

Hearing Their Voices Factors Doctoral Candidates Attrte

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Introduction Doctoral persistence is "the continuance of a student's progress toward the completion of a doctoral degree" (Bair, 1999, p. 8). Studies over the last four decades show that 40% to 60% of doctoral candidates at some stage in the process fail to demonstrate doctoral persistence; that is, they do not achieve their goal of earning a terminal degree (Berelson, 1960; Bowen & Rudenstine ...

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Hearing Their Voices Factors Doctoral Candidates Attribute
Abstract. The purpose of this phenomenological inquiry was to examine persistence factors associated with the successful completion of a doctoral degree in the field of education. Standardized open-ended interviews with a purposeful sample of 76 participants (42 females, 34 males) generated data leading to themes describing what doctoral students experience (personal sacrifice, delayed ex-pectations, dissertation challenges) and the personal factors (motivations for pursuing the degree ...

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More or Less engaged in doctoral studies? Domestic and ...
With doctoral programs across disciplines experiencing perennially high attrition rates, in-depth examination of factors associated with doctoral persistence is necessary. A strong marital relationship is one factor found to be central to persistence in doctoral students. Thus, the purpose of this article is to provide an overview of the literature on marital satisfaction, quality, and stability in order to provide doctoral students and their partners strategies for nurturing and sustaining ...

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Twice a Stranger: How Mass Expulsion Forged Modern Greece ...
Doctoral students' attrition has been always as a result of the high rates of failure including other factors such as student frustration with program procedures and policies (Lee & Choi, 2011). Other findings reveal that the factors influencing doctoral students' persistence are related to students' integration into their faculties (Ivanikova & Stick, 2007).

This co-edited book provides doctoral candidates with a practical, cross-discipline handbook for successfully navigating the doctoral process - from initial program selection to the final dissertation defense and preparing for the faculty interview. Invited chapters from established higher education experts cover topics ranging from university and program selection, preparing for comprehensive exams and dissertation research, self-care and self-management strategies, and recommendations for maintaining personal and professional support systems. Each chapter includes strategies for success and practical tips, including how to create a study guide for the comprehensive examination, how to create a professional support group, how to talk to your family about the doctoral process, how to select and work with a chair and committee, how to identify an appropriate research design, how to navigate the IRB process, and how to master the research and writing process.

Research training is challenging, and the attrition rate of doctoral students has been increasing in Canada, the UK, the USA and Australia. In their book, Chen and Le examine the reasons for these students becoming demotivated, particularly in the context of TESOL. There has been much investigation into research training issues in multiple contexts and multiple disciplines. Yet, the research training process in TESOL for international students has not been explored sufficiently, and their voices have not been heard. This book gives voice to the research trainees, allowing their experiences to be reflected and the implications discussed in order to help create more effective supervision models. By employing the qualitative approach and adopting critical incident as a new technique for data collection, Chen and Le attempt to gain insights into the research training process to reveal different research stages of research trainees—those undertaking PhD degrees—and to put forward a model of supervision to improve the innovation and quality of research. This book tackles the complex nature of research training. It is hoped that findings of this study can provide research supervisors and trainees with theoretical insights and practical references.

For the past 40 years, American college and university administrators have registered record low retention and high attrition rates. Education experts and researchers have claimed the problems are embarrassing to the United States' higher education institutions. Based on the problems, graduate school administrators are unable to graduate doctoral students at U.S. population growth rates. Currently, only 1% of Americans hold PhD degrees. Compared to other industrialized countries such as Japan, China, and Mexico, the rate is insignificant. The purpose of the mixed methods case study was to investigate if there was a relationship between motivation and retention rates at the doctoral level. The goal of the study was to determine if extrinsic and intrinsic motivational factors and constraints were associated with persistence in a graduate doctoral program. Data were collected from 193 doctoral and graduate students for the quantitative study, while 20 doctoral and graduate students participated in a qualitative study followed by a thorough semi-structured interview. Inductive and deductive analyses were performed, transcribed, and opened, while axial coding provided emergent themes and sub-themes. The research showed a direct relationship between financial implications, attrition and retention rates, and motivation in doctoral level students. Many doctoral students believed the primary reason they were unable to pursue doctoral programs was based on financial hardship. Doctoral students who responded to the survey added that motivation was the second significant variable that helped them continue their studies.

Academic research projects contribute to many advancements in modern life. Thus, the supervision of such works on the doctoral level is extremely important, and must constantly evolve in order to help disseminate the most accurate information available. Examining the Changing Role of Supervision in Doctoral Research Projects: Emerging Research and Opportunities is a pivotal scholarly resource that examines the current practices that research supervisors adhere to and outlines innovative ways that these techniques can be improved upon. Covering relevant topics such as study environments, technology support, research networks, and research design, this publication is ideal for academics, graduate students, and researchers that are interested in discovering a more streamlined method of supervision for research works.

