

University of Central Florida

**STARS**

---

Electronic Theses and Dissertations

---

2013

## Differential Impacts Of Doctoral Education On Ed.D. And Ph.D. Students: Examining Student Motivation And Subjective Well-being During The First Two Years Of Doctoral Study

Morgan McAfee

*University of Central Florida*



Part of the [Education Commons](#)

Find similar works at: <https://stars.library.ucf.edu/etd>

University of Central Florida Libraries <http://library.ucf.edu>

This Masters Thesis (Open Access) is brought to you for free and open access by STARS. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of STARS. For more information, please contact [STARS@ucf.edu](mailto:STARS@ucf.edu).

---

### STARS Citation

McAfee, Morgan, "Differential Impacts Of Doctoral Education On Ed.D. And Ph.D. Students: Examining Student Motivation And Subjective Well-being During The First Two Years Of Doctoral Study" (2013). *Electronic Theses and Dissertations*. 2557.

<https://stars.library.ucf.edu/etd/2557>

DIFFERENTIAL IMPACTS OF DOCTORAL EDUCATION ON ED.D. AND PH.D.  
STUDENTS: EXAMINING STUDENT MOTIVATION AND SUBJECTIVE WELL-  
BEING DURING THE FIRST TWO YEARS OF DOCTORAL STUDY

by

MORGAN A. MCAFEE  
B.S. University of Central Florida, 2009

A thesis submitted in partial fulfillment of the requirements  
for the degree of Master of Arts  
in the School of Teaching, Learning, & Leadership  
in the College of Education  
at the University of Central Florida  
Orlando, Florida

Spring Term  
2013

Major Professor: David Boote

© 2013 Morgan A. McAfee

## ABSTRACT

*Background:* Doctoral attrition has been the subject of significant research over the past several years (Bair & Haworth, 2004; Cohen & Greenberg, 2011; Gardner, 2008; Lovitts, 2001). Prior research on doctoral students has focused on substantive differences in the Ed.D. and Ph.D. in education degree programs, rather than on potential differences among the students themselves.

*Purpose:* To assess whether there are baseline differences in motivation and subjective well-being among the three groups of doctoral students in education: Ed.D. and Ph.D. students, part-time enrolled and full-time enrolled students, and first-year and second-year students.

*Setting:* University of Central Florida, College of Education

*Subjects:* First-year and second-year students drawn from all three doctoral programs offered in the College, including Education, Ed.D., Education, Ph.D., and Educational Leadership, Ed.D.

*Data Collection and Analysis:* A 131-item electronic survey to assess student motivation and subjective well-being was distributed to all 142 enrolled first-year and second-year doctoral students, of which 28.2% responded ( $n = 40$ ). Cumulative motivation and separate subjective well-being scores were calculated for each participant, and Mann-Whitney tests were performed to compare the distribution of student scores within each group (Ed.D. and Ph.D., part-time enrolled and full-time, and first-year and second-year).

*Findings:* No statistically significant differences were found in motivation and subjective well-being among the three groups of students. However, some findings on measures of motivation did approach statistical significance between Ed.D. and Ph.D. students.

*Conclusions:* These findings may demonstrate that relative well-being and similar levels of intrinsic motivation exist among several groups of doctoral students.

Recommendations for future research include an increase in the sample size by expanding the study to multiple institutions offering doctoral programs in education, as well as a modification of the instruments from ordinal scales to Likert-type instruments.

Dedicated to my precious Buffy Eliza.

## ACKNOWLEDGMENTS

Although many individuals contributed to my sanity and well-being throughout the last three years, I must first thank Dr. David Boote, the chair of my committee. The completion of this thesis most certainly would not have been possible without his ongoing support, guidance, and thoughtful feedback. Despite my overwhelming frustration at times throughout the lengthy process of completing this thesis – as well as the one I originally intended to complete – he provided gracious encouragement and ideas, and certainly inspired my interest in studying doctoral education.

I would also like to extend my deepest gratitude to Dr. Grant Hayes and Dr. Thomas Vitale for their timely, patient, and effective feedback and willingness to work with such a novice researcher. Another big “thank you” goes to Dr. Bobby Hoffman for his mentorship and support throughout my time in the ALIMA program – and most recently, for spending time advising me and helping me to get a job ... and also for his relentless persuasion to stay the course and go for a Ph.D. instead of staying home to bake cupcakes for the rest of my life.

Many others made my dream of advanced education a reality, including my family and friends. A very special and heartfelt thanks goes to my parents, Riley and Jennifer McAfee for being so patient with me throughout the last few years, despite my occasional grumpy nature when it all became a bit too stressful. To my Aunt Melinda for her never ending encouragement to reach for the scholarly stars that I aspire to – and for broadening my horizons in so many aspects of my life. To my Aunt Candy, perhaps one of my biggest cheerleaders and most certainly the glue that holds the McAfee kin together - you have always reminded me to be proud of myself and have never been shy

to tell the world about my educational accomplishments. To my grandparents, Matt and Pat Gebel for always being there for me and for being the most amazing grandparents a girl could have ever asked for!

Last but most certainly not least – I think a special thank you also is owed to Ms. Beth Plaisted, whose unwavering friendship and support have been invaluable to me. The opportunity to have our stimulating intellectual and philosophical conversations has certainly made me more intelligent just for knowing you. I am grateful to be surrounded by such wonderful people, without whom this feat would not have been possible.

## TABLE OF CONTENTS

LIST OF FIGURES .....	ix
LIST OF TABLES .....	x
CHAPTER ONE: INTRODUCTION.....	1
Statement of the Problem.....	1
Study Significance and Potential Contributions .....	4
CHAPTER TWO: LITERATURE REVIEW.....	6
Context of the Problem .....	6
Reform Considerations Emerging from the CPED.....	8
Doctoral Persistence and Attrition .....	10
Part-Time Doctoral Study .....	13
Role Theory: Role Strain vs. Role Accumulation .....	14
Previous Studies of Part-Time Graduate Students.....	17
Theoretical Framework: Self-Determination Theory and Motivation.....	19
CHAPTER THREE: MATERIALS AND METHODS .....	24
Participants.....	24
Instruments.....	25
Ancillary Questions .....	28
Data Collection and Procedures.....	29
Consent and Confidentiality .....	30
CHAPTER FOUR: RESULTS .....	31
Data Analysis .....	32
Scale Interpretation .....	33
Research Question 1: Ed.D. and Ph.D. Students .....	36
Research Question 2: Part-Time and Full-Time Students .....	37
Research Question 3: First-Year and Second-Year Students .....	38
Ancillary Analyses.....	39
Reported Sources of Stress and Anxiety.....	44
CHAPTER FIVE: DISCUSSION.....	48
Introduction.....	48
Relevant Findings: Ed.D. and Ph.D. Students .....	49
Relevant Findings: Part-Time and Full-Time Students .....	51
Relevant Findings: First-Year and Second-Year Students .....	53
Limitations .....	54
Recommendations for Future Research .....	55
APPENDIX A: IRB APPROVAL LETTER .....	56
APPENDIX B: IRB ADDENDUM & MODIFICATION APPROVAL .....	58
APPENDIX C: EMAIL REQUESTING STUDY PARTICIPATION.....	60
APPENDIX D: INFORMED CONSENT .....	62
APPENDIX E: SURVEY .....	64
LIST OF REFERENCES .....	77

## LIST OF FIGURES

Figure 1. Classes missed due to job.....	41
Figure 2. Classes missed due to children.....	42
Figure 3. Classes missed due to family obligations other than children.....	43
Figure 4. Late arrivals to class.....	44
Figure 5. Financial difficulties as a source of stress or anxiety.....	45
Figure 6. Child care as a source of stress or anxiety.....	46
Figure 7. Family care (other than children) as a source of stress or anxiety.....	47

## LIST OF TABLES

Table 1. Respondent Demographics .....	25
Table 2. Mann-Whitney Mean Scores .....	32
Table 3. Mann-Whitney Test Results .....	33
Table 4. Measures of SWB, Descriptive Statistics .....	34
Table 5. Measures of Motivation, Descriptive Statistics .....	35
Table 6. Intrinsic and Extrinsic Motivation Subscales .....	37

# **CHAPTER ONE: INTRODUCTION**

## **Statement of the Problem**

In the past twenty years, significant efforts have been made to improve the effectiveness of doctorate education in the United States; in the last decade however, the Carnegie Initiative on the Doctorate (CID) was implemented as a follow-up to the reform efforts discussed during the 1990s (Walker, Golde, Jones, Bueschel, & Hutchings, 2008). With the cooperation of 84 participating departments situated within 44 universities that grant doctorate degrees, the CID operated under a “spirit of shared inquiry” (2008, p. 168), to explore how well these doctoral programs performed, utilizing to ongoing inquiry and input from the participating departments themselves. With doctoral student attrition hovering around 50%, program effectiveness has been a key concern within the CID’s framework (2008). The goal of the CID was to use the knowledge gained from this extensive contemporaneous research among the 44 participating universities to improve doctoral programs, subsequently contributing to decreased doctoral attrition.

Prior studies on doctoral education have concentrated primarily on student attrition throughout the United States (Bair & Haworth, 2004; Cohen & Greenberg, 2011; Gardner, 2008). Attrition, defined as student dropout post-matriculation or the failure to persist to graduation (Lovitts, 2001; Tinto, 1975, 1993), remains an institutional concern because 40% to 60% of doctoral matriculants depart from their studies prior to graduation (Bair & Haworth, 2004; Cohen & Greenberg, 2011; Gardner, 2008; Lovitts, 2001). Doctoral programs are particularly costly to the institutions that develop and maintain them, and attrition from these programs yields exorbitant personal, professional, and financial tolls upon departing students,

ranging from academic failure to familial discord and cumbersome student loan debt (Bair & Haworth, 2004; Lovitts, 2001). While the nationwide doctoral attrition rate remains around 50%, academic failure comprises only a minimal percentage of attrition (Tinto, 1975, 1993), indicating that student departure results from other individual personal and financial reasons (Lovitts, 2001). Recent studies of programs using the cohort model, action research dissertation model, and leader-scholar community suggest that these pedagogical tools help doctoral students persist to graduation by making their education applicable to lived experience and by fostering a sense of support and community (Nimer, 2009; Olson & Clark, 2009; Zambo, 2010). For the doctoral population in education, who often work full-time while being enrolled in studies only part-time (Dill & Morrison, 1985; McCarty & Ortloff, 2004), improved student support structures and clearer degree utility may improve their academic experience and potentially decrease student attrition.

