



Walden University
ScholarWorks

Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies
Collection

2019

Juvenile Correctional Officers' Job Satisfaction, Retention, and Quality of Supervision

Lalita Nicole Appling-Plummer
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Psychology Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Lalita N. Appling-Plummer

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Matthew Geyer, Committee Chairperson, Psychology Faculty

Dr. Brent Robbins, Committee Member, Psychology Faculty

Dr. Tracy Masiello, University Reviewer, Psychology Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2019

Abstract

Juvenile Correctional Officers' Job Satisfaction, Retention, and Quality of Supervision

by

Lalita N. Appling-Plummer

MA, Fort Valley State University, 1997

BS, University of West Georgia, 1993

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

General Educational Psychology

Walden University

August 2019

Abstract

Juvenile Correctional officers are important to the function of secure facilities because they maintain constant contact with offenders. This quantitative study sought to determine why turnover rates continue to rise and offered insight into retaining officers. This study utilized Abraham Maslow's Hierarchy of Needs theory as the foundation for explaining relationships between the variables: quality supervision and intent to stay and job satisfaction, job search, and job embeddedness of juvenile correctional officers across the United States. Survey data were collected from 247 juvenile correctional officers using a web-based survey containing 5 scales including Quality of Supervision and Intent to Stay, and Job Embeddedness, Job Satisfaction, and Job Search. The relationship between quality of supervision and intent to stay and job embeddedness, job satisfaction, and job search, were analyzed through correlational and multiple regression analyses. An ordinal regression analysis determined that of the variables examined, job satisfaction was a significant factor in the quality of supervision for juvenile correctional officers supervising female youth in secure facilities. A multiple linear regression analysis determined that of the variables analyzed only job satisfaction and job search had a significant effect on juvenile correctional officers supervising female youth intent to stay employed at secure female facilities. This research enhances the body of knowledge examining the cause of individuals' intent to stay and quality of supervision. Reduction of employee turnover increase of job satisfaction, and quality of supervision can positively benefit juvenile justice organizations by enabling correctional staff to meet the overall mission of keeping youth and communities safe.

Juvenile Correctional Officers' Job Satisfaction, Retention, and Quality of Supervision
by

Lalita N. Appling-Plummer

MA, Fort Valley State University, 1997

BS, University of West Georgia, 1993

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

General Educational Psychology

Walden University

August 2019

Dedication

To my husband, Paul, for his love, support, encouragement, and unending patience with me during this process.

I also dedicate this work to my grandparents who are no longer in this world to witness what they always knew I would accomplish. My love always Charlie and Evries Lampley, and Charles and Daisy Appling.

Acknowledgments

Thank you to Tania, my sister, whose analytical and organizational mind was always there to help dismantle the obstacles that undoubtedly, arose. You are the BEST!

To mom and dad (Dot and Richard), uncles, aunts, and cousins who cheered me on all the way. Thank you for the motivation.

To my committee, Dr. Geyer, Dr. Robbins, and Dr. Masiello, I appreciate your patience and guidance throughout this process.

Table of Contents

| | |
|---|-----|
| List of Tables | ivv |
| Chapter 1: Introduction to the Study..... | 1 |
| Introduction..... | 1 |
| Correctional Officers | 6 |
| Juvenile Correctional Facilities..... | 7 |
| Juvenile Correctional Officers | 8 |
| Statement of the Problem..... | 10 |
| Purpose of the Study | 11 |
| Research Questions and Hypotheses | 12 |
| Theoretical Framework..... | 13 |
| Nature of the Study | 14 |
| Aims and Objectives of the Study | 15 |
| Definition of Terms..... | 16 |
| Assumptions..... | 17 |
| Delimitations..... | 17 |
| Limitations | 17 |
| Significance of the Study | 17 |
| Implications for Social Change..... | 18 |
| Summary..... | 19 |
| Chapter 2: Literature Review..... | 20 |
| Introduction..... | 20 |

| | |
|--|----|
| Literature Search Strategy..... | 20 |
| Theoretical Foundation and Conceptual Framework..... | 21 |
| Turnover..... | 23 |
| Burnout | 26 |
| Organizational Commitment..... | 27 |
| Job Satisfaction | 27 |
| Job Embeddedness | 29 |
| <i>Correctional Officers</i> | 35 |
| <i>Correctional Officer Education Requirements</i> | 39 |
| <i>Juvenile Correctional Officers</i> | 41 |
| <i>Juvenile Delinquents</i> | 43 |
| <i>Female Juvenile Delinquents</i> | 44 |
| Transition and Summary..... | 46 |
| Chapter 3: Research Method..... | 48 |
| Chapter 3: Methods..... | 48 |
| Introduction..... | 48 |
| Purpose Statement..... | 48 |
| Research Design and Approach | 48 |
| Research Method and Design | 49 |
| Population and Sampling | 50 |
| Ethical Research..... | 51 |
| Data Collection | 52 |

| | |
|--|-----|
| Instruments..... | 52 |
| Data Collection Technique | 57 |
| Data Analysis Technique | 57 |
| Reliability and Validity..... | 57 |
| Chapter 4: Results..... | 61 |
| Overview of Study | 61 |
| Data Overview and Screening | 61 |
| Descriptive Statistics..... | 62 |
| Research Question 1 | 64 |
| Research Question 2 | 67 |
| <i>Summary</i> | 71 |
| Chapter 5: Discussion, Conclusions, and Recommendations..... | 73 |
| Introduction..... | 73 |
| Interpretation of the Findings..... | 73 |
| Recommendations for Action | 79 |
| Limitations of the Study..... | 80 |
| Recommendations for Further Study | 81 |
| References..... | 84 |
| Appendix A: Survey | 102 |

List of Tables

| | |
|--|----|
| Table 1 Descriptive Statistics of Juvenile Correctional Officers..... | 63 |
| Table 2 Descriptive Statistics of Demographic Information | 64 |
| Table 3 Descriptive Statistics of Quality Supervision of Youth | 65 |
| Table 4 Goodness of Fit of the Model | 65 |
| Table 5 Final Model Fitness | 66 |
| Table 6 Parameter Estimates of the Ordinal Regression Model | 67 |
| Table 7 Descriptive Statistics: Intent to Stay, Job Embeddedness, and Job Satisfaction . | 68 |
| Table 8 Goodness of fit of the Linear Regression Model | 70 |
| Table 9 Parameter Estimates: Linear Regression Model | 71 |

Chapter 1: Introduction to the Study

Introduction

Scholars have examined an individuals' intent to stay and its relationship to the constructs of job satisfaction and job search. A growing body of research exists concerning the construct of job embeddedness and an individual's intent to stay in their job. Although job satisfaction and job search have been studied in correctional facilities, little is known about job embeddedness in this area. In this study, I examined these constructs and their influence on correctional officers' intent to stay at secure facilities housing juvenile females.

The focus of this research was on the factors that create a hostile work environment in secure facilities housing female juvenile offenders, the steps to be taken by management to improve the retention rate and increase the job satisfaction of the correctional officers. The strategies may positively impact the performance and quality of work by juvenile correctional officers by increasing the job satisfaction levels of the officers. The research design is identified in this part of the dissertation. The main emphases in this research are provided, including the research background, research aims and objectives, and the research questions and hypothesis. At the end of the chapter, the limitation and delimitation of the research will be presented. A summary of the chapter will also be presented along with other details of the research.

Background

In the 21st century, demographic changes in families and communities have caused a need to focus on employee retention in secure facilities and prisons. The potential for loss of labor, talent, skill deficits, and a shortage of knowledgeable workers are documented in management literature (Armstrong, Hartje, & Evans, 2014; Cohen, 2006; Frank, Finnegan, & Taylor, 2004). Understanding the intent of prison and the culture have had an impact on retaining qualified and knowledgeable workers.

Prisons have not always been the main delivery of punishment to control behavior. Penal institutions were not regularly used until the 16th and 17th centuries. In medieval times, the death penalty was employed to create the maximum amount of pain using axes, whips, chains, collars, and knives (Stinchcomb, 2004). Numerous crimes required a death sentence, and the method used was intended to create the maximum amount of physical pain and suffering. Inmates were confined in institutions that were damp, dark, dungeons infested with vermin (Stinchcomb, 2004).

According to Chapman (2013), many prisons in England and Europe were petitioned for reforms for a variety of reasons to include:

- Segregation of prisoners by age, sex, and severity of their offense
- Cells for prisoners to reduce moral and physical contamination
- Salaries for staff to prevent the extortion of prisoners
- Appointment of chaplains and medical officers to address the spiritual and physical needs of inmates
- Prohibitions against the sale of liquor to prisoners

- Provision of adequate clothing and food to ensure continued good health

During the reforms, Howard advocated for the term penitentiary, following the example of the Quaker's model, which required those incarcerated to meditate and repent of wrongdoing, a sense of penance (Chapman, 2013). Governor Penn supervised the implementation of the Quaker criminal code established in Pennsylvania that was created for all crimes except for homicide. Hard labor was required of inmates instead of physical punishment. Basic needs such as food and lodging were given to inmates (Herzing, 2015).

Solitary confinement became the preferred method of encouraging criminals to modify their behavior. Prisoners were given ample time to consider the error of their ways and to read the Bible while in solitude, hoping this would make them better citizens upon release (Herzing, 2015).

A similar penal system to Pennsylvania's Separate System is the New York system, Congregate system or Auburn. The offenders were confined in solitary during sleeping hours (Herzing, 2015). The New York system was more economic than the system in Pennsylvania because private companies used prisoners for employment in Auburn. This became the prototype of the industrial prison of the late 1800s and early 1900s. Reasons noted for requiring inmates to work were as follows (Goldsmith, 1999; Pierson, Price, & Coleman, 2014)

- To pay for the expenses of the prison
- To provide work for the prisoners to prevent idleness
- To rehabilitate prisoners by providing prisoners with a work history.

Correctional systems ran more smoothly throughout the early part of the 20th century while people in the United States became focused on World War I and II (American Correctional Association [ACA], 1983). However, the medical model was brought to U.S. correctional system during the 1950s.

The medical model emphasized criminality as a disease to be cured. Treatment programs focusing on addiction therapy, psychological counseling, and vocational training were implemented. Diagnostic centers were created to diagnose offenders and ensure psychological and medical exams, as well as interviews to establish social, correctional, and family needs (Simon, 2013). Although the medical model was popular across the country, Beto was using the control model developed for the Texas Department of Corrections. Beto believed in directly supervising the prison operations and became known as “Walking George” (Price & Susan, 2011). Beto believed that the prison system should exist for three purposes. First, it should serve as a deterrent to crime; second, it removed certain people from society; and third, an attempt to rehabilitate offenders should occur (Price & Susan, 2011). The control model emphasized self-discipline and the control of the prison being relinquished to the guards rather than the inmates. Punishment did not need to be hard, but it did need to be certain, consistent, and swift.

Inmates, inmate rights groups, judges, academic scholars, and prison administrators began to advocate for a change in corrections (Rand, 2010). Martinson is responsible for the phrase “the field of corrections has not as yet found satisfactory ways to reduce recidivism by significant amounts” (as cited in Wilks, 2004, p. 108).

Rehabilitation was the focus of the medical model; however, other correctional goals included deterrence, incapacitation, and punishment. The balanced model became the new correctional philosophy. This system integrates many of the components of the previous models providing an equalized approach to institutional management (Rand, 2010).

Hundreds of lawsuits have been filed and granted on behalf of inmates since the late 1960s. These lawsuits challenged the conditions and practices in U.S. correctional institutions. Court orders or consent decrees requiring remedial actions resulted in many lawsuits. Forty states and the District of Columbia, Puerto Rico, and the Virgin Islands were under court order to reduce overcrowding and/or eliminate unconstitutional conditions of confinement (Rand, 2010). *Cooper v. Pate* (1964) and *Wolff v. McDonnell* (1974) are examples of cases that led the way for offenders to file suit against correctional institutions. Federal courts did not appear to be concerned with corrections' operations prior to the early 1960s. By the early 1980s, state prison systems were either under federal court order or involved in ongoing litigation. Litigation challenged areas of correctional operations to include classification, diet, health care, housing assignments, mail privileges, and overcrowding (Stinchcomb, 2004).

Today's prison systems have changed due to the litigation of the early 1980s. With the rehabilitative model of the 1960s and 1970s obsolete, the crime control model became dominant, and U.S. society expected that inmates would be held accountable for their crimes (Stinchcomb, 2004). Lock down facilities referred to as "Supermax" were

built in many states using technology to make much of the operation of the prison computerized and segregated offenders 23 hours a day (Stinchcomb, 2004).

Correctional Officers

Correctional officers are a human resource in the criminal justice system. The correctional officer, more than any other employee, maintains constant contact with offenders in the criminal justice system (Roy & Advija, 2012). The primary function of the correctional officer is custody and control of inmates. Their purpose is to serve and protect the public by keeping offenders controlled and secure from society (Steiner & Wooldridge, 2015). Nicknames commonly used over the years to describe correctional officers include “hacks,” “screws,” “turnkeys,” “keepers,” “guards,” “bossman” or “boss lady.” The ACA (1983) approved a resolution to end the use of the term prison guard, electing to use the term correctional officer instead. The title change corresponded with the modification in correctional viewpoints and the increase in the offender population. The old philosophy of managing inmates became antiquated as inmates lawsuits and rights were granted through the federal courts.

The correctional officer world began to change as these changes began to occur within correctional departments. The focus on prison systems increased causing their operations to increase. Therefore, the investigation of behaviors and attitudes of correctional officer increased as well. Enough research about corrections officers and their work environment exist to provide insight for intent stay; yet, fewer studies have been conducted related to juvenile correctional officers (Crouch & Marquart, 1980). Scholars

have examined attitudes toward inmates, cross-gender supervision, hiring and training, and race relations. Dissatisfaction in the correctional environment has been found to be comparable to most research concerning the correctional officer.

Juvenile Correctional Facilities

Once it was established that delinquent juveniles should not be housed with adults and treated as adults, reformers decided a need existed for guidelines by which juvenile delinquents should be treated. Trepanier (1999) indicated that reformers found one of the causes of juvenile delinquency to be a product of the environment. Family culture, social environment, and genetic factors were considered to be part of the juvenile's environment. Many of the cited factors of a negative environment pointed towards the parents, mothers in particular, as being responsible for the juvenile's delinquent acts. As a result, scholars concluded that juvenile delinquents should be placed in the care of professionals who are trained in a scientific approach for the rehabilitation of delinquents (Trepanier, 1999). The need to sentence juveniles to juvenile institutions for rehabilitation began.

Accounts exist through film of the deplorable conditions of these early juvenile institutions. Sheldon (2005) reported that strict military guidelines by which many facilities were operated resulted in abuses such as hanging boys by the thumbs and dunking girls under water. Sheldon also found that education and work apprenticeships, which were supposed to be the main purpose for holding delinquent youth, were found to be minimal or in most cases nonexistent.

Juvenile Correctional Officers

Research regarding juvenile delinquents and treatment modalities exist within secure facilities. However, little research exist concerning front line caregivers for juveniles while in secure detention. Blevins, Cullen, and Sundt (2007) indicated that most workers in juvenile correctional facilities were in favor of punishment and rehabilitation. Blevins et al. pointed out many of the correctional staff felt the youth in their care were not held accountable for negative actions and behaviors within the facility setting.

Other factors impacting correctional officers within secure juvenile justice facilities affect the officer's job satisfaction. Swider, Boswell, and Zimmerman (2011) adopted Spector's 1985 definition of job satisfaction as the as the attitudinal or affective response to the job. Swider et al. stated that submit an individual's level of commitment to the organization affects the intent to stay with the organization. Yang, Brown, and Moon (2011) determined that job satisfaction has a positive effect on officer turnover and absenteeism. Yang et al. also determined that job satisfaction positively impacts organizational performance as a result of an individual's commitment to the organization. Violence among juveniles, juvenile on staff assaults, and staff fear are among the factors that affect juvenile corrections officer's job performance and satisfaction (Dempsey & Vivian, 2009; Roy & Advija, 2012).

Shelden (2005) indicated that many of the abuses and deplorable conditions discovered in the houses of refuge from centuries ago are still apparent in youth correctional facilities of today. Many of the abuses described by Shelden were at the hands of correctional staff entrusted to care for youth committed to correctional facilities.

Correctional officers have been described as the backbone of the operation of the facility (Roy & Advija, 2012; Safran & Tartaglini, 1996). Nothing occurs in the facility without correctional officer supervision. Within the juvenile facility, juvenile correctional officer supervision is more comprehensive than an adult correctional officer. Movement throughout the facility, shower time, groups, leisure activities, education, and all other activities occurs under the supervision of juvenile correctional officers. As a result of the requirement of close supervision, Safran and Tartaglini (1996) suggested officers' risk becoming a product of the work environment. The job of the juvenile correctional officer is unpredictable due to the possibility of violence among the youth, self-harm issues, and mandatory overtime because of staff shortages (Safran & Tartaglini, 1996). The aforementioned factors and other unforeseen events cause distress both physically and mentally for juvenile correctional officers daily (Roy & Advija, 2012).

