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20 Day Exercise Submission

Complete the following using the assignment template. See instructions below.

1. Review 5 dissertations, focusing on Chapter 1, two of which are included in the

resources folder, one quantitative (Hughes) and qualitative research (Alexson) (see the

link to resources in the "Course Resources" tab of DIAL). Search for other dissertations

with titles that are of interest to you. To access other dissertations go to:

a. Educational Foundations, Theses, & Dissertations

(https://digitalcommons.odu.edu/efl\_etds/)

b. OGS.edu Library Databases

■ https://ogs.edu/library-databases/

■ Proquest (user name=HTFRD3RHFS) PW: welcome

■ Select: "Dissertation and Theses".

2. Referring to the Research Funnel, review the Purpose Statement, Problem Statement,

Thesis Statement, Background of the Problem, and Significance (the So What) in each

of the five dissertations. Using the OGS Word Template document your findings for each

of the constructs and identify possible interdisciplinary topics of scholarly resources that

could be used in a literature review. For each of these provide the following headings

and layout in your paper:

a. Source #: ie: Source # 1

b. APA 7 Formatted Bibliography for Dissertation. See sample below.

Hughes, C. R. (2019). The impact of credit-worthiness on financial wellbeing,

anxiety, depression, and hopelessness [Doctor of Philosophy, Omega

Graduate School].

c. Problem Statement

d. Thesis Statement

e. Background of Problem

f. Significance

g. Keywords

h. Interdisciplinary Topics of Scholarly Resource for Literature Review (Topics listed

in the outline of Literature review)

i. Include a Works Cited page on a separate page after the fifth source with the

proper APA 7 style for dissertations.

3. Structure (Assignment evaluation includes the following structure below).

 a. Download the “OGS APA Course Assignments Template 7th Ed 2021” template

from the General Helps folder in the AA-101 The Gathering Place Course on DIAL.

Using the template create the following pages.

b. Title Page (Not included in page count).

c. Copy and paste the assignment instructions from the syllabus starting on a

new page after the title page, adhering to APA 7th edition style (APA 7

Workshop, Formatting, and Style Guide, APA 7 Quick Guide).

d. Start the assignment on a new page after the copied assignment instructions.

e. Document all sources in APA style, 7th edition (APA 7 Reference Example, APA 7

Quick Guide)

f. Include a separate Works Cited page, formatted according to APA style,

7th edition

4. Submit through DIAL to the professor.

1. Source #1
2. Hughes, C. R. (2019). The impact of creditworthiness on financial wellbeing,

anxiety, depression, and hopelessness [Doctor of Philosophy, Omega

Graduate School].

1. Problem Statement: The effect of negative creditworthiness on financial wellbeing, anxiety, depression, and hopelessness among persons seeking credit restoration services was unknown.
2. Thesis Statement: This study examined the impact of creditworthiness on an individual’s financial wellbeing, anxiety, depression, and hopelessness.
3. Background of Problem – Credit worthiness is a powerful weight in American society. Negative creditworthiness prevents major progressions in life, such as acquiring property, securing loans and in some cases, obtaining a job. Because of the consequences of having poor credit, major issues accumulate in the form of financial well-being and health problems affecting a person’s quality of life. Depression, financial stress and even hopelessness leading to suicidal ideation are only some of the outcomes. Unfortunately, negative credit worthiness further complicates the lives of those already at risk, minorities and those considered marginalized.
4. Significance - The analysis of the research on credit unworthiness, its discussion and conclusion lead to awareness of the problems impact on mental well-being and financial health. The findings provide data to assist financial and government institutions to adjust policies, and procedures to create a more equitable strategy for individuals and families to secure good credit and succeed in life, with the goal of avoiding financial stressors that lead to depression, anxiety and hopelessness.
5. Keywords – Depression, Financial well-being, Stress, Anxiety, Economic strain, Hopelessness, Restoration.
6. Interdisciplinary Topics of Scholarly Resource for Literature Review (Topics listed

in the outline of Literature review):

Financial Well-Being (FWB)

Financial Stress

Hopelessness

Depression

Anxiety

Creditworthiness and Restoration

1. Source #2
2. Alexson, A.T. (2008). Leadership and school success: the behaviors and practices of a principal in an effective urban high school [Doctor of Education, Liberty University].
3. Problem Statement: The majority of students in our nation’s urban school districts are failing to reach even the basic educational levels. The problem is how we resolve this deficit so that urban students obtain a high school education. Thus, the research problem led to the research questions: “What are the leadership behaviors and practices of a principal in an effective urban high school?” and “How does the principal influence school effectiveness?”
4. Thesis Statement - The purpose of this dissertation was to build upon Powell’s Five Domain Theory (2004) on principal leadership in at-risk schools in Virginia and to further explore the leadership characteristics of a principal in an effective, private, faith-based urban high school. The conceptual framework of this study was: principal leadership contributes to school effectiveness through the direct influence of the principal’s vision on the learning community.
5. Background of Problem - Educators in the third millennium face the daunting challenge of teaching urban students. Low student achievement is one of these challenges. While American public education has long been the focus of reform efforts, acceptable levels of scholastic achievement have not been reached across the nation.
6. The literature identified key leadership attributes that were significant in effective schools. This study was important because those attributes were examined in the behavior and characteristics of a principal in an effective urban high school. It was this researcher’s desire to provide urban high school principals a leadership template, based on solid data, of specific behaviors and practices for the creation of an effective high school.
7. Key words –

