

Hearing their Voices: Factors Doctoral Candidates Attribute to their Persistence

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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 expectations, dissertation challenges) and the personal factors (motivations for pursuing the degree, reasons for persisting, strategies for dissertation completion), social factors (support systems and coping mechanisms), and institutional factors (program characteristics) participants associated with their persistence. These findings provide a composite understanding of the essence of the struggles inherent in the journey and the factors associated with doctoral persistence. Implications and recommendations for doctoral candidates are discussed.

Keywords: persistence, doctorate, dissertation, attrition, phenomenology, teacher education

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, 1992; Council of Graduate Schools Ph.D. Completion Project, 2008). This phenomenon of doctoral persistence and its converse, attrition, is most puzzling given that "Paradoxically, the most academically capable, most academically successful, most stringently evaluated, and most carefully selected students in the entire higher education system—doctoral students—are the least likely to complete their chosen academic goals" (Golde, 2000, p. 199).

In education graduate programs, the attrition rate is estimated to be 50% (Ivankova & Stick, 2007), and some reports indicate it may be as high as 70% (Nettles & Millet, 2006). Between 1983 and 2008 time-to-degree completion for graduate students in education programs increased from 11.7 years to 12.7 years, while decreasing from 8.2 years to 7.7 years in all other fields (National Science Foundation [NSF], 2009;

Wao & Onwuegbuzie, 2011). Nettles and Millet (2006) found that across disciplines, education ranked lowest in doctoral student publications (15% compared to 30%) and presentations (30% compared to 37%).

The nature and responsibility of doctoral students enrolled in education programs may contribute to these statistics. The

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Lifutso Tsephe



Hearing Their Voices Factors Doctoral Candidates Attribute:

Factors impacting African women's doctoral success Lifutso Tsephe, 2023-12-20 With the knowledge economy playing such a critical role in global economic development increasing the number of Doctor of Philosophy degree PhD graduates in higher education institutions worldwide has been imperative The knowledge economy emphasises the importance of critical thinkers and researchers as doctoral education cultivates thinkers and researchers and equips them to participate in development African identifying females account for 30% of doctoral graduates in sub Saharan African countries even when PhD education is viewed as an entry into academia and a gateway to careers in research and other disciplines There is a paucity of research regarding PhD graduates who are specifically women in Africa as a result there is little information about their attributes to success in PhD studies what opportunities and freedoms they have and what challenges they face during their PhD journey along with their motivation to overcome these challenges so that they can achieve their goals It is essential for women in Africa to complete their PhD education to contribute to the development of their countries as some scholars believe no nation can grow without women s participation Thus modern civilisation is the result of males and females cooperating in modern society Even though some women complete their PhD studies there is scant research on what strategies enabled their success Instead the reasons for their attrition are known This book aims to contribute to PhD education scholarship specifically for women in Africa It allows women in Africa to narrate their PhD experiences through resilience theory and the capabilities approach lenses

Doctoral Students: Attrition, Retention Rates, Motivation, and Financial Constraints Theodore Robert Regis, 2019-10-22 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 **Navigating the Doctoral Journey** Amanda J. Rockinson-Szapkiw, Lucinda S. Spaulding, 2014-06-11 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 **DOCTORAL STUDENTS: ATTRITION, RETENTION RATES, MOTIVATION, AND FINANCIAL CONSTRAINTS** Theodore R. Regis, 2018-11-04 This book is a compilation of an extensive research It surrounds ideas from graduate school students who are pursuing their degrees This book suggests ideas lesson and ways to accomplish the task of doctoral studies Current educational research shows that we are living in the top industrialized country but we are not educating and graduating enough highly educated people This book answers the stigmas embedded educational complications many see as simple as motivation financial burdens and constraints *A Handbook for Doctoral Supervisors* Stan Taylor, Margaret Kiley, 2024-07-19 Based on the latest research and covering key recent developments in supervisory practice the third edition of *A Handbook for Doctoral Supervisors* is designed to support new and established supervisors in reviewing how they may make their supervision practice more effective day to day This new edition is fully updated and extended to provide guidance on all aspects of the supervisory role including Recruitment and selection including placing greater emphasis on candidate diversity Establishing and managing research projects from initial conception through to completion and examination Relationships with candidates and co supervisors and the implementation of an explicit respect agenda in relationships with candidates Providing personal professional and career advice including monitoring the wellbeing and mental health of doctoral candidates The implications for supervisors of the rapid adoption of online supervision and examination With a self interrogatory style which enables supervisors to reflect upon and where appropriate consider how to enhance their practice this key handbook is a crucial read for those directly involved in doctoral supervision those who manage supervisors as well as policy makers administrators and scholars within the field of doctoral education