High vacancy rates have increased the need for double shifts (Mort, 1988; Roy & Advija, 2012). Double shifts place a financial burden of overtime pay on the department. The negative impact of extra shifts results in problems with physical, emotional, and mental health among staff and in their home life (Mort, 1988). Karasek (1979) and Dollard and Winefield (1998) indicated that inadequately equipped officers lack the knowledge and skills to perform their job responsibilities and to expertly deal with incidents. Fatigue, anxiety, depression, and physical illness are side effects of double shifts and lack of training that lead to staff resignations (Rau, 2004; Roy & Advija, 2012). A consequence of untrained and fatigued staff is related to ineffective supervision and

mistreatment of juveniles, resulting in increased acting out behaviors of youth and incidents of employee misconduct including child abuse.

Statement of the Problem

Correctional institutions are troubled with the problem of job dissatisfaction among correctional officers. Job dissatisfaction of correctional officers has been examined from a theoretical perspective in previous research (Armstrong et al., 2014; Roy & Advija, 2012; Yang et al., 2011). These scholars addressed whether an institution's security level caused feelings of dissatisfaction (Roy & Advija, 2012). Correctional officers in maximum-security institutions levels of dissatisfaction may be higher. However, no difference in job satisfaction based on the institution's security level existed (Roy & Advija, 2012). Correctional institutions are failing to retain correctional staff in vast numbers (Armstrong et al., 2014). Correctional administrators must not only hire large numbers of employees to fill vacant positions but must also evaluate prison culture and determine what positively influences employees and what impacts their decision to leave (Roy & Advija, 2012).

These challenges call for heightened awareness for both recruiting and retaining highly qualified correctional officers. Much of the knowledge concerning voluntary turnover and employee retention also reflected an economic perspective. Competitive compensation and benefit packages have been used to manage retention efforts. As organizations move forward in the second and third decades of the 21st century, it will become difficult for organizations to retain employees only through financial incentives. Constructs such as job satisfaction and job alternatives (job search) that lead to an

individual's intent to stay at an organization has been studied in many industries, including higher education. Job embeddedness represents the aggregate of work and nonwork influences on an individual that result in the person becoming enmeshed in a social web of forces (Holmes et. al, 2013). The job embeddedness construct has been examined in few areas. The literature for job embeddedness is limited and has not been studied in juvenile correctional institutions or facilities.

Given the need to retain qualified juvenile correctional officers, a study of this nature can provide insights into the factors that impact an individual's quality of supervision of youth and their intent to stay within the organization. If factors exist that are correlated with the quality of supervision of youth and intent to stay, knowing what they are and how they affect intent to stay can provide information for juvenile correctional facility or criminal justice administrators. In this study, I examined the quality of supervision of youth, employee retention, and the constructs of job embeddedness, job satisfaction, and job search play in the quality of supervision of youth and intent to stay.

Purpose of the Study

Work is a portion of a person's life. The importance of studying juvenile correctional officer quality of supervision of youth and job satisfaction was significant in determining why turnover rates continue to rise and offer insight into retaining correctional officers. Correctional officers' job satisfaction is a consideration for all agency members. Poor or negative attitudes toward colleagues, supervisors, the agency, or inmates will not only reduce an employee's individual productivity or supervision of

youth but could impact other staff members and offenders (Steiner & Wooldredge, 2015). In this study, I examined the quality of supervision of youth, job satisfaction (job embeddedness, job satisfaction and job search) and retention among correctional officers in secure facilities housing juvenile females.

Research Questions and Hypotheses

The following research questions and hypotheses guided the methodology of the study.

RQ1: What is the impact of job embeddedness, job satisfaction, and job search on juvenile correctional officers' quality of supervision of youth at secure facilities housing juvenile females?

H1₀: There is no significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' quality of supervision of youth at secure facilities housing juvenile females.

H1_a: There is a significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' quality of supervision of youth at secure facilities housing juvenile females.

RQ2: What is the impact of job embeddedness, job satisfaction, and job search on juvenile correctional officers' intent to stay at secure facilities housing juvenile females?

H2₀: There is no significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' intent to stay at secure facilities housing juvenile females.

H2_a: There is a significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' intent to stay at secure facilities housing juvenile females.

Theoretical Framework

The theoretical framework for this study was Maslow's humanistic design, hierarchy of needs. Understanding the needs of employees is the basis of Maslow's hierarchy based on the business and organizational environment (Benson & Dundis, 2003; Traveiso, 2014). Maslow's hierarchy demonstrates how work place demands affect employee motivation and performance. According to the model, employees seek fair wages (basic needs) and [security] mentally and physically. The position of juvenile correction officer (JCO) often requires officers to work double shifts that results in poor mental, physical, and emotional functioning. Belonging, confidence in their job performance (self-esteem), and growth in the work environment (self-actualization) are aspects of Maslow's hierarchy of needs. Catanzaro (2012) and Whittington (1998) posited that this model is effective in meeting the employee at the level in which he or she is enabling the manager to more competently manage individuals in the work place.

Two levels of Maslow's hierarchy that are important for JCO staff to provide quality supervision of youth to effectively perform their job duties are basic needs and confidence. Basic needs is the provision of privileges that most employees enjoy without hesitation. Coffee and lunch breaks were identified as a basic need for JCO staff (Mort, 1988; Sadri & Bowen, 2011). Providing breaks to officers fulfills physiological needs and also is instrumental in building a sense of appreciation and belonging. The second

greatest need is the provision of adequate training that offers staff the status of highly qualified (Catanzaro, 2012). Having highly qualified staff will be instrumental in boosting officers' confidence and job performance. Qualities in JCO staff such as critical thinking skills, stress management, and an understanding of development and gender issues are considered desirable by administrative staff (Bynum, 2009). Training that provides the aforementioned qualities may positively affect self-esteem in JCO staff.

Nature of the Study

The purpose of this dissertation was to determine what factors of job satisfaction influence JCOs' quality of supervision and intent to stay at secure facilities housing juvenile females. The study was quantitative in nature with the use of correlation research methods. Multiple regressions were used to analyze the relationships between the independent variables (job embeddedness, job satisfaction, and job search) and quality of supervision of youth (dependent variable) and intent to stay (dependent variable).

Job satisfaction is positively associated with quality of work and intent to stay, and job search is negatively associated with intent to stay. Likewise, job satisfaction is positively associated with intent to stay and job search is negatively associated with intent to stay in correctional institutions. Job embeddedness is positively associated with quality of work and intent to stay. Little is known of job embeddedness' association with quality of work and intent to stay in correctional institutions, and this association has not been studied in youth correctional institutions. On account of this limited (or nonexistent) knowledge, the purpose of the research was to determine the extent of job embeddedness' (aggregate measure) positive association with quality of supervision of youth and intent

to stay for JCOs at secure facilities housing juvenile females and the degree of the positive association of both organizational (internal) job embeddedness and community (external) job embeddedness with quality of supervision of youth and intent to stay.

The target group for this research was JCOs at secure facilities housing juvenile females. I used a convenience sample concentrating on single secure facilities housing juvenile females. Five scales were used in this study. The scales were Job Embeddedness Scale by Mitchell et.al (2001); Overall Job Satisfaction Survey by Brayfield and Rothe (1951); an Intent to Stay Scale by Horn, Griffeth, and Sellaro (1984); and a Job Search Behavior Index by Kopelman, Ravenpor, and Millsap (1992). The survey instrument included these four scales, along with three demographic questions for the control variables of age and number of years of experience and position. The survey instrument was distributed to correctional officers working in secure facilities housing juvenile females. The sample was a convenience sample, as officers were surveyed via Internet. Kandola, Banner, O’Keefe-McCarthy, and Jassal (2014) stated, “In convenience sampling, the selection of units from the population is based on easy availability and/or accessibility” (p.17). . The sample, scales, survey, and data collection are discussed in greater length in Chapter 3.

Aims and Objectives of the Study

The aims and objectives of the study were as follows:

- To understand the impact of job embeddedness, job satisfaction, and job search on JCOs’ quality of supervision of youth at secure facilities housing juvenile females.

- To understand the relationship between relationship between job embeddedness, job satisfaction, and job search and JCOs' quality of supervision of youth.
- To understand the impact of job embeddedness, job satisfaction, and job search on JCOs' intent to stay at a secure facility housing juvenile female.
- To understand the relationship between job embeddedness, job satisfaction, and job search on JCOs' intent to stay at a secure facility housing juvenile female.

Definition of Terms

The following terms and definitions are provided to help clarify the concepts of this study.

Juvenile correctional officer (JCO): Appointed as peace officer's contingent upon completion of the Georgia Peace Officers Standards and Training (POST) and subsequent certification. JCO duties are limited to law enforcement and security functions on DJJ property and limited participation in searches for escapees in the immediate area of a DJJ institution or property.

Juvenile delinquent: A youth for whom there are pending delinquent charges, and a youth who is currently on probation or under a commitment order for a delinquent offense. If a youth is charged with both delinquent and status offenses, he or she shall be classified according to the most serious charge. These youth are not considered to be status offenders and can be excluded as violations of the Juvenile Justice Delinquency Prevention (JJDP) Act.

Juvenile justice system: A system designed to protect and help juvenile offenders/delinquents.

Offender: An adult or a juvenile held in secure confinement.

Secure facility: Secure care and supervision of youth who are charged with crimes or who have been found guilty of crimes and are awaiting disposition of their cases by juvenile court and for those youth committed to the department or convicted of an offense under Senate Bill 440. For the purposes of this study, the term secure facility also referred to prisons and jails.

Assumptions

In this study, it was assumed that participants had knowledge and information regarding the research questions.

Delimitations

The delimitations of the study were the methods through which the limitations of the study are overcome. In this study, with the help of convenience sampling, the participants were approached in order to overcome the geographic limitation.

Limitations

The first limitation of the study was it is conducted in only secure facilities that housed female juveniles. Another limitation was that the geographical location was limited as it was not possible to cover all the secure facilities housing female juveniles of the United States. JCOs who are serving at facilities housing only male juveniles were excluded from this study. The availability of the data was limited.

Significance of the Study

This research adds to the literature on the influences of job satisfaction and job search in relation to an individual's intent to leave and intent to stay. It also adds to the

growing body of research concerning job embeddedness and the individual's intent to stay and quality of work or supervision as in case of correctional officers. Although job satisfaction and job search have been studied in correctional facility literature, little is known about job embeddedness in this area. The results of this study can be used to develop a model to examine whether job embeddedness, job satisfaction, and job search have a statistically significant effect on correctional officers' quality of supervision of youth and intent to stay. Although all three independent variables were examined, the focus of this study was be on job embeddedness' (aggregate, internal job embeddedness, external job embeddedness) as a modern variable of job satisfaction, association with quality of supervision of youth, and intent to stay.

Implications for Social Change

The potential contributions to knowledge for social change from this research included

1. To advance the understanding of the factors affecting a correctional officers' intent to stay at a secure facility housing juvenile female.
2. To provide data regarding the overall and individual components of job embeddedness and the impact on correctional officers' intent to stay at a secure facility housing juvenile female. I studied the aggregate organizational (internal) and community (external) components of job embeddedness and their impact on intent to stay. In addition, I investigated the individual aspects of job embeddedness (links, fits, and sacrifices) for both the organizational and community components.

3. To establish a base of information from which to determine and implement initiatives and strategies to assist administrators in JCO retention efforts.
4. To suggest areas for possible future research that determines differences between correctional institutions and criminal justice institutions and any resulting recruiting implications.

Summary

As people strive to have work and personal life balance, a person's desire to remain in their current career or work is often rooted in their job satisfaction. Understanding the factors that contribute to intent to stay in a career is important to retaining quality staff. Retaining quality correctional officers in juvenile correctional facilities is important providing quality supervision for youth in custody. This study focused on the quality of supervision of youth and job satisfaction for juvenile correctional officers.

The study focused on the factors that influence JCO's quality of supervision and intent to stay in their position. The factors influencing quality of supervision were job embeddedness, job satisfaction, and job search. These factors formed the bases of the hypothesis to determine the relationship between quality of supervision of youth and intent to stay.

In Chapter 2, a literature review includes a brief description of the relevant research, the literature search strategies, and the key search terms used in this study. The conceptual framework, the quantitative design was described.

Chapter 2: Literature Review

Introduction

In this study, I examined job satisfaction and retention of correctional officers who work in a secure facility housing juvenile female. The management of secure facilities face many problems dealing with the increasing secure facility population and the increasing turnover rate of the JCOs. In this study, I focused on factors that create unfavorable environment in secure facilities and the steps to be taken by management to improve the retention rate and increase job satisfaction of correctional officers. The strategies will have a direct impact on the performance and quality of supervision by JCOs.

It is important to understand the current situation of juvenile delinquency in United States and the programs and services geared toward their development. The development of juvenile delinquents is related to the job satisfaction of the correctional officers, because they are tasked with supervising them every day. In this literature review, the theoretical foundation and conceptual framework for understanding job satisfaction plans and strategies were analyzed as to the role they have played in the past and in other countries.

Literature Search Strategy

The information for the literature review was retrieved from several online databases: Academic Search Premier, PsycARTICLES, PsycINFO, SocINDEX, Criminal Justice Periodical, Education Resource Information Center (ERIC), Journal of the American Medical Association, International Security & Counter Terrorism Reference

Center, and Psychology: A SAGE Full Text Collection. The key words and phrases used included the following: *correction officers, juvenile delinquents, adolescents, job satisfaction, job embeddedness, Maslow's hierarchy of needs theory, turnover rate, reason for separation, retention strategies, intent to stay, and juvenile detention.*

Additional journal articles were procured from the reference pages of articles selected during the search based on the key words and phrases previously listed. Information was also retrieved from the Internet websites of the Georgia Department of Corrections (GDC), the Georgia Department of Juvenile Justice (GA DJJ), the National Institute of Corrections, and the Office of Juvenile Justice and Delinquency Prevention (OJJDP). As a result of this search, a vast array of literature was collected for evaluation.

Theoretical Foundation and Conceptual Framework

Maslow proposed this theory in the 1940s (Başlevent & Kirmanoğlu, 2013; Gorman, 2010). The theory is based on human motivation and is parallel to human development psychological theories. The basic concepts of this theory are safety, belongingness, love, self-esteem, actualization and transcendence. These factors are based on basic human motivation (Başlevent & Kirmanoğlu, 2013; Gorman, 2010). Maslow developed a hierarchy based on business and organizational environment that demonstrates how work place demands affect employee motivation and performance (Benson & Dundis, 2003). This theory defined the basic motivation factors for employees.

Maslow's hierarchy of needs is a foundation from which to build the rest of an individual's life. Maslow's hierarchy is designed to begin at the bottom of the pyramid,

which is the broadest part of the pyramid. The base is known as physiological or basic needs (food, clothes, water, and shelter; Catanzaro, 2012; Schultz & Schultz, 2004). In the workforce, basic needs are such things as a secure job and enough pay to meet the basic needs of the family.

Once the foundation is built, the individual moves to the next level of the pyramid. Security is the need to feel safe. This need is the same in the workplace as in personal life. It is a need for a safe work and home environment (Sadri & Bowen, 2011). Belonging is the next level. All individuals have a natural need to receive and give love. Every individual wishes to be a member of something. In the workplace, a sense of belonging equates to being appreciated by the organization as well as being dedicated to the organization (Sadri & Bowen, 2011; Travieso, 2014). There is also a need for employees to feel the organization appreciates their thoughts and ideas (Matache & Ruscu, 2012).

An effort to motivate employees in the work force has led many organizations to use the principles of the humanistic approach of Maslow (Benson & Dundis, 2003; Travieso, 2014). Maslow's hierarchy is often used in leadership and management courses to provide managers with an understanding of the needs of their employees and their motivation in the workplace. Maslow provided a hierarchy that has been adapted to the business and organizational environment (Benson & Dundis, 2003; Matache & Ruscu, 2012). Maslow demonstrated how the demands of the work place affect employee performance and motivation. The model indicated that employees seek fair wages (basic needs), [security] both mentally and physically, belonging, confidence in their job

performance [self-esteem], and growth in the work environment [self-actualization]; Benson & Dundis). Sadri and Bowen (2011) and Whittington (1998) described this adaptation of the hierarchy as a model that allows managers and leaders to meet employees at the level in which they are currently functioning.

Two common mistakes in administering the hierarchy of needs in the work place are highlighted (Matache & Ruscu, 2012; Whittington, 1998). First, many managers assume they already know what level of the hierarchy their employees are functioning based on job and educational level. Second, managers do not consider that employees may fluctuate between levels depending on the events of their lives (Matache & Ruscu, 2012). Several events were needed to ensure that employees' needs were met in the workplace. First, employees need to know their job is secure; second, they have a desire to have a balance of family and work life; third, they require a substantial income to take care of family and personal needs (Başlevant & Kirmanoğlu, 2013). To understand how to motivate employees, managers need to get to know employees individually. Earning to meet the needs of the individual employee will assist in creating a more competent manager.

