This journal exists both to inform and inspire. These abstracts are summaries of dissertations that represent years of accumulated knowledge and effort by the students who author them, standing as monuments of individual learning and scholarship. These abstracts exist also as a consequence of the contributions and support of the authors' families, teachers, friends, communities, and study volunteers. The authors' appreciation is often reflected in their dedications and acknowledgements, which can be as inspirational in their own way as the abstracts themselves.

Many readers of this journal have written to SAS requesting copies of the full dissertations represented here. Our department does not distribute copies of the dissertations, but they will eventually appear on ProQuest. It takes approximately 90 days for ProQuest to process the dissertation - so if the dissertation is not already there, search in ProQuest every month or so and eventually it should appear.

Congratulations to those represented here who have completed their doctoral journey, and may they guide the way for those who seek to follow.

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Eric Flamer  
**Dissertation Title**: RECIDIVISM, DISCIPLINARY HISTORY, AND INSTITUTIONAL ADJUSTMENT: A QUANTITATIVE STUDY EXAMINING CORRECTIONAL EDUCATION PROGRAMS

**Abstract**
Establishing college-degree programs for prison inmates is an evidence-based effective instructional strategy in reducing recidivism. Evaluating academic arenas as a resource to improve behavior and levels of functioning within correctional facilities is a necessary component of inmate academic programs. The purpose of this quantitative, quasi-experimental research design method was to evaluate participation in college-degree programs with regard to its effect on recidivism, rule infractions received during incarceration, institutional adjustment, age, and required contact with the parole agent after release. The quantitative method focused on rigorous management of experimental variables and conditions either by direct control and observation, manipulation, or through randomization. The study was conducted at the California Institution for Women and involved 133 female inmates: 67 participants in postsecondary learning models and 66 nonparticipants. Chi-Square analyses and Mann-Whitney tests were used to determine if a significant relationship existed between the independent and dependent variables. The study’s findings revealed a statistically significant difference between participants and nonparticipants in reducing recidivism and lowering the number of rule infractions received during incarceration. Fifteen of the inmates who completed the program and paroled never returned to prison. Age factor was significant as older inmates performed better, reflecting a meaningful purpose and motivation for learning. The results indicated that participation in correctional education programs not only reduces recidivism and disciplinaries received, but also enhances inmates’ self-development, self-efficacy, and academic achievement. Implications for further research exist in the development of additional inmate secondary educational degree programs. During a replica of this study, future studies may benefit from larger sample sizes inclusive of both genders, conducting qualitative assessments examining staffs’ attitudes and perceptions of these programs, and investigating different aspects of motivational levels for participant success.

**Dedication**
First, and foremost, I must give praise to my Heavenly Father, Jesus Christ. This experience prompted a spiritual awakening.

This study is dedicated to the loving memory of my mother, Jimmie Lilly Franklin. Without her persistence and drive for me to receive a quality education, this miracle would never have occurred. Thank you, Mom, you believed in me when I did not believe in myself.

**Acknowledgements**
Special thanks are given to the California Department of Corrections & Rehabilitation and the executive sponsor, Debra Dexter-Herndon, for providing the structural foundation to complete this study. A special recognition is forwarded to the Women’s Liaison Council at the California Institution for Women for involvement in the recruitment of participants for this project. Without the involvement of both entities, the study would not have taken place.

None of this would have been possible without the loving support of my wife and best friend for 36 years, Lala, and my four loving children, Michael, Mikki (and husband Michael), Eric Jr., and Chico. Special thanks forwards to the family for their tireless efforts in the most demanding of times when believed I lost the heart, nerve, and sinew to continue. Family is the most powerful unit to get one through “trying times”.

The dissertation journey would not be complete without the assistance of a doctoral committee. Special thanks are forwarded to the mentor, Dr. Dawn Michaux, and committee members Dr. Cheryl Thompson-Stacy, and Dr. James Ness for their continued devotion, motivation, and encouragement to stay the course. The investigator is forever grateful for their professional expertise. Completion of this journey would not have occurred without the technical assistance from the committee. GODSPEED!
Thanks to the academic counselors, Ernest Sears Jr. and Alisha Coleman, for their drive and encouragement. I am thankful to so many who helped to build the person I am today. Research and data collection were critical to any dissertation. Gratitude and special thanks is owed to the prison executive sponsor who supported the project, Mrs. Debra Dexter-Herndon, Associate Director of Female Offender Program and Services, and to the California Department of Corrections and Rehabilitation. Without that sponsorship and the department’s assistance, this project would not have succeeded.

The study was coordinated through the efforts of the Women’s Advisory Council (WAC) at the California Institution for Women. Without their diligence and persistence in the facilitation of survey instruments, the study would not have occurred. The WAC deserves special recognition for serving a just cause in the rehabilitation of female offenders.

