TITLE IN ALL CAPS

A Dissertation

by

STUDENT NAME IN ALL CAPS

Submitted to the Office of Graduate Studies  
of Prairie View A&M University

in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Month/Year of Graduation

Major Subject: Educational Leadership

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Approved as to style and content by:

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# ABSTRACT

Title  
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Chair of Dissertation Committee: Chairperson’s Name

Text begins here. The length is 250-350 words. The Abstract should reflect the entire document and summarize the research and findings in your study. Ideally, the Abstract will be relatively brief and information dense but should cover the following: (1) problem and purpose of the study, (2) current approaches to problem and gaps in the literature, (3) research questions, (4) methodology used including population, (5) main findings, and (6) main conclusions. The text is double-spaced. There must be no additional space before or after titles and headings**.**

***Keywords***: <indented, in italics, words in lowercase except proper nouns; no punctuation>

# DEDICATION

Text begins here. The Dedication page is optional, follows the Abstract page, and should be one page in length. The title DEDICATION is capitalized and centered at the top of the page. Use the same margins, font style, and size as used in the rest of the document.

# ACKNOWLEDGMENTS

Text begins here (ideally one page). The Acknowledgements page is optional, follows the Dedication page, should be one page in length. The title ACKNOWLEDGEMENTS is capitalized and centered at the top of the page. Use the same margins, font style, and size as used in the rest of the document.

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**CHAPTER I**

# INTRODUCTION

## Overview/Background

The Introduction broadly describes your research focus and explains why the focus is worthy of study. The section essentially offers a preview of the elements that anchor your first chapter; namely your problem, purpose, and importance/significance. The Introduction (also called Background) identifies the problem and then discusses your proposed solution (that is, the title/focus of your study). In most instances, the title or focus of your study is not the same as the problem of your study. Your title or focus is really *your proposed* solution (Bengtsson, 2016; Imenda, 2014) The cow jumped over the moon (Bengtsson, 2016, p. 12).

This section should clearly explicate the gap in the literature and state how and why your study (your proposed solution) *may* further existing research. The gap is the need or opportunity that has been identified by other scholars and researchers in the literature. The gap is not your opinion even though your knowledge and experiences may serve as antidotal evidence. You cannot automatically presume what you determine is a problem has also been identified by others in the discipline in a like manner. As such, the problem should be supported with citations. This should be the last line to allow for the style statement below.

\_\_\_\_\_\_\_\_\_\_\_\_

This dissertation follows the *Publication Manual of the American Psychological Association, 7th Edition.*

All **facts** and **statistics** should be attributed to the appropriate source and represent the most current data possible. For example, if you are citing national drop-out rates, you should have the most recent report from the National Center for Education Statistics (NCES). NCES publishes most education data annually. Another excellent source for educational data is the National Assessment of Education Progress (NAEP). NAEP collects national data in reading and math from fourth, eighth graders and 12th graders. The data on fourth and eighth graders is published every two years and the data on 12th graders is published every four years (National Center for Education Statistics, 2020).

The majority of citations should be from within the last five to seven years. If you do use older references, make sure to pair them with more recent sources. Make sure you do not write in present tense supported by citations that are out of date (for instance citations 10, 15 or 20 years old). Just as important, the majority of your citations should be from primary sources. A primary source represents original content (American Psychological Association, 2020). Citing secondary sources should be avoided except for instances such as “the original work is out of print, unavailable, or available only in a language that you do not understand” (American Psychological Association, 2020, p. 258). APA presents guidelines for citing secondary sources (see p. 258) but the manual cautions the practice should be used sparingly.

Define educational jargon when you use it and then include the word or term under the Definition of Terms at the end of this chapter. Words and terms like GPA, achievement gap, and SES are spelled out and defined according to how other scholars and researchers use them, not how they are defined in a dictionary and certainly not Wikipedia. Thereafter, the acronym can be used.

Suppose you are conducting your study at a high school. Whether you use high school or secondary school or whether you use them interchangeably, the word should be defined because high school can mean ninth through 12th grade or 10th through 12th grade. The preference is yours as the researcher, but you need to inform your audience how it is used in your study.