Turnover

Lambert, Hogan, & Dial (2011) concluded that many agencies may define employee turnover rate differently. The most common definition is the employees' separation from the organization. Employees leave organizations for several reasons. Some predictors of turnover are classified as turnover intent, commitment to the

organization, low level of job satisfaction, and poor relationship with supervisors and the organization (Cheeseman, 2001).

Employee turnover rates often lead to high numbers of vacancies, continuous hiring of new employees, increased cost in training new hires, or higher number of employees using sick and medical leave (Horn et al., 2012). The cost of these factors impacts the organizations ability to provide cost-effective and quality services. As a result of the cost related factors from high turnover rates, organization have an increased interest in finding cost-effective solutions that will retain employees. (Hom, et al., 2012; Travieso, 2014). A high turnover rate may indicate the organization is having problems retaining employees.

Udechukwu, Harrington, Manyak, Segal, and Graham (2007) explored the position of correctional officers and revealed the intention to leave the job is the most effective predictor of turnover rate more so than the actual turnover rate. Commitment to the organization is important as well as negative relation of the correctional officer intending to separate from the organization (Griffin, Hogan, & Lambert, 2014). As the commitment with the organization increases, the intention of quitting the job decreases. Lambert, Griffin, Hogan, and Kelley (2013) found that positive work experiences, job satisfaction, and moral commitment were factors that increased an individual's commitment to the organization.

Organizational commitment has a relationship with turnover rate. Job satisfaction is one of the most fundamental factors for decreasing correctional officer turnover rate (Griffin et al., 2014). An employee's level of loyalty, pride, and internalization of the

organization's goals characterizes organizational commitment. A relationship exists between job satisfaction and the turnover rate of correctional officers. Managers and supervisors were asked to monitor the satisfaction level of staff and it was found that only 45% of the staff members were satisfied with their job (Lambert, 2003).

Problematic relationships between line staff and supervisors result in higher levels of work-related stress (Steiner & Wooldredge, 2015). This relationship has a negative impact on the job satisfaction of correctional officers. Supervisors are representatives of the organization (Lambert et al., 2009) indicating that direct supervisors are in a position of affecting that employee's level of commitment to the organization. Even in a bad organization, if the supervisors are good then employee turnover rate is low and the level of satisfaction is high (Lambert et al., 2009). Leip and Stinchcomb (2013) concluded that employees are less likely to leave their current job. Leip and Stinchcomb also found that factors such as positive organizational climate, being treated fairly, having input in decision making, and having a good supervisory relationship contribute to job satisfaction. If supervisors keep their employees happy, help them in their productivity, and have good coordination and cooperation, the individual is more likely to demonstrate organizational commitment.

Employees consider organizations that provide work and life balance to their employees have good, trusted relationships with their managers and find meaning in continuing their employment with the organization (Lambert et al., 2009; Steiner & Wooldredge, 2015; Udechukwu et al., 2007). Seventy-five percent of employees continue

their job because of the good relationship with their supervisors or managers, which has proven to be significant for retaining employees (Udechukwu et. al, 2007).

First-line supervisors are an element in retaining employees (Hartley et al., 2013; Steiner & Wooldredge, 2015; Yang et al., 2011). Employees do not remain on the job because they feel that there is little room for growth and career opportunities (Catanzaro, 2012). There are a number of reasons for which correctional officers do not continue employment: supervisor does not treat them properly and does not show any interest in their work; pay scales are not competitive; employees are not able to balance their work/life; employees feel stress and overload; job expectation and actual scenario does not match; and employees' orientation is inferior (Roy & Advija, 2012; Catanzaro, 2012; Holmes et al., 2013; Lambert et al., 2009; Yang et al., 2011). Kaye and Jordan (2007) surveyed 15,000 employees and inquired about the top reasons for staying at a post. Ninety-eight percent of the employees selected these three reasons: the work is challenging, the job has career growth, development and learning opportunities, and an opportunity to work with great employees (Kaye & Jordan, 2007).

Burnout

Lopez, Crouch, Sarno, Van Hasselt, and Black (2014) stated that corrections officers experience higher levels of burnout than other professions. Burnout has been found to adversely affect the secure detention environment. Several stressors have been identified that are known to contribute to burnout among corrections staff. Those stressors include role conflict, shift work, negative and confrontational interactions, and a sense of personal danger. Garland, Lambert, Hogan, and Kelly (2014) found that an

employee's increased level of effective commitment to an organization reduces correctional staff burnout. Garland et al. suggested that affective commitment is increased through the provision of organizational support.

Organizational Commitment

The three main components of organizational commitment are acceptance and belief in the goals and values of the organization, willingness to contribute and put forth effort for the organization, and willingness to maintain a good relationship to the organization (Lambert et al., 2013). Commitment to the organization increases when the employee's perception regarding the organization is good. If employees see the organization is fair and trustworthy, then employees have commitment to the organization. Employers must be aware of their employees' needs to have a mutual beneficial and long-term relationship between the employee and the organization. It is the manager's responsibility to frequently check on their employees and tell them they are valued (Chambers, 2004). This is how loyalty is achieved. Proper trainings must be provided to the employees so that their skills can be enhanced (Chambers, 2004) Lambert et al., 2009).

Job Satisfaction

Job satisfaction has been studied in organizational behavior literature. The interactional approach to job satisfaction recognizes both the job design and the individual's character. In addition, it is appropriate to view job satisfaction from a global vantage and measurement scale. Locke recognized both the affective and cognitive domains of job satisfaction, referring to the difference between what a person expects

from his or her job and what a person experiences while performing the job (as cited in Hoffman-Miller, 2014).

Job satisfaction is measured to determine the occurrence of job turnover, burnout, stress, and correction officer absenteeism (Roy & Advija, 2012). Job satisfaction is the collective effect of all the areas of employment. According to Griffin (2001) and Udechukwu et al. (2007), employees who find their employment interesting and rewarding are more satisfied with their job. To create interest in jobs, supervisors and managers must implement the following factors: horizontal trainings must be provided to employees; expanding opportunities must be given; group tasks should be formed; and opportunities to develop teamwork skills should be created (Fenton, 2010).

Healthy job satisfaction levels will begin to be achieved when a healthy work environment is provided to correctional officers (Roy & Advija, 2012). There are many factors leading to job satisfaction including proper work environment, proper training for tasks and duties, and market compatible rewards system (Hartley et al., 2013; Steiner & Wooldredge, 2015).

Generational factors were found to affect job satisfaction and job stress. Each generation has their values and beliefs that create different perceptions regarding workplace and employers (Cheeseman & Downey, 2012; Dial, Downey, & Goodlin, 2010). It also has an impact on whether they stay or leave the job. Retaining staff requires organizations to have a closer look at the demographics of each represented generation. Research has also been conducted on how to deal with a multigenerational workforce. Organizations must look at the needs and requirements of employees while creating

retention plans. To enhance the impact of strategies, the employees' needs must be considered (Lambert, 2003).

Factors to consider when addressing job satisfaction of JCOs include job characteristics such as skill variety, task identity, task significance, job feedback, and autonomy; organizational constraints (Yang et al., 2011); role variables including role ambiguity and role conflict; and work-family conflict (Smith, 2011). Correctional officers have a significantly higher rate of turnover than other classes of positions (Yang et al., 2011). The situations and events that officers in a correctional facility encounter are unique to the correctional environment. Correctional officers work varying posts and shifts that put them in constant contact with inmates. Correctional officers' close proximity with inmates make the job demanding both physically and emotionally. The physically and mentally demanding aspects of the job are the leading cause of work stress (Lambert et al., 2009; Steiner & Wooldredge, 2015). The officer/inmate relationship is one of adversity and conflict, which results in power superiority or struggle (Lambert et al., 2009). Correctional officers experience less job satisfaction. Given the nature of the correctional officer job, it is important to determine approaches that will best improve job satisfaction for this class of jobs.

Job Embeddedness

Job embeddedness is a good predictor of retention of officers. Job embeddedness is an unfolding model that has changed directions from examining why individuals leave the organization to understand why individuals stay with their organizations (Holmes et al., 2013). Mitchell et al. (2001) introduced a new construct named job embeddedness.

Job embeddedness serves as one of the independent variables in the current research model considering five factors of why people stay: career advancement, value of the work, positive leadership, job security, and location. Holmes et al. (2013) found that the more prominent each of the factors mentioned were for employees, the more likely retention would increase. Consequently, lack of embeddedness in lack of knowledgeable leadership, mentoring, training, and communication were predictors of turnover.

Mitchell et al. (2001) posited that job embeddedness was negatively related to employee intent to leave. Job embeddedness improved the prediction of voluntary turnover going above and beyond that accounted for by job satisfaction. In line with Mitchell et al.'s (2001) hypotheses, research (Holtom & Inderriede, 2006; Lee, Mitchell, Sablinski, Burton, & Holtom, 2004) showed the correlation between job embeddedness and voluntary turnover to be negative and explaining 14% or more of the variance. Holtom and Inderrieden (2006) found that embeddedness supports the influence of both work and non-work influences on turnover thus proving the explanatory power of the embeddedness model.

An important factor, which must be improved in order to retain correctional officers in secure facilities, is the screening of applicants. The complexity of the task and the requirements are the reason for this difficulty. Correctional organizations cannot afford to retain incompetent employees. Traditionally, steps in recruitment process included, a basic competency test, a pool of questions to determine the applicants fit with the organization, and a criminal background check (Dwoskin, Bergman, Squire, & Patullo, 2014; System & Method, 2015). Hiring the right employee for the right position

helps to reduce the turnover rate of employees and hiring costs. In addition to hiring the right person for the position, it is important to provide the quality on-the job training starting with new-hire orientation.

New employee orientation is an employee's first opportunity to become familiar with the job (Hendricks & Louw-Potgeiter, 2012). Several factors that employers and managers within secure facilities should keep in mind when orienting new employees. Orientation is one of the most critical opportunities to create a lasting and good impression of the organization for employees. During orientation, supervisors should take the opportunity to meet with new employees to discuss their reasons for becoming a correctional officer including providing general information about the organization's mission and vision and how their position helps to achieve that mission (Hendricks & Louw-Potgeiter, 2012). Apart of orientation includes learning policies and procedures of the job which can be tedious. It is important for organizations to understand the needs and learning styles of diversified employees. The use of reading, videos, tours of the facility, and online training should be instituted to ensure all employees retain the information presented (Hendricks & Louw-Potgeiter, 2012).

Some organizations added field-training programs that have a positive impact on the retention of employees (Potter & Debbold, 2013). Field training programs assist new employees in adjusting to the new work environment. Training provided by professional instructors ensures proper delivery of information that can easily understood by employees (Potter & Debbold, 2013).

Supervision

Supervisors directly interact with frontline employees. This relationship, whether positive or negative, is very important and plays a key role in job performance and can increase or decrease job satisfaction and the retention rate of employees (Hartley et al., 2012; Lambert et al. 2009; Steiner & Wooldredge, 2015). An employees' relationship with the supervisor is an important part in the decision making of employees to follow the instructions (Steiner &Wooldredge, 2015). Some organizations developed programs to improve supervisory skills to equip managers to better supervise correctional officers. These programs are an important part in good performance of the correctional officers (Conner, 2001; Lambert et al., 2009).

Researchers found the relationship with the supervisor is another key factor in predicting job satisfaction of employees (Lambert et al., 2009; Steiner & Wooldredge, 2015). The more care employees receive from supervisors the more the level of job satisfaction increases. Good supervisory skills are the most practical, simple and inexpensive way of retaining employees. Supervisors have great influence on the working environment and productivity of employees. Employees preferred supervisors who have a friendly nature and ability to understand the needs and requirements of employees. Supervisors who provided support in their work and cooperate with them, their productivity increased, and work was performed in more efficient way (Steiner & Wooldredge, 2015).

Supervisors who are understanding and are approachable will make their employees feel comfortable interacting with them. Supervisor training focusing on balancing discipline and positive interaction is important (Steiner & Wooldredge, 2015).

Employees should be able to talk formally and informally with supervisors to develop good relationships with supervisors. Managers should also have systematic interviews with correctional officers to get their views, listened to their problems, and heard their suggestions to improve the job and organization. Taking suggestions from employees was helpful in many ways. One was that employees felt that management valued their work and position. Another point was that employees felt that they are valuable to the organization because the organization listened to their suggestions (Hartley et al., 2012; Mor, 2001; Steiner & Wooldredge, 2015). Employees also felt that they were able to express their problems and share their feelings, which increased commitment to the organization. Forming positive relationships encouraged employee's decisions to make long-term commitments to the organization. Supervisors also showed their care for employees and all the difficulties and problems correctional officers faced while on duty (Leip & Stinchcomb, 2013).

Mentoring strengthened the supervisor and correctional officer relationship (Lambert, 2003). Mentoring supervisors gave advice and suggestions for improvement and gave assistance to employees in their work as well as how to maintain work and personal life balance (Marabella, 2014). Emotional support was also provided along with guidance for career advancement. Mentoring is also helpful when employees encounter bad situations and need guidance from an experienced person to cope with the situation (Lambert, 2003; Marabella, 2014).

Another retention strategy is to improve the environment of the workplace. Cuts in funding for programs in secure facilities is having a negative impact on the

environment of secure facilities causing the job of correctional officers to get more difficult to perform (Roy & Avdija, 2012). Diverse and increasing populations of secure facility populations required correctional officers to be knowledgeable and diverse. The population of offenders increased, and resources decreased due to overcrowding and to increased volatility by the offender population (Arthur, 2001).

The review of literature suggested a need exists to reevaluate work schedules of correctional officers, resolve work and life issues as well as operational elements. Some of the researchers noted that many correctional officers left the organization because of work hours and shift work (Steiner & Wooldredge, 2015). Studies revealed little distinction in the performance of certain job duties between 8, 10, and 12-hour shifts (Bulman, 2012). Bulman indicated officers who worked 10-hour shifts reported sleeping more hours on average each day than officers who worked eight-hour or 12-hour shifts; however, eight-hour shifts continued to be more prevalent in correctional agencies. The job duties of officers and the risks involved resulted in more officer fatigue as compared to other job positions in the correctional facility (Yang et al., 2011).

Training and Development

Training and professional development are two effective strategies. Several benefits exist when providing training that results in a win-win situation for the organization and for the employees. Training and development programs were created to enhance employees' skills and abilities. Training programs focused on communication skills, de-escalation skills, and report-writing skills also helped employees to meet the requirements of their daily tasks and overall job duties (Fenton, 2010). The type of

training provided was based on the requirements of the organization and employees. For the secure facility scenario, correctional officers needed training for various purposes. The complexity of their work was the main reason for the need for training (Fenton, 2010; Steiner & Wooldredge, 2015).

Correctional officers required specialized training specifically trauma-informed training for dealing with female's secure facilities (Thigpen, Solomon, Hunter, & Buell, 2004). Specialized training allowed correctional officers to perform their work easily and efficiently (Griffin, 2001). Productivity increased and they learned to release their stress. According to Griffin (2001), providing technical training as one of the best options to create a good work place environment. With the population of secure facilities increasing, correctional officers' main problems were dealing with and controlling offenders. Training becomes important so that correctional officers can properly deal with offenders and better control violent acts within secure facilities (Griffin, 2001).

Certain agencies started providing internal training strategies with positive results. Researchers indicated that providing training is better than giving compensations and benefits or increasing pay (Hartley et al., 2013; Lambert et al., 2009). A closer look revealed why employees prefer trainings over compensations and benefits. If employees do not know how to perform the job it does not matter how much the salary earned the person will not enjoy performing the job (Hartley et al., 2013).

Correctional Officers

Little research was available regarding the position of juvenile correctional officer. Correction officers in general were reviewed as a foundation for the literature

review. The job of the corrections officer is often described as demanding, taxing, and psychologically and physically stressful (Lambert et al., 2009; Steiner & Wooldredge, 2015). Psychological distress was used to describe the effects of mandatory overtime and shift rotations that disrupted social life and sleep patterns (Bulman, 2012; McCraty, Atkinson, Lipsenthal, & Arguelles, 2009; Safran, 1996). An example of psychological distress is the observation that some correctional officers become a product of the environment in which they work (Safran, 1996). Basically, corrections staff began to feel stifled by the secure environment as though they were being detained just as the inmates they were supervising. Other stressors officers experienced pointed out by Safran (1996) and McCraty, et al. (2009) were constantly being exposed to violence, interactions that were both confrontational and negative as well as a constant sense of personal endangerment that chronically affected officers (Lambert et al., 2009). Correctional facilities were not the controlled environments officers thought they were as evidenced by incidents of inmate's unpredictable behaviors and periods of crisis inside facilities (Schlosser, Safran, & Sbaratta, 2010).

The Stanford Experiment conducted in 1971 demonstrated the affects the prison environment had on both officers and inmates. Banuazizi and Movahedi (1975) eloquently challenged the use of role-playing as a valid method of experiment/training. These authors suggested the use of role-play does not adequately depict behavior in real life situations (Banuazizi & Movahedi, 1975). Nonetheless, the experiment was discontinued due the inmate's loss of contact with reality; the officers use of harassment;

and the development of sadistic use of power demonstrated on some level the impacted the prison environment on officers and inmates.