Thanks to facilitators, peers, financial, and academic advisors for the professionalism during this journey. Each of the experiences gained in the cohort will have lasting effects on the integration of theory and practice. Communication was effective, meaningful, and constant.

A person’s life is not measured by achievements but by how those achievements enrich, enhance, and empower the lives of others. The doctoral process was rigorous, but an adventurous and learning process. A responsibility now lies in sharing this knowledge with those who have doubts about achieving their dreams. Faith and commitment are the keys to success.

Dalia Khalil

Dissertation Title DEFINING A YOUTH LEADERSHIP PIPELINE FOR EGYPT: A DELPHI STUDY

Abstract
Lack of adequate opportunities for young adults to develop and practice leadership in Egypt and an absence of information and understanding about the youth leadership competencies, processes, and evaluative tools needed to build effective leadership programs led to the current study. The purpose of the qualitative study supported by quantitative data with a modified Delphi design was to explore, examine, and refine the leadership skills and competencies needed for young Egyptian leaders to determine how to develop multiple youth development and leadership opportunities for youth at ages 15–24 and to establish necessary effective evaluative methods. The geographical location covered the greater Cairo zone. The sample \((n = 40)\) included five stakeholder groups. The findings identified values, leadership, technical knowledge and skills, physical traits, and personality and emotions as competencies and skills necessary for youth leadership development. Family support, methodologies, content, extracurricular activities, community activities, national and international opportunities, and diversity were identified as opportunities for teaching youth leadership. Assessment, evaluation tools, and long-term impact were identified as effective methods for youth leadership evaluation. Results may assist in identifying potential young leaders, development of youth leadership programs, and evaluation of implemented programs. The study indicated a need to focus on youth leadership programs; the role of youth in leadership development; and the needs of trainers, coaches, and counselors in charge of youth leadership programs. Recommendations included adopting a participatory approach for youth development in Egypt through a number of national processes and policies.

Dedication
This dissertation is dedicated to all young men and women who sacrificed their lives to liberate Egypt, set a unique model for leadership, and build a new tomorrow.

Acknowledgements
I dedicate my work to my parents. They both kept encouraging me through the years. They never lost hope in my abilities nor gave up on my assistance. Their trust and love enlightened my path to progress and achievement. Special thanks have to go to uncle Moustafa for his continuous encouragement. I am also very grateful to my husband, Hossam, for his belief and support throughout my academic and professional paths. He was the one who inspired me to start graduate studies and pursue continuous education. I am also very grateful to my lovely sons, Omar and Hazem, who were very responsible and mature to cope with the long hours and long days I spent focusing on my studies. I am honored with their love and appreciation.

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The dissertation was a unique human experience. Although I was frustrated at some points, I enjoyed every minute of the process, which created a new critical educator. My dissertation witnessed the Egyptian revolution, which proved that youth are capable of leading change for a better future.

Martha Stanislas
Dissertation Title DETERMINING THE CHARACTERISTICS THAT AFFECT TEAM SUCCESS: A QUALITATIVE STUDY

Abstract
Teams have become more prevalent in the 21st century. Organizations are moving from an individual effort to that of a team effort. According to a survey conducted by Tata and Prasad (2004), 68-70% of Fortune 1000 organizations have reported using teams in their organizations. In spite of team popularity within organizations, teams are continuing to fail. The purpose of this qualitative phenomenological study is to gain an understanding of characteristics that contribute to why teams fail. Evaluation of the characteristics needed in leaders and their followers will be important for task completion and attainment of the team goal(s). Leaders and team members expressed characteristics that had importance and value to them. Of the 37 characteristics listed between leaders and team members, six words were shared between the groups. Through data analysis the common words indicated was that of communication, honesty, trust, listening, commitment, and respect were characteristics that reside in both leaders and team members.

Dedication
I am proud and honored to dedicate this dissertation to my biggest supporter my parents Marina Placide and Matthew Stanislas. Your encouragement of me attaining my doctorate degree is irreplaceable. I hope that I made you proud of this huge accomplishment. I want to thank for your prayers, words of encouragement, and most important your enthusiasm as I embarked and completed this journey. Your vigor made it worthwhile. I also want to thank my family and friends for their understanding and support during this period.

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Acknowledgment and thank you is extended to all those individuals who made this journey possible: family, friends, and those whom participated in the study. Without your contribution, support, time, and prayer this journey would not be achievable. Special thanks to my mentor and chair Dr. Dennis Clodi for his dedication and determination as he guided me through the process. You were instrumental to my success and accomplishment in becoming a doctor. Your critical and positive feedback both in class and as my mentor and chair made this process more manageable. You kept me motivated and on schedule for this I am grateful. Thanks also go to Dr. Martha Taylor and Dr. Felicia Bridgewater for their contribution and assistance as my committee members. Dr. Bridgewater I had the pleasure of being your student in the masters’ program here at UOP and again serving as a committee member. Dr. Taylor I want to thank you for your detail review of my work and timely feedback.