A note about capitalization. One of the earliest grammar lessons taught is that proper nouns are capitalized. According to APA (2020), racial and ethnic terms are considered proper nouns. Given that, capitalize **all** racial terms: African American, White, Latino, Mexican, American Indian.

The length for the Overview/Background is anywhere from 1 ½ pages to four pages. Since this section previews your Statement of the Problem, Purpose of the Study, and the Importance/Significance of the Study, you will want to use those sections to expound on your major points. Make sure each paragraph contains at least three sentences (topic sentence, supporting details, and conclusion) and make sure each paragraph properly transitions to the next. Also remember that there is only one space after every period.

## Statement of the Problem

Use declarative statements to explain the problem and how and why it has developed over time. It should include the significance, magnitude, and importance of the problem to your area of emphasis (educational leadership). Previous studies in this area that indicate the gap, identify the gap, and justify your study should be referenced.

The gap in the literature can be theoretical, methodological, call for a new line of inquiry, extend an existing line of inquiry or how it has been examined/explored/investigated through a new framework. It will be difficult to identify the gap if you do not know the empirical research related to your topic. Literature includes dissertations. Nevertheless, cursory research or assuming there is no research increases the probability that you will make statements of fact that are in fact, **untrue**. The length for this section can be anywhere from three paragraphs to three to four pages.

## Purpose of the Study

This paragraph(s) discusses the purpose of your study and who the purpose will benefit (i.e. practitioners, policymakers, administrators, educator preparation programs, etc.). Sample language for a qualitative study may be, “The purpose/intent/objective of this qualitative [narrative, case study, phenomenological] study is to (describe, detail, understand, explore, deepen, develop, interpret) \_\_\_\_\_\_\_\_\_\_\_ (the phenomena you are studying)”(Creswell, 2013, p. 135)*.*

Figure 1

*Example Formatting*

|  |  |  |
| --- | --- | --- |
| Column 1 | Column 2 | Column 3 |
| According to APA, it is permissible to use smaller font in Tables and Figures. The font can be as small as nine pitch. | Using a smaller font will make it easier to size the Tables and Figures so that they fit on one page. |  |

## Importance of the Study/Significance of the Study

At the dissertation proposal stage, this section is *Importance of the Study*. The sub-heading becomes *Significance of the Study* at the final dissertation stage. In some instances, it may be the preference of the chair to couple this section with the Purpose section. Whether this is a stand-alone sub-heading or whether it is coupled with Purpose of the Study, you should identify and describe why your study is important to the field of educational leadership (or the specific domain of your doctorate) and state the practical implications of the potential results. Significance/Importance also discusses how the research may extend or contribute to existing models or theories. The importance of your study is not opinion! **All** statements of fact must be supported by citations.

Above all else, make sure you qualify your statements with words like *may*, or *can*. Rarely are absolutes in research. At best, extrapolations and inferences can be made but keep in mind, there are always exceptions. Further, at the proposal stage, you do not want to prejudge your data. As a researcher, you must be willing to follow the data – not lead the data.

## Theoretical Framework Overview

The framework (theoretical = theory or conceptual = model) is the lens through which your study is viewed. It not only guides the research but acts in similar fashion as a mirror that magnifies the phenomenon to see whether there are discrepancies in the research and if there are discrepancies, can they be explained by the framework (Imenda, 2014). Most importantly, the framework lays the foundation for your research questions.

It is vital that you know the difference between a theoretical framework and a conceptual framework. Ngulube et al. (2015) explained that theoretical frameworks stem from established theories in the literature whereas conceptual frameworks are diagrammatic representations of concepts (i.e. ideas) or constructs (variables) that show their relationship to the problem/phenomenon under study. The conceptual framework visual illustrates linkage of the abstracts to empirical data. Theories explain and predict while conceptual frameworks provide visual understanding (Ngulube et al., 2015).

Before you select your framework, make sure you discuss with your chair and methodologist to ensure what you are using provides the best lens for your research. Explain why the framework is best for your topic and why it is central to understanding the phenomenon. If it is an existing theory, explain the background/history and its development over time. If there are certain scholars associated with the theory or model, include them. The minimum length should be at least two pages.