In 2003 the Stanford Experiment, which taught so much about how human nature trends to adapt to the environment, was referenced in the book *Inequities of the Justice System* (Uncooperative Corrections Officers, 2007). American Military Guards were discovered to have taken on the characteristics of cruel and sadistic captors in Abu Ghraib. This behavior was truly abhorrent to Americans considering the fact it was the behavior of American soldiers who were giving their lives fighting against.

The available studies focused on the effect of education, supervisory support, job stress, and stress in general of officers working in secure facilities. Schlosser, Safran, and Sbaratta (2010) research results indicated more job openings existed for corrections officers than the number of applicants for the positions. Helfgott and Gunnison (2008) reviewed several studies conducted pertaining to officers' attitudes concerning their jobs, the offenders they supervise, the philosophy of rehabilitation as it relates to the officer's age, education, gender, and years of service. Castle (2008) found the following to be predictors of job satisfaction: general stress, job stress, support from supervisors, and level of education. Pay, promotion, job itself, supervisor, and coworkers were other factors found to greatly impact job satisfaction (Yang et al., 2011).

Schlosser, Safran, and Sbaratta (2010) determined factors such as pay, advancement opportunities, and the availability of early pensions were primary reasons individuals chose correction officer positions. Helfgott and Gunnison (2008) reported no significance was found in the relationship between the officer's attitude towards

offenders and the officer's level of education from earlier studies in the early to mid-1980's. Staff with higher levels of education was also found to be less satisfied in their jobs due to few opportunities of advancement in the correctional officer position.

Hepburn (1984) in conflict with findings in the same time frame found educational levels affected the way officers viewed the rights of offenders. Hepburn's (1984) findings indicated an officer's amount of education; time on the job, and job satisfaction was related to how the officers felt about offenders' rights. More recent studies by Robinson, Porporino, and Simourd (1997) found education levels to significantly affect officer's attitudes about rehabilitation. In their 2008 study, Helfgott and Gunnison described officers with higher levels of education attitudes as being more favorable towards inmate rehabilitation than officers with less education. Educated officers demonstrated an ability to understand the great need for rehabilitation and therefore were more supportive of rehabilitation programs (Helfgott & Gunnison, 2008).

Webb and Coker (2011) conducted a literature review examining job satisfaction and burnout amongst correction officers in the Federal Bureau of Prisons. Webb and Coker also found that employees that were older and educated reported higher levels of job satisfaction than young employees that possessed less than a bachelor's degree. Farkas (1999) found similar results indicating that the maturity level of the officer also affects officers' favorable perception of offender rehabilitation. In addition, Farkas reported female officers to be more favorable towards counseling and rehabilitation of offenders than male officers. An important finding by Jurik (1985) indicated an officer's attitude towards the job directly affects the officer's attitude towards offenders. In

summary, officers with higher levels of education were more mature, found their jobs to be challenging, enjoyable, and were more likely to possess a favorable attitude towards offenders and their job in a secure environment.

Bynum (2006) believed corrections officers strive to gain recognition as a professional. However, issues such as pay level, certification, and level of training often prevent corrections officers from being considered professionals (Bynum, 2006). Safran and Tartaglino (1996) and McCraty et.al (2009) listed the lack of public recognition, poor resources, few promotional opportunities, and the lack of faith in management as just a few of the social variables causing poor self-esteem, lack of pride, or involvement in job performance. The actual rehabilitation of criminals was thought to be primary to the position of a corrections officer (Bynum, 2006).

Correctional Officer Education Requirements

Most often current educational requirements for correction officers was a high school diploma or GED (Bynum, 2008; GA DJJ, 2013; GDC, 2011; Stinchcomb, 2004). Several states decided that some college education was a necessary requirement for employment as a corrections officer. A study found the education and skills taught at Minnesota POST could be taught at a community college or university through a criminal justice program to certify the officers for employment (Bynum, 2009). It was determined certain skills were needed by officers. Among those skills were communication: oral and written, stress management, critical thinking, and an understanding of diversity: gender and ethnicity (Bynum, 2009). As a result, the state of Minnesota mandated a college

degree for police officers prior to employment while other states opted to only encourage officers to obtain a college degree (Bynum, 2009).

Another alternative utilized by states was to require minimal hours of college education either before or after employment. The Michigan Department of Corrections requires at least 15 college credit hours as a condition of employment (Bynum, 2009). The 15 hours may be obtained prior to employment; however, or within 18 months after employment to obtain the 15 college credit hours (Bynum, 2008; MDOC, 2009).

The GDC website attached a brochure detailing how an interested applicant can become a GDC Correctional Officer (GDC, 2011). The brochure provided the minimum requirements, fitness requirements, testing information, training requirements, and listed initiatives available to eligible applicants designed to add value to the applicant's life and additional pay supplements. The basic job description of a correctional officer emphasized the enforcement of policy, procedures, and supervision of the inmate population. The minimum education requirement is a high school diploma or GED. The GDC offers a monetary incentive, GDC Education Initiative for officers that pursue higher education: An associate degree within 5 years of employment and a bachelor's degree within 10 years of employment. Also, a monetary incentive was offered for officers with military experience in GDC and DJJ (GDC, 2011; DJJ, 2013).

The depiction of corrections officers appeared to be like that of JCOs in adult facilities at first glance. However, the governing of juveniles in a secure setting was much different than the governing of adults in a secure setting. This literature review indicated more

research was available about correctional officers employed in adult correctional facilities than for juvenile corrections officers employed in juvenile corrections facilities.

Juvenile Correctional Officers

The U.S. juvenile justice system was founded on the premise of treating children differently from adults. It was also believed that juveniles were favorable candidates for treatment (Blevins et al., 2007; Schiraldi & Drizin, 1999; Sullivan, Piquero, & Cullen, 2012; Trepanier, 1999).

Low pay rates among Juvenile Corrections Officers across the United States made it difficult to attract and retain staff (Yang et al., 2011). In addition to low pay rates, the high turnover rates cost the department and taxpayers due to the need for continuous training of incoming staff as well as negatively impacted the level of supervision of juvenile delinquents.

Bickel (2010) found corrections officers in juvenile facilities often define youth by the behaviors they displayed. Skilled manipulators, predators, and baby criminals were among the descriptions of detained youth in Bickel's study. Reportedly, training received by corrections officers reinforced their perspective of the delinquents they were tasked with supervising (Bickel, 2010). As a result, the guards reported they considered the youth 'pathological', which is mainly due to descriptions of youth's behaviors during training (Bickel). The perception that the training received was relevant and useful to their position positively effects job satisfaction (Hartley et al., 2013; Lambert et al., 2009).

Barr (2003) found in a review of the actual risks that officers may possibly encounter are not as sensational as those that officers often prepare for in the event of an emergency. Barr suggested too much time was spent focusing on perceived threats rather than real threats. It also indicated that a Correctional Officer was more likely to die of heart disease or cancer rather than any bio-terroristic threat. Juvenile Correctional Officers in the state of Georgia participate in disaster drills at least once per month to ensure preparedness in the event disasters such as tornadoes, death of a youth, hostage situations, and attacks from external sources (DJJ, 2012).

Blevins, Cullen, and Sundt (2007) conducted a study of sample Ohio juvenile correctional workers and found the workers were in support of rehabilitation as well as custody. Dempsey and Vivian (2009) reported staff turnover and juvenile and staff fear are often the result of improper handling of assaults within the juvenile corrections setting. In 2006, a marked increase occurred in the number of injury claims among Corrections Officers and Juvenile Corrections officers (Fatigue, 2006). This rise in the number of officers hurt on the job was directly related to the depletion of department budgets.

Gender

Today, women are participating and entering all fields of life whether it is engineering, construction or any other field. Women continue to bring their abilities and strengths into male dominant environments. Women are not only a growing factor but are also filling the managerial and leadership positions. By 2018, the number of women in the workforce will increase from 7.5 to 9 % (Sabol, 2009). Currently 46.9 % of

women are in the country's workforce. Women are getting more educational and graduate than men (Wells, Seifert, Padgett, Park, & Umbach, 2011).

The entrance of women in the correctional environment enhanced and improved the development and implementation of policy and (Lacey & Wright, 2009). Women became consumed with the problems and difficulties in correctional environments. As correctional officers, women were excellent and resourceful employees. A continuous shift in the paradigm of control and punishment model occurred that required more involvement between the prisoners and the correctional officers (Lacey & Wright, 2009). The abilities and strengths brought by women to the position of correctional officer complemented the change very well. Inmates felt safe and comfortable talking to women and they easily share their concerns. Whether it is educational, medical, or any other concern, offenders tended to share more often with women correctional officers.

Juvenile Delinquents

The Justice Policy Institute's Report (2009) indicated the Juvenile Justice System is overburdened. The Report suggested an estimated 93,000 youth were held in juvenile justice facilities around the United States. The Justice Policy Institute Report also provided several helpful statistics including that in the last 20 years, juvenile caseloads increased to an estimated half a million. The Justice Policy Institute estimated the cost of incarcerating youth at \$240.99 per day. The state of Georgia spends an average of \$200.68 per youth per day and spends approximately \$280,550.64 per day on the total population (DJJ, 2009). Seventy percent of the 93,000 youth were held in state funded facilities were often restricted by budgetary concerns. The concerns of policymakers have

an expectation of maintaining safety and security while doing more with less. The youth served in these facilities were impacted by changes due to budget cuts.

Overcrowding became an issue that produced large caseloads reducing youth compliance, the development of positive social skills and increased the youth recidivism rate (Justice Policy Institute, 2009). Youth in overcrowded and non-overcrowded juvenile justice facilities were likely to develop negative characteristics such as mental illness, continued illegal behavior, and were less likely to succeed at education and sustained employment. Youth ages 12-17 were at an increase of risk for being victimized or witnessing violent crimes more so than adults (Ball et al., 2007; Sickmund, Snyder, & Poe-Ymagata, 1997). Wood (2002) suggested incarcerated youth were more likely to be exposed to violence than youth managed in the community as well as Ball, et al., (2007) found incarcerated male youth commit more violent crimes than do incarcerated female youth.

Female Juvenile Delinquents

In 2014 according to the Office of Juvenile Justice Delinquency and Prevention Crime Report (2015), females were arrested at higher rates than males. With the increase of female populations in correctional facilities, correctional administrators developed programs for girls and for boys. Research substantiates the fact that girls and boys communicate and relate differently cognitively. Boys tend to be more analytical and tangible whereas girls tend to attach more detailed and elaborate meaning to information (Arendasy, Sommer, Hergovich, & Feldhammer, 2011; Guillem & Morgrass, 2005; Plaisted, Bell, & Mackintosh, 2011). In juvenile detention settings, girls brought different

behaviors and challenges than do boys. Tolin and Foa (2008) studied gender differences in trauma and posttraumatic stress disorder (PTSD) and found that female participants demonstrate greater occurrences of PTSD. Nanda (2012) attributed the greater occurrence of PTSD in females and the age at which females' experience the trauma.

Hubbard and Pratt (2002) identified six factors that most female juvenile detainees have in common: Family dysfunction, trauma and sexual abuse, mental health and substance abuse problems, high-risk sexual behaviors, school problems, and affiliation with deviant peers. Several distinctions were made between incarcerated male and female youth. Females had more instances of parental rejection, trauma, PTSD, and serious mental health and substance problems (Ledermen, Dakof, Larrea, & Li, 2004). In their review of literature Ledermen, et al. as well as the results of their findings pointed out females had higher rates of major depression, anxiety disorders and substance abuse than did males. These problems were determined to create systematic problems in child welfare, public health, and juvenile justice departments (Ledermen, et al., 2004).

An Executive Summary provided by the Girl Scouts of America found that females were nurturers and more concerned about friends and family members' safety than any major events occurring in the world (Schoenberg, Riggins, & Salmond, 2003). In addition, the Executive Summary Girl Scouts of America determined girls tend to base safety and positive emotions on relationships. Girls also stated they felt less safe when betrayed by a friend or adult who they trusted. This insightful study also found that girls take twice as long as male youth to trust new adults and peers (Schoenberg et al., 2003).

Decreased academic performance, poor decision making, higher rates of depression, and poor self-confidence were found to be a direct result of feeling unsafe (Schoenberg et al., 2003). Participants of the study reported their best coping mechanism was talking to their female friends when felt emotionally and physically unsafe. Consequently, it was discovered that girls reported needing help developing creating coping skills for such problems as insecurity, doubt, distrust, depression, alienation, guilt and shame (Schoenberg et al., 2003).

The literature review suggests that corrections officers served an important role within corrections facilities (Cheeseman & Downey, 2012; Gould, Watson, Price, & Valliant, 2012). The dilemma of high turnover within corrections facilities is nationwide (Gould, et al., 2013; Hom, Mitchell, Lee, & Griffeth, 2012; Roy & Advija, 2012). The literature review suggested more research was needed to determine how the work environment, turnover, and work activities within correctional facilities affected job satisfaction (Lambert et al., 2009; Roy & Advija, 2012).

Transition and Summary

In this chapter, I reviewed the existing the theoretical and empirical literature that supported the model for this research. The literature review examined the influences of job satisfaction and job search in relation to an individual's intent to leave and intent to stay in their organization. The results from this study adds to the narrower and growing body of research concerning job embeddedness and the individual's intent to stay. While job satisfaction and job search were studied in higher education, little was known about job embeddedness in correction facilities. Accordingly, the results from this research was

the first to use these constructs in Correctional institutions. This study determined whether job embeddedness, job satisfaction and job search significantly affected correctional officers' intent to stay at secure facilities housing juvenile females.

Finally, an examination of male and female juvenile offender provided further insight into the population that juvenile correctional officers supervise in the workplace. The following chapter discussed the assessments used to collect data, a description of participant selection and the method of administering the assessment.

Chapter 3: Research Method

Chapter 3: Methods

Introduction

I examined the quality of supervision of youth, job satisfaction (job embeddedness, job satisfaction and job search) and retention among correctional officers in secure facilities housing juvenile. In this chapter, a review of the participant selection, research design rationale, data collection and analysis were discussed.

Purpose Statement

The purpose of this dissertation was to determine what factors of job satisfaction influence JCOs' quality of supervision and intent to remain employed at secure facilities housing juvenile females. I examined the quality of supervision, job satisfaction (job embeddedness and job satisfaction), and retention among correctional officers across various custody designations in secure facilities housing juvenile females. The research perspective used was quantitative in nature with the use of the correlational research methods. Multiple regressions were used to understand the relationships between the variables. JCOs were surveyed at secure facilities housing juvenile females to analyze the relationship between the independent variables (job embeddedness and job satisfaction) and quality of supervision of youth (dependent variable) and intent to stay (dependent variable).

Research Design and Approach

In this study, I determined whether job satisfaction and job embeddedness affected JCO retention rates and the quality of services provided by JCO staff employed

at secure facilities housing juvenile females. Participants in this study were either currently employed or were employed within the last 5 years at secure facilities housing juvenile females.

Research Method and Design

The research method used was quantitative in which statistical measures of associations between job embeddedness and job satisfaction, quality of supervision of youth (dependent variable), and intent to stay (dependent variable) were analyzed to answer the research questions and test the research hypotheses. Quantitative research is often assessed by questionnaires and surveys, and it uses numerical outcomes to examine the relationships among the variables explored.

A web-based survey was used to collect data from eligible participants who are working or have worked in a secure facility housing juvenile female. In the case of this research, the major focus was on associations between job embeddedness (career advancement, value of work, positive leadership, job security, location) and job satisfaction (work environment, proper training) and quality of supervision of youth (dependent variable) and intent to stay (dependent variable).

RQ1: What is the impact of job embeddedness, job satisfaction, and job search on juvenile correctional officers' quality of supervision of youth at secure facilities housing juvenile females?

H1₀: There is no significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' quality of supervision of youth at secure facilities housing juvenile females.

H1_a: There is a significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' quality of supervision of youth at secure facilities housing juvenile females.

RQ2: What is the impact of job embeddedness, job satisfaction, and job search on juvenile correctional officers' intent to stay at secure facilities housing juvenile females?

H2₀: There is no significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' intent to stay at secure facilities housing juvenile females.

H2_a: There is a significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' intent to stay at secure facilities housing juvenile females.

Population and Sampling

The population of interest for this research was JCOs who work at, or have worked within the last 5 years at, secure facilities housing juvenile females. This population held implications for the retention efforts of this category of correctional institutions in their effort to retain qualified correctional officers who can integrate their faith and discipline and provide quality supervision to youth.

The sample was a convenience sample, and officers were surveyed via Survey Monkey. Often, Agencies had concerns about time and possible disruptions of facility operations preventing the use of other methods of collection, making a convenience sample more appropriate to collect the data in the least amount of time.

