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Since the first year of offering the Doctorate in Educational Leadership (1999), 77 individuals have earned their Ed.D. Many doctoral graduates have leadership and administrative positions in public or private schools, not only in the United States, but throughout the world. As of Fall 2014, twenty-two of the graduates with their Doctorate in Educational Leadership are currently in leadership positions in institutions of higher education at either private or state colleges or universities serving as deans or associate deans.

For the tenth year, the Graduate School of Education is publishing this review of the doctoral abstracts from the Ed.D. candidates who successfully completed and defended their dissertations from Spring 2013 to Spring 2014. I hope that you will find them of interest and perhaps cause you to reflect on current issues in elementary/secondary school education, adult learning, and higher education or even conduct further research in these areas.

These dissertation abstracts represent hours of research study, frustration, dedication, and labor of the candidates, and their committees. They also represent hours of love, sacrifice, and support of families and friends. Each Doctoral candidate has successfully defended their dissertation before the Graduate Council and faced with challenging questions regarding their research and study before being awarded the Doctorate in Educational Leadership.

As the doctoral candidates are told before their defense, “you should be the world’s leading expert on the topic of your study when you go into your defense—at least for 20 minutes. Because by the time you finish your defense, the topic of your research will have already expanded and surpassed your research knowledge base.”
As Chair of the Graduate School of Education, I am proud to showcase the dissertation research of our 2013-2014 new Doctors in Educational Leadership.

The faculty of the Graduate School of Education believes that God has called each of our adult learners to impact the world for Christ. The working educational professionals participating in our programs are daily walking out the College of Education’s vision.

**Transformed Educators**  
**Transformed Society**  
**The Miracle Ahead**  
**A Transformed Generation**

Throughout this showcase, please note the diverse research topics and settings chosen by our new Doctors in Education. Each one has made significant contributions and has proven to be an expert in his or her chosen topic. It is our pleasure to share the nature of their research with you in this publication.
Degrees leading to an Ed.D. in Educational Leadership

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A Qualitative Case Study on the Impact of Kansas State University’s CLASSIC© Curriculum Upon Teachers’ Multicultural Understanding and Perceptions of Cultural Issues in the Context of Reflective Practice
DR. FESTUS E. AKHIMIEN

TITLE OF STUDY:
Perception of 12th Grade Students Regarding Examination Malpractice in Nigeria Secondary Schools

Successfully defended his dissertation on June 26, 2013

Photo (from left to right): Dr. Miller, Dr. Akhimien (New Doctor), Dr. Otto (Chair) and Dr. Roso

Dr. Patrick Otto, Chair of the Graduate Department, Oral Roberts University College of Education, Congratulates Dr. Festus Akhimien
TITLE OF STUDY: Perception of 12th Grade Students Regarding Examination Malpractice in Nigeria Secondary Schools

PAGES IN STUDY: 137

CANDIDATE FOR: Doctor of Education Degree

MAJOR FIELD: Educational Leadership/Christian School Administration

PURPOSE, SCOPE AND METHOD OF STUDY

The purpose of the research was to investigate Christian private school students’ perceptions of examination malpractice compared to that of their counterparts in non-Christian private schools in Nigeria in order to determine the role Christian education programs play in the elimination of examination malpractice. Additionally, the researcher also investigated whether or not the availability of qualified teachers was a factor influencing the perception of students regarding examination malpractice in Christian and non-Christian private schools.

Data were collected by means of a questionnaire administered to 420 12th-grade students from both Christian and non-Christian private schools. The normal test (z test) for comparison of two independent proportions was used to compare perception of the two groups (Christian and non-Christian private schools).
FINDINGS AND CONCLUSIONS

The comparisons of agreement on different statements about perceptions of cheating on examinations were significantly different in 29 out of 30 statements. The only statement with no significant difference was that no cheating was needed if one has read and prepared well before the examination. Students in Christian private schools generally felt that cheating on examinations is not justified irrespective of degree of difficulty of the examination or whether teachers, parents, or society at large encourage cheating. The proportion of students who never cheated on any examination was significantly higher in schools with qualified teachers compared to schools with no qualified teachers, indicating a higher prevalence of cheating in schools with no qualified teachers. The availability of qualified teachers in Christian and non-Christian private schools appears to influence the perception of 12th-grade students regarding examination malpractice.
DR. CHARLOTTE S. LANG