Previous research has investigated the numerous reasons underlying doctoral student departure, but a review of the available literature has revealed a gap in the investigation of the differential impact of doctoral education on Ed.D. and Ph.D., part-time enrolled and full-time enrolled students, and first-year and second-year doctoral students within the field of education. Previous research has not addressed issues of motivation and well-being in these specific populations of doctoral students. Left unaddressed, poor motivation and ill-being are factors that may contribute to a student's decreased commitment to advanced study and in turn, increase student attrition rates.

Goode's conception of role theory and role strain provides an inspiring opportunity to examine role strain as it relates to doctoral student motivation and subjective well-being. Role strain, defined as the difficulty an individual encounters when attempting to fulfill the multiple

obligations and demands of their several roles (1960), is particularly relevant to doctoral programs within education. Because the population of students within education doctorate programs tend to be older, enrolled in school on a part-time basis, and often are employed full-time (Dill & Morrison, 1985; McCarty & Ortloff, 2004), it is worthwhile to determine whether these multiple role obligations, including employment and marital or family status, impact the student doctoral experience, motivation, and general well-being. The knowledge gained from this study has provided insight regarding the struggles doctoral students face, and how institutions might provide improved support for their very busy doctoral students. Data analysis in this study was concentrated on determining whether disparate experiences are found among three discrete groups of doctoral students: Ed.D. and Ph.D. students, part-time enrolled and full-time enrolled, and first-year and second-year students.

Prior similar studies have not employed contemporary motivation theories in the evaluation of students, instead broadly evaluated the internal and external factors that cause postsecondary attrition using Tinto's dropout theory (Austin, Cameron, Glass, Kosko, Marsh, Abdelmagid, & Burge, 2009; Cooke, Simes, & Peyrefitte, 1995; Gardner, 2008; Lott, Gardner, & Powers, 2010). Tinto's theory asserts dropout decisions are the product of individual characteristics and dispositions, including background characteristics as well as expectational and motivational attributes specific to the individual student (1975). Under this assumption, it was inferred that the individual backgrounds and motivations among the population of non-traditional adult learners in education doctoral programs would encounter different experiences than the typical full-time student. Over time, these different experiences might contribute to student persistence within or departure from the doctoral program. A consideration of student employment and familial status in tandem with an evaluation of self-reported motivation and

well-being has provided insight regarding why students pursue their doctorate degree, and why they intend to do well in their program. Student well-being scores and an evaluation of the motivations among these three groups of students has led to a more complete understanding of the doctoral student experience, at least within UCF's College of Education.

To determine whether differences exist within each subset of the UCF College of Education doctoral population, this study employed self-determination theory to assess student motivation (Deci & Ryan, 1985; Pintrich, 2003; Ryan & Deci, 2000). Survey participants were asked to complete a shortened version of the Brief Symptom Inventory (Derogatis & Melisaratos, 1983) and the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985) to assess their overall subjective well-being. The purpose of this study was an understanding whether this sample of students reported intrinsic or extrinsic motivations for doctoral study, as well as how well they fared as first or second year doctoral students enrolled in an Ed.D. or Ph.D. program in education. Gaining an understanding of the basis of student motivation is relevant because “it is more adaptive to be intrinsically rather than extrinsically motivated” (Graham & Weiner, 1996, p. 78), and intrinsically motivated students are therefore more likely to report heightened well-being relative to their extrinsically motivated peers. Likewise, intrinsically motivated students will maintain increased interest in their academic pursuit, as well as enhanced performance, increased persistence, improved self-esteem, and general well-being (Ryan & Deci, 2000).

### **Study Significance and Potential Contributions**

Despite previous research focusing primarily on doctoral student attrition and factors contributing to persistence, further investigation into the actual motivations of doctoral students and their self-reported subjective well-being is still lacking. By obtaining an in-depth

examination of the multiple facets and role obligations of doctoral student lives, which may contribute to their decision to either continue their program or abandon their studies, institutions can restructure their programs to improve student support where necessary. A more profound understanding of the diverse body of doctoral students in education, specifically those students who attend doctoral programs on a part-time basis and have competing demands on their time and energy, is important to improving student satisfaction and completion rates. A consideration of the unique needs and circumstances of the part-time doctoral student body, along with the implementation of institutional support to increase doctoral student motivation and well-being will contribute to reduced attrition, lessening financial and professional tolls on students and institutions.

## **CHAPTER TWO: LITERATURE REVIEW**

### **Context of the Problem**

#### **Ed.D. vs. Ph.D.: The Practitioner-Researcher Debate**

The literature is rife with research and commentary about Ed.D. and Ph.D. programs in the field of education (Deering, 1998; Evans, 2007; Golde, 2007; Golde & Walker, 2006; Labaree, 2003; McCarty & Ortloff, 2004; Shulman, Golde, Bueschel, & Garabedian, 2006; Walker, Golde, Jones, Bueschel, & Hutchings, 2008). Nonetheless, the predominant focus within the current literature has been based on substantive programmatic differences and educational outcomes or shortcomings of each degree program, rather than differences among the Ed.D. and Ph.D. students themselves. Much of the ongoing discussion in this field stems from the Carnegie Project on the Education Doctorate, a consortium dedicated to critically examining the Ed.D. while attempting to redesign Ed.D. programs to better prepare school practitioners nationwide. The CPED goal defines the differentiation between Ph.D. programs in education and the Ed.D.: the former a research-oriented degree for future academics and scholars, and the latter a practitioner-based degree (Carpenter, 1987; Deering, 1998; Everson, 2006; Golde & Walker, 2006; McCarty & Ortloff, 2004; Osguthorpe & Wong, 1993; Shulman et al., 2006).

There are fundamental differences between Ed.D. and Ph.D. programs in education, with the debate over the preferred degree ongoing (Deering, 1998; Evans, 2007; Labaree, 2003; McCarty & Ortloff, 2004; Osguthorpe & Wong, 1983; Shulman et al., 2006). From the outset, the Ed.D. was conceptualized as a professional and applied degree for educational practitioners, developed to train students for administrative, managerial, and educational leadership positions, typically in K-12 settings (Carpenter, 1987; Evans, 2007; Everson, 2006; McCarty & Ortloff,

2004). To the contrary, the Ph.D. in education has remained more research-based, focusing heavily on theory in preparing educational researchers and gearing students toward careers as future academics and scholars rather than practitioners (Carpenter, 1987; McCarty & Ortloff, 2004; Shulman et al., 2006; Zambo, 2010). In fact, some scholars have asserted that the Ph.D. in education is less about the mastery of research skills, and more focused on “caring and thinking deeply and passionately ... thoughtfully, carefully, critically, and creatively – about the phenomenon of education” (Evans, 2007, p. 555). To that end, it may be claimed that students in well-structured Ed.D. programs bridging theory with practice are also carefully considering and critically examining the phenomenon of education, through the lens of practical application. The distinctions between the two degrees reflect different career motivations among their students, and because practitioner-based degrees are firmly tied with student employment, it was expected that Ed.D. students in this study would report full-time employment more frequently than their Ph.D. counterparts.

Due to the disparate end goals of the Ed.D. and Ph.D., a well-defined distinction of these degrees is a pertinent concern: Shulman et al. has suggested the elimination of the Ed.D. in favor of an entirely new P.P.D., aptly titled the Professional Practice Doctorate degree (2006). This proposition for the P.P.D. was based on the “blurring of boundaries” among the Ed.D. and Ph.D. (2006, p. 26), and the Ed.D.’s initial goal to serve the needs of professional practice rather than research remains unfulfilled by the degree, sometimes being cited as the lesser, lighter, watered-down version of the Ph.D. (Carpenter, 1987; Deering, 1998; Levine, 2005; McCarty & Ortloff, 2004). Ultimately, the perception discussed by Shulman et al. demands that the Ph.D. in education remain a purely research-oriented doctorate that maintains strong links to practice,

while the P.P.D. would replace the Ed.D. as the practitioner degree, but with a distinct scholarly base (2006).

### **Reform Considerations Emerging from the CPED**

Among the 44 schools that participated in the CID study, three general reform efforts became evident: the formation of fundamental courses in education, alterations in the way educational researchers are trained, and alternative methods for training those students who seek to become educational professionals and practitioners rather than academic researchers (McCarty & Ortloff, 2004). Preparing educational practitioners in Ed.D. programs within the CID has evolved to include new signature pedagogies that reflect the truly applied nature of the practitioner's knowledge and expertise (Golde, 2007; Olson & Clark, 2009; Zambo, 2010). Recently, action research and leader-scholar communities have been advocated as 'signature pedagogies' in the preparation of educational practitioners, combining research prowess with application to real-world scenarios (Olson & Clark, 2009; Shulman, 2005; Zambo, 2010).

Where the development and training of future professionals is concerned, the institutions training them must educate their students in a way that "measures up to the standards not just of the academy, but also of the particular profession" (Shulman, 2005). The bridge between theory and practice must be solid, and the implementation of a signature pedagogy must make evident to the student the relevance of the philosophical underpinnings of their field, while concurrently connecting that theory with the actual practice of the profession. Within education, specifically Ed.D. programs, students benefit from a clear connection between what they encounter in their textbooks and their coursework, and what they face every day in their employment as educators. Action research is one such signature pedagogy. Recent debates about the Ed.D. included discussions regarding the "source, depth, and type of knowledge doctoral students need to

become reflective practitioners and effective school leaders” (Zambo, 2010, p. 262). Action research has been espoused as a pedagogy that develops these skills, and creates within students the ability to become stewards of the discipline and stewards of practice: those entrusted with maintaining the vigor, quality, and integrity of their respective field while creatively generating new knowledge (Shulman et al., 2006).