Successful School

Effective school

Shared vision

Culture

Curriculum

Collaboration

Family involvement

Community involvement

Effective management

1. Interdisciplinary Topics of Scholarly Resource for Literature Review (Topics listed

in the outline of Literature review):

Principal leadership

Transformational leadership

1. Source #3
2. Flournoy, E.B. (2020). Low-Income Household Adults Sustaining Affordable Housing in Affluent Neighborhoods [Doctor of Philosophy, Public Policy and Administration, Walden University].
3. Problem Statement – Instead of creating thriving and successful environments, current U.S. affordable housing policies, further sustain poverty for low-income families in affluent neighborhoods. When these low-income families moved to the suburbs, the goals for sustainment, employment and progression were not achieved. The design and implementation of this program perpetuated de jure segregation instead of harmony and positive social dynamics.
4. Thesis Statement - Affordable public housing policy design and implementation in the United States has characterized housing for poor and low-income families (herein known as adult low-income housing) primarily among African Americans. Research by Martens (2009) and Hoffman (2005) indicated that public housing policy designs were variegated to where they do not resemble past policy designs for affordable housing for low-income household adults. Multiple studies have analyzed the impact public housing policy design has had on low-income household adults and their ability to sustain affordable housing in low-poverty high opportunity neighborhoods successfully.
5. Background of the Problem - Public policy that is created to address housing for low- income adults and create opportunities for (SES) socio-economic self-sufficiency, must consider the nuisances in order assist the families in obtaining employment and achieve earnings to sustain living in low-poverty communities. The (MTO) Moving to Opportunity program, promoted by Congress, created a less than ideal scenario for low-income adults of the inner city.
6. Significance of the Study- The design and implementation of public housing policy are significant in delivering needed benefits to assist low-income household adults seeking better housing in decent and affordable neighborhoods that are under a 10% poverty rate. The literature is vast in public housing on poverty and on how the federal government perpetuated de jure segregation in violation of the United States Constitution for the past 70 years (Rothstein, 2017). Previous studies on affordable housing continued to cover crime, poverty, property taxes, decaying neighborhoods, as well as poor education and health. However, there are little if no studies on policy design that takes the effort to review the intricate details like matching participants’ characteristics to achieve an expected outcome.

The MTO policy intervention experiment was a prime example. Although 21 public policymakers entail their planning and design with details of the input from a political and economic perspective, it is a wonder if they grasped the understanding that public policies needed to match participants’ needs to feel the effect of the benefits delivered.

It is clear why African Americans are generational inner-city poverty dwellers. For example, the civil rights movement of the mid-1950s and 1960s began to challenge the redistribution policy (Birkland, 2005). This included the so-called ‘classic welfare policies’ where the resistance came from those who exercised de facto and de jure segregation tactics, preventing African Americans from enjoying their rights of the U.S. Constitution (Birkland, 2005; Rothstein, 2017). This study hoped to add recommendations to filling this gap of knowledge that has been avoided by public policymakers, social and economic scientists.

This study sought to provide insight to policymakers regarding the effect participant characteristic make-up had in designing public policy to achieve intended outcomes in SES. Thus, leading to better living for low-income household adults. Moreover, understanding that 22 ‘success begins at home and keeps families healthy, stable, and connected’ (NLIHC, 2015). This study hoped to add to the literature a policy perspective in filling the gap on employment, income, and earnings affecting low-income household adults in sustaining affordable housing in low-poverty high-opportunity neighborhoods.