The Survey Document was disseminated via e-mail to members of American Parole and Probation Association (APPA) and to juvenile justice members of the American Correctional Association (ACA). A sample size calculator created by Creative Research Systems (2012) was used to determine the sample size. It was calculated by using a confidence level of 95% with a confidence interval of plus or minus 6. I determined the input that a total of 247 surveys was needed to be collected for an appropriate sample size. Due to the multiple factors and multiple interactions of this study, a power analysis did not appear to be the best solution. An exact number of surveys may not have provided enough information to reject the null hypothesis.

Ethical Research

I acknowledged the pursuit of a deeper understanding of this topic is self-selected and voluntary based on the expectation that the participants found their job satisfaction instrumental to their retention and quality of supervision. I also acknowledged degree of biasness as an employee of the Georgia Department of Juvenile Justice who previously worked in a secure detention facility housing juvenile females. I have a concern for the wellbeing of both employees and detainees.

I received approval from Walden's Institutional Review Board (IRB). The survey included an informed consent form, and it was presented electronically to each participant before the electronic survey was completed. Participants were informed the data collected from this study would be used for the purpose of research only, and the information collected is confidential and that no one other than the researcher would have

access to personal information. No identifying questions or signature were required from the participants to participate in the study and completion of the survey.

Upon agreement to the terms stated in the informed consent form, individuals were permitted to participate in the study. To agree, the participant had to check box “YES.” If the participant checked box “NO,” the participant indicated that he or she did not wish to voluntarily participate in the study or simply chose not to participate in the study by not accessing the survey. No data were collected or retained from those individuals. The participants were provided with information stating that they may drop out of the study at any time and choose not to complete the survey.

The directed benefits to the participants were the satisfaction of knowing they contributed to survey findings of the might lead to favorable changes in the work environment. In addition, criminal justice administrators and policy makers may benefit from knowledge of the reported experiences of satisfaction and/or dissatisfaction among correctional officers.

Data Collection

Instruments

The survey instruments used in this research included questions corresponding to the research model: quality of supervision of youth (dependent variable), intent to stay (dependent variable), job embeddedness (independent variable), and job satisfaction (independent variable), along with three questions for the control variables and one informed consent question. The instrument contained 55 questions.

Quality of supervision (dependent variable): It is a 2 -item scale developed by a researcher to measure quality of supervision of youth by correctional officers. This measurement scale used a 5-point Likert scale response system with the endpoints being (1) *strongly disagree* and (5) *strongly agree*.

Intent to stay (dependent variable): Horn et al.'s (1984) 3 -item scale adapted from intent to leave to intent to stay was used to measure intent to stay. This measurement scale uses a 5-point Likert scale response system with the endpoints being (1) *strongly disagree* and (5) *strongly agree*. Items included are "I intend to stay with my current organization for the next 12 months," "I feel strongly about staying with my current organization for the next 12 months," and "It is likely that I will stay with my current organization for the next 12 months."

Job embeddedness (independent variable): Job embeddedness, as noted by Mitchell et al. (2001), is a formative measure. It represented a focus on the accumulated, generally nonaffective, reasons why an individual would not leave a job (Tanova & Holtom, 2008). Job embeddedness is an aggregate multidimensional construct formed from its six dimensions. The measures used to model job embeddedness were causal indicators (and not effect). Thus, the embeddedness construct was most appropriately operationalized as a composite formed from its dimensions (Holtom & Inderrieden, 2006).

In the present study, embeddedness was measured using a 33-item measure of job embeddedness developed and validated by Mitchell et al. (2001). Most items corresponded directly to Mitchell et al.'s measure of job embeddedness; a few minor edits

were required to fit the measure to the research sample's setting. The assessments included items rated on a 5-point Likert scale, fill-in the blank items, and “yes/no” responses. The questions assessed the six dimensions of job embeddedness: organizational fit (six items on a 5-point Likert scale); organizational links (four fill in the blank items), organizational sacrifices (nine items rated on a Likert scale; with question 19, "I would incur very few costs if I left this organization" reversed scored), community fit (5 items on a Likert scale), community links (4 yes/no response items and 2 fill in the blank items), and community sacrifices (three items on a Likert 5-point scale).

The Likert scale questions used a 5-point response system with responses ranging from (1) *strongly disagree* to (5) *strongly agree*. Stronger agreement with each Likert scale item resulted in the respondent being more embedded in the organization and the community; whereas, weaker agreement with an item(s) resulted in the respondent being less embedded (Mitchell et al., 2001).

The fill in the blank items (e.g. "How long have you worked for your current organization?") were standardized individually into *Z* scores before being included in any composite (*Z* represented the distance between the raw score and the population mean divided by the population's standard deviation. *Z* was negative when the raw score was below the mean, positive when above.) The yes/no responses (Items 34, 35, 36, and 37) were standardized by using dummy variables to represent the nonmetric responses for these items. A "yes" response equaled 2, while 1 was assigned to a "no" response. The responses were summed and divided by the number of yes/no items providing an average for each individual's score. The treatment for the fill-in the blank and yes/no responses

were in line with Mitchell et al.'s (2001) procedures and were replicated in subsequent studies (Bergiel, Nguyen, Clenney, & Taylor, 2009; Felps, Mitchell, Hekman, Lee, Holtom, & Harman, 2009; Holtom & Inderrieden, 2006; Maillol, Holtom, & Lee, 2007; Tanova & Holtom, 2008).

Following the Mitchell et al. (2001) methodology, an average composite was created equally weighting each of the six dimensions. Then, an aggregate measure of embeddedness was calculated for both community and organizational embeddedness by computing the mean (mean of means) of the respective three dimensions (fit, links, and sacrifices). Finally, an aggregate measure of embeddedness was calculated by computing the mean of the six dimensions (mean of means).

Job satisfaction (independent variable): Brayfield and Rothe's (1951) 6-item Overall Job Satisfaction Scale was used to operationalize job satisfaction in this study. This measurement scale used a 5-point Likert scale response system with its endpoints being (1) *strongly disagree* and (5) *strongly agree*. Items included were "I feel fairly well satisfied with my present job" and "I like my job better than the average worker does." Item 25 on the questionnaire, "I am often bored with my job," was reverse scored. Strong agreement with an individual item indicated higher levels of overall job satisfaction. Weaker agreement with the item represented lower levels of overall job satisfaction. An average composite was calculated to form an overall measure of job satisfaction. A mean item response (after reverse scoring the negatively worded item) of more than 3 represented satisfaction, whereas mean responses of less than 3 represented dissatisfaction. A mean score of 3 indicated ambivalence (Spector, 1997).

Job search (independent variable): A sign of withdrawal occurs when individuals started to look for other jobs (Tanova & Holtom, 2008). Scholars presented a strong, positive relation between actual job search and the turnover intent to leave or conversely, a strong negative relation between job search and the turnover intent to stay (Griffeth, Horn, & Gaertner, 2000). Kopleman, Rovenpor, and Millsap's (1992) Job Search Behavior Index (JSBI) 10-item scale has been used in many job embeddedness studies (Felps et al., 2009; Mitchell et al., 2001). This index sought to tap the actual behaviors involved in looking for a new job. The response format was yes/no and included questions like "During the year have you revised your resume?" "During the past year have you sent copies of your resume to a prospective employer?" or "During the past year have you talked to friends or relatives about getting a new job?" A positive response with the item represented higher levels of job search. Most items on the author's questionnaire corresponded directly to Kopleman et al.'s JSBI index; a few minor edits were required to fit the measure to the research sample's setting. Past researchers have used dummy variables to address scaling issues (Felps et al., 2009; Mitchell et al., 2001), and this research replicated the previously used methodology.

The survey instrument contained 54 items and included four established construct measurement scales. These scales included: Horn et al. (1984) Intent to Stay Scale, Mitchell et al. (2001) Job Embeddedness Scale, Brayfield and Rothe's (1951) Overall Job Satisfaction Scale, and Kopleman et al. (1992) JSBI Scale. Each of the survey instruments used directly relate to Maslow's hierarchy. The questions addressed the participants' perception of their ability to meet their basic needs and whether they felt

safe in their work environment. The embeddedness questions addressed the participants' perception of belonging in the community. Job satisfaction questions determined the participants' feelings of belonging and acceptance in the work environment as well as their perception of confidence in their job performance. Lastly, several survey questions addressed the participants' confidence in the ability to grow in their current work environment. Additionally, the survey contained an informed consent statement and acceptance of the terms that discussed the voluntary nature of participation in this study and the confidential and anonymous administration of this study.

Data Collection Technique

The data collection process was limited to the web-based questionnaire distributed through Survey Monkey with correctional officers at secure facilities housing juvenile females.

Data Analysis Technique

The data from the completed questionnaires were exported into a Microsoft Excel spreadsheet. The data were analyzed using the statistical software program SPSS version 23. The next chapter provides an analysis of results and how the data were tabulated and analyzed. In Chapter 4, I will also discuss the examination and preparation of the data for multivariate analysis, testing of the two research hypotheses, and additional statistical tests that were performed.

Reliability and Validity

Mitchell et al. (2001) performed measures to validate their scale for their study and reported coefficient alphas for the two samples in their original study of .85 and .87.

Subsequent studies (Holtom & Inderrieden, 2006; Lee, Mitchell, Sablinski, Burton, & Holtom, 2004; Mallol et al., 2007) found results similar to Mitchell et al. (2001) reliability estimates of .83 or higher for the items measuring job embeddedness, which were higher than the recommended .70 (Hair, Black, Babin, Anderson, & Tatham, 2006; Cronbach's Alphas for the current research are presented in the "Reliability of Measurement" section of Chapter 4.).

A noted limitation of this scale was the scoring procedures used for the community links and organizational links dimensions. However, following the procedures used by Mitchell et al. (2001) and in subsequent research (Bergiel et al., 2009; Felps et al., 2009; Holtom & Inderrieden, 2006; Lee et al., 2004; Mallol et al., 2007; Tanova & Holtom, 2008) these procedures were replicated to allow the current research to be continued.

The Intent to Stay scale showed an alpha value of .90 (Kosmoski & Calkin, 1986). Love, Tatman, and Chatman (2010) found reliability of the Overall Job Satisfaction Scale coefficient alpha to be .90.

The reliability scores for this scale from the JSBI studies had high coefficient alphas ranging from .80 to .92. (Cronbach's Alphas for the current research are presented in the "Reliability of Measurement" section of Chapter 4.).

Internal validity

The validity of instruments used affected the internal validity of study. An instrument found invalid, may result in the study not having sufficient internal validity. A

valid instrument required the questions in the instrument to accurately measure the defined construct (Jiminez, Buedo & Miller, 2009). This study design was non-experimental; therefore, threats to internal validity were not applicable (Rahman & Post, 2012).

External validity

External validity was the degree to which the results of the study were accurate for other populations in a different time and place (Trochim, 2006). Ensuring a representative sample size assisted in reducing the threat related to external validity. A convenience sample was used. While there are drawbacks in using a convenience sample, its use had been defended particularly when the research conducted was exploratory in nature. A drawback to this sample was it excluded individuals that had access to survey link and chose not to participate in the study. The participant qualifications in the sample selection were that the employee had direct contact with juvenile female detainees or had worked with female detainees housed in a secure facility within the last five years. Race, ethnic or any other demographic characteristics were not considered in this study.

Summary

In this chapter, I reviewed the purpose of the study, the research rationale and the methodology chosen to examine the constructs. I explained how assessment instruments were designed and how they examine the quality of supervision, job satisfaction (job embeddedness, job satisfaction and job search) and retention among correctional officers

across various custody designations in secure facilities housing juvenile females. I also discussed the participant selection criteria, data collection and methods for analysis the data.

In Chapter four, I outlined the findings of this research study, possible applications of the findings to professional practice, and how those findings may benefit the current business practices in juvenile justice as well as and the implications for influencing social change in administration and retention of juvenile correctional staff. Finally, recommendations for future action, further study, and a reflection of the research process is discussed.

Chapter 4: Results

Overview of Study

The purpose of this study was to determine what factors of job satisfaction influence JCOs' quality of supervision and the intent to stay at secure facilities that house juvenile females. I examined whether job satisfaction, job embeddedness, and job search influenced the quality of supervision of juvenile females and the intent to stay among JCOs.

Data Overview and Screening

A total of 247 ($N=247$) JCOs participated in the study through convenience sampling. JCOs who work at secure facilities housing juvenile females were surveyed to analyze the relationship between the independent variables (retention, job satisfaction, job embeddedness, and job search) and dependent variables (quality of supervision and the intent to stay). The study was guided by the following research questions and hypotheses:

RQ1: What is the impact of job embeddedness, job satisfaction, and job search on juvenile correctional officers' quality of supervision of youth at secure facilities housing juvenile females?

H1₀: There is no significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' quality of supervision of youth at secure facilities housing juvenile females.

H1_a: There is a significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' quality of supervision of youth at secure facilities housing juvenile females.

RQ2: What is the impact of job embeddedness, job satisfaction, and job search on juvenile correctional officers' intent to stay at secure facilities housing juvenile females?

H2₀: There is no significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' intent to stay at secure facilities housing juvenile females.

H2_a: There is a significant relationship between job embeddedness, job satisfaction, and job search and juvenile correctional officers' intent to stay at secure facilities housing juvenile females.

Ordered linear regression and the multiple linear regression analyses were used to facilitate the analysis where the inferential analysis was conducted using SPSS version 23. The inferences were made at a 5% level of significance.

Descriptive Statistics

In this section, I discuss the descriptive statistics of the demographic information collected from the JCOs at secure facilities housing juvenile females. Table 1 demonstrates the descriptive statistics of the selected sample. I found disparities in positions among the JCOs. I found that approximately half (49.8%) of the JCOs were in a low-level position whereas a significant number (45.3%) were in middle-level position. Few (4.1%) JCOs were in high-level positions.

Table 1

Descriptive Statistics of Juvenile Correctional Officers (N= 247)

| <i>Variable</i> | <i>Category</i> | <i>N</i> | <i>%</i> |
|-----------------|-----------------|----------|----------|
| Position | Low | 121 | 49.8 |
| | Middle | 112 | 46.1 |
| | High | 10 | 4.1 |

Descriptive statistics shown in Table 2 also indicated that the mean number of years in which the JCOs have worked in their organizations was 8.672, the minimum years worked were 6 months, and the maximum duration worked was 28 years. I also found that the mean duration in which the correctional officers have been in their current position in their current organization was 4.13 years with the minimum duration being 4 months and the maximum being 21 years. I found that the JCOs interacted with a mean of 16 certified staff members regularly, both formal and informal. Some participants indicated that they do not interact with certified members while others indicated that they interact with a maximum of 75 certified staff members. The mean age of the correctional officers was 37.88 years with the minimum being 20 years and the maximum being 65 years.

Table 2

Descriptive Statistics of Demographic Information: (N=247).

| Category | N | Minimum | Maximum | Median |
|--------------------------------|-----|---------|---------|--------|
| Years w/ organization: | 247 | 6 mos. | 28 | 8.672 |
| Time in current position: | 247 | 4 mos. | 21 | 4.13 |
| Interaction w/certified staff: | 247 | 0 | 75 | 16 |
| Age: | 247 | 20 | 65 | 37.88 |

Research Question 1

In the first research question, I focused on examining the impact of job embeddedness, job satisfaction, and job search on JCOs' quality of supervision of youth at secure facilities housing juvenile females. The dependent variable was the JCOs' quality of supervision while the independent variables were job embeddedness, job satisfaction, and job search. The dependent variable quality of supervision was categorical or ordinal, which grants ordinal linear regression to analyze the research question. Table 3 demonstrates the descriptive statistics of the dependent variable quality of supervision, which was measured by the item "I perform all my duties of supervision of youth." I found that 62.6% participants agreed, and 29.2% participants strongly agreed that they perform all their duties of supervision of youth. Few (2.4%) correctional officers disagreed (1.6%) and strongly disagreed (0.8%).

Table 3

Descriptive Statistics: Quality of Supervision (N= 247).

| Quality of Supervision | <i>N</i> | % |
|------------------------|----------|------|
| Strongly disagree | 2 | 0.8 |
| Disagree | 4 | 1.6 |
| Neutral | 14 | 5.7 |
| Agree | 152 | 62.6 |
| Strongly agree | 71 | 29.2 |
| Total | 243 | 100 |

The hypothesis was tested using the ordinal regression analysis. The independent variables were computed by averaging the values of the items. Table 4 demonstrates the goodness of fit of the model. I found that the model is a good fit ($\chi^2= 786.057$, p -value= 0.000) based the Pearson chi-square at 5% level of significance.

Table 4

Goodness of fit of the Model (N= 247).

| Statistic | Chi-square | <i>Df</i> | Sig. |
|-----------|------------|-----------|-------|
| Pearson | 786.057 | 601 | .000 |
| Deviance | 405.776 | 601 | 1.000 |

Note. Link function: Logit.

Table 5 indicates the validity of the final model to establish the relationship between dependent and independent variables. I found the value of the chi-square statistic was 6.789 with a p -value of 0.079. The p -value of the model was greater than $\alpha = 0.05$, which leads to the acceptance of the null hypothesis. This leads to the conclusion that the independent variables (job satisfaction, job embeddedness, and job search) did not adequately predict the dependent variable (the quality of supervision among JCOs).