The action research dissertation model has also been used within education to connect student research knowledge with a practical consideration for application to the education system. In this model, educator-students must center their research on a local issue, employ the theory and research they have mastered in their doctoral program, design a solution to the problem, take action in solving the problem, analyze the data affiliated with the solution, and make suggestions on how to proceed (Zambo, 2010). This model provides the student an authentic experience and opportunity to lead change in the field (2010). Authentic experiences also increase intrinsic motivation in students because they become personally invested in their effort, and may feel and exhibit more self-determined behavior. Self-determination theory requires the fulfillment of the innate psychological needs of autonomy, competence, and relatedness, all of which may be fulfilled by an authentic experience (Ryan & Deci, 2000). Self-directed dissertation research allows the student to be autonomous in their efforts, becoming a subject matter expert, therefore increasing their feelings of competence. Further, because the student is examining the local problem because of their personal exposure and connection to it as an educator, their need for relatedness is also fulfilled.

In addition to the action research dissertation model, another signature pedagogy recently employed in education doctoral programs also bears mentioning: the leader-scholar community (LSC). The LSC’s primary goal is similar to that of the action research dissertation model,

directed at organizing doctoral pedagogy to make it meaningful and practical for working educators who are concurrently pursuing their degree (Olson & Clark, 2009). Aimed toward bridging the gap between theory and practice, the LSC attempts to reconcile the incongruity between the doctoral curriculum and lived experience, while assisting and supporting students who are conducting applied research within their own local educational environment (2009).

Reform efforts in the past decade have predominately concentrated on improving doctoral programs within education, although McCarty and Ortloff recently cited a growing interest “in the doctoral degree and students’ experiences while attaining it” (2004, p. 10). The student experience during doctoral study is particularly relevant in education, where students tend to be employed as an educator, female, enrolled part-time, and older than the average Ph.D. student in the arts or sciences (2004). Between age, employment, part-time enrollment status, and familial obligations, the education doctoral student likely encounters different challenges and obstacles than the typical Ph.D. student.

### **Doctoral Persistence and Attrition**

The nationwide attrition rate from doctoral programs falls somewhere between 40% and 60%, although the precise number is unclear due to insufficient data reporting of this nature (Bair & Haworth 2004; Cohen & Greenberg, 2011; Gardner, 2008; Lovitts, 2001). Considering the exorbitant personal, professional, and financial costs of attrition to both doctoral students and their institutions (Bair & Haworth, 2004; Lovitts, 2001), the importance of exploring the motivations of doctoral students is evident because these motivations may contribute to student persistence. The costly nature of developing and maintaining doctoral programs bolsters the importance of reducing doctoral attrition, as does the obvious financial impact that the pursuit of doctoral studies has on individual students whose lives can be ‘quickly ruined’ upon departure

from such academic pursuits (Lovitts, 2001). The multiple tolls of attrition justify deliberation about the reasons students have in deciding to abandon their doctoral pursuits. To aid in determining these specific explanations requires a deliberate consideration of the external life obligations that graduate students, both full-time and part-time, often bear.

In a study of 816 full-time Ph.D. students, 305 of whom failed to complete their doctoral programs and were classified as ‘non-completers,’ Lovitts explored the reasons underlying persistently high doctoral attrition rates (2001). Employing the three-stage model of doctoral education as a framework, Lovitts’ study focused on the first-year entry and adjustment period. In that study, it was found that the highest percentage of doctoral attrition takes place during years one and two of study (2001), informing the current study’s focus on both first-year and second-year Ed.D. and Ph.D. students. Social support was a significant factor in Lovitts’ study, as was the importance of doctoral programs that included several opportunities to network and foster connections within the academic community. Further, an assertion was made indicating that proper and effective student socialization may reduce doctoral attrition (Lovitts, 2001). An in-depth review of similar literature has revealed the importance of integration and socialization within the academic community as a factor that contributes positively to doctoral student persistence and student well-being (Austin, Cameron, Glass, Kosko, Marsh, Abdelmagid, & Burge, 2009; O’Connor & Cordova, 2010; Nimer, 2009).

Bair and Haworth’s meta-synthesis of literature relating to doctoral student persistence and attrition described several relevant findings, many of which contributed to the decision to examine the part-time and Ed.D. student population in the current study. Prior research has found that departmental culture affects doctoral student persistence, specifically regarding the degree and quality of student/advisor and student/faculty relationships, student involvement in

professional activities and opportunities, student satisfaction with their program, and peer interaction (2004). Each of these factors correlate positively and contribute to student persistence within doctoral programs, and all present an obstacle to the part-time student population, who often spend less time on campus than their full-time peers. Part-time students manage challenging schedules that may not allow for frequent participation in on-campus and professional activities or interaction with their peers, leading to isolation and sometimes loneliness (Cohen & Greenberg, 2011; Fortune, 1987; O'Connor & Cordova, 2010; Potts, 1992).

Prior research has also cited higher attrition rates among underrepresented populations (Gardner, 2008; Neumann & Rodwell, 2009; Watts, 2008). Underrepresented populations in doctoral education include women, minorities, students with families, part-time students, and older students, whose educational experiences are disparate relative to their peers (Lovitts, 2001; Watts, 2008). These circumstances within the part-time student population contribute to their graduate school experience, affecting their socialization, or lack thereof, within the culture of their program, department, college, and university community. The socialization processes experienced by part-time students may facilitate or impede individual student success in educational pursuits and ultimately, degree completion (Watts, 2008).

Tinto's dropout theory also emphasizes the importance of social integration to student persistence in educational pursuits: "Presumably, lack of integration into the social system of the college will lead to low commitment to that social system and will increase the probability that individuals will decide to leave college and pursue alternative activities" (1975, p. 92). Assuming Tinto's assertion to be true, then the population of students who spend less time on campus and face-to-face with their peers and program faculty will lack the opportunity to fully integrate into

the social system of their doctoral program, therefore increasing the risk of departure from their program prior to graduation.

### **Part-Time Doctoral Study**

The purpose of the current study was to determine whether different motivations underlie the pursuit of doctoral study between students enrolled in Ed.D. and Ph.D. programs in UCF's College of Education. By dividing the Ed.D. and Ph.D. populations, a natural separation of part-time and full-time students was also presumed to occur. The Ed.D. has historical roots as the practitioner-based degree (Carpenter, 1987; Deering, 1998; Everson, 2006; Golde & Walker, 2006; McCarty & Ortloff, 2004; Osguthorpe & Wong, 1993; Shulman et al., 2006), therefore students enrolled in UCF's Ed.D. program were expected to be employed full-time in some educational capacity. Further, students in Ph.D. programs are generally expected to be enrolled full-time, and therefore are less likely to be employed full-time during their doctoral study.

Part-time students provided a compelling sub-group to investigate, because of the external life obligations that the typical part-time graduate student brings with them to the classroom. Regardless whether enrolled in doctoral study on a part- or full-time basis, graduate students as a whole are adult learners and non-traditional students. As such, they tend to be older, married, parents, and burdened by the financial hindrances of adulthood, and may be employed full-time while they pursue their advanced degrees (Brennan, 1984; Cohen & Greenberg, 2011; Fairchild, 2003; Koeske & Koeske, 1989; Potts, 1992; Syverson, 1999; Watts, 2008). It therefore follows that students with familial commitments such as marriage and children will maintain emotional and financial support systems different from those of their full-time enrolled and perhaps single peers.

The part-time graduate student, with their “fractured student identity” (Watts, 2008, p. 369), must balance obligations including full-time employment, marriage, and children concurrently while they pursue their advanced education. It stands to reason that the part-time student might experience heightened stress and decreased well-being relative to their full-time counterparts, whose educational pursuits are more likely their primary focus. This may present a concern for doctorate-granting institutions, particularly those working to reduce attrition from their doctoral programs, because graduate students “play multiple roles and the cost of trying to reconcile those roles without sufficient support may be withdrawal” (Cohen & Greenberg, 2011, p. 111). Although there is no nationwide data reporting for doctoral attrition, the rate is believed to fall somewhere between 40% and 60% (Bair & Haworth, 2004; Cohen & Greenberg, 2011; Gardner, 2008; Lovitts, 2001). Reducing attrition and increasing persistence in doctoral programs is certainly a concern to institutions nationwide. If there are ways that these institutions can provide better support for their part-time doctoral student population, who are balancing a variety of competing demands on their time, energy, and resources, decreased attrition is likely to result.

### **Role Theory: Role Strain vs. Role Accumulation**

Role theory is a sociological construct based on the idea that all of society’s structures are comprised of varying individual roles (Goode, 1960). This interpretation of human social roles was developed by Goode and included his concept of role strain, or the difficulty an individual faces when attempting to fulfill the demands and obligations of several life roles (1960). When enacting multiple life roles, an individual will encounter an assortment of obligations from the many roles and may potentially face conflicts in their allocation of time, place, and resources.

Essentially, this theory is based on the “conflicting array of role obligations” within individuals enacting multiple roles in their daily lives (1960, p. 485).

According to a later elaboration of Goode’s theory, role strain encompasses two issues: role overload and role conflict (Sieber, 1974). Role overload includes the plethora of obligations described by Goode, such that overload results from the inevitable time constraints a given individual will encounter (Goode, 1960; Sieber, 1974). Part-time doctoral students therefore provided an inspiring opportunity to examine role strain, because they are more likely to be older, married, have children, and due to financial obligations, are often employed (Brennan, 1984; Cohen & Greenberg, 2011; Koeske & Koeske, 1989; Potts, 1992; Syverson, 1999). According to Goode, an individual enacting multiple life roles is challenged with making his entire role system manageable to maintain his well-being, therefore reducing his role strain (1960).

