can be asked to multiple participants and generating answers along a common ground, the data was saturated, and new themes did not occur which allowed for dependability. To generate dependability, I facilitated member checking of each participant's transcribed data interpretation to connect themes and establish certainty of capturing what the participant conveyed, which authenticates the strength and richness of the data, as indicated by Birt et al. (2016). Employing another member to review the transcribed data of each specific participant, and placing the responses with similar keywords into groups to connect specific themes established higher chances of reduction and intentionality. Rich and quality data increases the dependability of the study, and allows future researchers to replicate the study's findings in paralleled studies conducted under similar circumstances (Kornbluh, 2015;

Noble & Smith, 2015). Once all meaningful themes and similarities were exhausted, saturation occurred.

For my study, dependability is an effortless feat. Other studies that employ a descriptive phenomenological approach would only need to interview correctional principals to either confirm or deny the claims that juvenile correctional principals have minimal to no experience handling teacher attrition issues. Conducting a study using the same phenomenological approach and literature review would produce results of lived experiences confirming or denying the results of this particular study, even though the findings may be different in delivery. This study describes the lived experiences of former juvenile correctional principals addressing teacher attrition issues, and another study employing a similar phenomenological approach would obtain the same data about the lived experiences of correctional principals.

Confirmability

Participants analyzed the themes constructed from the present study to ensure the correct interpretations of responses and to mitigate bias, as recommended by Fusch and Ness (2015). I employed confirmability by developing a data grid with the NVivo 11 software to mitigate reviewing the responses from a personal lens and generating themes from a personal reflection instead of the participants. Objectivity of interpretations was exemplified in the initial stages of exploring the data when I set boundaries to prevent the study from answering questions that were too broad or too narrow; but reasonable in the scope for high frequency of replication to occur in future studies, as described by Cronin (2014), Kornbluh (2015), and Noble and Smith (2015).

To further develop confirmability, I used a reflective journal to maintain notes about the data collection and analysis process. I maintained detailed notes during the interviews with participants as well as after interviews to explore valuable information that was beneficial to the study. Data was highlighted and grouped into sections within the journal to export appropriate data into NVivo 11 software. Even more, journal reflections noted milestones reached with the data analysis process. The ability to increase the data quality and the trustworthiness of the data of a qualitative study is dependent on the consistency of the research procedures (Kornbluh, 2015). Qualitative researchers aim for replication of the obtained data and interpretations being achieved by future researchers exploring, confirming or denying the same results given the same circumstances under the same research procedures.

Study Results

In this study, former correctional principals of juvenile correctional facilities described their lived experiences addressing teacher attrition issues. Through an in-depth analysis of participants' responses, the data revealed that correctional principals had multiple factors to address that impacted a teacher's decision to remain or leave a position. These factors were centered on self-efficacy, support, correctional settings, and teacher flexibility. Participants acknowledged consistency, collaboration, and transparency were essential in maintaining an environment that was conducive for learning and continuous professional growth; an environment that was effective increased teacher retention while simultaneously increasing student achievement. Employing a descriptive phenomenological design, the emergent themes are described in Table 2.

Table 2 provides a brief synopsis of the participants' common phrases that led to the generation of the emergent themes.

Table 2

Interview Questions, Response, and Emergent Themes

Interview questions	Common phrases	Emergent themes
1. Leadership style	Participatory, Situational, Supportive	Participatory Leadership/Principal Support
2. Lived experiences addressing teacher attrition issues	Administrative expectations, teacher expectations, Availability of resources, Correctional environment, Flexibility, Personal attitudes, Empathetic	Administration expectations versus teacher expectations; Correctional setting barriers; Teacher flexibility; Participatory Leadership/Principal Support
3. Leadership style affecting teacher motivation and retention	Personal attitudes, expectations, teacher needs, environment, resources, compatibility, drive, willingness to achieve more, teamwork, Collaborative	Administration expectations versus teacher expectations; Teacher flexibility; Participatory Leadership/Principal Support; Correctional setting barriers
4. Leadership style affecting job performance and retention	Participatory, situational, motivation, facilitative, driven, willingness to change, rigid, personal expectations, resources, support, acknowledgement, empathetic	Teacher flexibility; Participatory Leadership/Principal Support; Administration expectations versus teacher expectations
5. Leadership style being transferrable to a traditional setting	Depending on situation, Adjust to the surroundings, No, Depending on personal abilities	Participatory Leadership/Principal Support; Correctional setting barriers; Teacher flexibility; Administration expectations versus teacher expectations

Four Emergent Themes Derived From Data Analysis

Emergent Theme 1: Administration Expectation Versus Teacher Expectation

According to the findings, the principals asserted that a clear understanding of expectations is an integral part of developing a high percentage of teacher retention. Teachers being aware of principal's expectations can determine whether they have the ability or drive to meet the set expectations and adjust accordingly (Celebi & Korumaz, 2016). Teachers willing to accomplish the expectations develop a confidence in their personal abilities, and strive to operate at an optimal level within a correctional educational environment (Celebi & Korumaz, 2016). However, teachers whose expectations contradict the needs of the principal's desires have a greater degree of difficulty meeting the demands of the academic environment. The frustration leads to negative self-efficacy, teacher burnout, and inconsistent student achievement due to the instability of consistent teacher presence (Wang et al., 2015).