Table 5

Final Model Fitness

| Model | -2 Log likelihood | chi-square | <i>df</i> | Sig. |
|----------------|-------------------|------------|-----------|------|
| Intercept only | 424.074 | | | |
| Final | 417.290 | 6.784 | 3 | .049 |

Note. Link function: Logit.

In order to validate the hypothesis and determine which factors contribute to the quality of supervision of the youth among JCOs, a parameter estimates model consisting of parameter estimates was used to show the results as shown in Table 6. I found that the only significant factor in determining the quality of supervision among JCOs was job satisfaction ($\chi^2 = 6.176$, p -value = 0.013) at 5% level of significance. I found that the odds of having quality of supervision were 2.221 times greater for increasing job satisfaction as opposed to the lack of job satisfaction. I further found that increasing job satisfaction

caused the quality of supervision among JCOs to increase by 0.793. The factors job embeddedness ($\chi^2= 0.654, p\text{-value}= 0.419$) and job search ($\chi^2= 0.024, p\text{-value}= 0.878$) were not significant in predicting the quality of supervision among JCOs. The ordinal logistic regression model was given as; *logit* (π) = -0.368 *job embeddedness* + 0.793 *job satisfaction* + 0.064 *job search*.

Table 6

Parameter Estimates of the Ordinal Regression Model

| Parameter estimates | Estimate | Std. error | Wald | Df | Sig. | Odds ratio | |
|---------------------|------------------|------------|-------|-------|------|------------|--------|
| Threshold | [q0054 = 1.00] | -3.040 | 1.397 | 4.738 | 1 | .030 | 0.048 |
| | [q0054 = 2.00] | -1.926 | 1.272 | 2.292 | 1 | .130 | 0.146 |
| | [q0054 = 3.00] | -.648 | 1.228 | .279 | 1 | .597 | 0.523 |
| | [q0054 = 4.00] | 2.760 | 1.241 | 4.945 | 1 | .026 | 15.801 |
| Location | Job Embeddedness | -.368 | .454 | .654 | 1 | .419 | 0.692 |
| | Job satisfaction | .793 | .319 | 6.176 | 1 | .013 | 2.211 |
| | Job Search | .064 | .417 | .024 | 1 | .878 | 1.066 |
| | | | | | | | |

Research Question 2

The research question was developed to examine the impact of job embeddedness, job satisfaction, and job search on JCOs' intent to stay at secure facilities housing juvenile females. The dependent variable was the intent to stay. The intent to stay

variable was computed by averaging the items in the tool. The independent variables were also computed by averaging the items in the satisfaction tool. Table 7 shows the descriptive statistics of the variables in this research question. I found that the intent to stay had a mean of 3.5877 and a standard deviation of 0.6436; whereas, the variable job embeddedness had a mean of 2.8906 and a standard deviation of 0.34213. Job satisfaction variable had a mean of 3.4805 and a standard deviation of 0.50192. The variable job search had a mean of 1.6249 and a standard deviation of 0.34396.

Table 7

Descriptive Statistics: Intent to Stay, job Embeddedness, job Satisfaction, and job Search
(N= 247)

| Variables | N | Mean | Std. deviation |
|------------------|-----|--------|----------------|
| Intent to stay | 243 | 3.5877 | .64360 |
| Job embeddedness | 241 | 2.8906 | .34213 |
| Job satisfaction | 242 | 3.4805 | .50192 |
| Job search | 243 | 1.6249 | .34396 |

A multiple linear regression was used in testing the validity of the research question. Performing the linear regression analysis requires the assumptions of normality to be met. I found that the assumptions of normality were violated for both dependent and independent variables. The violations for normality assumptions for the variables were given as the following: Intent to stay ($K-S(240)= 0.162, p\text{-value}= 0.000$), job embeddedness ($K-S(240)= 0.105, p\text{-value}= 0.000$), job satisfaction ($K-S(240)= 0.097, p\text{-value}= 0.000$), and job search ($K-S(240)= 0.170, p\text{-value}= 0.000$) at 5% level of significance. The violation of assumptions was observed due to the computations and approximation of the variable values.

In the regression analysis results, I found that the R -squared is given by 0.586. This indicated that the model explained 58.6% of the response variable around its mean. Table 8 demonstrates the goodness of fit of the model. I found that the model was a good fit of its data values ($F= 111.127, p\text{-value}= 0.000$). This indicated that the job satisfaction, job embeddedness, and job search significantly predicted the intent to stay at secure facilities housing juvenile females.

Table 8

Goodness of fit of the Linear Regression Model

| Model | Sum of Squares | Df | Mean square | F | Sig. |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 58.647 | 3 | 19.549 | 111.127 | .000 ^b |
| Residual | 41.516 | 236 | .176 | | |
| Total | 100.163 | 239 | | | |

Note. a. Dependent Variable: Intent to Stay

b. Predictors: (Constant), Job Search, Job Embeddedness, Job Satisfaction

In determining the significance of the factors, a parameter estimates table was developed. The results of the parameter estimates are reflected in Table 9. I found that the constant was not significant in the model. The significant factors in the model were job satisfaction ($t= 14.277$, p -value= 0.000) and job search ($t= 2.273$, p -value= 0.024) at 5% level of significance. I found a significant effect of job satisfaction and job search on JCOs' intent to stay at secure facilities housing juvenile females. Further, I found that a 1-unit increase in job satisfaction caused the intent to stay at secure facilities housing juvenile females to rise by 0.919 units. Similarly, I found that a 1-unit increase in job search caused the intent to stay at secure facilities housing juvenile females to rise by 0.193 units. However, I found that job embeddedness ($t= 0.426$, p -value= 0.670) was insignificant in predicting the intent to stay at 5% level of significance. There was no significant effect of job embeddedness on JCOs' intent to stay at secure facilities housing

juvenile females. The regression model is given by: $Intent\ to\ Stay = -0.042 + 0.40\ job\ embeddedness + 0.919\ job\ satisfaction + 0.193\ job\ search$

Table 9

Parameter Estimates: Linear Regression Model

| Model | Unstandardized | | Standardized | | t | Sig. |
|------------------|----------------|------------|--------------|--|--------|------|
| | Coefficients | | Coefficients | | | |
| | B | Std. error | Beta | | | |
| (Constant) | -.042 | .250 | | | -.167 | .867 |
| Job embeddedness | .040 | .093 | .021 | | .426 | .670 |
| Job satisfaction | .919 | .064 | .713 | | 14.277 | .000 |
| Job search | .193 | .085 | .102 | | 2.273 | .024 |

Note. a. Dependent Variable: Intent to Stay

Summary

The purpose of the study was to determine which factors of job satisfaction influence JCOs' quality of supervision and the intent to stay at secure facilities housing juvenile females. Two research questions were developed to address the main objective. In the first research question, I examined whether there was a significant effect of job embeddedness, job satisfaction, and job search on JCOs' quality of supervision of female youths at secure juvenile facilities. The results from the ordinal linear regression showed that job satisfaction had a positive significant effect on JCOs' quality of supervision of

youth ($\chi^2= 6.176, p\text{-value}= 0.013$); whereas, job embeddedness ($\chi^2= 0.654, p\text{-value}= 0.419$) and job search ($\chi^2= 0.024, p\text{-value}= 0.878$) did not have a significant effect on JCOs' quality of supervision. In the second research question, I determined whether job embeddedness, job satisfaction, and job search significantly influence the intent to stay at secure facilities that house female juveniles. The results from the multiple linear regression showed that job satisfaction ($t= 14.277, p\text{-value}= 0.000$) and job search ($t= 2.273, p\text{-value}= 0.024$) positively influenced correction officers' intent to stay at secure facilities that house female juveniles whereas job embeddedness did not have a significant effect on correctional officers' intent to stay ($t= 0.426, p\text{-value}= 0.670$).

In Chapter 5, I will present my conclusions and recommendations for future study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

This study was conducted to advance the understanding of the factors that impact correctional officer turnover and the quality of officer supervision at secure facilities housing female juveniles. A non-experimental, quantitative design was used to analyze the data collected through an Internet survey that was distributed to juvenile Justice members of the APPA and to juvenile justice members of the ACA. Based on the findings, job satisfaction and job search were found to influence quality of supervision and intent to stay and extend turnover.

Interpretation of the Findings

Yang et al. (2011) listed several characteristics (i.e., task identity, task significance, job feedback, and autonomy) as factors to consider when determining job satisfaction of JCOs. The characteristics were used to capture the job satisfaction of JCOs in this study. Griffin (2001) studied the independent variable, job satisfaction; the job satisfaction variable in this study was found to be a significant factor in quality supervision of youth. Job embeddedness and job search were not found to be a significant factor in quality supervision of youth.

Job security and a sense of belonging marked by family and work life balance are factors that increase job satisfaction. Maslow's business and organizational hierarchy model consists of several levels. The first level is a safe work and home environment. A sense of belonging in the next level is the need to feel valued not only by peers and managers, but also by the organization as a whole. Confidence through job performance

and appropriate training helps staff to achieve and maintain the level of self-esteem, the next level of the hierarchy. Last, staff works towards the level of self-actualization through continuous growth and development of personal and professional skills.

Individuals fluctuate between levels as life events ranging from marriage, the birth of a child, to the death of a loved one occurs in their lives. By understanding this hierarchy model, leaders and managers can be prepared to meet staff where they are currently functioning and to encourage them to perform to their highest potential (Sadri & Bowen, 2011). Several measures exist that managers can take to demonstrate conditional positive regard for the staff they serve. In this instance of conditional positive regard, the supervisor displays characteristics such as warmth, understanding, and acceptance as the employee meets certain desired expectations. Those measures may range from understanding the needs that single parents have when working long hours and double shifts to ensuring that staff are given an opportunity to take time off to take care of personal business and to attend family milestone events. For example, the expenses of daycare and planning for childcare at irregular hours due to demanding work schedules and missing lifetime events and lack of time to attend to personal wellness appointments among other occurrences can change an individual's level in the hierarchy. Maxwell (2008) discussed that although work is an integral part of life, family, health, friends, and spirit are of utmost importance in the lives of employees. Maxwell also shared that when work falls apart, a person can bounce back from that; however, when one of the other four integral parts of life break down, a chance exists a person will not rebound. Leaders and managers need to understand the hierarchy of levels and recognize that staff

fluctuates between levels in order to better work with staff. With this knowledge, leaders and managers will be better able to create healthy work environments. Competent managers create more satisfied employees (Baslevent & Kimanoglu, 2013; Matasche & Ruscu, 2012). Furthermore, Roy and Advija (2012) surmised that healthy job satisfaction is achieved when a healthy work environment is present. Satisfied employees, as evidenced by the data, provide quality supervision to juvenile females at secure facilities.

Employees leave or remain at organizations for various reasons. Job search and job satisfaction were found to be a predictor of an individual's intent to stay at an organization (Griffin et al., 2014; Udechukwu et. al., 2007). The individual's intent is based on several factors. These factors include a desire to be treated fairly, to have input in the decisions that are made, and to have good supervisory relationships (Leip & Stinchcomb, 2013). A major factor for managers is to be considerate and compassionate enough to recall milestones in the lives of staff. In addition, managers also should encourage staff to cross train in various positions, to pursue specialized training, and to continuously engage in personal growth. A manager's ability to use components contributing to an individual's sense of belonging and personal desire to grow and develop within the organization incorporates Maxwell's (2008) message to team leaders, which is to add value to others. A manager who knows the people he or she serves and allows them to work to their strengths is a leader who knows the way and shows the way (Srivastava, Prasad, & Mishra, 2016). The findings of this study support the existing research that good supervisors have low turnover rates even if the organization is considered negative. Supervisors who are friendly in nature, understand the needs and

requirements of employees, provide support for them, and cooperate with them productivity increases, and work is performed more efficiently are described as preferable throughout the existing research. Bloom (2012) found that organizations that suffer from chronic stress often lose basic trust, increase interpersonal safety and health concerns and become authoritarian and punitive in nature. Managers can create healthy environments that leads to increased job satisfaction. I also found that managers who make individuals feel a part of the team and valued by the organization are better able to keep good employees.

I found that increasing job satisfaction impacts an increase in staff members' intent to stay employed with the organization. The existing literature supports these findings, as staff who are adequately trained are more satisfied in their position (Steiner & Wooldredge, 2015). Due to the complexity of the environment, secure facility training that equips staff with the skills needed to provide a safe environment for youth, for self, and for peers is a factor for the consideration of increasing job satisfaction of staff.

Supervisors and managers must remain aware of employees' desire to have a mutually beneficial and long-term relationship between the employee and the organization (Steiner & Wooldredge, 2015). Staff wants to feel valued by the organization for which they are employed (Chambers, 2001). My findings also support the literature indicating employees will remain at an organization if they feel the work is challenging and potential exists for career growth and development, as well as great camaraderie (Kaye & Jordan-Evans, 2003). The results indicated job satisfaction had a significant and positive relationship with quality of supervision of youth and employees'

intent to stay. Yet, job embeddedness was found to have no impact on JCOs' intent to stay.

This study examined the relationship of job embeddedness with quality of supervision and intent to stay. To the author's knowledge, no studies to date have examined the relationship of the job embeddedness construct with quality of supervision and intent to stay in the field of correctional institutions. Job embeddedness was neither a significant nor a positive predictor of quality of supervision and intent to stay.

Implications for Social Change

The research confirmed the importance of job satisfaction and job search for administrators who are seeking to retain their most valuable juvenile correctional officers. The findings provide evidence for developing and strengthening the attachments of juvenile correctional officers to the organization and community.

In that, healthy work environments are more likely to have healthier workers. Leaders and managers who embrace and develop conditional positive regard principles at all levels of supervision will more likely lead to health offices, departments, facilities, and overall healthier organizations. Healthier workplaces will most likely increase job satisfaction among juvenile correctional officers and enable them to meet the overall mission of keeping communities safe.

In addition, the findings of the study support the literature review with the importance of raising job satisfaction and the need for good supervisory and leadership skills to increase job satisfaction. As a result, hiring protocols and practices including reevaluating and writing job descriptions, and job performance are to implement and

support the conditional positive regard principles of leaders and managers at all levels. The hiring authorities should ensure their actions exemplify this, and they are attracting managers with these desired skills. Most of all they should ensure the leaders and managers believe in the conditional positive regard principles, are fully on board and are willing and able to carry out the mission and vision of the organization.

Training is a key factor that increases job satisfaction. A key recommendation is to implement training programs focusing on conditional positive regard principles throughout the juvenile justice organization from executive to direct-line staff. Once the program is introduced throughout the organization, the use of quarterly and semi-annually scenario-based trainings will ensure staff have a firm grasp of the job expectations. Communication and interpersonal skills are also recommended trainings to ensure personal growth for staff.

Further, the findings further suggest that correctional officers' job embeddedness does not have a significant impact on the intent of staff to remain employed in their current position. Factors like career advancement, value of work, positive leadership, job security, and location assist with retaining juvenile correctional officers in secure facilities housing juvenile females. Additionally, findings for job embeddedness in this study do not support the current literature review in the fields of nursing, human resources, and education. Yet, the findings suggested that respondents in specific regions or correctional agencies job embeddedness may have an impact on juvenile correctional officers' intent to remain employed in their current position.

Recommendations to explore factors of job embeddedness among juvenile correctional officers are discussed in the following section.

Recommendations for Action

The results of this study indicate that job embeddedness had no major affect on quality supervision of youth or juvenile correctional officers' intent to stay. Job embeddedness is defined as influences that may cause an individual to remain on the job. For example, family members and important peer groups are links in the community and are good examples of why an individual would remain employed and stay in a specific area. To increase job embeddedness and job satisfaction, managers can provide purposeful activities such as assign individuals to various teams, academic, or institutional committees or to long-term projects. Unfortunately, the same juvenile correctional officers are appointed to long-term projects, such as accreditation teams, policy committees, or strategic planning committees thus limiting other staff from participating in activities. Through increased juvenile correctional officer involvement across the board, the correctional institution may benefit from spreading the knowledge base among their juvenile correctional officers and eventually lessening the workload of the juvenile correctional officers who may be overloaded with the number of residents. Additional strategies include mentoring and staff wellness programs may appeal to existing and new juvenile correctional officers.

The results from this study support the literature review's in the area for administrators to carefully place juvenile correctional officers in positions that match his or her areas of academic expertise, abilities, and skills with job requirements. Perks such

as on-site clinic for staff, and/or fitness facilities make the work environment more attractive making it harder for individuals to leave. Developing these types of initiatives may assist institutions to more fully embed their juvenile correctional officers and encourage their intentions to stay with the organization.

Limitations of the Study

Several limitations exist in this study regarding the job embeddedness construct. First, a the scoring procedure used for the community links and organizational links dimensions of job embeddedness' a concern. Some of the items in these dimensions were dichotomous or fill-in the blank responses. Following the procedures used by Mitchell et al. (2001) and in subsequent research, these items were standardized using Z scores. However, this process may have impact on low reliability for those dimensions as reported in this study. A second limitation involved the Likert scale questions for the community fit dimension. These items centered on the community in which the respondent resided. The web-based survey was available to individuals across the United States. Individual living situations may affect work life differently from region to region thereby affecting the responses to these items.