Figure 2

*Second Example*

## 

## Research Questions

In qualitative studies, research questions are not the same as interview questions that you will ask your study participants. Research questions are developed from your framework and are greatly influenced by your Statement of the Problem. Your research questions form the basis for your literature review and your methodology. For example, if your framework is Bandura’s self-efficacy, then your research questions will center around the elements of self-efficacy theory.

Beyond that, qualitive research questions are not yes or no questions. Rather, they should be “open ended, evolving, and non-directional” (Creswell & Poth, 2018, p. 137). In general, in qualitative research designs, there is an overall or guiding/central question and sub-questions (Creswell & Poth, 2018; Durdella, 2019). You should have at least three to four sub-questions.

## Researcher’s Perspective

This section is included either in the first chapter, the third chapter, or the final chapter if this is a qualitative study. Its placement is typically according to the preference of your chair or methodologist. The Researcher’s Perspective/Positionality explains your interest in the topic and the bias you bring to the study (Durdella, 2019). Although it is a highly personal part of your research any facts should be backed up with citations.

## Limitations and Delimitations

Limitations and delimitations are typically placed in Chapter I, sometimes Chapter III, or in Chapter V. As with other elements, the placement is often the preference of the chairperson. Limitations are considered factors or weaknesses that can impact a study that are beyond the control of the researcher (Simon & Goes, 2013; Theofanidis & Fountouki, 2018). Limitations can be related to the research design process as in your goal was to select two high schools but only one was available due to some unforeseen circumstance, or 15 persons submitted informed consent but three of them elected to withdraw from study for personal reasons. The important point here is that limitations that materially affected the research process or outcomes should be documented.

On the other hand, delimitations are those factors that can impact a study that are within the control of the researcher (Theofanidis & Fountouki, 2018). Delimitations “are mainly concerned with the study’s theoretical background, objectives, research questions, variable under study and study sample” (Theofanidis & Fountouki, 2018, p. 157). An explanation of each must be provided.

As stated above, the location of this section is usually determined by the preference of your Chair or Methodologist. It is not uncommon for it to be located in Chapter V. In some instances, it is included in Chapter III. Check with your chair to determine where it should be located in your study.

## Definition of Terms

Terms that appear here should be in alphabetical order and unique to the discipline. They are not every day common words with common meanings. Moreover, they should be defined according to the literature, that is, how they are used by other researchers and scholars, not the dictionary. For example, if your study is focused on novice teachers, you need to define novice because some researchers consider novice teachers those with one to three years of experience, others one to five years, others may define it even more narrowly at one to two years. If your focus is on middle school students, you need to define middle school students because in some districts it is six to seventh grade, in years past, it was seventh to ninth grade. Methodological terms are rarely included here. They are defined in Chapter III.

***Word***: definition with citation at the end.

***Word***: definition with citation at the end.

***Word***: definition with citation at the end.

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***Word***: definition with citation at the end.

## Summary

Summarize the chapter and provide the reader with a preview of the upcoming chapters. This should be at minimum three to five sentences. The typical length of Chapter I is 12-18 pages.

**CHAPTER II**

# LITERATURE REVIEW

The Introductory paragraph to the literature review restates the purpose of your study. Next, it explains what you are reviewing and its significance to your topic. The literature review should cover some or all of the following (check with your Chair/Methodologist first): (1) overview or historical background of your problem, (2) analysis and synthesis of the literature related to your problem and purpose; this means reporting the results of studies closely related to your topic, with a focus on strengths and weaknesses (Rocco & Plakhotnik, 2009), (3) analysis and synthesis of the literature related to the justification of your study. What the literature review is not is a book report or a summary of the literature. It is designed to showcase work by others you deem important to providing context, understanding of the problem, and justification for your research.

Before you begin your literature review, it is recommended you develop your list of sub-headings, and get them approved before writing. This can eliminate the number of rewrites or shifts in focus or emphasis suggested by your committee members. For suggestions, look at other dissertations on your topic to see what areas they covered. Getting approval up front will ensure you are moving in the right direction. Note that you should be reviewing the most recent literature available and that should include other dissertations. However, there are some topics in education that have been extensively covered. In those instances, you need to make sure you have a good grasp of what others have produced and that may mean going back several decades. You can group the literature according to theoretical perspectives, time periods, reform efforts, important topics, or methodology (quantitative or qualitative). Your literature review should be between 25 and 50 pages.