TITLE OF STUDY: Correlating Online Course Design with the Institutional Mission and Student Learning Outcomes

Successfully defended her dissertation on October 1, 2013

Photo (from left to right): Dr. Hullinger, Dr. Gwetheldene Holzmann, Dr. Lang (New Doctor), Dr. Miller (Chair) and Dr. Norton

Dr. Patrick Otto, Chair of the Graduate Department, Oral Roberts University College of Education, Congratulates Dr. Charlotte Lang
ABSTRACT

TITLE OF STUDY: Correlating Online Course Design with the Institutional Mission and Student Learning Outcomes

PAGES IN STUDY: 257

CANDIDATE FOR: Doctor of Education Degree

MAJOR FIELD: Educational Leadership/Higher Education

PURPOSE, SCOPE AND METHOD OF STUDY

The purpose of this study was to examine the quality of the design of the subject university’s online general education courses based on the Quality Matters™ (QM) criteria and scoring rubric and correlate this evaluation with the implementation of the university’s overall institutional mission and student learning outcomes as indicated by the student assessment system (SAS). The SAS scores are part of a comprehensive outcome-based assessment program and are linked to the university’s institutional mission. The study further examined whether the university’s SAS scores were significantly different for the students taking the courses online compared to the scores for the students taking the course face-to-face. The first stage of the analysis evaluated how well the design of the online courses aligned with the QM criteria. The second stage of the analysis used stepwise multiple regression to determine whether there was a relationship between the variables. The third stage of the analysis used an independent-measures t-test to determine whether there was a significant difference between the SAS scores for the online students compared to the face-to-face students. The sample included 1,814 undergraduate students taking one or more general education courses at the subject university during the 2007-2009 time period.

NAME: Charlotte S. Lang
DATE OF DEGREE: December 2013
INSTITUTION: Oral Roberts University
LOCATION: Tulsa, Oklahoma
FINDINGS AND CONCLUSIONS
The findings related to the first stage of the analysis determined most of the online courses were in alignment with the key components of QM’s alignment criteria; however, none of the courses met the criteria for every essential criterion in the QM rubric. The stepwise multiple regression revealed 10.4% of the variance in the SAS score was explained by the course mean GPA. The statistical analysis indicated the SAS scores for the online students were not significantly different from the SAS scores for the face-to-face students, $t = 1.449$, $p = .148$, two tailed. It was concluded there was no significant difference in the SAS scores for the students who took the general education courses online compared to the scores for the students who took the general education courses face-to-face.
DR. GENELL E. COLEMAN

TITLE OF STUDY: A Descriptive Case Study of the Comprehensive Services Provided to Pregnant Adolescents and Adolescent Mothers by the Tulsa Margaret Hudson Program

Successfully defended her dissertation on October 30, 2013

Photo (from left to right): Dr. Davidson, Dr. Coleman (New Doctor), Dr. Tapp (Chair) and Dr. Miller

Dr. Patrick Otto, Chair of the Graduate Department, Oral Roberts University College of Education, Congratulates Dr. Genell Coleman
TITLE OF STUDY: A Descriptive Case Study of the Comprehensive Services Provided to Pregnant Adolescents and Adolescent Mothers by the Tulsa Margaret Hudson Program

PAGES IN STUDY: 203
CANDIDATE FOR: Doctor of Education Degree
MAJOR FIELD: Educational Leadership/Public School Administration

PURPOSE, SCOPE AND METHOD OF STUDY
Teenage pregnancy and parenting has been the subject of much debate for decades. Pregnant teenagers are a population of students whose dilemmas are often ignored due either to confusion concerning how educators should approach their unique predicament or personal opinions regarding their situation. Teenage mothers will most likely drop out of school, remain single parents, live in poverty, and rely on public assistance. Throughout the United States, high school administrators have had to deal with the presence of pregnant and parenting adolescents on their campuses. School districts combine experience and resources with specialized programs to provide an educational setting separated from the social distractions and barriers that cause students to be at risk of dropping out of school. In view of the fact that traditional high schools are not equipped with the essential resources to meet the distinct educational needs of pregnant and parenting adolescents, alternative school-based comprehensive programs have been established. This descriptive case study describes how well the comprehensive services of the Tulsa Margaret Hudson Program (TMHP) meets the unique educational needs of pregnant adolescents and adolescent mothers by examining school documents, archival data, and through interviews with school officials, a counselor, a teacher, and a student.
FINDINGS AND CONCLUSIONS
The emergent themes described how well the comprehensive services of the TMHP met the special educational needs of pregnant adolescents and adolescent mothers. The research results confirmed that pregnant adolescents and adolescent mothers experience academic success by graduating from high school, which provided post-secondary education and career readiness opportunities; developing healthy relationships, which contributed toward building positive collaboration with peers; and by acquiring valuable vocational and life skills, which resulted in becoming productive citizens.
DR. EDWIN K. LANGAT