The original survey instrument and scoring procedures for the embeddedness scale was administered in higher education setting rather than a correctional agency setting. Terminology and viewpoints from these settings take on different meanings for correctional agency personnel than college-level personnel. Correctional agency organizational structures throughout the United States are different in regards to legal codes, statutes, agency policies, procedures, and organizational culture. A major

oversight was exclusion of certain demographic questions, specifically gender and education level. Failing to include any item in the survey eliminated the opportunity to study what, if any, impact this dimension may have held on the responses of the participants. Additionally, the study focused on female secure facilities that may or may not represent correctional institutions in general.

Recommendations for Further Study

Future research might examine and develop the community and organizational links of the job embeddedness scale. Past embeddedness studies, like the current research, focused on one category of employee. Future researchers might explore different categories of employees like counseling, probation officers' administrative staff, office support staff, maintenance, housekeeping, food service, within the same organization. Questions to consider might include: would the quality of supervision and intent to stay differ among these categories of employees? Would the community or organizational job embeddedness dimension be a stronger predictor of quality of supervision and intent to stay for staff that may have been born and raised in the community in which they work versus transplant juvenile correctional officers or administrators? Would job search intent have any correlation to actual turnover rates for the different employee categories?

On a similar note, the present study focused on the quality of supervision and intent to stay of correctional officers at secure facilities housing female juveniles, future research might explore juvenile correctional officers' intent to stay at both male and female secure facilities. Questions might include: are there any discernable differences

between juvenile correctional officers' supervision at male and female secure facilities?

Is intent stay connected with the gender specific facility, organizational structure of facility, and/or security level of facility?

The contributions of this research are important. They confirm the continued applicability of job satisfaction and job search as important predictors of individual's quality of supervision and intent to stay with the organization. The findings do not support that job embeddedness is a significant predictor of quality of supervision and intent to stay, however, the findings may provide an alternative direction for administrators in developing and implementing retention strategies stemming from this construct.

Summary

The job satisfaction studies of correctional officers have predominantly focused on prisons staff. Juvenile correctional officers' work environments are similar to that of the correctional officers in adult systems; yet, differs due to supervision guidelines of juveniles. Guidelines that require daily tasks and duties to be completed within juvenile secure facilities. The overriding mission of juvenile correctional officers is to maintain safe and secure facilities while delivering humane services to those the youth that serve. Competent supervisors, healthy work environments, and proper training are all factors that increase job satisfaction. Job satisfaction, job search, and job embeddedness were examined to determine whether quality of supervision of youth or intent to stay employed at a secure facility housing juvenile female. In this study, job satisfaction was

found to be a significant factor in the quality supervision of youth and job satisfaction and job search as well as significantly influences juvenile correctional officers' intent to stay at secure facilities that house juvenile females. Juvenile correctional officers continue to be an understudied population within the criminal justice system. There is much to be explored in the areas of job embeddedness, organizational commitment, burnout, and job stress as it pertains to juvenile correctional officers in the work environment. This study closes the gap in the literature regarding job satisfaction and job embeddedness as it relates to juvenile correctional officers. The findings provide administrators with a glimpse at areas to focus on that will increase job satisfaction, increase quality of supervision as well as possibly retaining quality juvenile correctional office

References

- American Correctional Association. (1983). *The American prisons: From the beginning...A pictorial history*. Laurel, MD: Author.
- American Correctional Association. (1989) *Correctional officer resource guide*. Laurel, MD: Author.
- Arendasy, M., Sommer, M., Hergovich, A., & Feldhammer, M. (2011). Evaluating the impact of depth cue salience in working three-dimensional mental rotation tasks by means of psychometric experiments. *Learning and Individual Differences, 21*(4), 403–408. <https://doi-org.ezp.waldenulibrary.org/10.1016/j.lindif.2011.04.002>
- Armstrong, M. M., Hartje, J. A., & Evans, W. P. (2014). Factors affecting juvenile care: Workers' intent to continue working in juvenile corrections. *Criminal Justice Review, 39*(1), 5-18.
- Arthur, A. R. (2001). Employee assistance programmes present challenges and opportunities for clinical psychologists. *Clinical Psychology Forum, 147*, 5-10.
- Ball, J., Jurkovic, G., Barber, N., Koon, R., Armistead, L., Fasulo, S., & Zucker, M. (2007). Relation of community violence exposure to psychological distress in incarcerated male adolescents: Moderating role of caregiver-adult support and control. *Journal of Aggression, Maltreatment & Trauma, 15*(2), 79-95.
- Başlevent, C., & Kirmanoğlu, H. (2013). Do preferences for job attributes provide evidence of 'hierarchy of needs'? *Social Indicators Research, 111*(2), 549-560. doi:10.1007/s11205-012-0019-7.

- Bedeian, A. G., Ferris, G. R., & Kacmar, K. M. (1992). Age, tenure, and job satisfaction: A tale of two perspectives. *Journal of Vocational Behavior, 40*, 33-48.
- Benson, S., & Dundis, S. (2003). Understanding and motivating health care employees: integrating Maslow's hierarchy of needs, training and technology. *Journal of Nursing Management, 11*(5), 315-320.
- Bergiel, E. B., Nguyen, V. Q., Clenney, B. F., & Taylor, G. S. (2009). Human resource practices, job embeddedness and intention to quit. *Management Research News, 32*(3), 205-219.
- Bickel, C. (2010). From child to captive: Constructing captivity in a juvenile institution. *Western Criminology Review, 11*(1), 37-49.
- Blau, G. (1993). Further exploring the relationship between job search and voluntary individual turnover. *Personnel Psychology, 46*(2), 313-330.
- Blevins, K., Cullen, F., & Sundt, J. (2007). The correctional orientation of "child savers": Support for rehabilitation and custody among juvenile correctional workers. *Journal of Offender Rehabilitation, 45*(3/4), 47-83.
- Bloom, S. L. (2012). *Trauma-organized systems*. Thousand Oaks, CA., Sage.
- Branham, L. S. (2011). "The mess we're in": Five steps towards the transformation of prison cultures. *Indiana Law Review, 44*(3), 703-733.
- Brayfield, A. H., & Crockett, W. H. (1955). Employee attitudes and employee performance. *Psychological Bulletin, 52*, 396-424.
- Brayfield, A. H., & Rothe, H. F. (1951). An index of job satisfaction. *Journal of Applied Psychology, 35*, 307-311.

- Bulman, P. (2012). Studies of shifts and sleep may help correctional officers. *Corrections Today*, 4, 110.
- Bynum, R. (2006). Corrections as a profession: Parity issues in correction. *American Jails*, 20(3), 81.
- Bynum, R. (2008). A gap in education: A crisis in jail staff education and research. *American Jails*, 22(3), 39-45.
- Bynum, R. (2009). Does a correctional officer need a college education? *American Jails*, 22(6), 19-14.
- Catanzaro, M. (2012). Motivating through formal and informal communication. *Executive Housekeeping Today*, 34(11), 3-6.
- Chambers, H. E. (2004). My Way or the Highway. *Sales & Service Excellence Essentials*, 4(12), 5. Retrieved from <https://search-ebshost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=bth&AN=15317225&site=eds-live&scope=site>
- Chapman, D. W. (2013). The legendary John Howard and prison reform in the eighteenth century. *Eighteenth Century: Theory & Interpretation*. (University of Pennsylvania Press), 54(4), 545-550.
- Cheeseman, K., & Downey, R. (2012). Talking ‘bout my generation’: The effect of “generation” on correctional employee perceptions of work stress and job satisfaction. *The Prison Journal*, 92(1), 24-44. doi:10.1177/0032885511428796
- Cohen JD. (2006). The aging nursing workforce: how to retain experienced nurses. *Journal of Healthcare Management*, 51(4), 233–245. Retrieved from

<https://search-ebshost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=rzh&AN=105943416&site=eds-live&scope=site>

Cooper v. Pate, 383 U.S. 716 (1966).

Creative Research Systems. (2012). Retrieved from:

<http://www.surveysystem.com/sscalc.htm#one>.

Crouch, B., & Marquart, J. (1980). On becoming a prison guard. In B. Crouch (Ed.), *The keepers: Prison guards and contemporary corrections*. Englewood Cliffs, NJ: Prentice Hall.

Dempsey, J. & Vivian, J. (2009). COMPSTAT for Juvenile Corrections. *Corrections Today*, 71(1). 67-68. Retrieved from:

<http://content.ebscohost.com.ezp.waldenulibrary.org/pdf9/pdf/2009/COR/01Feb09/37020607.pdf?T=P&P=AN&K=37020607&S=R&D=sih&EbscoContent=dGJyMMv17ESep7Q4yNfsOLCmr0qep7BSsKa4TbWWxWXS&ContentCustomer=dGJyMPGss0q1qK5IuePfgex43zx>.

Dial, K., Downey, R. Goodlin, W. (2010). The job in the joint: The impact of generation and gender on work stress in prison. *Journal of Criminal Justice* (38), 609-615. doi: 10.1016/j.jcrimjus.2010.04.033.

Dollard, M.F., & Winefield, A.H. (1998). A test of the demand-control/support model of work stress in correctional officers. *Journal of Occupational Health Psychology*, 3(3), 243-264. doi: 10.1037/1076-8988.3.3.243.

- Dwoskin, L.B., Bergman Squire, M., & Patullo, J. (2014). Skeletons in the closet? Legal developments in screening applicants and employees. *Employee Relations Law Journal*, 39(4), 24-48.
- Edwards, J.R. (1991). Person-job fit: A conceptual integration, literature review, and methodological critique. In CL. Cooper & LT. Robertson (Eds.), *International review of industrial and organizational psychology, 1991*. Chichester, UK: Wiley.
- Farkas, M.A. (1999). Correctional officer attitudes toward inmates and working with inmates in a 'get tough' era. *Journal of Criminal Justice*, 27, 495-506.
- Fatigue a factor in rise of state worker injuries? (2006). *Industrial Safety & Hygiene News*, 40(8), 8.
- Felps, W., Mitchell, T., Hekman, D., Lee, T., Holtom, B., & Harman, W. (2009). Turnover contagion: How coworkers' job embeddedness and job search behaviors influence quitting. *Academy Management Journal*, 52, 545-561. doi: 10.5465/AMJ.2009.41331075.
- Fenton, T. L. (2010). Change your operating system. *Conference Board Review*, 47(4), 34-35.
- Frank, F. D., Finnegan, R. P., & Taylor, C.R. (2004). The race for talent: Retaining and engaging workers in the 21st century. *Human Resources Planning*, 27(3), 12- 25. Retrieved from <https://search-ebscohost-com.ezp/waldenulibrary.org/login.aspx?direct=true&db=bth&AN=14659775&site=eds-live&scope=.aspx?direct=true&db=bth&AN=14659775&site=eds-live&scope=site>

Fried, Y., & Ferris, G.R. (1987). The validity of the job characteristics model: A review and meta-analysis. *Personnel Psychology*, *40*, 287-322.

Garland, B., Lambert, E. G., Hogan, N. L., Kim, B., & Kelley, T. (2014). The relationship of affective and continuance organizational commitment with correctional staff occupational burnout: a partial replication and expansion study. *Criminal Justice and Behavior*, (10). 1161.

Georgia Department of Corrections (GDOC). (2011). How to become a GDC correctional Officer. Retrieved from:
<http://www.gdcjobs.com/pdf/CorrectionalOfficerBrochure.pdf>.

Georgia Department of Juvenile Justice (GADJJ). (2012). Emergency management. <http://www.djj.state.ga.us/Policies/DJJPolicies/Chapter08/DJJ8.40EmergencyManagement.pdf>.

Georgia. Department of Juvenile Justice. Office of Strategic Planning (2016) FY 2017 Strategic Plan Update. Retrieved from: <http://www.djj.state.ga.us/ResourceLibrary/DJJResourceLibrary.shtml>

Georgia Department of Juvenile Justice (GADJJ). (2014). DJJ 2014 a year of juvenile justice reform in Georgia. Retrieved from:
<http://www.djjnewsandviews.org/docs/2014djjannualreport.pdf>

Georgia Department of Juvenile Justice (GADJJ). (2013). Looking for a career as a juvenile correctional officer. Retrieved from:
<http://www.djjnewsandviews.or/djicareers/jcopamphlet2013.pdf>.

Georgia Department of Juvenile Justice (GADJJ). (2009). Georgia Department of

Juvenile Justice updated strategic plan FY 2009-2011. Retrieved from:

http://www.djj.state.ga.us/ResourceLibrary/_PDFfiles/StrategicPlan_2009-2011.pdf.

Georgia Department of Juvenile Justice (GADJJ). (2009). Youth development: A system priority. Retrieved from:

http://www.djj.state.ga.us/ResourceLibrary/_PDFfiles/FY2009AnnualReport.pdf

Goldsmith, L. (1999). 'To profit by his skill and to traffic on his crime': Prison labor in early 19th-century. *Labor History*, 40(4), 439.

Gorman, D. (2010). Maslow's Hierarchy and Social and Emotional Wellbeing.

Aboriginal & Islander Health Worker Journal, 34(1), 27-29.

Gossett, C. W. (2003). The Changing Face of Georgia's Merit System: Results from an Employee Attitude Survey in the Georgia Department of Juvenile Justice. *Public Personnel Management*, 32(2), 267.

Gould, D., Watson, S., Price, S., & P. (2013). The relationship between burnout and coping in adult and young offender center correctional officers: An exploratory investigation. *Psychological Services*, 10(1), 37-47. doi: 10.1037/a0029655.

Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26(3), 463-488.

<https://doi-org.ezp.waldenulibrary.org/10.1177/014920630002600305>

- Griffin, M., Hogan, N., & Lambert, E. (2014). Career stage theory and turnover intent among correctional officers. *Criminal Justice and Behavior*, 41(1), 4-19. doi: 10.1177/00938548135063.
- Guillem, F., & Mograss, M. (2005). Gender differences in memory processing: Evidence from event-related potentials to faces. *Brain and Cognition* 57. 84-92.
- Hartley, D. J., Davila, M.A., Marquart, J.W., & Mullings, J. L. (2013). Fear is a disease: The impact of fear and exposure to infectious disease on correctional officer job stress and satisfaction. *American Journal of Criminal Justice*, 38(2), 323-340. doi:10.1007/s12103-012-9175-1.
- Helfgott, J. & Gunnison, E. (2008). The influence of social distance on community corrections officer perceptions of offender reentry needs. *Federal Probation*. 72(1). 2-12.
- Hendricks, K., & Louw-Potgieter, J. (2012). A theory evaluation of an induction programme. *South African Journal of Human Resource Management*, 10(3), 1-9. doi:10.4102/ sajhrm. v10i3.421.
- Herzing, R. (2015). 'Tweaking Armageddon': The potential and limits of conditions of confinement campaigns. *Social Justice*, (3),190.
- Hoffman-Miller, P. M. (2014). Job satisfaction. *Salem Press Encyclopedia*.
- Holmes, P., Chapman, T., & Baghurst, T. (2013). Employee Job Embeddedness: Why People Stay. *International Journal of Business Management & Economic Research*, 4(5), 802-813.

- Holtom, B.C., & Inderrieden, E. J. (2006). Integrating the unfolding model and job embeddedness model to better understand voluntary turnover. *Journal of Managerial Issues*, (4), 435.
- Hom, P.W., Mitchell, T.R., Lee, T. W., & Griffeth, R.W. (2012). Reviewing employee turnover: Focusing on proximal withdrawal states and an expanded criterion. *Psychological Bulletin*, 138(5), 831-858. doi:0.1037/a0027983.
- Horn, P.W., Griffeth, R.W., & Sellaro, L. (1984). The validity of Mobley's (1977) turnover model. *Organizational Behavior and Human Performance*, 34, 141–174. [http://dx.doi.org/10.1016/0030-5073\(84\)90001-1](http://dx.doi.org/10.1016/0030-5073(84)90001-1).
- Hubbard, D., & Pratt, T. C. (2002). A Meta-Analysis of the Predictors of Delinquency Among Girls. *Journal of Offender Rehabilitation*, 34(3), 1.
- Jimenez-Buedo, M., & Miller, Luis, M. (2009) Experiments in the Social Sciences: The relationship between external and internal validity. Presented at SPSP 2009: Society for Philosophy of Science in Practice (Minnesota, June 18-20, 2009) <http://philsci-archive.pitt.edu/view/confandvol/2009spspsfposipminj18202009.html>., Database: PhilSci Archive.
- Juni, S. (2007). Reliability theory. In N. Salkind (Ed.), *Encyclopedia of measurement and statistics*. (835-836). Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781412952644.n381>.
- Jurik, N.C. (1985). "Individual and organizational determinants of correctional officer attitudes toward inmates. " *Criminology*, 23, 523-539.