Examining the Changing Role of Supervision in Doctoral Research Projects: Emerging Research and Opportunities Steenkamp, Annette Lerine, 2017-06-16 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 *Research Anthology on Doctoral Student Professional Development Management* Association, Information Resources,2022-03-11 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 **Challenges in Writing Your Dissertation** Noelle Sterne,2015-09-09 Different 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 Resilience, Adaptability, and Cultural Awareness Within the Educational Landscape Özen, Hamit,Polat, Gülşah,2024-11-29 In the dynamic terrain of education resilience adaptability and cultural awareness stand as pivotal pillars that sustain the architecture of effective learning environments Resilience allows educators and students to navigate challenges fostering a mindset that embraces growth and perseverance Adaptability ensures that teaching methods and learning strategies remain flexible evolving with technological advancements and shifting societal needs Cultural awareness promotes inclusivity ensuring that diverse perspectives are recognized and respected creating a more enriched educational

experience Together these pillars support an environment where all learners can thrive Resilience Adaptability and Cultural Awareness Within the Educational Landscape embarks on an exploratory journey into the heart of educational ecosystems dissecting how these core attributes influence both educators and students amidst the ever evolving challenges of the 21st century It delves into the intricate interplay between enduring adversity embracing change and understanding diverse cultural backgrounds illuminating pathways towards cultivating environments that foster growth innovation and inclusivity Covering topics such as business education lifelong learning and teacher preparation this book is an excellent resource for educators at all levels policymakers educational administrators scholars and researchers students in educational studies and more

A Faculty Guide to Advising and Supervising Graduate Students Darla J. Twale, 2015-01-30 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

The TESOL Research Training Journey Shen Chen, Thi Thuy Le, 2021-04-04 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