Participant B indicated, "Added demands of the juvenile system curriculum and burdensome paperwork got to be too much." Participant C support the notion by stating, "Teachers burn out quickly, they are spread too thin teaching multiple subjects at once with little to no instructional support on how to do it. Teachers ended up teaching more minutes than the average public school teacher." To gain better clarity on the meaning behind the statements of Participants B and C, during member checking, I asked the participants to elaborate on their statements. Both participants noted, "Teachers were expected to teach Math (all levels from middle school through Trig), Science (all levels middle school and all high school courses) and Life Skills." The pressure of principals to

enforce the requirement of teachers led to greater levels of teacher burnout and higher turnover rates. Participant A expressed similar sentiments of the challenge of trying to balance expectations by articulating,

When you include the challenges that teachers face in juvenile facilities including providing individualized lesson plans and instruction for three to four groups of students in one class setting each day, it sheds light on the difficult task that leaders have when attempting to hire teachers, but also retain teachers.

Alignment of expectations. Principals encompassing the benefits of paralleled expectations noted an increase in retaining quality teachers, who were eager to work in conjunction with the principal to produce consistent student achievement. Participant D articulated that teacher attrition occurred throughout the entire correctional educational program due to misalignment of expectations. While Participant E acknowledged that teacher attrition as being “*a fact of life*”. The strategy of developing precise expectations eliminates ambiguity in the work environment and constructs a guideline for principals to model (Kalman & Arslan, 2016). Participant E agreed with this strategy and elaborated more during member checking by stating “what I did to mitigate that was making sure that during the recruiting process, I painted the correct picture of what it is like to be a teacher in a correctional facility. I made sure that I sounded aspirational in what the work entails.”

The guidelines constructed by principals assist teachers in developing quality lessons and instructions that increase student excitement and involvement in the overall correctional education experience. Participant F concurred by verbalizing “I felt that most

educators were empathetic and worked hard to bridge educational gaps for their students. I was able to easily connect with our teachers and establish personal relationships that made the work environment enjoyable. I feel that this made the work environment a positive and supportive place to work. I feel this helped alleviate the rate of teacher attrition.” Agreeing with Participant F, participant D expressed “Having the opportunity to select the majority of the staff put me at somewhat of an advantage in being able to shape the culture of the school toward a shared vision without having to unpack and re-pack individual ideologies. Thus, the common viewpoint of the participants was that teachers who observed positive attitudes and recognition towards their efforts remained loyal to their principal’s mission, the job, and the overall teaching profession.

Emergent Theme 2: Participatory Leadership/Principal Support

From the findings of the study, participatory leadership/principal support was evident throughout the data as having a major influence on the decisions of teachers to remain or vacate their current position. Principals who made an intentional effort to incorporate teachers in the decision-making process noted an increase of ownership by teachers in the success or failure of the academic environment. Participant A noted “I have always preferred a participatory style, especially since it helps to motivate the staff and encourages them to participate in the decision-making process. As a correctional leader one of the most difficult experiences that I faced was both teacher and related service attrition.” Teachers viewed the principal as a role-model and avenue of support on how to maneuver through the standards of correctional educational. The principals that were empathetic to the needs of the teachers and provided inclusive strategies or

techniques retained a greater level of teachers. Participant B supported the importance of participative leadership by stating “I like to include input from my staff when making decisions concerning the school. I feel the more decisions you can have your staff put input into, the more they are going to buy into the program and follow the procedures and processes. My participative style of leadership motivated my teachers to do well.” During member checking to gain assurance I conveyed the particular viewpoint of Participant B about participatory leadership and teacher involvement, PB expanded their response by stating “They (teachers) were able to express their opinions and have a say in decisions. They were motivated to do well and to participate in decisions. They felt some ownership of the school.” However, principals who operated in an individualistic nature received negative feedback from teachers and increase levels of attrition.

Environment. The environment that fostered participatory leadership and principal support increased the level of positive self-efficacy of teachers because they determined their abilities and opinions were valued. Participants C, D, and E agreed with the fact that an environment that perpetuates participatory leadership/principal support was vital to the success of the correctional school environment. The phrases of inspiration, role-model, mutual respect and accountability, and ownership was used to express their experiences of addressing teacher attrition issues. It was through member checking that elaborations were given noting “I was a role-model for the teachers fighting on their behalf to show the infrastructure and system to in order to get better working conditions. This led to not losing teachers that they really wanted to keep during that particular time; even though, the turnover rate was still high”; “I continually strive to

inspire staff and create an environment of mutual respect and mutual accountability where people feel like they matter and they belong.

Being able to connect tasks and expectations to a clearly-defined outcomes fosters commitment, and having clearly-defined processes yields consistency in daily operations”; and this leadership style allowed teachers to have input in most of the major decisions that impact instruction. This way, they have ownership of the decisions being made. This motivated them to want to do more and participate in problem solving. They feel that their opinions will be seriously considered before the final decision is made and implemented. They feel more motivated to execute the solutions to any problem in the school house.”

Belief. Teachers’ belief in themselves became a catalyst for teachers to accomplish challenging tasks that were otherwise avoided. The teachers understood that the principals would offer support instructionally as well as with resources to reach their potential. The teachers were willing to stay and offer assistance wherever needed. Participant F corroborated the statements of the previous participants of the value of participatory leadership/principal support. Participant F explained that they were in the midst of every action or situation that occurred in the correctional educational environment. PF noted “I was able to easily connect with our teachers and establish personal relationships that made the work environment enjoyable. I feel that this made the work environment a positive and supportive place to work. I feel this helped alleviate the rate of teacher attrition. I worked in the trenches just as teachers did, and believe my relationships with teachers and students made the working/ learning conditions better.