One method of approaching the literature review is to pull relevant literature for each sub-section and discuss it in chronological order. In this way, it is easier to demonstrate either long-standing trends or theoretical perspectives, note outliers, discuss the specific contributions of a scholar or scholarship, and illuminate strengths and weaknesses. Such continuity can aid in fashioning a coherent chapter.

Rigor is evidenced by **analysis** – not reporting. This, more than any other chapter, is where the perspectives and findings of others are showcased. Analysis includes who conducted studies, what methodological design did they use, what was their central research question, what was their population, and what did they conclude from their findings? What are the strengths of their research? What are the weaknesses? What new theorems or lines of inquiry have been developed? What provocative points of view exist? How does the literature relate to your study?

A word about tense – according APA 7th edition, you should use past tense when you are expressing or referring to something or a condition that occurred at “a specific, definite time in the past, such as when discussing another researcher’s work” (p. 118). This means, as you discuss literature that has already been written, you should use past tense (e.g. Smith and Jones (2019) **stated** or **said** or **found** or **contended** or **argued**). If you do use present perfect tense, then you must be consistent throughout your document. Recommended verb tenses by APA 7th edition can be found on page 118. A dissertation is more apt to use level three and four sub-headings in this chapter. APA 7th edition sub-headings can be found on page 48. For ease of formatting, they are below:

## Topic One

***Sub-topic*** (this is level three sub-heading – flush left, bold, italics)

## Topic Two

***Sub-topic*** (this is level three sub-heading)

**Sub-topic of Sub-topic**. (this is level four, indented, bold, with a period).

## Summary

A summary of this chapter and a preview of the rest of the study is written here. A note of caution regarding single-source citations. Single-source citations in and of themselves are not bad. However, single-source citations can infer that the student does not have a good grasp of the literature, the research skills are poor, or the student is lazy. Of course, it is possible for none of those assumptions to be true, but the inference is that they are. Single-source citations cannot be avoided when discussing the particular work of scholars or researchers. However, it should be good research practice to have multiple sources for statements of fact.

**CHAPTER III**

# METHODOLOGY

The Introductory paragraph in general should address what you will cover in this chapter. You should have at least five sentences. This template follows a qualitative research design. There is a separate chapter for quantitative research designs.

## Research Design

This section discusses the features of research design and why it is the ideal research design for your particular study. Make sure you are using at least five to six authors to cite so you are not just citing one person. It is highly recommended that you select an additional four to five authors to supplement the textbooks from the doctoral program. Select at least three features of qualitative studies to discuss.

## Research Approach

If you aim to discover the meaning of one person’s or a group of person’s lived experiences, you are most likely conducting a **narrative study**. If you aim to discover the shared lived experiences of one quality or phenomenon of more than one person, you are most likely conducting a **phenomenological study**. If you aim to discover what actually occurred and was experienced in a single lived event, you are probably conducting a **case study**. The specific features of the qualitative research approach are discussed in Creswell and Poth (2018), pp. 104-105 or Creswell (2013), pp. 104-105.

It is highly recommended that you purchase a book on the specific research approach you are conducting in order to easily discuss its features. Also, make sure you pull at least five or six additional sources. Familiarize yourself with the epistemology, ontology, and axiology perspectives of qualitative and quantitative research. This will give your chapter more depth. Be sure to pay attention to literature that defines the kind of qualitative study as a method and manner for data analysis. You will find that phenomenology and narratives are both discussed in this manner. Note that there are multiple forms of phenomenology but the two most common are descriptive and hermeneutical/interpretive. Be sure to identify which one you are using.

## Research Site

Provide detailed description of the setting for your study.

## Study Participants

In your dissertation proposal, here is where you describe population and your ideal participants, who will likely make up your sample. You need to detail the kind of study participant you will look for with specified criteria. For instance, if you are planning to recruit secondary teachers, is there a length of time they need to have spent in the classroom? If you intend to recruit educational leaders, how much experience do you need them to have? Is there a particular gender or racial/ethnic make-up? These details need to be explained here and supported with citations. Even if you have an idea of who might participate, you still need to write in generalities in the event particular individuals are not available at the time you are ready to collect your data.