Proceedings of the International Conference on Education Research Reza Hosseini,

During the Dissertation Christine Pearson Casanave, 2020-06-01 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 Academic Performance, 2024-09-18 Academic performance is an unavoidable topic for educational scientists instructional experts students faculty staff academic managers parents families and policymakers While student academic performance is a topic of passionate discussion it is also interconnected with both faculty staff and higher education institutions Achieving academic success requires more than just the efforts of the student The teaching profession in higher education increasingly demands measurable results to attest to its efficiency And the need for the accountability required from higher education institutions tends to influence institutional strategic plans according to tangible and measurable goals This book will aim to cover the different perspectives of academic performance placing on the stage the different actors in higher education students faculty and institutions Creating a Framework for Dissertation Preparation: Emerging Research and Opportunities Moffett, Noran L., 2019-08-02 The dissertation processes across various disciplines are considered complicated tedious and confusing The professional community of scholars have contributed monumental works on methodology for specific disciplines however none have comprehensively created a framework which addresses these issues Creating a Framework for Dissertation Preparation Emerging Research and Opportunities is a critical research publication that provides relevant lived experiences and frameworks from across various disciplines that support theoretical frameworks and conceptual frameworks of the dissertation process Featuring a range of topics such as criminal justice information security and professional development this book is ideal for graduate program administrators deans department chairs professionals dissertation advisors educators administrators academicians and researchers Handbook of Research on Faculty Development for Digital Teaching and Learning Elçi, Alev, Beith, Linda L., Elçi, Atilla, 2019-05-31 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 *Multiple Perspectives on College Students* Needham Yancey Gulley, 2022-08-11 This edited collection explores diverse perspectives about today's college students from a variety of higher education stakeholders including faculty researchers policymakers administrators parents and students themselves All too often those concerned with higher education make assumptions based on outdated information the voices in this volume provide a grounded and real understanding of college students and explore how we might better support them in our colleges and universities Each section includes a series of essays with a culminating chapter written by scholars who analyze contextualize and ground these perspectives in theory *Multiple Perspectives on College Students* brings current data and experience to light in a way that helps readers understand the needs and opportunities for supporting all college students for success *Handbook of Research on Opening Pathways for Marginalized Individuals in Higher Education* Huffman, Stephanie P., Cunningham, Denise D., Shavers, Marjorie, Adamson, Reesha, 2022-06-24 In recent years gaps in college opportunities have contributed to diminished social mobility and are influenced by disparities in collegiate experiences An integral part of the mission of colleges and universities is to advance student achievement and prepare students for a global society by fostering educational excellence and ensuring equal access In order to provide equal educational opportunities further study on the best practices to create a diverse and welcoming campus community for all faculty and students is required The *Handbook of Research on Opening Pathways for Marginalized Individuals in Higher Education* examines specific case studies and stories from the field analyzes the research breadth for supporting the creation of policies to foster equitable educational access and studies higher education inclusive policies that promote leadership social justice and the health and well being of faculty and students The book also helps to alleviate and remedy issues of historical privilege with a lens on diversity and support through the creation of inclusive communities of equitable educational access Covering a range of topics such as social justice accessibility and healthy student interactions this reference work is ideal for academicians researchers scholars practitioners instructors and students *How to Finish and Defend Your Dissertation* Cynthia Grant, Daniel R. Tomal, 2013-08-29 This CHOICE award winning author has teamed up with a Chair of the Department of Research at Concordia University Chicago to write a comprehensive book on finishing and defending a dissertation A first of its kind this book provides you everything you need to know about successfully passing the dissertation defense such as preparing and finishing the manuscript using cloud based communities preparing presentations using effective communication strategies managing stress motivating yourself revising and editing the manuscript publishing and presenting the final dissertation and more **Reshaping Graduate Education Through Innovation and Experiential Learning**

Jenkins, Toby S., 2020-10-16 Discussions on the importance and impact of pedagogical practice on students as whole persons are often concentrated on the P 12 or undergraduate learning experience In higher education many institutions do an outstanding job of complicating the undergraduate classroom to include civic engagement community based learning education abroad social action and project based learning But what about the graduate classroom While there are indeed numerous graduate programs that push students to interact with strong meaningful difficult and sometimes harsh facts scholarship and ideologies the instructional methods have largely remained stagnant New methods of constructing deep and meaningful learning in graduate education is essential for the transformation and continued evolution of graduate school instruction Reshaping Graduate Education Through Innovation and Experiential Learning is a crucial reference book that offers practice based reflections on efforts to infuse creativity social action engaged learning or other creative interventions into the graduate classroom The book includes personal narratives that are grounded in pedagogical perspectives from graduate school instructors who share their experiences with innovative and transformative teaching practices The goal of the book is to encourage graduate school professors to engage social justice education as something to be experienced and practiced in their courses and not just as a concept to be studied As such the book covers topics such as self directed learning counseling and community mapping It is ideal for graduate level instructors in the field of education and other related social science areas as well as junior faculty as they establish a teaching practice or veteran faculty seeking creative transformation

Unveiling the Energy of Verbal Art: An Mental Sojourn through **Hearing Their Voices Factors Doctoral Candidates Attribute**

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