Across the globe, doctoral education is in the throes of change. Diversification, regulation and proliferation are just a few of the developments that pose major challenges for those supervising doctoral candidates. The second edition of A Handbook for Doctoral Supervisors has been fully updated to assist doctoral supervi

The path for doctoral students is laden with obstacles and challenges that can cause students to stumble if they are not prepared for what their future holds. In order to avoid the uncertainty, anxiety, and stress that can consume doctoral students, a comprehensive guide is needed that provides the best practices and strategies to support them in their professional journeys. The Research Anthology on Doctoral Student Professional Development considers the difficulties associated with being a doctoral student such as mental health issues and provides different avenues for success such as mentorship and group study. The text seeks to provide a thorough investigation into what it means to be a doctoral student in order to best prepare potential and current students for what to expect. Moreover, it discusses best practices for developing dissertations. Covering a range of topics such as anxiety, research methods, and dissertations, this major reference work is ideal for researchers, academicians, scholars, practitioners, instructors, and students.

"A textual mentor like During the Dissertation can fill a void in writers' lives at a time of solitude, uncertainty, and anxiety. Keep it under your pillow." This volume is a sequel to Casanave's popular Before the Dissertation. Like that volume, this book is designed as a companion for doctoral dissertation writers of qualitative or mixed methods work in fields related to language education. It could also benefit those writing master's theses and those writing in other social science fields. It is meant to be consulted once the writing has begun--once students have settled on a topic, designed the project, or collected the data--because this is the time when they are analyzing, drafting, revising, polishing, and probably fretting, deleting, reconstructing, and even losing sleep. Also, like its predecessor, it is not designed to teach anyone how to write a dissertation as there are plenty of those available elsewhere. For most doctoral students, writing will happen at different stages of the project. Strategies for timing of these kinds of writing differ across students, and also across supervisors and advisers. If dissertation writers do not know by the time they start writing which strategies and issues pertain to them, this book can help them craft some approaches to suit their own personalities, preferred practices, and individual goals and visions, as well as help them figure out how dissertation writing might fit into the real-life intrusions of work and family. Issues covered in the book are: starting to write, envisioning the project as a whole, relationships with supervisors, perfectionism and other maladies, health, low- and high-IQ days, loneliness and isolation, distractions and interruptions, revising, and knowing when to stop.

This practical guide provides college and university faculty with resources for supervising and advising graduate assistants, guiding doctoral students through the dissertation process, and preparing the next generation of scholars. Exploring common situations that faculty and their graduate students encounter, this book provides the theoretical foundation and best practices for faculty to improve their advising and supervising practices. Coverage Includes: Working with part-time, online, doctoral, and masters students Supervising assistantships, fellowships, internships, practicums, and residencies Chairing dissertations and theses Preparing students for conferences and presentations

Faculty development is currently practiced in a variety of approaches by individuals, committees, and centers of excellence. More research is needed to draw better benefit from these approaches in the impending digital world by taking advantage of digitally enabled teaching and learning. The Handbook of Research on Faculty Development for Digital Teaching and Learning offers holistic and multidisciplinary approaches to enhancing faculty effectiveness in teaching, boosting motivation, extending knowledge, expanding teaching behaviors, and disseminating skills in digital higher education settings. Featuring a broad range of topics such as faculty learning communities (FLCs), virtual learning environments, and professional development, this book is ideal for educators, educational technologists, curriculum developers, higher education staff, school administrators, principals, academicians, practitioners, and graduate students.

Differnt from traditional dissertation writing books, Challenges in Writing Your Dissertation: Coping With the Emotional, Interpersonal, and Spiritual Struggles addresses doctoral students' often overlooked but crucial issues that can delay dissertation completion. In a straightforward, colloquial style, Dr. Sterne offers discussions, anecdotes, questions, exercises, checklists, role play scripts, and affirmative spiritual statements. In Part One, Sneaking Up on the Dissertation, Dr. Sterne directs readers to explore their academic dreams. In Part Two, Really Doing It, Dr. Sterne assists students to set priorities, begin actually writing, and access many avenues of support. In Part Three, Your Near, Dear, and Despairing Significant Others, Dr. Sterne shows readers how to handle nonsupportive family and friends with strategies to recover their allegiance. In Part Four, Good University Cops and Bad, Dr. Sterne advises students how to choose and live with chairs and committees and utilize other university associates. In Part Five, Graduation! It's Only a Walk Away, Dr. Sterne counsels almost-doctors to take all necessary steps to graduation and helps them re-enter life ABD-After and Beyond the Dissertation.