Next, describe your sampling procedures and strategy. Although nearly all qualitative studies use purposeful sampling, you should be more specific about the type or strategy of purposeful sampling you will use. For example, there is criterion sampling or snowball sampling or outlier sampling (Creswell & Poth, 2018; Ravitch & Carl, 2016). Include in your discussion the number of participants in terms of ranges (four to six, six to ten, 10-15). Try to use at least three different sources so you are not citing the same individual.

Make sure you do not use quantitative terms like surveys if this is a qualitative study. Surveys are validated instruments that are used for data collection in quantitative studies. The primary data collection method in qualitative studies is interviews. Finally, do not forget to state that before your study commences, you will secure the proper approvals from the relevant entities (e.g. Institutional Review Board). For your dissertation, everything in this section is exactly what you did and therefore, must be changed to past tense.

If this is your dissertation, after you explain what your criteria was and how you ultimately selected your participants, provide a description of your participants. This is an ideal place to use Table of their demographics. However, a Table or Figure is not a required element.

Table 1

*Participant Demographics*

## Data Collection and Management

Describe step by step how you intend to collect your data. Typical elements in qualitative research designs are observations, field notes, interviews, and review of documents. Know the relevant terms and define them. Remember that you are also creating a roadmap for other researchers who may want to duplicate your study.

***Method One***

Discuss primary method one here.

***Method Two***

Discuss secondary method here.

***Method Three***

Eventual text here.

## Data Analysis Steps

Describe step by step how you intend to analyze your data. There are established, recognizable scholars who have perfected various data analysis techniques such as Clarke and Braun’s (2017) thematic analysis and Bengtsson’s (2016) content analysis. Yin (2014) is most often associated with case study research. Comparatively, there is an extensive body of literature on narrative analysis and phenomenological analysis.

If you identify the methods/steps recognized by established scholars, you are not working from scratch. Make sure you cite them properly. In addition, visuals that capture the process greatly enhance this section. Finally, if you are using NVivo or another qualitative software management program, explain it and cite it.

Table 2

*Outline of Data Analysis Steps*

## Validation Measures

There is a lot of literature on how to ensure your study will measure what it intends to measure and how your study will follow accepted scientific standards. In qualitative research designs, Lincoln and Guba use: credibility, transferability, dependability, and confirmability (Creswell, 2013). Two of the most common terms for qualitative validation are credibility and trustworthiness. Here again, you can select the steps and terms that best fit you. However, note that validity and reliability are quantitative terms. Be sure to use only qualitative terms for qualitative research designs and quantitative terms for quantitative research designs. Explain and cite accordingly.

Whichever terms you select, there are common features employed by qualitative researchers. Examples include member-checks or participant/respondent validation (Ravitch & Carl, 2016), triangulation, and thick, rich descriptions (Creswell & Poth, 2018), or peer debriefing, and gatekeepers. It is recommended you detail at least four. Creswell and Poth (2018) describe eight on pages 250-253.

## Ethics and Risks

This section explains how your study will meet or met an acceptable standard of ethics and how your study will or did mitigate risks. Ethics and Risks can be written as separate sections, or you can combine them. You need to detail exact measures that include the informed consent process and strategies employed to protect the privacy and confidentiality of the participants. The literature on this topic for qualitative studies is extensive. Make sure you support your measures with citations.

**CHAPTER IV**

# findings

The Introductory paragraph restates the purpose here with addition of research questions, although it is not uncommon for research questions to be restated in its own sub-heading. Please be aware that the construction of this Chapter should reflect the preference and academic expertise of your chairperson or methodologist. Some chairpersons prefer findings relate what the participants said, and analysis of the findings are reserved for Chapter V. Other chairpersons prefer reporting with analysis in this Chapter on a micro level and analysis on a macro level in Chapter V. The examples of findings contained herein are representative of the latter.

## Profile of Participants

Since this is a qualitative study, you should have a short description of each participant. Your descriptions should at least warrant a paragraph with a minimum of three sentences each. It is also customary to include, either here for the first time, or a reprint from Chapter III, a chart with the demographics of your participants.