Zelalem Oldjira Lome
Dissertation Title THE CORRELATION BETWEEN INDIVIDUALISM-COLLECTIVISM CULTURE, WORKGROUP COMMITMENT, AND TURNOVER INTENTION

Abstract
One hundred seventy two subjects participated in this study to examine the degree to which the relationships between individualism-collectivism culture, workgroup commitment, and turnover intentions correlate, at a community hospital located in Ontario province, Canada. A quantitative method in non-experimental design involving collection of a non-probability sample, drawn from registered nurses facilitated collection of data. As initially predicted, based on emotional and social obligation, horizontal collectivism is the most predictor of employees’ loyalty to their workgroup ($r = 0.16, 0.55, p < 0.05$), and negatively related to turnover intention. The findings revealed that horizontal and vertical individualist employees were less willing to make sacrifices for the workgroup and tended to leave ($r = 0.13, 0.20, p < 0.05$). These
findings demonstrate the need for leaders’ greater sensitivity concerning the impacts of individualism-collectivism culture, and bring attention to issues of cultural importance to minimize behavioral costs to health organizations. Future research with multiple work-foci commitment will shed more light on the issues of individualism-collectivism culture that contributes to employees’ turnover.

Dedication
This work is dedicated to the memory of my mother Dagitu Waltaji, who died in her early 50s from post-rabies vaccine complication, encephalitis. I am forever grateful for her love and support that created the foundation for the academic and professional successes achieved by myself and my siblings. She taught us the value of hard work and the pride of accomplishment.

Acknowledgements
Firstly, I thank God, my heavenly father, who gave me strength in completing this doctoral study.

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I am blessed with a large network of family who have cheered me on and propped me up through the hills and valleys of doctoral studies. The role played by my wife, Gadise Terefe Lubo, who unwittingly was taken on this journey along with me cannot be overstated. I am short of words to express my gratitude to Gadise, for her uninterrupted support, that enabled me to complete this doctoral study. My daughter, Bilise Lome, her presence and company, was my strength in completing my doctoral journey. My sister and brother, Abebaye and Solomon Lome, and others, have helped with planting the seeds of success and kept me persuing my dream.

Diane Carolyn Berry
Dissertation Title CLIMBING DOWN THE CORPORATE LADDER

Abstract
The qualitative phenomenological study explored the lived experiences and possible reasons why 12 people in the West Florida area decided to work in a non-management role after working in a management role for two or more years. The data was analyzed using the Groenewald (2004) five-step process. The study explored the satisfaction and dissatisfaction of being in a managerial role and the experience and factors that lead to leaving the position. Participant interviews included inquiry into the perceptions of the individual’s need for power, achievement, and affiliation (McClelland & Boyatzis, 1982) and how those needs were manifested in the experience. The study illustrated that the participants had high expectations entering the manager role and gradually lost their motivation to continue in the role despite their high needs for achievement. Analysis of the reasons for leaving the manager role indicated incongruence with the participants’ leadership style and organizational culture (McClelland Disjoint). Recommendations to leadership included establishing a continuous manager development program and a career transition program.

Dedication
Love is when one's soul is open wide enough to let in the universe of another. I dedicate this dissertation to my husband, Carson, whose unwavering support, patience, and love encouraged me to reach this academic achievement. Throughout this journey you provided the strength to persevere and the vision of my potential. Thank you for your personal sacrifice and for inspiring me to learn more so I could be more. I love you forever and ever . . .

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails… 1 Corinthians 13:4-8
Acknowledgements
Some very special people have given me their time and support throughout this amazing academic journey. My deep gratitude goes to my husband, Carson, who was my constant cheerleader and occasional task master encouraging me to climb my “academic Mount Everest”. My humble and gracious thanks to my family, especially my mother and daughter, whose prayers and reassurance supported the emotional rollercoaster. To my good friend, Dr. Marci Goldstein, thanks for taking my urgent phone calls, normalizing my feelings, and talking me off the cliff.

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Thank you to the study participants who shared their experiences with me. I am eternally grateful for your trust and honesty during our discussions and for your contributions to this study.