There are two hypothetical outcomes when considering the effects of role strain: the scarcity hypothesis and the expansion hypothesis (Koeske & Koeske, 1989; Potts, 1992). According to the scarcity hypothesis, an individual enacting multiple roles will experience higher levels of stress and poorer psychological adjustment than an individual balancing fewer roles. The expansion hypothesis asserts the contrary, postulating that multiple role enactment has positive effects on the individual: increasing the availability of resources, providing the individual an opportunity to develop several supportive relationships proximately through the multiple roles, and gratifying an individual’s ego with the appreciation expressed by their role partners (Potts, 1992; Sieber, 1974). The concept of role strain is particularly relevant to the study of part-time doctoral students in education, because of their tendency to enact multiple life

roles between their employment, family, and academic obligations (Koeske & Koeske, 1989; Potts, 1992).

Sieber's description of role accumulation theory asserts that multiple role enactment actually creates a more gratifying experience for the individual, rather than a more stressful experience, as asserted by role strain theory (1974). Therefore, the accumulation of roles allows the individual to reap the benefits of their multiple roles and role partners, bestowing upon the individual increased stability and gratification rather than disturbance and additional stress (Sieber, 1974). Four positive outcomes are believed to result from multiple role enactment, according to role accumulation theory: role privileges, overall status security, resources for status enhancement and role performance, and enrichment of the individual's personality and ego gratification (1974). In short, multiple roles allow individuals to enjoy a greater number of privileges, general security in their social status, networking opportunities and access to financial and other resources that can further their objectives, as well as improve their self-conception and mental health (1974). When considering the multiple role enacting, part-time enrolled graduate student body with the theory of role accumulation, it is reasonable to infer that the privileges and security resulting from their several roles may actually help more than hinder them during their educational pursuits.

The concept of role accumulation further dictates that a multiplicity of roles is beneficial to the individual, because of the numerous buffers provided against failure in any one particular role. Maintaining role relationships with several role partners may also compensate for an individual's failure by their role partner's provision of affection, moral support, emergency resources, and other forms of assistance (Sieber, 1974). Particularly relevant to the population in this study, is Sieber's claim that "secondary relationships, including organizational and other

work-related roles, are also prized as buffers” (1974, p. 53). Because part-time enrolled and sometimes full-time enrolled doctoral students in education are often employed while they pursue their advanced degree, it is reasonable to infer that employment might actually provide a buffer that is conducive to their educational success and a more positive educational experience.

### **Previous Studies of Part-Time Graduate Students**

A review of the available literature has revealed a gap in the topic under consideration, although several prior studies have examined part-time students in master’s programs (Cohen & Greenberg, 2004; O’Connor & Cordova, 2010), and graduate social work students enrolled part-time (Fortune, 1987; Koeske & Koeske, 1989; Potts, 1992). Prior studies of graduate students in social work are not rare, although they are typically conducted using sociological constructs and theories, whereas the current study examined the Ed.D. and Ph.D. population using a motivational construct while contemporaneously examining the effect that multiple role enactment may impart upon the student.

Most recently, a phenomenological study was conducted on married and working Thai mothers also enrolled part-time in doctoral programs (Thinnam, 2011). Employing a human resource development perspective of work-study-family relations and the lives of individuals with multiple role interactions, Thinnam discussed the difficulty of adding doctoral study onto existing family and employment responsibilities for women in Thailand, particularly in a country where traditional family and maternal roles are expected of females (2011). With a similar purpose as the current study, Thinnam focused on the part-time doctoral student population due to the following factors: (1) part-time students have wider responsibilities than full-time students, (2) doctoral study demands more time and energy than bachelor or master’s study, and (3) women are more likely to be juggling work and family responsibilities than men (2011, p. 303).

The eight participants in Thinnam's phenomenological study were gathered from the Ed.D. program and the Ph.D. program in Human Resource Development, all were all mid-career or mature professionals who were also married and sharing a home with their employed husbands, and all had one or more children residing with them (2011). The Thailand study mentioned three groups of interactions within the respondent groups, including family-study, work-study, and work-family, and the survey findings asserted that "all subjects had strong self-determination to study, although with physical and mental health consequences for some" (Thinnam, 2011, p. 313). After assessing the coping abilities of the eight women in the study, Thinnam found that not all students were capable of maintaining a sufficient balance between their multiple roles of employee, student, mother, wife, and the demands they had of themselves (2011). Although the Thinnam study certainly shed some light on the topic of part-time doctoral study, it only vaguely addressed student motivation and did not employ a specific motivational theory, as the present study sought to do with self-determination theory. Further, Thinnam's sample size was too small to make any generalizable claim based on the findings.

A recent study focused on part-time enrolled students at a small, state institution offering 24 part-time master's degree programs sought to examine specific institutional and external factors contributing to student persistence or attrition from their graduate program (Cohen & Greenberg, 2011). Cohen and Greenberg's study of 420 part-time enrolled master's students found that although there were institutional factors that contributed to students' decisions to stay or leave, factors external to the institution including family and social support and responsibilities as well as economic and career considerations comprised the primary determinant of persistence-attrition outcomes (2011). Those findings indicated that students' spouses or domestic partners provided the most emotional support, as well as support with

household responsibilities and children: 53.8% of study respondents reported having children and 90% of those respondents reported children living in their home (Cohen & Greenberg, 2011, p. 106).

While enacting their multiple role obligations, respondents in Cohen and Greenberg's study reported feeling "the stress of handling so many responsibilities was overwhelming" (2011, p. 109), perhaps indicating heightened stress relative to their full-time enrolled peers, although this was not examined or reported in the study. Ultimately, the findings of the study indicated that socialization as a graduate student is of paramount importance: institutions must remain cognizant of the several responsibilities and pressures that part-time graduate students endure, and must provide institutional support for them to improve persistence (2011). Cohen and Greenberg further reported that if graduate students are attempting to reconcile the many obligations of their several roles and encounter insufficient support, the outcome may ultimately be withdrawal.

### **Theoretical Framework: Self-Determination Theory and Motivation**

The purpose of the current study was to determine whether differences in subjective well-being and motivation existed among three discrete groups of doctoral students within UCF's College of Education: Ed.D. and Ph.D. students, part-time enrolled and full-time enrolled students, and first-year and second-year students. Of particular interest to this research were the students' self-reported motives for pursuing a doctoral degree. Prior research has suggested "it is more adaptive to be intrinsically rather than extrinsically motivated" (Graham & Weiner, 1996, p. 78), and that extrinsic rewards can have an undermining effect on intrinsic motivation (Deci & Ryan, 1985; Lepper, Greene, & Nisbett, 1978; Ryan & Deci, 2000).

Intrinsic motivation is “the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” (Ryan & Deci, 2000). Intrinsically motivated students have a high degree of perceived internal control (Pintrich, 2003), resulting in heightened interest, enhanced performance, increased persistence, improved self-esteem and general well-being (2000). This type of authentic motivation may be diminished when it is contingent upon tangible rewards, or the individual is subjected to “threats, deadlines, directives, pressured evaluations, and imposed goals” (2000, p. 70). Therefore, students who are extrinsically rather than intrinsically motivated in their pursuit of a doctoral degree may lose interest, fail to persist in the program, and suffer from diminished well-being during their academic pursuit.

### **Self-Determination Theory**

According to Ryan and Deci, intrinsic motivation is determined by the individual’s motives for committing to a behavior, whether due to their own interests and values or for reasons external to the individual (2000). High levels of student interest and subsequently high levels of intrinsic motivation will manifest in positive motivational forces for students (Deci & Ryan, 1985; Pintrich, 2003; Ryan & Deci, 2000). Presumably, self-determined doctoral students who pursue an advanced degree because of their own interests and values rather than because of external pressures, values, or rewards, will be driven by authentic motivation and will also report improved well-being relative to their extrinsically motivated peers.

Research on self-determination theory (SDT) examines environmental factors that help or hinder individuals’ motivation, social functioning, and personal well-being (Ryan & Deci, 2000). SDT relates personal well-being with the fulfillment of three innate psychological needs: autonomy, competence, and relatedness (2000). Self-determination theory asserts “even highly

efficacious people may experience less than optimal well-being if they pursue and successfully attain goals that do not fulfill basic psychological needs” (2000, p. 75). Fulfillment of basic psychological needs manifests in heightened authentic or intrinsic motivation, thereby increasing student interest, excitement, and confidence. These improvements further improve student performance, persistence and creativity, along with increasing self-esteem and general well-being (2000). Consequently, intrinsically motivated students will exhibit high levels of interest in their academic endeavors and general well-being relative to their extrinsically motivated counterparts.

The autonomy and relatedness factors of SDT are particularly relevant to the current study. The population of students examined in the current study included Ed.D. students, who are enrolled in cohort-style programs. Therefore, the Ed.D. students are provided the opportunity to experience increased levels of relatedness with their colleagues, as they proceed through the program together. Prior research has established that relatedness “mediate[s] the relationship between cohort participation and educational outcomes ... suggest[ing] that SDT may help explain benefits associated with learning communities” (Beachboard, Beachboard, Li, & Adkison, 2011, p. 867). Improved student perceptions of relatedness by participation in such cohort-style programs therefore should result in improved motivation and well-being.

Because autonomy is positively related to an individual’s report of well-being (Wichmann, 2011), doctoral students who feel more autonomous are also more likely to report increased well-being. As suggested by Deci and Ryan’s theory, “intrinsic motivation will be operative when action is experienced as autonomous” (1985, p. 29), indicating that in the present study, students who feel autonomous should concurrently experience increased intrinsic motivation. An individual acts autonomously when he or she “authentically endorses his or her

actions and makes choices that reflect his or her true interests and values” (2011, p. 17). By this definition, self-determined acts occur when a decision to act in accordance with an individual’s values and interests is made independent of an external pressure (2011). Those students who report their motivation for pursuing a doctoral degree due to some external pressure, reward, or contingency should therefore be more likely to report decreased intrinsic motivation and diminished well-being.

As self-determination theory has informed this study, it may be inferred that students pursuing a doctoral degree in education will benefit from institutional assistance in fulfillment of their innate psychological needs of competence, relatedness, and autonomy. In turn, their intrinsic motivation for mastering the material would also be increased, and thus their eventual practice in education would be more effective. Adult learners and non-traditional students provide a unique population for research purposes of this nature, because of the diverse experience and perspectives that accompany them to the classroom. According to a recent study of part-time enrolled and full-time employed students, adult learners tend to be more intrinsically motivated to learn, and their experiences are “characterized by strong internal motivation and self assurance ... and a preference for learning experiences in which they were active learners and had some control” (O’Connor & Cordova, 2010, p. 367). The motivation for an adult’s return to the classroom for doctoral study may be either intrinsic or extrinsic. Intrinsically motivated adults may return as students in order to advance their career, fulfill their own personal goals, fulfill a lifelong desire for learning, obtain an understanding of new technologies and update their skill set, or become a role model for their family (Cohen & Greenberg, 2011; Nimer, 2009; Syverson, 1999). Extrinsically motivated doctoral students may be pursuing

advanced education to achieve externally imposed goals or rewards, including obtaining an increased salary or satisfying an employer's expectations of them (2011).

The fulfillment of the innate psychological needs of competence, autonomy, and relatedness established by SDT are important when considering the educational experience of part-time doctoral students. Because intrinsic motivation and well-being are enhanced when these needs are satisfied (Ryan & Deci, 2000), the maintenance and enhancement of intrinsic motivation in part-time students will improve student persistence in their educational pursuits and contribute positively to student well-being. Ryan and Deci have contended that supportive conditions are pertinent to the improvement of intrinsic motivation, therefore part-time students may solicit the requisite support from several sources, including their partner or spouse, program, faculty or advisor, or the institution they attend.

## **CHAPTER THREE: MATERIALS AND METHODS**

### **Participants**

This study was conducted using the entire first- and second-year population of doctoral students within UCF's College of Education, which includes 13 tracks within the Education, Ph.D. program, two tracks within the Educational Leadership, Ed.D. program, and the single-track professional practice Education, Ed.D. In late January, the 131-item survey instrument was distributed electronically to all 142 first-year and second-year doctoral students within the College, including students from all Ed.D. and Ph.D. programs. Of the 142 doctoral students solicited via email to participate in this study, 40 individuals completed the survey in its entirety, yielding a 28.2% response rate.

For the purposes of this study, all Ed.D. students, regardless whether enrolled in the Education or Educational Leadership program, were considered part of the general Ed.D. population, comprising 60.0% of the sample. As displayed in Table 1, the remaining respondents were enrolled in the Ph.D. program. There were significantly more female respondents than male, and the majority of survey participants were enrolled in their first year of doctoral study. Enrollment status was nearly equal, with just under half of the respondents reporting full-time enrollment in school and slightly more reporting part-time enrollment. Interestingly, the majority of participants also reported full-time employment, regardless of academic enrollment, with only 37.5% reporting part-time or unemployment. All of the respondents were between the age of 20 and 60, with 72.5% reporting that they were aged 30 to 49. Although not quite a majority, 47.5% of the respondents were aged 30 to 39.

**Table 1. Respondent Demographics**

	<i>Educational Leadership, Ed.D.</i>		<i>Education, Ed.D.</i>		<i>Education, Ph.D.</i>		<i>Total</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<b>Gender</b>								
Male	7	63.6%	5	38.5%	5	31.3%	14	35.0%
Female	4	36.4%	8	61.5%	11	68.7%	26	65.0%
<b>Enrollment Status</b>								
Part-Time	10	90.9%	11	84.6%	0	0	21	52.5%
Full-Time	1	9.1%	2	15.4%	16	100%	19	47.5%
<b>Class Standing</b>								
First Year	7	63.6%	9	69.2%	11	68.7%	27	67.5%
Second Year	4	36.4%	4	30.8%	5	31.3%	13	32.5%
<b>Employment Status</b>								
Part-Time	0	0	0	0	5	31.3%	5	12.5%
Full-Time	10	90.9%	12	92.3%	3	18.8%	25	62.5%
Unemployed	1	9.1%	1	7.7%	8	49.9%	10	25.0%
<b>Total Respondents</b>	<b>11</b>	<b>27.5%</b>	<b>13</b>	<b>32.5%</b>	<b>16</b>	<b>40.0%</b>	<b>40</b>	<b>100%</b>

*Note.* Part-time enrollment was defined as enrollment in 3 or 6 credit hours; full-time enrollment was defined as enrollment in 9 or 12 credit hours; standing as a first year doctoral student was defined as enrollment in semesters 1 through 3, with second year doctoral student standing defined as enrollment in semesters 4 through 6.

## Instruments

### Assessment of Subjective Well-Being

Subjective well-being among the three discrete groups of doctoral students was assessed using the same measures previously used in research about the undermining effects of legal education on law student motivation and well-being (Sheldon & Krieger, 2004, 2007). In their prior studies of law students, Sheldon and Krieger assessed law student subjective well-being using the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985) and the Brief Symptom Inventory (Derogatis & Melisaratos, 1983).

The Satisfaction with Life Scale (SWLS) was developed and validated as a multi-item scale that measures an individual's global life satisfaction as a cognitive-judgmental process with

a focus on overall life satisfaction rather than domain-specific life satisfaction (Diener et al., 1985). According to the development and validation study of the SWLS, the scale has favorable psychometric properties, including high internal consistency and high temporal reliability (1985). Further, the scale was found to correlate moderately to highly with other subjective well-being measures (1985). In the present study, the SWLS included five statements, such as “in most ways, my life is close to ideal,” “I am satisfied with my life,” and “the conditions of my life are excellent.” Each of these statements required the respondent to assess their life satisfaction on a five-point scale, from one (not at all) to five (very much).

The Brief Symptom Inventory (BSI) was also employed in this study to assess participant subjective well-being. The BSI is a brief psychological self-report scale, a shortened although acceptable alternative to its parent instrument, the SCL-90-R (Derogatis & Melisaratos, 1983). The BSI was designed as a self-report symptom inventory to assess the psychological symptom status of individuals, and psychometric evaluation has determined that the BSI is internally consistent, reliable, and correlates highly with the comparable measurements of the SCL-90-R (1983). The original BSI contains 53 items reflecting the following nine primary symptom dimensions: somatization, obsessive-compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism (1983, p. 596). However, for the purpose of the present study, the BSI was narrowed to a 44-item instrument excluding the six items comprising the phobic anxiety dimension and included only two items of the eight-item psychoticism dimension.

The BSI included in the survey for this study included 44 items describing manifestations of psychological symptoms. Study participants were asked to select a rating for the amount of discomfort they had experienced during the previous week, as described by each of the 44

statements. A five-point scale was provided for participants to use in rating their experience, ranging from one (not at all) to five (extremely). Physical symptoms were assessed with items such as “nervousness or shakiness inside,” “pains in heart or chest,” “numbness or tingling in parts of your body,” “spells of terror or panic,” and “nausea or upset stomach,” which were rated by participants on the five-point scale provided. Other items in this measure included statements such as “feeling that you are watched or talked about by others,” “difficulty making decisions,” “feeling hopeless about the future,” “having urges to break or smash things,” and “feelings of worthlessness,” which reflected manifestations of mental symptomology.

During data analysis, the scores for the positively-scored SWLS were reverse-scored to align them with the negatively-scored BSI. Both the SWLS and BSI scores were then combined to produce an overall score for each participant’s subjective well-being.

### **Assessment of Motivation**

Participant motivation was assessed using a self-determined career motivation measure previously employed in longitudinal research on the undermining effects of legal education on law student motivation and subjective well-being (Sheldon & Krieger, 2004, 2007). Participant self-determined career motivation was assessed in a two-part section of the survey, with the first section assessing the reasons the respondent entered their doctoral program and the second section assessing the reasons the respondent sought to do well in their doctoral program.

For each section of the self-determined career aspirations measure, participants were asked to consider their reasons for entering, and subsequently, doing well in their doctoral program. Each section was comprised of six separate reasons, three of which were based on intrinsic motivations, and the remaining three were based on extrinsic motivating factors. Each of the six reasons were briefly summarized into a concise statement, followed by a more detailed

explanation. The intrinsically motivated reasons included the following brief statements: “You entered this program because you really believe that it’s an important goal to have,” “You entered this program because it is integral to your value-system as a whole,” and “You entered this program because of the enjoyment or stimulation that this activity provides you” (Sheldon & Krieger, 2004, 2007). The extrinsically motivated reasons for entering or doing well in the doctoral program were stated as follows: “You entered this program because somebody else wants you to, or thinks you should,” “You entered this program because of the rewards (such as money, grades, or status) that it may produce,” and “You entered this program because you would feel ashamed, guilty, or anxious if you didn’t” (2004, 2007).

During data analysis, the scores for the negatively-scored extrinsic motivations were reverse-scored to align them with the positively-scored intrinsic motivations. The score for motivation to enter was determined by combining the intrinsic and extrinsic motivation scores, and the process was repeated for participant motivation to do well.

### **Ancillary Questions**

Although no specific research questions were investigated regarding the first 24 items of the electronic survey distributed to survey participants, there were several ancillary analyses of interest. The first 12 items of the survey sought to determine the frequency of certain behaviors and feelings that respondents had experienced since enrolling in their doctoral program. Scored on a five-point scale from one (never) to five (very frequently), participants were asked to indicate how often they had experienced the behavior or feeling described in each statement. Participants were asked how often they had missed classes due to obligations including their current job, children, and family obligations other than children, as well as how often they had arrived late or departed early from their classes. Additionally, there were questions regarding

how challenged they felt by their coursework, and whether they felt bored or overwhelmed with their courses.

The second section of the survey asked participants to rate the extent to which certain life domains and obligations were a source of stress or anxiety as they completed their doctoral coursework. Respondents were asked to rate each statement on a five-point scale ranging from one (rarely a source of stress or anxiety) to five (definitely a source of stress or anxiety). Items listed on this part of the survey included dilemmas such as the financial cost of attending school and other financial difficulties, child or family care, health issues of the respondent or their family, time commitment and difficulty of their coursework, as well as publishing or presentation demands and a lack of personal time.

### **Data Collection and Procedures**

To solicit doctoral student participation in this study, the researcher visited several doctoral classes, particularly core and required courses within each doctoral program, in order to gain face-to-face access to the doctoral population. During each class visit, the researcher provided a brief summary of the purpose of the study and informed the potential participants about the amount of time that participation in the study would require of them, as well as the dates that the survey would be open and available for their participation. Following the class visits, an email was composed by the researcher and then distributed by the UCF College of Education Graduate Coordinator, Leah Mitchell, to all first and second year doctoral students within the College, using a general College of Education email address (see Appendix C). The email soliciting student participation in this study was distributed on January 25, and the survey remained open for students to complete until 11:59 pm on February 8. A replicated email was sent as a follow-up email to the same population of students on February 6.

### **Consent and Confidentiality**

Respondents who followed the survey link from the email soliciting their participation were presented with the informed consent (see Appendix D). Prior to completing the survey for this study, participants were required to read and consent to, or decline to participate in the study. Participants who agreed to the informed consent were then routed electronically to the beginning of the survey, and those respondents who did not consent were automatically routed to the end of survey and were not presented with the survey material.

## CHAPTER FOUR: RESULTS

The purpose of this study was to determine whether there differences exist in subjective well-being and motivation among three discrete groups of doctoral students: Ed.D. and Ph.D. students, part-time enrolled and full-time enrolled students, as well as first-year and second-year doctoral students. One survey was administered to 142 doctoral students within UCF's College of Education. Of the 142 students who received a link to the survey via their student email address, 40 doctoral students responded and completed the survey in its entirety. This chapter presents the results of that data review as it relates to providing answers to:

- 1.** Are there differences between Ed.D. and Ph.D. students in their motivation and subjective well-being?
  - a.** If there is a difference between students enrolled in the Ed.D. and Ph.D. programs in motivation and subjective well-being, what may be contributing to the difference?
- 2.** Are there differences between part-time enrolled and full-time enrolled students in their motivation and subjective well-being?
  - a.** If there is a difference between part-time enrolled and full-time enrolled students enrolled in these doctoral programs, what may be contributing to the difference?
- 3.** Are there differences between first year and second year students' motivation and subjective well-being?
  - a.** If there is a difference between first and second year doctoral students in motivation, and subjective well-being, what may be contributing to the difference?

## Data Analysis

Survey participants had a two-week period during which they could begin and complete the survey, with the ability to return later and complete the survey prior to the survey close date. At the time of the survey's closing, 47 students had responded to and began taking the electronic survey, however only 40 completed the entire survey. Therefore, the survey response rate was 28.2%, after removing the partial responses of the seven incomplete surveys that were recorded at the close of the survey.

Statistical analysis of the three research questions was completed using the Mann-Whitney test for non-parametric data (see results in Table 2). The Mann-Whitney U test was chosen for the analysis of the three primary research questions because it compares distributions, and the data collected were relatively non-normal, and the scales used throughout the survey were ordinal. Findings were considered statistically significant at  $p < .05$  (Gall, Gall, & Borg, 2007).

**Table 2. Mann-Whitney Mean Scores**

	<i>Ed.D.</i>	<i>Ph.D.</i>	<i>PT Enrolled</i>	<i>FT Enrolled</i>	<i>First Year</i>	<i>Second Year</i>
	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>
<b>Subjective Well-Being</b>	20.00	21.25	21.93	18.92	22.06	17.27
<b>Motivation to Enter</b>	21.04	19.69	22.76	18.00	20.26	21.00
<b>Motivation to Do Well</b>	17.96	24.31	19.67	21.42	20.11	21.31

**Table 3. Mann-Whitney Test Results**

	<i>Ed.D. and Ph.D.</i>	<i>PT Enrolled and FT Enrolled</i>	<i>First Year and Second Year</i>
<i>Subjective Well-Being</i>			
<i>p</i>	.091	.416	0.2
<i>U</i>	204.00	169.50	133.50
<i>Motivation to Enter</i>			
<i>p</i>	.718	.196	0.9
<i>U</i>	179.00	152.00	182.00
<i>Motivation to Do Well</i>			
<i>p</i>	.091	.634	0.8
<i>U</i>	253.00	217.00	186.00

### Scale Interpretation

#### Subjective well-being

To determine a cumulative score for each participant's subjective well-being, the score for the Satisfaction with Life Scale (SWLS) was combined with the score from the Brief Symptom Inventory (BSI). A higher score on the BSI indicated decreased participant well-being, while a higher score on the SWLS prior to reverse-scoring indicated increased well-being. To properly calculate a cumulative SWB score, each item within the SWLS was reverse-scored so that a higher score on the SWLS would similarly indicate decreased well-being. After reverse-scoring of the SWLS, each participant's overall subjective well-being score was then determined by simple calculation. Descriptive statistics for the items measuring this construct are available in Table 4. A higher score on this scale should be interpreted as decreased well-being, while a lower score should be interpreted as increased well-being.

To determine a cumulative score for each participant's intrinsic and extrinsic motivations, the Self-Determined Career Motivations (SDCM) scale for motivation to enter and motivation to do well in the doctoral program were also reverse-scored. The first three items of each instrument were indicators of extrinsic motivation, while last three items of each instrument were indicators of intrinsic motivation. To account for an overall motivation score, the intrinsic

motivators were reverse-scored so that a higher score on the entire instrument indicated a tendency toward extrinsic motivations. This process was repeated for each participant's motivation to do well in their doctoral program. Descriptive statistics for the items measuring this construct are available in Table 5. A higher score on this scale should be interpreted as heightened extrinsically motivated behavior, while a lower score on this scale should be interpreted as more intrinsically motivated behavior.

**Table 4. Measures of SWB, Descriptive Statistics**

<i>Item</i>	<i>N</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
<b>Satisfaction with Life Scale (SWLS)</b>					
In most ways, my life is close to ideal.	40	1	5	3.48	.987
The conditions of my life are excellent.	40	2	5	3.78	.920
I am satisfied with my life.	40	2	5	4.00	.877
If I could live my life over, I would change almost nothing.	40	1	5	3.60	1.336
So far I have gotten the important things I want in life.	40	2	5	4.05	.932
<b>Brief Symptom Inventory (BSI)</b>					
Nervousness or shakiness inside	40	1	5	1.85	1.122
Faintness or dizziness	40	1	5	1.43	1.010
Feeling that others are to blame for most of your troubles	40	1	3	1.25	.494
Trouble remembering things	40	1	5	2.05	1.131
Feeling easily annoyed or irritated	40	1	5	2.48	1.176
Pains in heart or chest	40	1	3	1.23	.530
Thoughts of ending your life	40	1	2	1.03	.158
Feeling that most people cannot be trusted	40	1	4	1.45	.714
Poor appetite	40	1	5	1.45	.959
Suddenly scared for no reason	40	1	3	1.10	.379
Temper outbursts that you could not control	40	1	3	1.37	.667
Feeling blocked in getting things done	40	1	5	2.18	1.059
Feeling lonely	40	1	4	1.88	1.042
Feeling blue	40	1	4	1.60	.841
Feeling no interest in things	40	1	3	1.38	.628
Feeling fearful	40	1	4	1.33	.656
Your feelings being easily hurt	40	1	4	1.60	.841
Feeling that people are unfriendly or dislike you	40	1	3	1.40	.672
Feeling inferior to others	40	1	5	1.70	1.018
Nausea or upset stomach	40	1	5	1.53	1.037
Feeling that you are watched or talked about by others	40	1	4	1.38	.740
Trouble falling asleep	40	1	5	1.95	1.218
Having to check and double check what you do	40	1	5	2.10	1.128
Difficulty making decisions	40	1	4	1.78	.891
Trouble catching your breath	40	1	3	1.15	.427
Hot or cold spells	40	1	4	1.30	.723
Your mind going blank	40	1	5	1.195	1.154
Numbness or tingling in parts of your body	40	1	5	1.35	.893
Feeling hopeless about the future	40	1	3	1.35	.622
Trouble concentrating	40	1	4	1.193	.917
Feeling weak in parts of your body	40	1	4	1.35	.770
Feeling tense or keyed up	40	1	5	2.23	1.271
Thoughts of death or dying	40	1	2	1.05	.221
Having urges to beat, injure, or harm someone	40	1	2	1.10	.304
Having urges to break or smash things	40	1	4	1.30	.687
Feeling very self-conscious with others	40	1	4	1.73	.960
Spells of terror or panic	40	1	4	1.25	.630
Getting into frequent arguments	40	1	4	1.23	.577
Feeling nervous when you are left alone	40	1	3	1.08	.350
Others not giving you credit for your achievements	40	1	4	1.52	.784
Feeling so restless you couldn't sit still	40	1	5	1.45	.959
Feelings of worthlessness	40	1	4	1.38	.774
Feeling that people will take advantage of you if you let them	40	1	5	1.75	1.149
Feelings of guilt	40	1	4	1.48	.784

*Note.* The SWLS was scored on a five-point scale, including 1 (not at all), 3 (somewhat), and 5 (very much). Respondents were asked to indicate how well they felt each statement described their life experience. The BSI asked participants to indicate how much discomfort they experienced in the last week for each statement, and was also scored on a five-point scale, with the following choices available to respondents: 1 (not at all), 2 (a little bit), 3 (moderately), 4 (quite a bit), 5 (extremely).

**Table 5. Measures of Motivation, Descriptive Statistics**

<i>Item</i>	<i>N</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
<b>Motivation to Enter Doctoral Program</b>					
REASON I. <u>You entered this program because somebody else wants you to, or thinks you should.</u> That is, one reason you pursue this profession is because of the urgings or desires of others (such as parents or mentors).	40	1	5	1.62	1.055
REASON II. <u>You entered this program because of the rewards (such as money, grades, or status) that it may produce.</u> That is, one reason you pursue this profession is because you expect to obtain later advantage or compensation as a result.	40	1	5	3.25	1.391
REASON III. <u>You entered this program because you would feel ashamed, guilty, or anxious if you didn't.</u> That is, one reason you pursue this profession is because you "should" do it, even if you're not sure you want to.	40	1	5	1.53	1.037
REASON IV. <u>You entered this program because you really believe that it's an important goal to have.</u> That is, one reason you pursue this profession is because you endorse it freely as your own personal value, even though it may have originally been taught to you by others.	40	2	5	4.27	1.012
REASON V. <u>You entered this program because it is integral to your value-system as a whole.</u> That is, one reason you pursue this profession is because of how it fits the rest of your life and goals.	40	2	5	4.15	1.027
REASON VI. <u>You entered this program because of the enjoyment or stimulation that this activity provides you.</u> That is, one reason you pursue this profession is simply your interest in the experience itself.	40	1	5	4.20	.939
<b>Motivation to Do Well in Doctoral Program</b>					
REASON I. <u>You will be trying to do well because somebody else wants you to, or thinks you should.</u> That is, one reason you will try hard is because of the urgings or desires of others (such as parents or mentors).	40	1	5	2.03	1.187
REASON II. <u>You will be trying to do well because of the rewards (such as money, grades, or status) that it may produce.</u> That is, one reason you will try hard is because you expect to obtain later advantage or compensation as a result.	40	1	5	3.37	1.372
REASON III. <u>You will be trying to do well because you would feel ashamed, guilty, or anxious if you didn't.</u> That is, one reason you will try hard is because you "should" do it, even if you're not sure you want to.	40	1	5	2.80	1.436
REASON IV. <u>You will be trying to do well because you really believe that it's an important goal to have.</u> That is, one reason you will try hard is because you endorse it freely as your own personal value, even though it may have originally been taught to you by others.	40	2	5	4.42	.712
REASON V. <u>You will be trying to do well because it is integral to your value-system as a whole.</u> That is, one reason you will try hard is because of how it fits the rest of your life and goals.	40	3	5	4.55	.597
REASON VI. <u>You will be trying to do well because of the enjoyment or stimulation that this activity provides you.</u> That is, one reason you will try hard is simply your interest in the experience itself.	40	1	5	4.20	.939
<i>Note.</i> The motivation scales asked participants to rate the extent to which they entered or planned to do well in their doctoral program, based on a five-point scale with ratings ranging from 1 (not at all for this reason) to 5 (very much for this reason).					

## **Research Question 1: Ed.D. and Ph.D. Students**

### **Subjective well-being among Ed.D. and Ph.D. students**

A Mann-Whitney  $U$  test was used to examine the difference in the subjective well-being of students reporting enrollment in an Ed.D. program, relative to the students who reported enrollment in the Ph.D. program. No significant difference in the subjective well-being scores was found between Ed.D. and Ph.D. students ( $U = 204.00, p = .740$ ). Students enrolled in the Ed.D. program had an average subjective well-being score of 20.00 while students enrolled in the Ph.D. program had an average score of 21.25.

### **Motivation among Ed.D. and Ph.D. students**

A Mann-Whitney  $U$  test was used to examine whether a difference existed among Ed.D. and Ph.D. students in their motivation for entering the doctoral program. No significant difference in the scores for student motivation to enter doctoral study was found between Ed.D. and Ph.D. students ( $U = 179.000, p = .718$ ). Students enrolled in the Ed.D. program had an average motivation to enter score of 21.04, and those students enrolled the Ph.D. program had an average score of 19.69.

A Mann-Whitney  $U$  test was used to examine whether a difference existed among Ed.D. and Ph.D. students in their motivation for doing well in their doctoral program. No significant difference in the scores for student motivation to do well in doctoral study was found between Ed.D. and Ph.D. students ( $U = 253.000, p = .091$ ). Students enrolled in the Ed.D. program had an average motivation to do well score of 17.96, and those students enrolled the Ph.D. program had an average score of 24.31.

Ed.D. and Ph.D. students were compared using a paired samples t-test on the sub-scales that measured intrinsic and extrinsic motivations. An average score was computed for each

participant's separate extrinsic and intrinsic motivations for entering the program. The same process was repeated for each participant's motivation to do well in his or her program. A mean score was then calculated for Ed.D. students and Ph.D. students, which were then compared using the t-test. The results are displayed in Table 6.

**Table 6. Intrinsic and Extrinsic Motivation Subscales**

	Ed.D. <i>n</i> = 24	Ph.D. <i>n</i> = 16	Part-Time <i>n</i> = 21	Full-Time <i>n</i> = 19	First Year <i>n</i> = 27	Second Year <i>n</i> = 13
<b>Motivation to Enter</b>						
Intrinsic	<i>M</i> = 1.89 <i>SD</i> = .77	<i>M</i> = 1.65 <i>SD</i> = .82	<i>M</i> = 1.90 <i>SD</i> = .82	<i>M</i> = 1.67 <i>SD</i> = .75	<i>M</i> = 1.62 <i>SD</i> = .67	<i>M</i> = 2.15 <i>SD</i> = .91
Extrinsic	<i>M</i> = 2.14 <i>SD</i> = 2.13	<i>M</i> = .92 <i>SD</i> = .75	<i>M</i> = 2.27 <i>SD</i> = .90	<i>M</i> = 1.98 <i>SD</i> = .77	<i>M</i> = 2.26 <i>SD</i> = .90	<i>M</i> = 1.87 <i>SD</i> = .67
<b>Motivation to Do Well</b>						
Intrinsic	<i>M</i> = 4.42 <i>SD</i> = .54	<i>M</i> = 4.35 <i>SD</i> = .63	<i>M</i> = 1.58 <i>SD</i> = .54	<i>M</i> = 1.61 <i>SD</i> = .60	<i>M</i> = 1.58 <i>SD</i> = .55	<i>M</i> = 1.64 <i>SD</i> = .60
Extrinsic	<i>M</i> = 2.49 <i>SD</i> = 1.12	<i>M</i> = 3.10 <i>SD</i> = .96	<i>M</i> = 2.67 <i>SD</i> = 1.09	<i>M</i> = 2.81 <i>SD</i> = 1.12	<i>M</i> = 2.70 <i>SD</i> = 1.05	<i>M</i> = 2.79 <i>SD</i> = 1.21

## Research Question 2: Part-Time and Full-Time Students

### Subjective well-being among part-time and full-time students

A Mann-Whitney *U* test was used to examine the difference in the subjective well-being of students reporting part-time enrollment in their doctoral program, relative to the students who reported full-time enrollment in their doctoral program. No significant difference in the subjective well-being scores was found between part-time and full-time students ( $U = 169.500, p = .416$ ). Students enrolled in school part-time had an average subjective well-being score of 21.93, and those students enrolled in school full-time had an average score of 18.92.

### Motivation among part-time and full-time students

A Mann-Whitney *U* test was used to examine whether a difference existed among part-time and full-time enrolled students in their motivation for entering the doctoral program. No significant difference in the scores for student motivation to enter doctoral study was found between part-time enrolled and full-time enrolled students ( $U = 152.000, p = .196$ ). Students

enrolled in school part-time had an average motivation to enter score of 22.76, and those students enrolled in school full-time had an average score of 18.00.

A Mann-Whitney  $U$  test was used to examine whether a difference existed among part-time and full-time enrolled students in their motivation for doing well in their doctoral program (see Table 6). No significant difference in the scores for student motivation to do well in doctoral study was found between part-time enrolled and full-time enrolled students ( $U = 217.000$ ,  $p = .634$ ). Students enrolled in school part-time had an average motivation to do well score of 19.67, and those students enrolled in school full-time had an average score of 21.42.

Part-time enrolled and full-time enrolled students were compared using a paired samples t-test on the sub-scales that measured intrinsic and extrinsic motivations. An average score was computed for each participant's separate extrinsic and intrinsic motivations for entering the program. The same process was repeated for each participant's motivation to do well in his or her program. A mean score was then calculated for part-time enrolled and full-time enrolled students, which were then compared using the t-test. The results are displayed in Table 6.

### **Research Question 3: First-Year and Second-Year Students**

#### **Subjective well-being among first-year and second-year students**

A Mann-Whitney  $U$  test was used to examine the difference in the subjective well-being of students reporting that they were enrolled in their first year of doctoral study, relative to those students who reported that they were enrolled in the second year of their doctoral study. No significant difference in the subjective well-being scores was found between part-time and full-time students ( $U = 133.500$ ,  $p = 0.2$ ). Students enrolled in the first year of their doctoral program had an average subjective well-being score of 22.06, and those students enrolled in the second year of their doctoral program had an average score of 17.27.

### **Motivation among first-year and second-year students**

A Mann-Whitney  $U$  test was used to examine whether a difference existed among first-year and second-year doctoral students in their motivation for entering the doctoral program. No significant difference in the scores for student motivation to enter doctoral study was found between first-year and second-year doctoral students ( $U = 182.000$ ,  $p = 0.9$ ). Students enrolled in their first year of doctoral study had an average motivation to enter score of 20.26, and those students in their second year of doctoral study time had an average score of 21.00.

A Mann-Whitney  $U$  test was used to examine whether a difference existed among first-year and second-year doctoral students in their motivation to do well in their doctoral program. No significant difference in the scores for student motivation to do well in doctoral study was found between first-year and second-year doctoral students ( $U = 186.000$ ,  $p = 0.8$ ). Students enrolled in their first year of doctoral study had an average motivation to do well score of 20.11, and those students in their second year of doctoral study time had an average score of 21.31.