TITLE OF STUDY: A Quantitative Study of Teacher Readiness to Teach School-Based HIV/AIDS Education in Kenyan Primary Schools

Successfully defended his dissertation on November 5, 2013

Photo (from left to right): Dr. Davidson, Dr. Tapp, Dr. Langat (New Doctor), and Dr. Miller (Chair)

Dr. Patrick Otto, Chair of the Graduate Department, Oral Roberts University College of Education, Congratulates Dr. Edwin Langat
ABSTRACT

TITLE OF STUDY: A Quantitative Study of Teacher Readiness to Teach School-Based HIV/AIDS Education in Kenyan Primary Schools

PAGES IN STUDY: 134
CANDIDATE FOR: Doctor of Education Degree
MAJOR FIELD: Educational Leadership/Higher Education

PURPOSE, SCOPE AND METHOD OF STUDY
The purpose of this study was to investigate teachers’ self-perceived readiness to teach school-based HIV/AIDS Awareness and Prevention education in Kenyan primary schools based on their knowledge, attitudes and instructional confidence. The research utilized a non-experimental quantitative approach with a cross-sectional survey design to determine perceived teacher readiness to teach school-based HIV/AIDS education. There were 235 participants who provided complete responses to all questions in the questionnaire.

The instrument used in the research included demographic information in the first section to attain information regarding the type of training received, experience, gender and certification levels of the participants. The second section of the instrument consisted of three surveys containing questions from the Handbook for Evaluating HIV Education booklet, published by the Centers for Disease Control (CDC), with selected questions chosen to assess teacher knowledge confidence (TKC), teacher attitude (TA), and teacher instructional confidence (TIC) regarding teaching students about HIV/AIDS awareness and prevention.
FINDINGS AND CONCLUSIONS

Based on the results, Kenyan primary teachers have accurate content knowledge and are confident about the information they have regarding HIV/AIDS education since over 90% of the participants scored above 80% on TKC section of the questionnaire. The results also indicated that teachers in Kenyan primary schools have high TIC, which is necessary to teach primary school children. Both head teachers and the Ministry of Education must ensure that teachers receive the support and resources they need to teach HIV and AIDS education effectively in Kenyan Primary Schools.

Teachers are also burdened by the disease as they teach primary schools and for school-based HIV education to be a success, a holistic approach has to be considered where the teacher psychological impact of HIV/AIDS, socioeconomic constraints and the teacher-student ratio in the classroom are taken into consideration.
Dr. Charles W. Brazeale

Title of Study: The Relationship of Assessed Valuation, Expenditure Per Pupil, and Local Tax Rates to Student Achievement in Missouri School Districts

Successfully defended his dissertation on March 27, 2014

Photo (from left to right): Dr. Davidson, Dr. Brazeale (New Doctor), Dr. Myers (Chair), and Dr. Oliver

Dr. Patrick Otto, Chair of the Graduate Department, Oral Roberts University College of Education, Congratulates Dr. Charles Brazeale
TITILE OF STUDY: The Relationship of Assessed Valuation, Expenditure Per Pupil, and Local Tax Rates to Student Achievement in Missouri School Districts

PAGES IN STUDY: 130

CANDIDATE FOR: Doctor of Education Degree

MAJOR FIELD: Educational Leadership/Public School Administration

PURPOSE, SCOPE AND METHOD OF STUDY

The primary purpose of this study was to analyze the relationship of assessed valuation, expenditure per pupil, the operating tax rate, and the debt service tax rate to student achievement in Missouri public school districts. Four research hypotheses addressing the relationship between each of the financial variables with the student achievement variable were posed and tested. The score earned on the Annual Performance Report (APR) served as the student achievement variable. The research design for this study was a non-experimental quantitative methodology utilizing the Pearson $r$. 