Robert H. Douglass
Dissertation Title THE EFFECTIVENESS OF WEB-BASED HOMEWORK FOR DEVELOPMENTAL MATHEMATICS STUDENTS AT A NEW ENGLAND COMMUNITY COLLEGE

Abstract
Web Based Homework (WBH) effectiveness in increasing learning outcomes in Elementary Algebra students is analyzed. The analysis is accomplished through a comparison of the student final exam scores between students who completed the course using paper and pencil homework (PPH) and those students using web based homework (WBH). The purpose of the study was to determine the effectiveness of WBH in increasing learning outcomes in developmental mathematics as compared to the effectiveness of PPH. The student scores were collected from archived Elementary Algebra ACCUPLACER scores and final exam scores of students from the recently completed semesters at a public New England Community College. The total sample size was 176 ACCUPLACER scores, which included 39 WBH final exam scores and 40 PPH final exam scores. The WBH student scores were from the recently completed semesters and the PPH scores were from the fall 2010 semester. The WBH final exam scores were found to be significantly different from the PPH final exam scores. The mean final exam score of the students who performed WBH ($M = 170.30, SD = 47.08$) was significantly higher than the mean final exam score of the students who performed PPH ($M = 126.38, SD = 36.20$), $t(80) = 4.70, p = .001$. The test was a two tailed t test with a significance level of $\alpha = .05$. The findings indicate that when the instructor, text, and problem difficulty are held constant WBH effectiveness may be measured and found to produce better learning outcomes than PPH.

Dedication
The work contained in this dissertation represents a few years of effort, patience, support, pain, endurance and love. I dedicate it to my wife, Valerie, who has endured the vagaries of the research process with me. I am thankful to God, who blessed me with a supportive, understanding, and loving wife. I am needful to recognize the love, wisdom and support of my late mother and father, Martha and Arssie Douglass. I hope to live by the standards of decency that they set for me long ago by examples of word and deed. I acknowledge the influence that my late brothers Geoffrey and Arssie Jr. have had on me. They always anticipated good things from me and I have done my best. I am appreciative of the love and kindness of my remaining siblings, Gerald, Ronald, and Gweneth. Finally, I am filled with gratitude toward every good and caring teacher that I have had from kindergarten until now.

Acknowledgements
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Antonia D. Wylie
Dissertation Title A QUALITATIVE STUDY: THE AFFECTS OF THE NO CHILD LEFT BEHIND ACT ON GIFTED AND TALENTED STUDENTS

Abstract
The purpose of using a qualitative instrumental case study design for this research was to explore a school district and to gain an understanding about the academic obstacles that a school district may have regarding funding a gifted elementary school curriculum under NCLB mandates. The study elicited reliable and valid data from teachers and administrators. Data collection involved 20 participants and included triangulated data from archival records of budget documents and gifted and talented testing information, face-to-face audiotaped interviews, open-ended question surveys, and the researcher's reflective field notes. The findings from the archival data revealed how much state funding was provided to the Twinsburg City School District for employing gifted and talented staff members, and Ohio Achievement Assessment performance index scores and advanced placement score percentages for third and fourth grade gifted and talented students in this district. The qualitative instrumental case study revealed two overall themes; disconnect and relevance. Each question revealed two themes from the 20 participants. Instrumental case study confirms the findings and exposed a problem: gifted students are not being given adequate instructional time in the classroom because of the mandates set forth by NCLB. As the participants confirmed, constant review and drill is a “one size-fits-all” environment that leads to boredom for gifted and talented students. Perhaps the best results from this study can be for future dialogues to occur that could advocate change within teacher preparation programs, professional development workshops, and policy makers who make mandatory decisions for school districts in the United States.

Dedication
I would like to dedicate my dissertation to my mother, Beverly Ruvena, beloved father, Charles Terry, and dearest sister, Y’Tina Jozette. Momma, obtaining this degree took so many sacrifices; however, you always managed to make me see the light at the end of the tunnel even when I was so emotionally, mentally, academically, and physically exhausted. Thank you for believing in me and supporting me in every way that you could to reassure me that YOU were there just in case I needed your unconditional love to lean on. I remember when you were outside my door because you were concerned about not hearing from me; I opened the door, and fell right into your arms. You just held me for a while and told me that I will finish soon, continue to be strong, and you were there for support in any way. Well, one day later, I submitted my proposal and everything fell into place after that. I have always appreciated and relied on the warmth and love that you have always given me. Since early in life, you have pushed and encouraged me to never settle for what is easy, but strive for the challenge. I have benefited in life because of that foundation. Thank you. I consider it an honor to be your daughter, and I am grateful that Jehovah God blessed me with you as my mother because you are certainly the best. I LOVE YOU SO MUCH. Thank you for everything.

My dissertation is also dedicated to my deceased father. Since I was a little girl in early elementary school, my father expressed that he wanted me to achieve a doctorate degree. Therefore, a doctorate has always been in the forefront of my mind. My dad was the very first person to motivate me, evoke the passion, desire, and determination to achieve this degree. My dad gave me the foundation of a good work ethic and the will to aim high and seek my highest potential in life because he thought that ‘Toni the Tiger’ could achieve anything. I thank my father for giving me the opportunity to have a good start in life by teaching me how to be responsible, productive, and organized. I thank him for instilling dignity in me and laying the groundwork for confidence building. I thank my father for the sacrifices he made for me and the rest of my family to achieve a little more than the previous generation. I thank my father for having pride in himself and teaching me that the accomplishments and sacrifices made in life represent who you are as a person. Well, it feels good to know that I have achieved the title of doctor in memorial of my father. I love my father for so many reasons, but one in particular is how he tried his best to express how much I meant to him. I thank him for showing me a love that all daughters should experience from their fathers.