1. Keywords – de-concentration of poverty, affordable housing policy, urban policy, and public housing policy, low-income, housing choice voucher (HCV), (SES) Socioeconomic Self Sufficiency, (SWB) Subjective well-being, HOPE VI, (FSS) Family Self-Sufficiency.
2. Interdisciplinary Topics of Scholarly Resource for Literature Review (Topics listed

in the outline of Literature review):

Economic isolation

Social transformation

Socioeconomics

Residential isolation

Causal theory

1. Source #4
2. Silva, C. R. (2021) Leading with resident voices: facilitating resident participation toward inclusive, socially sustainable community [Doctor of Philosophy, Colorado State University].
3. Problem Statement – Large nonprofit corporations can pool their resources to provide resident and community services, “beginning but not ending with housing” (National Affordable Housing Trust: Bridge Housing, 2020). For smaller nonprofits like the one in this study, grant funding is readily available for the construction of homes, but funding is lacking for the resources to turn housing complexes into inclusive, socially sustainable communities.
4. Thesis Statement - The focus of this study was to examine how participants residing in an affordable housing complex define inclusive community, what challenges to creating an inclusive community they experience in their daily life, and what best practices they believe exist in the community to work toward creating an inclusive, socially sustainable community.
5. Background of the Problem – A prevailing myth is that providing financial assistance alone to people in poverty will enable them to transition into home ownership and mainstream society. Historically, affordable housing development illustrates a glaring absence of the intentional institution of transformational social structures that enable people in poverty to self-actualize. People living in affordable housing can lift themselves out of poverty but may need mindset adjustments and skill development in personal finances, social-emotional well-being, resource acquisition, and opportunities to explore and develop agency already present within the community. Together, residents in the affordable housing complex of note can explore how they react to their circumstances. They can identify challenges and implement best practices for sustainable social change.
6. Significance of the Study - For this organization, collaborating with a graduate student conducting a research project on inclusive sustainable community development was a win-win scenario. Furthermore, research literature is rife with studies about sense of belonging, equity and inclusion, and other socially sustainable issues, but very few studies have been conducted within small community based nonprofit organizations (Crowley, 2003; McMillan & Chavis, 1986; Cunningham & McDonald, 2012; Engdahl, 2009; Gallagher et al., 2015).

This research study could be used as a rationale for policy initiatives that include funding for supportive services in addition to capital investment in non-profit affordable housing development. The impact of the coronavirus pandemic has accentuated the need to have communities that are closely connected and have sustainable supportive structures in place. Most notably, with learning going 100% virtual for a significant portion of the school year, the need for close community networks cannot be underscored more. While this study is not about the effects of the coronavirus on community, the researcher believed participants may respond differently from how they may have responded before the pandemic.

1. Keywords – Self-efficacy, social capital, community, social sustainability, equity, inclusion, collective efficacy, agency
2. Interdisciplinary Topics of Scholarly Resource for Literature Review (Topics listed

in the outline of Literature review):

Community and Sustainability

Social Sustainability

Social Justice

Public Policy

1. Source #5
2. Harris, G. (2019). Cultural capital and leadership: towards a better understanding [Doctor of Philosophy, School of Education, Indiana University]
3. Problem Statement – Admissions criteria and student acceptance standards within universities is a complex and ambiguous process. In addition to cognitive ability, it is fairly known that extra-curricular activities, demographic factors and other non- cognitive skills are important characteristics schools evaluate in admitting students. A common trait assessed in the admission process is leadership but to what extent and how leadership is evaluated is not widely known. More research is needed to understand how cultural capital and habits influence the definition of leadership and how its weight is implemented in the selection process.
4. Thesis Statement – Access and admissions to selective universities in America has traditionally been and is still out of reach for candidates and students from underserved, underrepresented and low-income persons. The difference between selective institutions and nonselective schools such as community colleges is the amount and type of social capital. The study aimed to understand the definition and measurement of leadership and how one selective institution used cultural capital and habitus to inform the definition and processes of selection.
5. Background of the Problem – Leadership has traditionally been a *supplemental* criterion for selective university admission candidates. The informed definition of leadership was based on moral character, a cultural definition shared by persons within the same milieu. This milieu excluded persons from diverse religious backgrounds, socioeconomic status and non-prominent schools. The process by which leadership was defined and evaluated lead to discrimination to said selective universities thereby restricting cultural capital to only the elite or accepted persons of society.
6. Significance of the Study – when researching admissions to selective universities, race and class impact on student achievement have been the dominant factors of concentration. Research is lacking on the weight extracurricular and noncognitive skills carried out in the admissions process. Research is also lacking on how the admissions process perpetuates hierarchy in the social order. The study provides insight into how universities admissions review boards can create a more equitable classification of leadership in identifying leadership skills and abilities.
7. Keywords – admissions, leadership, habitus, and cultural capital
8. Interdisciplinary Topics of Scholarly Resource for Literature Review (Topics listed

in the outline of Literature review): Cultural Capital, Leadership, Social capital, Habitus

WORKS CITED

Alexson, A.T. (2008). Leadership and school success: the behaviors and practices of a principal in an effective urban high school [Doctor of Education, Liberty University].

Flournoy, E.B. (2020). Low-Income Household Adults Sustaining Affordable Housing in Affluent Neighborhoods [Doctor of Philosophy Public Policy and Administration, Walden University].

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