NAME: Charles W. Brazeale
DATE OF DEGREE: May 2014
INSTITUTION: Oral Roberts University
LOCATION: Tulsa, Oklahoma
FINDINGS AND CONCLUSIONS
A disparity in the level of financial resources available to Missouri public school districts was identified. It was also noted that 92% of Missouri public school districts achieved a perfect score of 100% on the APR. Both expenditure per pupil and the operating tax rate had a significant, weak negative relationship with the APR percentage. Assessed valuation per pupil and the debt service tax rate both had a nonsignificant, weak positive relationship to the APR percentage.

These findings suggested that there was a gap in the level of financial resources available to Missouri school districts that had not closed despite efforts by school districts and the state legislature. The ability of a high percentage of school districts to achieve a perfect score on the APR suggested that districts may be finding the means to meet established state achievement levels despite the disparate funding levels. The weak negative correlation between expenditure per pupil and student achievement suggested that although financial resources were somewhat limited, school districts still found ways to meet state student achievement standards. The weak negative correlation between the local operating tax rate and student achievement indicated that student achievement in Missouri schools did not decline merely due to lack of financial resources.
DR. DIANNE T. KEMP

TITLE OF STUDY: A QUALITATIVE CASE STUDY ON THE IMPACT OF KANSAS STATE UNIVERSITY’S CLASSIC® CURRICULUM UPON TEACHERS’ MULTICULTURAL UNDERSTANDING AND PERCEPTIONS OF CULTURAL ISSUES IN THE CONTEXT OF REFLECTIVE PRACTICE

Successfully defended her dissertation on April 4, 2014

Photo (from left to right): Dr. Davidson, Dr. Kemp (New Doctor), Dr. Hullinger, and Dr. Otto (Chair)

Dr. Patrick Otto, Chair of the Graduate Department, Oral Roberts University College of Education, Congratulates Dr. Dianne Kemp
ABSTRACT

TITLE OF STUDY: A Qualitative Case Study on the Impact of Kansas State University’s CLASSIC© Curriculum Upon Teachers’ Multicultural Understanding and Perceptions of Cultural Issues in the Context of Reflective Practice

PAGES IN STUDY: 224
CANDIDATE FOR: Doctor of Education Degree
MAJOR FIELD: Educational Leadership/Higher Education Administration

PURPOSE, SCOPE AND METHOD OF STUDY
The purpose of the study was to analyze how KSU’s CLASSIC© curriculum impacted teachers’ multicultural understanding and perceptions of multicultural issues in the context of reflective practice and how the program transformed teachers’ education approaches when addressing culturally and linguistically diverse students’ education needs. I conducted a qualitative case study.

FINDINGS AND CONCLUSIONS
First, Inductive Thematic Analysis was used to analyze the data. The results showed that the participants effectively utilized the three dominant approaches to second language instruction and were able to identify and to address the multicultural issues that pertained to CLD students’ individual needs.
Second, I analyzed the participants’ lesson plans using a rubric called the Standards Performance Continuum. The analysis of lesson plans revealed that the participants were able to integrate the CREDE Standards for Effective Pedagogy and most of their indicators.

Third, I examined the participants’ responses from two surveys—the Pre-portfolio Survey completed at the beginning of the portfolio process and the Teacher Portfolio Survey completed at the end of the portfolio process—and one-on-one interviews. The results revealed that the participants incorporated the best practices for English language instruction and have continued to use them in the current practice.

Fourth, I used the Multicultural Coding System. The results revealed that participants (a) were prepared to identify a multicultural issue or concern, (b) had the knowledge to determine how they might address the multicultural issue or concern, and (c) had the skills to solve the multicultural issue or concern.

Lastly, triangulation was used to cross verify the data sets found from the multiple data sources used and to strengthen the reliability and validity of this study.

After triangulating the data from the multiple sources used to analyze teacher cultural competence, I concluded that the cross checking of data sets produced unified finding causing a convergence of the data sets found in the research. The research concurred that the CLASSIC© program completers were culturally responsive teachers.