- Kandola, D., Banner, D., O'Keefe-McCarthy, S., & Jassal, D. (2014). Sampling methods in cardiovascular nursing research: An overview. *Canadian Journal of Cardiovascular Nursing, 24*(3), 15-18.
- Karasek, R. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly, 24*(2). 285-308. Retrieved from:
<http://ehis.ebscohost.com.ezp.waldenulibrary.org/eds/pdfviewer/pdfviewer?sid=fb1045e4-1169-4117-8e4d-d6ebedf4a2ff%40sessionmgr11&vid=18&hid=4>.
- Kaye, B., & Jordan-Evans, S. (2003). From Assets to Investors. *T+D, 57*(4), 40–49. Retrieved from <https://search.ebscohost.com.ezp.waldenulibrary.org/login.aspx?direct=true&db=eric&AN=EJ665648&site=eds-live&scope=site>
- Kopelman, R. E., Rovenpor, J. L., & Millsap, R. E. (1992). Job Search Behavior Index. *Psyc-tests*, doi:10.1037/t08832-000.
- Kosmoski, K. A., & Calkin, J. D. (1986). Critical care nurses' intent to stay in their positions. *Research in Nursing and Health, 9*, 3-11. doi:10.1002/nur.4770090103.
- Lambert, E. Griffin, M., Hogan, N., & Kelley, T. (2013). The ties that bind: Organizational commitment, absenteeism, and turnover intent. *The Prison Journal, 95*(1), 135-156. Doi: 10.1177/0032885514563293.
- Lacey, T. A. & Wright, B. (2009). Employment outlook: 2008–18: Occupational employment projections to 2018. *Bureau of Labor Statistics*. Retrieved from <http://www.bls.gov/opub/mlr/2009/11/art5full.pdf> .

- Lambert, E. G., Hogan, N. L., & Dial, K. C. (2011). The Effects of Job Involvement on Private Correctional Staff: A Preliminary Study. *Journal of Applied Security Research*, 6(2), 158. Retrieved from <https://search-ebscohost.com.ezp.waldenulibrary.org/login.aspx?direct=true&db=edb&AN=59702574&site=eds-live&scope=site>
- Lambert, E. G., Hogan, N. L., Moore, B., Tucker, K., Jenkins, M., Stevenson, M., & Jiang, S. (2009). The Impact of the Work Environment on Prison Staff: The Issue of Consideration, Structure, Job Variety, and Training. *American Journal of Criminal Justice*, 34(3/4), 166-180. doi:10.1007/s12103-009-9062-6.
- Lambert, M. (2003). Recruiting and retaining employees: critical issues for organizational leaders. *Physician Executive*, 29(4), 18-19.
- Larsen, M. (2007). Convenience sampling. In N. Salkind (Ed.), *Encyclopedia of measurement and statistics*. (pp. 187-189). Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781412952644.n107>.
- Lederman, C.S., Dakof, G. A., Larrea, M.A., & Li, H. (2004). Characteristics of adolescent females in juvenile detention. *International Journal of Law and Psychiatry*. 27, 321-337.
- Lee, T. W., Mitchell, T. R., Sablinski, C. J., Burton, J. P., & Holtom, B. C. (2004). The effects of job embeddedness on organizational citizenship, job performance, volitional absences, and voluntary turnover. *Academy of Management Journal*, (5), 711.

- Leip, L. & Stinchcomb, J. (2013). Should I stay or should I go? Job satisfaction and turnover intent of jail staff throughout the United States. *Criminal Justice Review*, 38(2), 226-241. Doi: 10.1177/0734016813478822.
- Lopez, V. A., Crouch, A., Sarno, M. L., Van Hasselt, V. B., Couwels, J., & Black, R. (2014). The Assessment of Stress, Burnout, and Resilience in Correctional Officers. *The Assessment of Stress, Burnout, And Resilience in Correctional Officers*, doi:10.1037/e559032014-001
- Love, K. M., Tatman, A.W., & Chapman, B. P. (2010). Role Stress, Interrole Conflict, and Job Satisfaction among University Employees: The Creation and Test of a Model. *Journal of Employment Counseling*, 47(1), 30-37.
- Mallol, C. M., Holtom, B. C., & Lee, T. W. (2007). Job Embeddedness in a Culturally Diverse Environment. *Journal of Business and Psychology*, (1), 35.
- Marabella, S. D. (2014). Serving our employees and volunteers: teaching, mentoring, and spirit-building in the workplace. *Leader to Leader*, (74), 7.
doi:10.1002/ltl.20146/abstract.
- March, J. & Simon, H. (1958). *Organizations*. New York, NY: Wiley.
- Matache, I., & Ruscu, V. (2012). Organizational group performance under pressure job characteristics and employees' necessities. *Internal Auditing & Risk Management*, 7(3), 37.
- Maxwell, J. (2008). *Leadership Gold: Lessons learned from a lifetime of leading*. Nashville, TN: Thomas Nelson.
- McCraty, R., Atkinson, M., Lipsenthal, L.& Arguelles, L. (2009). New hope for

correctional officers: An innovative program for reducing stress and health risks.

Applied Psychophysiology and Biofeedback, 34, 251-272.

McMillin, P. N. (2014). From pioneer to punisher: America's quest to find its juvenile justice identity. *Houston Law Review*, 51(5), 1485-1517.

Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablinski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal*, 44, 1102-1121.

Michigan Department of Corrections (MDOC). (2009). Corrections officer information and application. Retrieved from: <http://mi.gov/corrections/0,1607,7-119-1438-98664--,00.html>.

Mort, D. L. (1988). Lead your team to the top. *Security Management*, 32(1), 43-46.

Nanda, J. (2012). Blind Discretion: Girls of Color & Delinquency in the Juvenile Justice System. *UCLA Law Review*, 59(6), 1502-1539.

Olsen, R. B., Orr, L. L., Bell, S. H., & Stuart, E. A. (2013). External validity in policy evaluations that choose sites purposively. *Journal of Policy Analysis & Management*, 32, 107-121. doi:10.1002/pam.21660.

Pierson, A., Price, K., & Coleman, S. (2014). Prison Labor. *Politics, Bureaucracy & Justice*, 4(1), 12-23.

Plaisted, K., Bell, S., and Mackintosh, N.J. (2011). The role of mathematical skill in sex differences on Raven's Matrices. *Personality and Individual Differences* 51. 562-565.

- Potter, A. N., & Debbold, S. E. (2013). A field training program for healthcare public safety officers. *Journal of Healthcare Protection Management*, 29(1), 109-124.
- Price, K., & Coleman, S. (2011). Narrative of Neglect: Texas prisons for men. *East Texas Historical Journal*, 49(2), 44-68.
- Rahman, N., & Post, C. (2012). Measurement issues in environmental corporate social responsibility (ECSR): Toward a transparent, reliable, and construct valid instrument. *Journal of Business Ethics*, 105, 307-319. doi:10.1007/s10551-011-0967-x.
- Rand, D. P. (2010). A historical review of inmate civil litigation in the commonwealth court of Pennsylvania. *Widener Law Journal*, 20(1), 239-262.
- Rau, R. (2004). Job strain or healthy work: A question of task design. *Journal of Occupational Health Psychology*, 9(4), 322-338. Retrieved from: <http://ehis.ebscohost.com.ezp.waldenulibrary.org/eds/pdfviewer/pdfviewer?sid=fb1045e4-1169-4117-8e4d-d6ebedf4a2ff%40sessionmgr11&vid=20&hid=4>.
- Robinson, D., Porporino, F. J., & Sigmour, L. (1997). The influence of educational attainment on the attitudes and job performance of correctional officers. *Crime and Delinquency*, 43, 60-77.
- Roy, S., & Avdija, A. (2012). The effect of prison security level on job satisfaction and job burnout among prison staff in the USA: An assessment. *International Journal of Criminal Justice Sciences*, 7(2), 524-538. Retrieved from: <http://search.proquest.com/docview/1197260547?accountid=458>.

- Sabol, W. J., West, H. & Cooper, M. (2009). Prisoners in 2008. Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Retrieved from <http://www.ojp.usdoj.gov/bjs/pub/pdf/p08.pdf>.
- Sadri, G., & Bowen, R. C. (2011). Meeting employee requirements: Maslow's hierarchy of needs is still a reliable guide to motivating staff. *Industrial Engineer: IE*, 43(10), 44-48.
- Safran, D., & Tartaglino, A., (1996). Workplace violence in an urban jail setting. In G. R. VandenBos, E. Q. Bulatao, G. R. VandenBos, E. Q. Bulatao (Eds.), *Violence on the job: Identifying risks and developing solutions* (pp. 207-216). American Psychological Association. doi:10.1037/10215-010.
- Schiraldi, V., & Drizin, S. (1999), 100 years of the Children's court—Giving kids the chance to make better choices. *Corrections Today*, 61(7). 24.
- Schlosser, L. Z., Safran, D.A., & Sbaratta, C. A. (2010). Reasons for choosing a correction officer career. *Psychological Services*, 7(1), 34-43.
- Schoenberg, J., Riggins, T., & Salmond, K. (2003). *Feeling safe: What girls say*. NY: Girl Scouts of America.
- Schultz, D. P. & Schultz, S. E. (2004). *A history of modern psychology* (8th ed). CA: Wadsworth.
- Shelden, R. (2005, September). *From House of Refuge to 'Youth Corrections': Same story, different day*. Paper presented at the Midwestern Criminal Justice Association Annual meeting, Chicago, IL.
- Sickmund, M., Snyder, H., & Poe-Ymagata, E. (1997). *Juvenile offenders and victims:*

1997 update on violence. Washington DC: Office of Juvenile Justice and Delinquency Prevention.

- Simon, J. (2013). The Return of the Medical Model: Disease and the Meaning of Imprisonment from John Howard to *Brown v. Plata*. *Harvard Civil Rights-Civil Liberties Law Review*, 48(2), 217-256.
- Smith, K. J. (2011). Work-family conflict and job burnout among correctional staff: A comment on Lambert and Hogan. *Psychological Reports*, 108(1), 23-26.
- Spector, P. E. (1997). *Job Satisfaction: Applications, Assessment, Causes and Consequences*. Thousand Oaks, CA: Sage.
- Steiner, B. & Woldredge, J. (2015). Individual and environmental sources of work stress among prison officers. *Criminal Justice and Behavior*, 42(8), 800-818. doi: 10.1177/0093854814564463.
- Stinchcomb, J. B. (2004). How Do You Know if it Works? *American Jails*, 18(5), 17-24.
- Srivastava, A, Prasad, A., & Mishra, N. (2016). Leadership – A journey from a ‘Manager’ to a ‘SuperManager’. *International Journal on Leadership*, 4(2), 1-9.
- Sullivan, C. J., Piquero, A. R., & Cullen, F. T. (2012). Like Before, but Better: The Lessons of Developmental, Life-Course Criminology for Contemporary Juvenile Justice. *Victims & Offenders*, 7(4), 450-471. doi:10.1080/15564886.2012.713318.
- Swider, B., Boswell, W. & Zimmerman, R. (2011). Examining the job sear turnover relationship: The role of embeddedness, job satisfaction, and available alternatives. *Journal of Applied Psychology*, 96(2), 432-441.
- Tanova, C., & Holtom, B. C. (2008). Using job embeddedness factors to explain

- voluntary turnover in four European countries. *International Journal of Human Resource Management*, 19(9), 1553-1568. doi:10.1080/09585190802294820.
- Thigpen, M., Solomon, L., Hunter, S., & Buell, M. (2004). Developing gender-specific classification systems for women offenders. US Department of Justice.
- Tolin, D. F., & Foa, E. B. (2008). Sex differences in trauma and posttraumatic stress disorder: A quantitative review of 25 years of research. *Psychological Trauma: Theory, Research, Practice, And Policy*, (1), 37-85. doi:10.1037/1942-9681. S.1.37,
- Travieso, D. (2014). Getting employees to want to come to work. *Supervision*, 75(1), 3. Retrieved from <https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=edb&AN=93287949&site=eds-live&scope=site>
- Trepanier, J. (1999). Juvenile Courts after 100 years: Past and present orientations. *European Journal on Criminal Policy and Research*, 7(3). 303-327.
- Trochim, W. M. (2006). The Research Methods Knowledge Base, 2nd Edition. Retrieved from: <http://www.socialresearchmethods.net/kb/>.
- Udechukwu, I. I. (2009). Correctional officer turnover: Of Maslow's needs hierarchy and Herzberg's motivation theory. *Public Personnel Management*, 38(2), 69-82. <https://doi-org.ezp.waldenulibrary.org/10.1177/009102600903800205>.
- Udechukwu, I., Harrington, W., Manyak, T., Segal, S., & Graham, S. (2007). The Georgia Department of Corrections: an exploratory reflection on correctional officer turnover and its correlates. *Public Personnel Management*, (3). 247.

Webb, A. M., Coker, K. L. (2011). Job satisfaction and burnout within corrections and the Federal Bureau of Prisons. *American Psychological Association 2011*

Convention Presentation.

Wells, R. S., Seifert, T. A., Padgett, R. D., Park, S., & Umbach, P. D. (2011). Why Do More Women than Men Want to Earn a Four-Year Degree? Exploring the Effects of Gender, Social Origin, and Social Capital on Educational Expectations.

Journal of Higher Education, 82(1), 1-32. Retrieved from:

<http://eds.b.ebscohost.com.ezp.waldenulibrary.org/eds/detail?vid=16&sid=bbed7e26-711c-478e-bbc7-eb22961b8cd2%40sessionmgr112&hid=106&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#db=ehh&AN=57437076>.

Whittington, J. (1998). The same motivational style cannot be used for all employees. *Business Press*, 10(50), 27.

Wilks, D. (2004). Revisiting Martinson--has corrections made progress in the past 30 years? *Corrections Today*, (6), 108.

Wolff v. McDonnell, 418 U.S. 539, 41 L.Ed.2d 935 (1974).

Yang, S., Brown, G., Moon, B. (2011). Factors leading to corrections officers' job satisfaction. *Public Personnel Management*, 40(4), 359-369.

Appendix A: Survey

1. I really love the place where I live.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

2. I like the type of people in the community where I live.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

3. The community I live in is a good match for me.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

4. I think of the community where I live as home.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

5. The area where I live offer the leisure activities that I like (e.g. sports, outdoors, cultural, arts).

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

6. My job utilizes my skills and talents well.

Strongly Disagree

Disagree

Neutral
Agree
Strongly Agree

7. I feel like I am a good match for this organization.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

8. I feel personally valued by my organization.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

9. I like my work schedule (e.g. flextime, shift).

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

10. I fit with my organization's culture.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

11. I like the authority and responsibility I have at this organization.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

12. Leaving the community in which I live would be very hard.

Strongly Disagree
Disagree
Neutral
Agree

Strongly Agree

13. I am involved in the community in which I live.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

14. The community in which I live is safe.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

15. I have a lot of freedom on this job to decide how to pursue my goals.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

16. The perks on this job are outstanding.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

17. I feel that people at work respect me a great deal.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

18. I would incur very few costs if I left this organization.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

19. I would sacrifice a lot if I left this job.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

20. My promotional opportunities are excellent here.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

21. I am well compensated for my level of performance.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

22. The benefits are good on this job.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

23. I believe the prospects for continuing employment with this organization are excellent.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

24. I am often bored with my job.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

25. I feel fairly well satisfied with my present job.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

26. I am satisfied with my job for the time being.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

27. Most days I am enthusiastic about my work.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

28. I like my job better than the average worker does.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

29. I find real enjoyment in my work.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

30. I intend to stay with my current organization for the next 12 months.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

31. I feel strongly about staying with my current organization for the next 12 months.

Strongly Disagree
Disagree

Neutral
Agree
Strongly Agree

32. It is likely that I will stay with my current organization for the next 12 months.

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

33. Marital Status

Single
Married

34. If you are married, does your spouse or significant other work outside the home?

Yes
No
Not married

35. Do you own the home you live in?

Yes
No

36. Are your family roots in the community where you live?

Yes
No

37. During the past year have you revised your resume?

Yes
No

38. During the past year have you sent copies of your resume to a prospective employer or job search website?

Yes
No

39. During the past year have you contacted an employment agency or executive search firm to obtain a job with another organization?

Yes
No

40. During the past year have you searched online for job opportunities or announcements?

Yes

No

41. During the past year have you gone to a job interview?

Yes

No

42. During the past year have you talked to friends, relatives or colleagues about getting a new job?

Yes

No

43. During the past year have you made any inquiries to prospective employers?

Yes

No

44. How many children under the age of eighteen years of age live with you?

Yes

No

45. How many of your relatives (mother, father, brothers, sisters, adult children) live within 50 miles from where you live?

46. How long have you worked for your current organization (years)?

47. How long have you been in your current position at your current organization (years)?

48. How many college or university colleagues do you interact with (formal or informal) regularly?

49. How many institutional committees are you on at your college or university?

50. What is your current age?

51. Position

Low

Middle
High

52. Number of youth supervised

53. I perform all my duties of supervision of youth.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree