

Hearing Their Voices Factors Doctoral Candidates Attribute

Doctoral Students: Attrition, Retention Rates, Motivation, and Financial Constraints Journal of International Students, 2012 Vol. 2(2) Journal of International Students
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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

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frontiers in psychology is delighted to present the reviews in series of article collections this line is of great interest since it makes it possible to achieve transversal collaborations of all existing and new lines of research within the field of educational psychology the maturity of a discipline is seen when reviews eg of theoretical or instructional models systematic reviews quantitative systematic reviews with effect size calculations meta analyses meta meta analyses and the like begin to be necessary multiple forms such as bibliographic mapping or other qualitative and quantitative analyses considering that this phase is the first necessary for the justification of any empirical research and for the design of any empirical research it seems very interesting to support and collaborate with this line of the initiative there are many examples in each of the possible revision modalities as well as other novel ones some that require an analysis that is above all qualitative and others that require analysis in addition to qualitative of a quantitative type the reviews must be specific to the topics concepts and problems of the specific conceptual domain of the educational psychology area contributions from scientific psychology in general or especially cognitive or instructional or other psychological perspectives in education the following are examples for which systematic reviews following prisma guidelines and or meta analysis will be welcomed 1 cognitive and instructional contemporary perspectives in educational psychology research including reading writing and learning from text and other learning and instructional processes 2 learning and individual differences 3 assessment and intervention studies 4 socio cultural and contextual perspectives in education 5 technology and educational processes the reviews in educational psychology collection welcomes full length mini or systematic review papers new articles will be added to this collection as they are published please see details on the specific requirements for the different review article types

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