Participant 1 – Amy

Amy is cjckcjkcjckjckjckjckjckckckck (2-3 sentences or 3-5 sentences).

## Findings

Explain your themes and sub-themes supported by your data. Themes can be considered descriptive metaphors and treated as proper nouns (that means they should be capitalized). Establish your threshold for themes before you commence data analysis. For example, if you interviewed 10 people, then you should be able to cite from at least six of their interviews to support your themes. Y

You can organize the themes according to your research questions. Here again you can get an idea of how to organize them from looking at similar dissertations. If your themes particularly resonate with your framework, you can note so here. An example of theme language is below:

## Themes

There were six themes that emerged from the findings: *Learning by Doing, Circumscribing Awareness, Caring Kinship, Scratching the Surface,* and *Varying Approaches.* The data from the focus group generated the theme of *Adapting* and a sub-theme of *Not Urban* was aligned with the theme of *Caring Kinship.* Table 3 depicts the themes associated with the research questions. A visual illustrating the relationship/alignment between the Themes and the RQs is always an effective addition. Also, remember that themes are proper nouns so they should be capitalized.

**Research Question X: To what extent do beginning secondary teachers in urban schools infuse classroom management practices with culturally appropriate strategies?**

**Theme X: Varying Approaches**

One ideal way to begin is with an explanation of the theme: Study participants were asked to describe the extent to which student background and experiences influenced or impacted curriculum choices and what specific instructional strategies they employed that were related to the background and experiences of their students. The theme **Varying Approaches** is reflective of the findings. Three of the participants’ content, in theory, could be supplemented, and they were, but only one participant aligned their instructional choices with the students’ backgrounds.This student had five participants so her threshold for this theme was four. She then supports the identification of the theme with participant responses: Kenneth at first insisted students’ backgrounds and experiences did not influence his curriculum choices at all. *“I would say we learned the exact same thing that I learned in high school”* (personal communication, November 5, 2020). But when he was asked to describe specific instructional strategies, here is what he shared:

*Direct quote more than 40 words.* (personal communication, November 5, 2020)

After supporting the theme with participants’ quotes, she brings in her analysis, relating the theme to the literature broadly and her framework in particular: Human ingenuity and creativity exist on a continuum. Some people are extraordinarily creative, some people work at being creative, and some people, such as this researcher, believe creativity is not one of their strong suits. It stands to reason creativity in teachers exists on a continuum as well. State education agencies are the determiners of curriculum in public schools, and some courses and content lend themselves to augmentation. Other subjects, in the case of the participants in this study, that would be Life Skills, Algebra, and JROTC, do not lend themselves to creative instructional choices. Nevertheless, culturally responsive scholars maintain there are particular approaches and strategies educators can adopt to assist them with centering their students in the curriculum (Ford, 2014; Gay, 2013; Larson et al., 2018). Some of those strategies are discussed in the next chapter.

Each theme can be presented in this fashion. As a qualitative researcher, you are striving in this chapter to provide micro insight into the meanings derived from the experiences as shared by your participants. Your analysis, in that vein, should be within the context of their environment, their perspectives, and more importantly, their interpretations. The goal is to explain what you think it meant and demonstrate how it relates to their world.

**Research Question X: *How do beginning secondary teachers in urban high schools understand and conceptualize their classroom management practices?***

***Theme X: Learning by Doing***

In describing how they viewed their role in the classroom, their students’ role in the classroom, and how they understood and practiced classroom management, it was evident that the participants in this study believed classroom management was a function of learning as they went along. Only two of the participants, Mason and Marisol, felt their alternative certification program adequately addressed classroom management. Mason said,

*Direct quote more than 40 words.* (personal communication, November 5, 2020).

Marisol related:

*Direct quote more than 40 words*. (personal communication, November 3, 2020).

On the other hand, Kenneth, Chris, and Kaiden did not feel their alternative certification program focused enough on classroom management. Kenneth stated, “*Not very much*” (personal communication, November 5, 2020). Kenneth further explained:

*Direct quote more than 40 words.* (personal communication, December 9, 2020)

Five pages later, the student begins her analysis. None of the participants indicated classroom management was an on-going concern. Moreover, when asked to describe their understanding of and disposition towards classroom management, they spoke about establishing boundaries and holding their students accountable for honoring those boundaries. The essence of their knowledge was they learned classroom management by doing classroom management.

