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A dissertation presented to  
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In partial fulfillment  
of the requirements for the degree

Doctor of Education in Educational Leadership

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And the Approval of

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Dr. Michael Dixon, Dean of Graduate Studies

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# **Dedication**

The Dedication page is numbered, but “Dedication” does not appear in the Table of Contents.

**Table of Contents**

[Acknowledgments iii](#_Toc202357134)

[Dedication iv](#_Toc202357135)

[List of Tables vii](#_Toc202357136)

[List of Charts or Graphs viii](#_Toc202357137)

[Chapter 1 Introduction 1](#_Toc202357138)

[Introduction to the Problem 1](#_Toc202357139)

[Background, Context, and Theoretical Framework 1](#_Toc202357140)

[Statement of the Problem 1](#_Toc202357141)

[Purpose of the Study 1](#_Toc202357142)

[Research Questions 1](#_Toc202357143)

[Rationale, Relevance, and Significance 1](#_Toc202357144)

[Key Terms 1](#_Toc202357145)

[Summary 1](#_Toc202357146)

[CHAPTER 2. LITERATURE REVIEW 2](#_Toc202357147)

[Introduction to the Literature Review 2](#_Toc202357148)

[Theoretical Framework 2](#_Toc202357149)

[Review of the Research Literature 2](#_Toc202357150)

[Summary 2](#_Toc202357151)

[CHAPTER 3. METHODOLOGY 3](#_Toc202357152)

[Introduction to Chapter 3 3](#_Toc202357153)

[Purpose of the Proposed Study 3](#_Toc202357154)

[Research Questions 3](#_Toc202357155)

[Research Design 3](#_Toc202357156)

[Target Population, Sampling Method, and Related Procedures 3](#_Toc202357157)

[Target Population 3](#_Toc202357158)

[Sampling Method 3](#_Toc202357159)

[Sample Size 3](#_Toc202357160)

[Setting 3](#_Toc202357161)

[Recruitment 3](#_Toc202357162)

[Instrumentation-(Quant) 3](#_Toc202357163)

[Data Collection 3](#_Toc202357164)

[Data Analysis Procedures 3](#_Toc202357165)

[Researcher's Position Statement 3](#_Toc202357166)

[Conflict of interest assessment. 3](#_Toc202357167)

[Position statement. 3](#_Toc202357168)

[Ethical Issues in the Study 3](#_Toc202357169)

[Summary 3](#_Toc202357170)

[CHAPTER 4. DATA ANALYSIS AND RESULTS 4](#_Toc202357171)

[Introduction 4](#_Toc202357172)

[Detailed Analysis (organized by theme or research question) 4](#_Toc202357173)

[Summary 4](#_Toc202357174)

[CHAPTER 5. CONCLUSIONS AND DISCUSSION 5](#_Toc202357175)

[Introduction 5](#_Toc202357176)

[Discussion of the Results 5](#_Toc202357177)

[Discussion of the Results in Relation to the Literature and Theoretical Framework 5](#_Toc202357178)

[Limitations 5](#_Toc202357179)

[Implication of the Results for Practice 5](#_Toc202357180)

[Recommendations for Further Research 5](#_Toc202357181)

[Conclusion 5](#_Toc202357182)

[REFERENCES 6](#_Toc202357183)

[Appendix A INFORMED CONSENT FORM 7](#_Toc202357184)

[Appendix B INTERVIEW QUESTIONS or SURVEY QUESTIONS (Qual) 8](#_Toc202357185)

[Appendix C PERMISSION OF SURVEY INSTRUMENT (Quant) 9](#_Toc202357186)

[Appendix D INSTRUMENT PROTOCOL (Quant) 10](#_Toc202357187)

[Appendix E CODE BOOK/MATRIX (Qual) 11](#_Toc202357188)

[Appendix F ADDITIONAL TABLES (Quant) 12](#_Toc202357189)

# **List of Tables**

Table 1. *Add title* (single-space table titles; double-space between entries) xx

**List of Charts or Graphs**

Figure 1. *Add title* (single-space figure titles; double-space between entries) xx

(Note: Do not remove the section break that follows this paragraph.)

**Chapter 1 Introduction**

Use these headings as needed and as directed by the committee chair.

# **Introduction to the Problem**

**Background, Context, and Theoretical Framework**

**Statement of the Problem**

**Purpose of the Study**

**Research Questions**

**Rationale, Relevance, and Significance**

**Key Terms**

**Summary**

**Chapter 2 Literature Review**

**Introduction to the Literature Review**

**Theoretical Framework**

**Review of the Research Literature**

**Summary**

**Chapter 3 Methodology**

**Introduction to Methodology**

**Purpose of the Proposed Study**

**Research Questions**

**Research Design**

**Target Population**

**Sampling Method**

**Sample Size**

**Setting**

**Recruitment**

**Instrumentation-(Quant)**

**Data Collection**

**Data Analysis and Procedures**

**Reliability**

**Validity**

**Ethical Issues**

**Researcher's Position Statement**

**Conflict of Interest Assessment.**

**Summary**

**Chapter 4 Data Analysis and Results**

**Introduction Data Analysis and Results**

**Detailed Analysis (organized by theme or research question)**

**Summary**

**Chapter 5 Conclusions and Discussion**

**Introduction to Conclusions and Discussions**

**Discussion of the Results**

**Discussion of the Results in Relation to the Literature and Theoretical Framework**

**Limitations**

**Implication of the Results for Practice**

**Recommendations for Further Research**

**Conclusion**

**References**

(References should be double-spaced, with a double space between entries following APA formatting.)

**Appendix A  
 Informed Consent Form**

**Appendix B   
Interview Questions or Survey Questions (Qual)**

**Appendix C  
Permission of Survey Instrument (Quant)**

**Appendix D  
Instrument Protocol (Quant)**

**Appendix E  
Code Book and Matrix (Qual)**

**Appendix F  
Additional Tables (Quant)**