Because I was visibly willing to do anything I asked our teachers to do, I believe this motivated teachers to do the best teaching and do almost anything to help our students learn. I felt that my leadership style led to a more stable and productive work environment. This in turn led to more consecutive days of school, less hostile school environment and more stable work conditions.”

Emergent Theme 3: Correctional Setting Barriers

Participants further noted the actual correctional setting was a barrier that impacted the teacher’s ability to remain in their position. Teachers, who deemed the barriers as insurmountable, exuded negative self-efficacy and left the position, but not the overall teaching profession. The inability of the principals to prevent correctional setting barriers such as denied entry of educational resources such as scissors, beakers, and certain chemicals became an obstacle that led to greater difficulty to deliver lessons, execute creativity, and dissatisfaction of the learning environment. Participant A noted “barriers within the correctional facility make it more difficult to handle education and the expectations of education because safety and security are most important.” As member checking occurred, I asked the participant to elaborate on what or who in particular posed the greatest barrier. Participant A identified “the Department of Juvenile Services determined what was allowed and not allowed (e.g., materials/supplies, equipment/technology, student groups, programs, etc.)” Principals and teachers who consistently encountered barriers developed a level of disconnect from the educational environment, and transferred to a more conducive environment of learning (de Koning & Striedinger, 2009; Erdogan & Demirkasimoglu, 2016).

Bonds. Principals are challenged to offer teachers various avenues to facilitate their craft within the barriers that are presented. The principals who are considerate of the teacher's efforts to work diligently amidst the barriers witness teachers embracing the barriers as a catalyst to improve their delivery method and drive to produce more for the students (Erdogan & Demirkasimoglu, 2016; Struyven & Vanthournout, 2014).

Participant F addressed barriers from the point of view of teachers having to develop stronger bonds with students and staff to gain a sense of belonging. The bonds that develop assist the teacher and principals in discovering multiple resources and strategies to reach their students while producing an environment conducive for learning.

Participant F determined that it is a must to strive to foster strong relationship because these relationships become support factors in a teacher's decision to stay or leave their position. PF noted "teachers in correctional education settings, in my opinion, are more patient and more adept at creating meaningful relationships with their students. The correctional education setting requires a whole other level of relationship building. Because of the considerable challenges these students face, teachers must feel supported and know that their work is meaningful and valued."

Safety and security. Teachers who view the barriers as a major hindrance to their profession begin to focus on the safety and security of the correctional environment as bothersome and counterproductive to the classroom (de Koning & Striedinger, 2009). Participant C noted "leaders are challenged to help teachers to withstand the mental strain of being in a locked down facility, being around jailed youth who may have lost hope, and being around correctional officers that have a jail mentality." PC noted that the

constant task of providing techniques to help deal with mental strain require the leader and teachers to address each situation in a unique manner to fit the needs of that particular correctional school environment. Further, the lack of resources for assistance with barriers and mental strain cause teachers to work harder to facilitate a lesson for student comprehension, and as the task becomes difficult for teachers, student misbehavior, and dissatisfaction for school increases (Achinstein, Ogawa, & Sexton, 2010; Aloe, Amo, Shanahan, 2014).

As a result of disconnect, the teacher adapts a negative self-efficacy demeanor that results in dismissal from the current position. Participant D believed that the barriers both written and implied impact the leader's ability to motivate teachers as well as affect the teacher's ability to have freedom in teaching in a creative manner. Thus, teachers felt overwhelmed as they encountered fluctuations in the culture and circumstances at their particular correctional school. Participant C stated "Public schools have many facets of transparency, parental involvement, and cohorts of teachers and leaders; however, the corrections side is severely limited by DJS involvement." Supporting that statement, Participant D expressed "what correctional schools lacked in size as compared to a traditional high school, they made up for in complexity. As a result, teacher attrition was mostly due to an inability to adjust to the correctional environment."

Emergent Theme 4: Teacher Flexibility

Based on the results of the present study, teacher flexibility was crucial to teacher attrition rates in a juvenile correctional setting. Participant C noted "in a public school setting 90-95% of students will be in school all four years, but in corrections it's an

unknown of when the student will leave, making it difficult for the teacher to adjust and provide consistent instruction.” Additionally, principals noted that teachers who were able to adapt to delivering lessons with limited resources, inconsistent daily school schedules and teacher coverage, and a transient student population were more willing to remain in the position. Principals witnessed the teachers moving from a rigid mindset to a mindset of flexibility and creativity while maintaining rigor in the classroom.

The ability of the teacher to perform at a desired level and be able to adjust or be flexible to the expectations of the leader has a higher potential of remaining in their current position. Further, teachers with the inability to accept the inconsistencies of a correctional academic setting expressed high levels of discontent and unconsciously caused strife within the academic environment, resulting in termination or voluntary dismissal. Participant A noted “even though there were occasions where teachers had to receive reprimands/warnings regarding job performance and expectations, their input in the process resulted either in improved job performance or separation. Performance Improvement Plans included input from teachers and in most cases the teachers identified their needs and responded accordingly in an effort to improve their performance.” As a result, leaders that were visibly willing to do anything that they asked the teachers to do and witnessed teacher flexibility, described increased teacher motivation along with a more stable and productive work environment.

Collaboration. Collaboration and transparency are underline factors that support teacher flexibility and positive self-efficacy. Principals that provide the opportunity for correctional teachers to collaborate with teachers from other correctional facilities or

traditional school settings acquire additional skillsets or strategies that may produce a greater ease of dealing with teaching in a juvenile correctional facility. Participants deemed collaboration as necessary in order for leaders and teachers to learn from one another, and become flexible in their methods of teamwork and instructional delivery. Participant E expressed “once hired, I ensured that the teachers are supported in their needs, both professional and personal. I paired new teachers with more experienced teachers as coaches and mentors. Collaboration time was built into the school schedule to protect that time needed for collaboration. This way, they have ownership of the decisions being made. They feel more motivated to execute the solutions to any problem in the school house.”

The increased teamwork and acceptance of diverse viewpoints and opinions provided for a greater level of self-efficacy and retention because the teacher felt appreciated and valued by the principal. Participant C stated “I encouraged and enforced collaboration amongst my staff. This includes collaboration to share lesson plans, worksheets, and tools that were effective, so other teachers don’t have to rethink or reinvent everything for every period, every day.” The encouraging of collaboration and teamwork led to teachers being flexible in executing extra effort, support, and understanding to go the above their general duties to provide an environment conducive for learning. Those who truly embraced the value of collaboration remained in the position at a greater; however, those who failed to embrace collaboration left the position. PC noted “Some teachers were upset and disliked being asked to expand on their lessons; they were angered to provide more, and left the position at a greater rate. On the other

hand, passionate teachers had traction and remained because the leader mirrored or reflected their passion of teaching and wanting more for the youth. Extra effort, support, and understanding were acknowledged, the teachers went the extra mile for me.”

Transparency. Principals who support the teacher’s transparency of wanting assistance to enhance their craft and ability to cope with teaching in a correctional setting acknowledge more in-depth commitment to teaching and loyalty to the teacher’s specific position. The openness of the leader allows the teacher to determine the direction of the academic program, and whether the program parallels the teacher’s abilities. Participant D articulated “I take pride in maintaining transparency whenever possible, so that every employee has the opportunity to understand reasons behind expectations and provide input in decision-making. That transparency, combined with my commitment to process and being firm, fair, and consistent, has yielded teachers who are deeply committed to excellence.” Being deeply connected to collaboration was viewed as necessary in order for leaders and teachers to learn from one another, and become flexible in their methods of teamwork and instructional delivery.

Participant F agreed with statement that being transparent and willing to collaborate with others established an environment where teachers can be positive and supportive. PF exclaimed “it created a team atmosphere, where we were ready to do anything that might make the lives of our students better.” During member checking Participant F expanded by stating “because I was visibly willing to do anything I asked our teachers to do, I believe this motivated teachers to do the best teaching and do almost anything to help our students learn.” On the other hand, principals that lack the

willingness to provide collaboration and transparency opportunities prohibit teachers from developing the confidence of handling challenging situations as well as the ability to be flexible in an ever-changing correctional academic environment, which leads to an increase possibility of a lessen retention rate.

Summary

Chapter 4 restated the purpose of this study was to explore the lived experiences of leaders in some correctional organizations who are challenged with finding ways to reduce turnover in a juvenile correctional facility. In this section, I provided an in-depth description of the setting, participants' demographics, and the data collection process. Chapter 4 continued with an overview of the data analysis experience analyzing the perceptions of the participants' lived experiences.

I obtained data from six former juvenile correctional principals that employed between 2 to 7 years of experience addressing teacher attrition issues. To obtain participants, I utilized purposive sampling to select a sample with knowledge and expertise of the study's phenomenon. I sent out research invitations to 10 former principals; however, 3 respectfully declined and 1 failed to reply after agreeing to participate. Data collection occurred through one face-to-face interview and one teleconference that employed systematic open-ended questions through semistructured interviewing. The additional 4 participants chose to utilize email correspondence in order to provide valuable data responses. Upon transcribing and interpreting each interview, member checking initiated, to determine if I captured the meaning of what the participant was trying to convey.

I facilitated a descriptive qualitative phenomenological research design. I incorporated the data analyzing techniques of van Kaam and van Manen through the use of reduction and intentionality. To reach data saturation and to identify significant themes of the data, I used NVivo 11 software to code, manage, and organize rich quality data. Following thematic data construction, I addressed the evidence of trustworthiness by detailing credibility, transferability, dependability, and conformability of the results. Chapter 4 concluded with an in-depth review of the results in relation to the study's research question.

Chapter 5 contains a summary and interpretation of the research findings. I provided an overview of the assumptions, limitations, and delimitations of the study. Chapter 5 culminates with the implications and recommendations of actions along with providing scholarly suggestions for future research opportunities.

Chapter 5: Discussion, Recommendations, and Conclusions

The purpose of this descriptive phenomenological study was to explore the lived experiences of leaders in some correctional organizations who were challenged with finding ways to reduce turnover in a juvenile correctional facility. The data were derived from interviews using open-ended questions to explore the lived experiences of six former juvenile correctional principals addressing teacher attrition issues. The data analysis process consisted of the strategies of reduction and intentionality as emphasized through the van Kaam and van Manen techniques.

The key themes unveiled from the data include administration expectation versus teacher expectation, participatory leadership/principal support, correctional setting barriers, and teacher flexibility. Administration expectation versus teacher expectation highlights the standards and guidelines that administrators set to be executed by the teachers; however, the teachers have personal expectations that hinder the fulfillment of the principal's expectations. This inconsistent execution of ideals leads to an increase of burnouts and frustrations, which produce high levels of teacher attrition issues. The theme of participatory leadership addresses the principal's intent of being highly involved in the teacher's daily activities to gain an in-depth perspective of what the teacher encounters. The principal is viewed as assisting and completing tasks that are not administrative focused but more student-focused so that the overall academic needs are met. Principal support hinges upon the teacher's need of the leader advocating for specific resources, environments, and strategies that are conducive for students' success. The ease of creating a scholarly environment becomes a catalyst for teacher enthusiasm

and willingness to remain in their position. Correctional setting barriers detail the obstacles that the principals and teachers encounter trying to perform the basic academic duties. The theme of teacher flexibility encompasses the teacher's ability to adjust in a quick manner to needs of the environment and ever-changing student population.

I begin this chapter with an interpretation of the research findings. I continue by detailing the limitations of the study along with acknowledging recommendations for future research considerations. The chapter culminates by addressing the implications for positive social change.

Interpretation of the Findings

I captured the significance of the lived experiences of six former juvenile correctional principals by analyzing their responses and discovering the emergent themes of value that were presented in the interview responses. I employed the descriptive phenomenological approach to address and reveal the meaningfulness behind experiences of encountering teacher attrition issues in a juvenile correctional facility. Using the descriptive phenomenology research design, I focused primarily on the participants' descriptions and usage of vocabulary to explain their experiences, as discussed by Matua and Van Der Wal (2015). Most importantly the descriptive approach allows one to enter the participant's world and discover the wisdom of actions in its purest form while eliminating any preconceptions of the phenomenon (Matua & Van Der Wal, 2015). The descriptive approach provides the chance to move beyond conceptualizations of the participant's experience and move to exploring more direct and deeper meanings that are fused into the everyday actions or occurrences of participants (Reiners, 2012; Sloan &

Bowe, 2015). The lived experiences noted by participants centered on teacher support, administrative interaction, motivation, resources, expectations, and self-efficacy. The specific themes that were generated during the data analysis stage matriculated from the participants' recollection of lived experiences that address the research question. The research question that guided the study was the following: What are the lived experiences of leaders in some correctional organizations who are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility? The following section entails a thorough interpretation of the participants' description of their lived experiences addressing teacher attrition issues in a juvenile correctional education program.

Finding 1: Administration Expectation Versus Teacher Expectation

The finding of administration expectation versus teacher expectation emerged as participants described their lived experiences with encountering teacher attrition issues. The former correctional principals articulated encountering teachers who operated in constant confusion of what the administration expected to see in a correctional educational environment with what the teacher actually wanted to implement in the classroom. The participants affirmed the evidence that supports the emergent theme through member checking of my interpretations of participant's interview responses of their lived experiences.

The finding of administration expectation versus teacher expectation aligns with the study's topic of former correctional principals encountering teacher attrition issues as previous researchers noted that the expectations of teachers correlate with retention rates (Houchins et al., 2017). Some researchers also acknowledged that the confusion between

teacher expectations and administration expectation leads to greater levels of dissatisfaction and mass exodus of the teaching environment (Houchins et al., 2017). The confusion and dissatisfaction generated with misinterpretation of expectations have caused a greater number of teachers to leave their particular school but not the teaching profession (Houchins et al., 2017).

The finding of administration expectation versus teacher expectation aligned with the theoretical framework used for the study, Bandura's theory of self-efficacy. The theory addresses the individual's level of self-efficacy being contingent upon the individuals meeting the expectations on the job. The greater the individual believed the expectations can be accomplished, the more positive self-efficacy is displayed and the individual remains in the position (Craig, 2017; Hascher & Hagenauer, 2016; Lambersky, 2016; Sehgal et al., 2017; Troesch & Bauer, 2017). However, as noted within the self-efficacy theory, an individual who perceives the expectations as insurmountable has a greater probability of leaving the position as well as exhibits higher degrees of negative self-efficacy.

Finding 2: Participatory Leadership/Principal Support

The finding of participatory leadership/principal support emerged from participants describing their lived experiences providing support to teachers to address teacher attrition issues. The former correctional principals communicated the role they operated in to ensure teachers felt valued and understood the significance of their opinion. The participants affirmed the evidence that supports the emergent theme through

member checking of my interpretations of participants' interview responses of their lived experiences.

The finding of participatory leadership/principal support aligns with the study's topic of former correctional principals encountering teacher attrition issues as previous research noted that teachers included in the decision-making process becomes the catalyst for teachers deciding to stay or leave the profession (Goldhaber & Cowan, 2014). A greater degree of teacher involvement in decisions that affect the mission of the school encourages the teachers to affirm a deeper connection of the principal's expectations. The more the principal provided support with techniques, resources, and strategies to excel in the correctional academic environment; the more likelihood the teacher would remain in the position (Goldhaber & Cowan, 2014).