This finding that classroom management was not a persistent concern of the participants in this study is in contrast to other findings on beginning teachers and classroom management. Remember that Kwok (2017) defined classroom management as the ability to establish and maintain a learning environment that is orderly; the operative word is orderly. Some beginning teachers in the literature reported managing student behavior resulted in a disorderly environment and because they devoted an inordinate amount of time to disciplining students, less time was available instructing students (Kwok, 2017; Lannie & McCurdy, 2007; Skiba et al., 2016).

Similarly, researchers such as Freeman et al. (2014) and Eisenman et al. (2015) reported that one of the reasons novice teachers struggled with classroom management was related to insufficient preparation in their pre-service programs. Even more relevant, Freeman et al. (2014) indicated that even though most state education agencies required university teacher preparation programs to offer classroom management courses, this was not a requirement for most alternative certification programs. Yet, in this study, the data suggested the participants believed, for all intents and purposes, classroom management was not an area that required a lot of their attention. In a nutshell, Kenneth, Mason, Marisol, Chris, and Kaiden did not find classroom management problematic. Notice she related her findings to the literature but discussed them within the context of the participant’s experiences. She had five participants and all of them entered teaching through alternative certification. She did not deliberately select participants who entered the field this way; it just so happened it worked out that way. Accordingly, she had to view their experiences within that context.

## Summary

Provide a summary of the chapter’s findings in at least a paragraph (three to five sentences). Here is an example from the same student.

The five themes discussed in this chapter illustrate how novice teachers at an urban school conceptualized their classroom management practices. Six themes and one subtheme emerged from an analysis in the form of metaphors. The theme *Learning by Doing,* captured the belief of the participants that they mastered the management of their classrooms through daily practice while *Circumscribing Awareness* described the sense the participants conveyed that their level of self-reflection and self-awareness were limited. Deep self-awareness and self-reflection are key components of culturally responsive classroom management (Gay, 2013; Larson et al., 2019). The theme of *Caring Kinship* represented the authentic care Kenneth, Mason, Marisol, Chris, and Kaiden evinced toward their students. *Scratching the Surface* characterized the degree to which the participants understood the political nature of education that often results in school policies and practices that can advantage some students at the expense of others (Kincheloe, 2008). *Varying Approaches* described how the participants infused culturally appropriate strategies to their classroom management. Finally, *Adapting* represented the theme that emerged from the focus group. Four of the five participants took part in a free-wheeling discussion of how they experienced their first year of teaching. Chapter V presents a discussion of the findings and their implications.

**CHAPTER V**

# discussion and conclusions

## Overview of Study

Include research questions again. Summarize your study and your findings.

## Discussion

This is where you tie your problem, purpose, significance and findings together. You essentially answer, “What does this mean and how does it extend existing research? You should have a good three to four pages in this section.

## Discussion of Theoretical Framework in This Study

This section specifically addresses your findings in relation to your framework. How does your framework relate to your findings? Did your findings support the elements of your framework, in whole or in part? In what areas did your findings not support your framework? Were the findings consistent with other studies that used the framework?

## Implications for Teachers, Educational Leaders, and Policymakers

This section addresses implications for practitioners. Be as specific as possible and when appropriate, make connections to the existing literature. Implications are not opinions, per se. They are practical applications that are derived from the data in your study. Try to have at least three substantive recommendations. You can break this into separate sub-sections if you have at least one recommendation for each.

## Suggestions for Future Research

This section is for additional research. You may suggest studies with different research designs or approaches, longitudinal studies, different populations related to gender, or race. Meaningful suggestions depend upon your extensive knowledge of the literature and your understanding of your participants’ experiences and viewpoints. You should aim here for substantive research that extends understanding of your research study.

## Concluding Thoughts/Summary

Here is where you put your final point on your study. This section can be as brief as one paragraph or as extensive as two to three pages. Be sure that you tie everything together, not introducing new or unrelated conclusions that do not appear anywhere else in your document.

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