My dissertation is also dedicated to my sister, Tina. Tina and I were supposed to take this doctorate journey together, but she suddenly fell asleep in death. This program was very emotionally charged for me because of that very reason. To honor Tina, I started the doctorate program on her 40th birthday. Throughout the program, all too often I was left thinking, “How would this program be different if Tina were here?” No doubt, Tina would have successfully finished the program because everything she started, she finished to the best of her ability. I know that I gained strength many times from the words of encouragement that she used to give me, and most importantly, knowing Tina would say, “You’ve come too far to give up now. Keep on moving forward until you have completed the task.” If she were here, I would thank her for ALWAYS, ALWAYS, ALWAYS pointing out my potential, having my best interest at heart, and inspiring me to be the very best human being that I can be. Therefore, I am awarding my sister, best friend, and soul mate an honorary doctorate. I will always love, miss, and cherish her as Dr. Y’Tina J. Wylie.

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Catherine Faherty Hosley

Dissertation Title THE PERCEIVED EFFECTS OF TECHNOLOGY ON PRODUCT MANAGEMENT TEAM COLLABORATION

Abstract
The paradigm of using technology to facilitate collaboration across teams and organization indicates an increased importance in understanding the current known effects of technology on collaboration. Such effects can negatively impact collaboration (communication and coordination) reducing common knowledge and understanding, hampering performance across virtual teams. The purpose of this quantitative quasi-experimental study was to determine and measure the perceived effectiveness of information exchange over different mediums (synchronous and asynchronous modes of interaction) for the purpose of collaboration (communication and coordination) within a Federal Integrated Product Team (IPT). A statistical One-way Analysis Of Variance (ANOVA), within group repeated measures was implemented to measure perceived effectiveness of information exchange in terms of collaboration across Face-to-Face (FtF), teleconference, Instant Messaging (IM) and Email. Sixty IPT members voluntarily participated in a survey measuring perceived effects in information exchange for purposes of collaboration and coordination. Results indicated significant differences in IM, teleconferencing and Email when compared to FtF and significant differences between IM/teleconferencing and Email. These findings indicate technology has effects on information exchange for purposes of collaboration and the type of technology (synchronous and asynchronous) can have differing effects. Implications for management and leadership are to manage suites of technology and implement strategies to use technology to better support collaborative activities and enhance team performance.

Dedication
I dedicate this dissertation to my father, Loring Fredrick Hosley III and my brother, Thomas Gregory Hosley. My father taught me: the value of education, persistence wins the race, and the inherent kindness and love within the human spirit. Thomas taught me competitiveness and courage. I miss them both.

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Chong Daleiden  
**Dissertation Title** DETERMINING EFFECTIVENESS OF ONLINE PATIENT EDUCATION USING TEXT, ILLUSTRATIONS, AND ANIMATIONS

**Abstract**
Traditional ways of providing patient education are strained by the aging of the American population and the shortage of nursing personnel. Patient education is important as a means of empowering decision-making and disease prevention. There is much controversy about the effectiveness of patient education available outside of direct care by a healthcare provider. The present study adds to methods available for measurement of patient education effectiveness. Effectiveness of educational material design using text, illustration, and animation is determined for patient health education materials on cardiopulmonary health. The present study is quantitative, quasi-experimental extending prior study on the topic. The method includes a pretest and post test to measure learning gain score and percent gain score. A pilot study was needed to establish the relative validity of the test instrument. The relative validity was evaluated by observing the normality and the degree of spread of data collected during the pilot. A convenience sample of 178 individuals was included in the study. Each was assigned to the text, illustration, or animation group of educational materials. After the educational material presentation, each took the post test to measure their learning. Analysis of the study data revealed that animations are the most effective of the three educational material designs in the topic of cardiopulmonary health. The recommendations from the study include the suggestion of further study on the effectiveness of illustrations and animations. Healthcare providers are recommended to consider the design and effectiveness of patient education material as they select the means used to help their patients to make healthcare decisions.

**Dedication**
I dedicate this dissertation to my best friend, a confidant, my soul mate, and my husband John Daleiden. When the difficult decision needs to be made to prioritize our goals, you put my needs and goals before yours. I am so blessed to awaken beside you every morning. I also dedicate this dissertation to my God. Without you dear God nothing would have been possible.