The finding of participatory leadership/principal support aligned with Bandura's theory of self-efficacy, the theoretical framework used for the study. The theory notes that vicarious and mastery experiences are determining factors for teachers to remain loyal to the work environment and the principal's directives (Troesch & Bauer, 2017). Teachers witnessing the efforts of principals to make the work environment feasible for growth and professional enlightenment are more prone to perform at their best potential while exhibiting positive self-efficacy (Troesch & Bauer, 2017). It can be stated that the greater the display of participatory leadership and principal support, the greater the retention rate (Celebi & Korumaz, 2016; Erdogan & Demirkasimoglu, 2016; Struyven & Vanthournout, 2014).

Finding 3: Correctional Setting Barriers

The finding of correctional setting barriers emerged as the participants detailed their lived experiences with addressing teacher attrition issues. The former correctional principals recalled the barriers that everyone encountered while trying to deliver lessons within a correctional environment. The challenge consisted of meeting the needs of safety and security of the juvenile facility while simultaneously providing teachers the ability to exercise their professional educational techniques to foster student success. Principals able to address the barriers and provide a means for teachers to perform with unique resources and techniques identified a higher percentage of teachers being loyal to their position. The participants acknowledged the evidence that supports the emergent theme through member checking of my interpretations of participants' interview responses of their lived experiences.

The finding of correctional setting barriers aligns with the study's topic of former correctional principals encountering teacher attrition issues as previous researchers identified barriers within the workplace as a prohibitory variable that has a negative impact on teacher retention (de Koning & Striedinger, 2009). A teacher having multiple barriers extinguishing the possibilities of producing an environment conducive to learning, leave the educational arena at a greater rate than environments that lack barriers (Simon & Johnson, 2015). The ability of principals to provide a solution to the barriers encountered allows the teacher to execute behaviors that produce work habits, which are pleasing to the goals of the principals and overall teacher development (Le Cornu, 2013).

The finding of correctional setting barriers aligned with Bandura's theory of self-efficacy, the theoretical framework used for the study. The theory addressed the connection of barriers with self-efficacy. Teachers who deduce their ability to handle challenges or difficult situations are more apt to remain in the position and acknowledge the benefit of the principal's suggestions (Ronfeldt, Loeb, Wyckoff, 2013; Troesch & Bauer, 2017). However, teachers who determine that the barrier is unable to be penetrated tend to doubt their abilities and view the academic setting in a negative connotation, which increases the possibility of the principal losing a quality teacher (Troesch & Bauer, 2017). Principals who encounter a higher level of negative self-efficacy from teachers experiencing obstacles within the workplace have grave difficulties handling teacher attrition issues (Player, Youngs, Perrone, & Grogan, 2017).

Finding 4: Teacher Flexibility

The finding of teacher flexibility emerged as participants articulated their lived experiences with encountering teacher attrition issues. The former correctional principals described situations of teachers having to be flexible in delivery of instruction, operation schedule, and principal expectations on a daily basis. Teachers who were able to release a rigid frame of mind and accept change with flexibility while working increased their chances of positive self-efficacy and stayed in their position (Ronfeldt et al., 2013). However, teachers who are rigid and unaware of the benefits of flexibility noted a greater level of difficulty remaining in their current position. The participants confirmed the evidence that supports the emergent theme through member checking of my interpretations of participants' interview responses of their lived experiences.

The finding of teacher flexibility aligns with the study's topic of former correctional principals encountering teacher attrition issues as previous research suggested that principals who endorse or encourage teacher flexibility encounter higher moments of positive self-efficacy. Principals, who provide the opportunity for teachers to understand the importance of flexibility, acknowledge academic environments that exude positive work habits and greater loyalty by teachers (Player et al., 2017). Further, teachers who identified ease of adjusting to guidelines or expectations set by principals noted an increase in self-efficacy and a decrease in attrition issues (Player et al., 2017).

The finding of teacher flexibility aligned with Bandura's theory of self-efficacy, the theoretical framework used for the study. The theorist suggests that an individual's ability to adjust to situations or obstacles that arise produce a greater will power to conquer challenging tasks (Peters & Pearce, 2011). The individual acknowledges the experiences as a means to showcase the talents needed to perform at an optimal level. Principals who recognize the efforts of teachers to adjust to the needs of the environment ahead of their personal needs, witness collegial behaviors that foster teamwork, positive self-efficacy, and loyalty to the overall teaching profession (Player et al., 2017).

Limitations

After completing a thorough data analysis and unveiling emergent themes, it is noted that the current research experienced several limitations. The limitations were centered on participants, interview technique, and sample group. The first limitation of participants addresses the concern of the number of participants that agreed to participate in the study. As the researcher, I sent ten email invites to former correctional principals of

a juvenile correctional facility asking for voluntary participation. Out of those ten, three failed to respond to the invite and one agreed to participate but never responded to any future email correspondence. The small number of participants provided a great deal of information that added to the scholarly knowledge of applying strategies to address teacher attrition. The information may be used to make generalizations about teacher attrition in a larger setting; however, the experiences are limited to a correctional setting.

The second limitation addresses the data collection method. Data collection was set to occur in a face-to-face open ended question interview manner. The participants were sent an explanation of the data collection method and only two were able to adhere to face-to-face interviews. Due to professional and personal obligations as well as location, the other four participants asked to answer the study's questions in a type-written manner that included multiple email correspondence. Participating in a type-written manner prohibited the observation of the participant's body language to determine the accuracy or genuineness behind the response. Further, as the researcher, it required more interactions with the participants to gain an in-depth understanding of the response provided, while at the same time, preventing any immediate elaboration on responses due to lack of in-person communication efforts. The information that was provided produced themes that would add value to reasons of how leaders can handle teacher attrition; however, a deeper degree of descriptions may have occurred, if all of the participants met to complete the face-to-face interviews.

The third limitation focuses on the homogenous participant group. The participant group included former correctional principals of juvenile correctional facilities to address

teacher attrition issues. The inclusion of teachers into the participant group would have increased the chances of gaining a significant perspective of why teachers chose to remain or leave the profession. Having data from both the principals and teachers would have enabled a comparison of perspectives of experiences that could have add to the scholarly body of knowledge on how to address teacher attrition. While the study encountered limitations, it still provides a significant amount of information that may be useful in constructing strategies and techniques for principals to handle teacher attrition issues.

Recommendations for Future Research

While this study aimed to explore the lived experiences of former correctional principals in a juvenile correctional facility, a future recommendation is made to include the connection of teacher's academic skills and retention in a correctional setting to understand their ability to cope with the expectations of the principals and overall correctional educational system. I recommend the interviewing of correctional teachers and principals for a more in-depth exploration of retention issues. Interviewing teachers and principals in a future study removes the limitation of the number of participants in a study. Increasing the sample size may lead to a unique perspective of the phenomenon that was overlooked by using a smaller homogeneous sample. The variety of lived experiences that could be explored can produce a perspective in the correctional arena that future studies need to address.

Results unveiled in this study pinpoint the issue of principals and teachers operating while trying to meet the needs of the correctional environment. Proceeding

research should include a focus on safety and security affecting the decision-making abilities of leadership as well as teachers' retention rates. A broader perspective of the significance a correctional environment has on the overall academic environment may reveal a greater depth of barriers for teachers and leaders to operate at their fullest potential. It would be feasible to incorporate a larger more diverse sample group in order to have a greater degree of understanding of the impact of lived experiences regarding teacher attrition issues.

Future research comparing the lived experiences of current correctional principals with former correctional principals in a juvenile correctional facility should occur. I recommend exploring the detailed perspectives of the two sets of principals to gain a deeper level of knowledge of the lived experiences of the principals addressing teacher attrition issues. By enlarging the participant pool, the future study can move from being a homogeneous group of principals to a diverse population. The participants may unveil data that with a greater degree of richness and thickness. Specifically, I recommend exploring what factors have changed or remained the same over the years, and what solutions could be implemented to address the themes that emerge.

A limitation of this study was the absence of addressing principal and teacher salaries. A future recommendation is suggested to explore the impact of salaries on teachers' decisions to remain in their position, and the ability of leaders to use salaries as a motivation factor. Previous studies have analyzed the significance of salaries on decisions to change districts; however, there is a gap in the research exploring the impact of salaries on correctional principal's ability to retain teachers (DeAngelis & Presley,

2011). In other words, obtaining data that pertain to salaries can diversify the data collection method through future researchers adding more demographic questions. The questions can become catalyst to expand the conversation about the participants' lived experiences handling motivators such as salaries and its impact on addressing teacher attrition. The emergent themes may become deeper in focus and explore solutions for correctional principals handling teacher retention.

Implications

The results provided in this study have the potential to evoke positive social change in practice, theory, and in society, respectively. The study can contribute to the managerial field through application in educational and correctional areas of practices. Also, the study's results can enhance the existing body of knowledge regarding Bandura's self-efficacy theory by showing that the concepts are applicable to more than the traditional academic setting. Further, this study can contribute to social change through the results acquired revealing the value of the former correctional school principals lived experiences being a catalyst for establishing programs or techniques to retain quality teachers.

Individual and Organizational Implications

Each participant detailed lived experiences associated with encountering teacher attrition issues. The personal experiences that were recalled evoked a variety of emotions that allowed genuine opinions and suggestions to be offered about retaining or dismissing teachers in a juvenile correctional educational setting. As the participants provided thorough descriptions of their strategies and techniques utilized, they uncovered deeper

experiences that supported initial response of addressing teacher attrition. Specifically, participants addressed encounters that assisted them in improving their personal aptitude of identifying and retaining quality teachers that lead to positive social changes within the correctional academic environment.

From an organizational perspective, as principals become more cognizant of the factors that motivate quality teachers to exhibit positive self-efficacy, the youth benefits from consistency that produces success in the classroom. The benefit of principals understanding the importance of self-efficacy and the factors that have a negative or positive effect on the teacher's decision to remain in a position, the overall school environment benefits from the maximization of resources provided. As principals add value to incorporating teachers' needs into the needs of the organization, the principals can employ professional development trainings that help to show teachers how to encounter and overcome various difficulties of teaching in a juvenile correctional facility.

Managerial Practice Implications

The leader's inability to recognize and interpret motivational factors to retain quality teachers can limit the success of an academic environment (Achinstein et al., 2010). Principals that address the self-efficacy needs of teachers and its connections to contentment increase chances of producing environments conducive to learning as well as retaining quality teachers. While there are differences in the manner that leaders communicate, interact with employees, and develop policies to handle the professional needs of their staff, leadership remains a vital factor in teacher success (Erdogan & Demirkasimoglu, 2016; Ghasabeh et al, 2015; Kalman & Arslan, 2016). As a result,

leaders who embrace techniques that promote positive self-efficacy may maximize the opportunity for quality teachers with experience to provide youth with a consistency of academic programs.

Theoretical Implications

Through extensive research, I examined past studies that review the concepts of Bandura's self-efficacy theory through the lenses of a stable academic environment and its effect on teacher retention (ie: Lambersky, 2016; Sehgal et al., 2017; Snyder & Fisk, 2016). By conducting the present study, I may help to narrow the gap and advance the knowledge of the lived experiences of correctional school principals who have experienced teacher attrition issues in a juvenile correctional facility. This study contributes to the existing body of knowledge regarding Bandura's self-efficacy theory by showing that the concepts of the theory are applicable to more than the traditional academic setting, but also to a nontraditional educational setting with ever-changing environmental factors. The significance of this study is that it highlights the lived experiences of former correctional school principals who have experienced teacher attrition issues in juvenile correctional facilities. Specifically, this study describes the techniques and strategies the participants used to address teacher attrition issues in order to retain quality teachers to provide consistency to the academic environment for incarcerated youth.

Implications for Social Change

The insight gained from the study contributes to social change through the acquiring of lived experiences from former correctional school principals who have

experienced teacher attrition issues in a juvenile correctional facility. The emergent themes provide significant details that increase the chance for juvenile correctional facilities to retain quality teachers. Leaders employing, training, and retaining quality teachers; increases the probability of incarcerated youth receiving continuous educational services pertinent for reentry into society as a productive student. The increase chance of success provides a boost to the economy for society because of the youth's academic and job readiness to operate as a productive citizen (Hall, 2015).

Conclusion

The present study noted principal expectations and teacher self-efficacy as significant components of a teacher's decision to remain or leave their position. The pertinent issue is principals having to address teacher attrition issues and its impact on the overall academic environment (Player et al., 2017). A plausible explanation for teacher attrition issues is centered on the miscommunications of expectations and standards set by principals for teachers to adhere to on a consistent basis.

Positive self-efficacy was vital for principals to acknowledge in order to retain quality teachers. Principals, who participate in situations that occur in the academic environment and provide strategies as well as techniques to model, increase the likelihood of consistency within the classroom. When teachers view principals' motivational efforts and care of meeting teacher's needs as genuine; the teacher is more apt to participate in the vision of the principal.

Once there is an awareness of what correctional principals encounter on a daily basis in regards to teacher attrition, there may be more support from the state department

and society in general to find ways to support administration in retaining quality teachers in a juvenile correctional facility. Consistent support from academic policy makers and the overall community provides correctional academic leaders with the chance to produce solid scholastic activities that meet rigorous standards and guidelines. The ability of correctional academic leaders to meet standards and guidelines encourages the teachers to strive to operate at a quality level in which students are encouraged to do more in the classroom and exceed expectations of academic growth. Teachers that encounter student's academic excitement and tenacity are more willing to remain in their position, and take on challenging tasks where the teacher's personal strengths and expertise can be exhibited. Leaders employing, training, and retaining quality teachers increases the probability of incarcerated youth receiving continuous educational services pertinent for successful reentry into society. The increased chance of success provides a boost to the economy for society because of the youth's academic and job readiness to operate as a productive citizen (Hall, 2015). Although this study's results focus on former correctional principals, its findings could easily apply to the traditional academic environment.

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Appendix A: Interview Protocols

1. Introduce self to the participant.
2. Provide consent forms, review consent form contents, answer questions and concerns of the participant.
3. Participant signs consent form.
4. Provide participant with a copy of their signed consent form.
5. Tell the participant that the interview will be recorded and turn on the recording device.
6. Note the date and time of the interview along with introducing the alias identification codes.
7. Begin interview with the research question.
8. Follow up with additional questions regarding the study.
9. Complete the interview and discuss member-checking with the participant.
10. Thank the participant for their participation in the study. Review contact numbers for follow-up questions and concerns.
11. End protocol.

Appendix B: Interview Questions

The interview questions are constructed as a derivative of the research question “what are the lived experiences of leaders in some correctional organizations who are challenged with finding ways to reduce teacher turnover in a juvenile correctional facility?”

1. How long were you a principal in a juvenile correctional facility?
2. How would you describe your leadership style?
3. In detail, explain what were your lived experiences as a correctional leader who addressed teacher attrition rates in a juvenile correctional facility?
4. In detail, explain how did your leadership style affect the motivational level of your teachers?
5. In detail, explain how did your leadership style affect the job performance of your teachers?
6. How would you describe that the same leadership style that you utilize in the traditional education setting was effective in the correctional education setting?

Appendix C: Member Checking Protocol

- 1) Interview participants and notate responses and record interview.
- 2) Transcribe interview recordings for member checking.
- 3) Critically analyze interview notes and transcripts.
- 4) Create my interpretation of participant's responses to questions.
- 5) Member check my interpretations by sending a paper version of the question and my interpretations to each participant.
- 6) Note and record any changes or additional data added after the participants review of the initial transcript to determine if I captured what the participant was trying to convey.
- 7) If needed, interview the participant a second time to gain a deeper understanding of the participants lived experiences.
- 8) If necessary, repeat steps 2 through 6 for a more thorough data collection process.