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Deborah H. Retzloff  
**Dissertation Title** UNDERSTANDING GENERATIONAL WORK VALUES TO CREATE EFFECTIVE MULTI-GENERATIONAL WORK TEAMS

**Abstract**
Work values vary widely among generations, and the lack of a full understanding of generational work values could inhibit the productive function of work teams, which would be detrimental to an organization. The current study used the qualitative, descriptive case study methodology to understand the work values of three generations—Baby Boomer, Generation X, and Generation Y/Millennial—when categorizing in-person interview data into common themes. An interpretation of the collected data resulted in a synthesis of generational work values that determined there are similarities and differences in work values. The findings of the current study provided an understanding of generational work values to help managers or leaders develop effective work teams by considering the strengths and weaknesses of each generation.

**Dedication**
This is a dedication to each person who has played a role in my personal and educational life.
To my mother, who became a deeper friend throughout this journey.
To my dad and younger sister, who lived in my soul, and guided my mind from above.

To my Grandmother and Grandfather, the second most important people in my life, for instilling a deeper conviction to God by renewing a special sense of spirituality, which for the past four years, was a blessing.

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To each of you, I say a hearty “Thank you,” and “I love you” for all that you did for me throughout this journey.

“In the final analysis, we count for something only because of the essential we embody, and if we do not embody that, life is wasted.” JUNG.

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Edward Douglas
Dissertation Title A STUDY OF BARRIERS TO ADULT SELF-DIRECTED LEARNING

Abstract
Self-directed learning has contributed significantly to adult learners’ personal and professional growth. Approximately 70% of adult learning is through a self-directed learning context (Heimstra, 2008). This quantitative correlational study involved an attempt to determine the nature of the relationship between situational, dispositional, and institutional barriers and adult learners’ decisions to participate in self-directed learning activities. The population consisted of 75 parents, guardians, and staff members of preschool students in rural Lake Wales, Florida. The results revealed no strong correlations between situational, dispositional, or institutional barriers and adult learners’ decisions to participate in self-directed learning activities. While the differences between interest and participation in self-directed learning were not statistically significant, the results revealed a correlation between interest and the need to increase participation in self-directed learning activities. Recommended future studies include conducting similar research within other schools, businesses, and agencies in rural and urban environments.

Dedication
I would like to dedicate this dissertation to my wife, Estrella, who has supported, encouraged, and inspired me unwaveringly during this entire doctoral journey.

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Finally, a special thanks is extended to the staff and parents associated with Special Treasures Preschool in Lake Wales, Florida, who participated in the research study. Their responsiveness to this research study was outstanding. Without their contribution, this research study would not have been possible.

Shondria R. Woods
Dissertation Title CORRELATIONAL ANALYSIS OF RESOURCE BASED INDICATORS OF GEORGIA’S MOST VALUABLE PUBLIC COMPANIES

Abstract
Organizational leaders maintain a sustained competitive advantage (SCA) through a resource based view (RBV) of its operations. There is a gap in the research on RBV core leadership competencies and knowledge that is helpful to understanding any RBV contribution to SCA. The present study sought to investigate the relationship between knowledge sharing and SCA. Specifically, the study addresses the relationship between the factor of knowledge sharing (resource-based view and knowledge-based view) and indicators of SCA, including innovation, firm profitability, firm longevity, firm size, firm competitiveness, and leadership experiences. Data was gathered on 192 firms using information from the Atlanta Business Chronicle’s Book of Lists, 2007-2008 and data gathered from Chief Executive Officer (CEO) self-reports. Correlations were conducted using Pearson’s product moment correlation to determine if the SCA indicators are correlated with knowledge sharing in the firm. The results indicate that innovation, firm longevity, firm size and firm profitability are not significantly correlated with knowledge sharing in participant firms.

Dedication
I would like to dedicate this dissertation to my “PAPA” J. William Dewey who I lost during this academic journey. I find strength in the encouragement and teaching that I received from you since the age of 13. Your spirit continues to live in my heart and in the heart of “MOTHER” Gloria D. Dewey. Please continue to smile down on us and enjoy your well earned set of wings.

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Amy Braden Gillespie
Dissertation Title WRITING TO IMPROVE LEARNING AND CRITICAL THINKING IN ASSOCIATE DEGREE NURSING STUDENTS

Abstract
Nursing leaders need to develop cost-effective and efficient ways to educate future nurses. Writing-to-learn activities have been shown to improve critical thinking and student performance on multiple choice tests. This quantitative, quasi-experimental, pretest posttest design study with non-equivalent control groups examined the effect of writing-to-learn activities on critical thinking skills and success on National Council Licensure Examination for Registered Nurses (NCLEX-RN) format multiple-choice examinations for nursing students. Sixty Associate Degree Nursing (ADN) students in central Virginia were evaluated for critical thinking skills in the clinical setting and performance on multiple choice tests in the classroom setting at the beginning and end of a semester. The students were divided into two groups of 30 students each. Both classes were taught the same material but the experimental group were taught using writing-to-learn activities. A correlation study found no relationships between the covariables of age, gender, previous degree, hours spent studying, or hours spent working and the independent variable of writing-to-learn activities. Regression analyses showed no significant difference at the .05 level between the performance of the control group and the experimental group for performance on multiple choice examinations or critical thinking scores in the clinical setting. Future studies should increase the time and exposure to writing-to-learn activities and / or evaluate learning and critical thinking using a variety of assessment modalities.
Dedication
This work is dedicated to my family. Thank you to Jim for your statistical guidance and sounding board services. Thank you to Ethnie, Will, and Sam for being the people who always make me laugh longest and cry hardest. You can accomplish anything by taking one step at a time.

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Beverly A. Stevens
Dissertation Title RESPONSE TO INTERVENTION: EVALUATING THE EFFECTIVENESS OF SCIENTIFIC RESEARCH-BASED READING INSTRUCTION ON STUDENT READING OUTCOMES

Abstract
Approximately 70% of fourth-grade students in the United States cannot read at the basic level established for their grade. Under the Response to Intervention problem-solving framework, at-risk readers receive scientific research-based interventions when needed in the general education classroom. The purpose of the quantitative parametric study incorporating a one-group preexperimental design with a pretest intervention and a posttest analysis was to determine the effectiveness of supplemental reading instruction in addition to core curriculum based on at-risk students' reading outcomes. The design included the use of AIMSweb oral reading fluency probes as the pretest–posttest curriculum-based benchmarking tool to measure at-risk students' reading gains. The study included a univariate analysis of variance to examine demographic factors such as ethnicity and gender on reading gains. The study incorporated inferential statistics using a one-tailed t test to analyze instructional effectiveness based on score differences, and a Pearson correlation procedure was used to determine the relationship between reading levels and reading fluency.

Dedication
This dissertation is dedicated to my Lord and Savior, Jesus Christ, who provided me with the strength to endure my doctoral journey. I thank my family, particularly my husband James and my children Erriann, Erran, Laurina, and Leeona for their patience, love, and support. I thank my mother, Nellie Mae Malone-Wright, who trained me in the way a child should go. I thank my brothers, sisters, work colleagues, and Douglas Malone, who support the importance of education.

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Daniel S. Kuz
Dissertation Title EXPLORATION OF INTRAPRENEURSHIP AND INNOVATION IN ADVANCED TECHNOLOGY ORGANIZATIONS IN THE WESTERN UNITED STATES

Abstract
In an effort to sustain global competitiveness and sustainability, advanced technology firms reflected a steady movement of ideologies toward corporate intrapreneurship over the past 20 years. Despite these efforts, leaders of diverse technology organizations in the 21st century continue to struggle in finding effective approaches to assimilate intrapreneurship roles with innovation development strategies. The purpose of the qualitative case study design was to gain a better understanding of senior leaders' roles, constructs, situations, and environments in multiple advanced technology organizations supporting corporate intrapreneurship and innovation. The organizational factors that influenced leader shifts toward workforce intrapreneurship roles and direct connections to innovation encompassed seven emergent themes. These themes included changes in organizational dynamics, consequences of inhibiting intrapreneurship, new leader roles and behaviors, the impact of intrapreneurship on the organization, the emerging role of intrapreneurs driving innovation, the shift toward contemporary organizational frameworks, and the use of intrapreneurs as organizational gap fillers. Thematic analysis also indicated the emergence of several new leader roles for executives that entail: adopting intrapreneurial behaviors, embracing disparate thinking, establishing work climates with increased collaboration, supporting open innovation through idea championships, linking intrapreneurship directly with innovation, and changing organizational
A new proposed enabler model of intrapreneurship provides nine constructs that enable leaders to create strategies and mechanisms for establishing a holistic framework for the new intrapreneur in expanding innovation in contemporary workplace environments.

Dedication
I dedicate this dissertation to the memory of my parents Steve and Delores Kuz. Although they did not see me reach this important goal in my life, memories of their dedication to family, inspiration for life, and strong character will live on in me. Their loving and faithful care in my childhood and adult life provided me with the strength to face significant challenges, and to recognize the value of hard work and diligence to reach goals. They also helped me recognize the importance of laughter and a peaceful heart to keep life enjoyable, while pursuing difficult tasks such as this doctoral effort.

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Cynthia Aradillas
Dissertation Title A PHENOMENOLOGICAL STUDY OF ONLINE COMMUNITY COLLEGE FACULTY PERCEPTIONS OF TEACHING CRITICAL-THINKING SKILLS

Abstract
In order to meet the increasing challenges of distance education programs, students must improve their thinking skills. The perceptions of online community college faculty are important because distance education is a growing force behind higher education. The purpose of this qualitative phenomenological study was to portray perceptions of community college online educators from south Texas and describe the controversy between content- and skills-based views of teaching critical-thinking skills. Guided by a modified van Kaam method of analysis, the study explored themes of 20 faculty members’ lived experiences, perceptions, and preferred manner of implementing thinking techniques in an online environment. The researcher used NVivo 8 computer software to analyze the data and identify themes that might help institutions address teaching issues when implementing online educational curricula. Community college faculty perceived the content-based view as the most helpful approach to enhancing the design, implementation, and assessment of teaching thinking skills in online education.

Dedication
I dedicate this academic accomplishment to my wonderful family, without whom I never would have attempted to fulfill my quest of acquiring a doctoral degree.

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Rachel Ann Gonzales

Dissertation Title HEALTH CARE TEAM EFFECTIVENESS: THE RELATIONSHIP BETWEEN TEAM TASK INTERDEPENDENCE AND GROUP EMOTIONAL COMPETENCE

Abstract
Health care is an interdisciplinary system and reliant on effective teamwork (Leggat, 2007). The purpose of the quantitative study was to examine the relationship between task interdependence, group emotional competence, and the effectiveness of acute care teams. The Liden, Wayne, and Bradway (1997) team task interdependence scale, Druskat and Wolff’s (2006) group emotional competence survey, and Amundson’s (2003) team effectiveness scale were administered to 83 health care teams. Results of the study demonstrated a significant correlation of team task interdependence, group emotional competence, and team effectiveness. Leaders can follow the recommendations provided and the proposed model of team effectiveness to enhance team efficacy within organizations.

Dedication
To my best friend, coach, and lifetime love, my husband; without your support and preserving encouragement the doctoral journey would not have been possible. To my three sons, you will always be my best accomplishments in life.

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Michael Della Cerra

Dissertation Title UNIVERSITY STUDENT BULLY VICTIMIZATION: NEGATIVE PSYCHOLOGY AND ACADEMIC PERFORMANCE

Abstract
The current qualitative phenomenological study explored the extent of university student bully victimization occurring and its relationship to student depression, anxiety, low self-esteem, and academic performance. Consistent and intentional abuse of students by peers and/or faculty constitutes student bully victimization. Twenty full-time students from a United States southwest region university participated in semi-structured interviews. Findings resulted in four themes: (a) negative psychological factors of student depression, anxiety, and low self-esteem is negligible and none of these factors relate to university student bully victimization; (b) no relation of student academic performance with university student bully victimization was determined; (c) most university students have close peer relationships, most university students do not have a professional relationship with university faculty, lack of faculty relationships between students and professors is not due to university student bully victimization; and (d) university students have accurate concepts of what bully victimization is generally with a few misinterpretations as defined by the literature review. The conclusion drawn from the study presented is that university student bullying is not prevalent. Student depression, anxiety, and low self-esteem are not prevalent. The occurrences of such negative psychologies are primarily related to sexual harassment, high scholastic achievement, work, and social demands on college students as compared to high school students. Recommendations include university leadership conducting further quantitative research on university student bullying in order to generalize
the results. In addition, further university bullying and sexual harassment research is suggested to distinguish between these two phenomena and to prevent these negative student behaviors to increase education quality.

Dedication
I dedicate this dissertation to all students who have endured bullying silently at the hands of their peers and faculty throughout the decades. I further dedicate this dissertation to those individuals who have been hurt emotionally and physically at the hands of victimized students. It is my hope that this current research and further research regarding university student bullying will enhance university leadership to protect students from abuse and increase student health and wellness.

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Jenny Cavazos
Dissertation Title NATIVE CHINESE TEACHERS’ DECISION TO LIVE AND WORK IN THE UNITED STATES: A PHENOMENOLOGICAL STUDY

Abstract
There is a shortage of Chinese language teachers in the United States. More Chinese language learners in the United States would help to increase national security and business connections with China. The purpose of this qualitative phenomenological study was to describe the perceived advantages and disadvantages of living and working in the United States among 10 Chinese teachers who have considered teaching Chinese in the United States. A modified van Kaam method was used to analyze the data and develop themes. Participants reflected Chinese cultural ideals. They identified guanxi, Confucianism, and individualism as reasons for choosing to live and work in the United States. They expressed concern about the environment, saying pollution and overpopulation were reasons to leave China for the United States. Participants anticipated problems with integration and culture shock while living and working in the United States. They identified collectivism and a desire to return to family and friends as reasons to return to China after living and working in the United States.

Dedication
I dedicate this paper to Holden. You are still little, but one day you will be a wonderful man. You will shine. I hope to see you shine one day.

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