First-year and second-year students were compared using a paired samples t-test on the sub-scales that measured intrinsic and extrinsic motivations. An average score was computed for each participant's separate extrinsic and intrinsic motivations for entering the program. The same process was repeated for each participant's motivation to do well in his or her program. A mean score was then calculated for first-year and second-year students, which were then compared using the t-test. The results are displayed in Table 6.

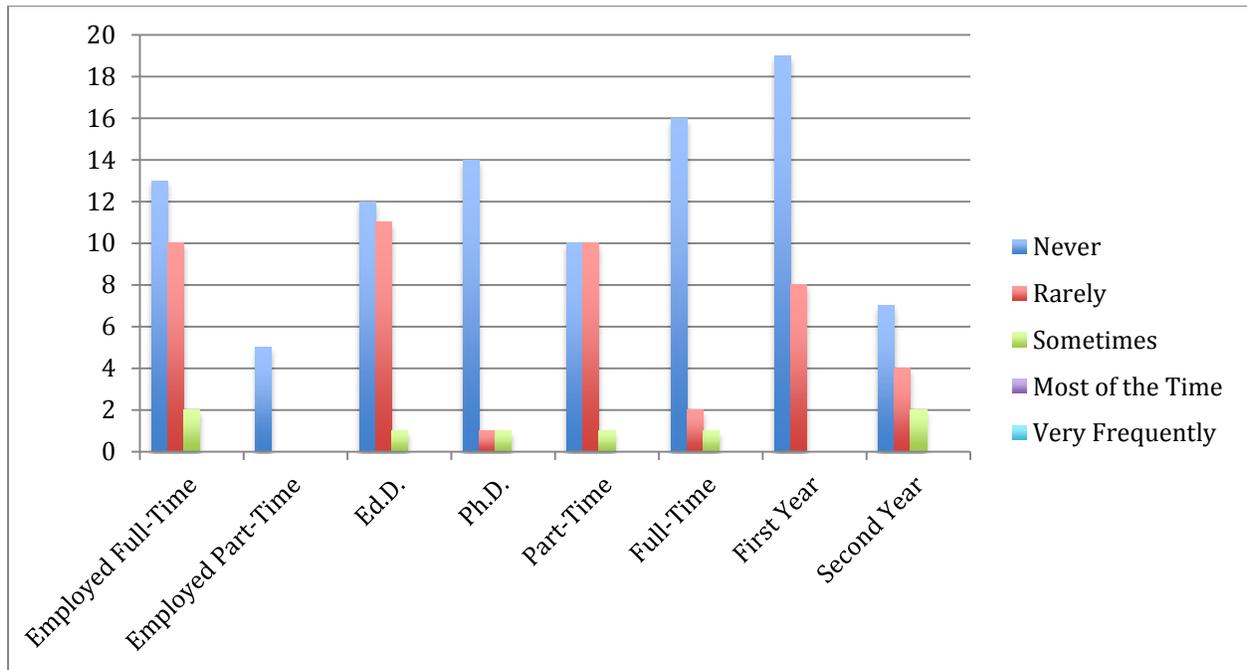
### **Ancillary Analyses**

#### **Class Attendance**

Although not directed at answering a primary research question, two sections were included in the survey to assist in analyzing the extent to which certain life domains contributed

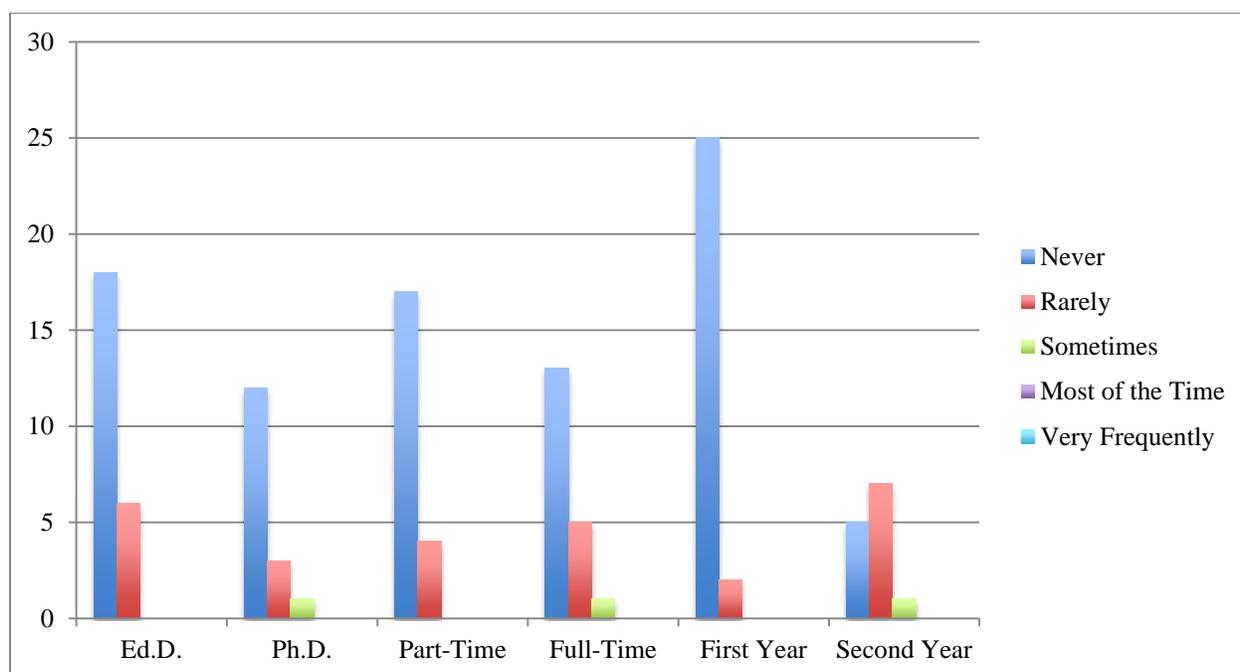
to the stress and anxiety levels of survey respondents, as well as the behaviors and outcomes those sources of stress and anxiety caused. A frequency analysis was performed to determine how often each group of students missed classes as a result of their job, and a subsequent analysis was performed to determine how frequently students missed classes as a result of their current job, based on their reported employment status (see Figures 1 and 2).

There were no study participants who reported missing classes most of the time or frequently, and the vast majority within all groups reported that they rarely or never missed classes as a result of their current job. Interestingly, two of the five unemployed respondents reported that they rarely missed class as a result of their current job. However, this particular survey defined employment status to the exclusion of graduate assistantships, which are considered part of the student's coursework rather than an external occupational obligation. Perhaps a clearer insight could be drawn if students had been able to select the option of "Assistantship/Fellowship" within the survey. This should be noted for future research, as this may also have skewed the results regarding employment in other areas of the study as well.



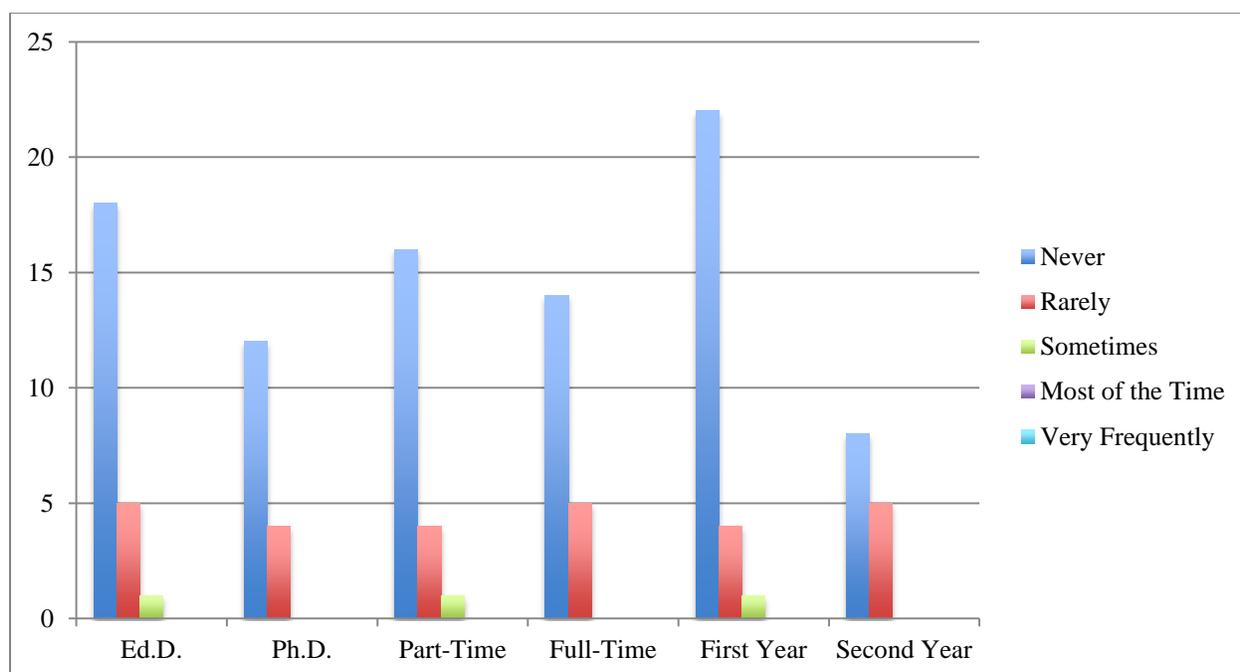
**Figure 1. Classes missed due to job.**

In an effort to narrow down the extent to which familial obligations may have impacted participant subjective well-being, motivation, and academic outcomes, respondents were asked to report how frequently they had missed classes as a result of obligations to their children (see Figure 2). Each group of students, based on their program, enrollment status, and class standing, were analyzed on this factor, and none of the respondents indicated that they had missed classes most of the time or frequently due to obligations to their children. However, Ed.D. students reported rarely missing class due to their children somewhat more frequently than did the Ph.D. students. The second year students also reported missing class rarely more often did the first year students.



**Figure 2. Classes missed due to children.**

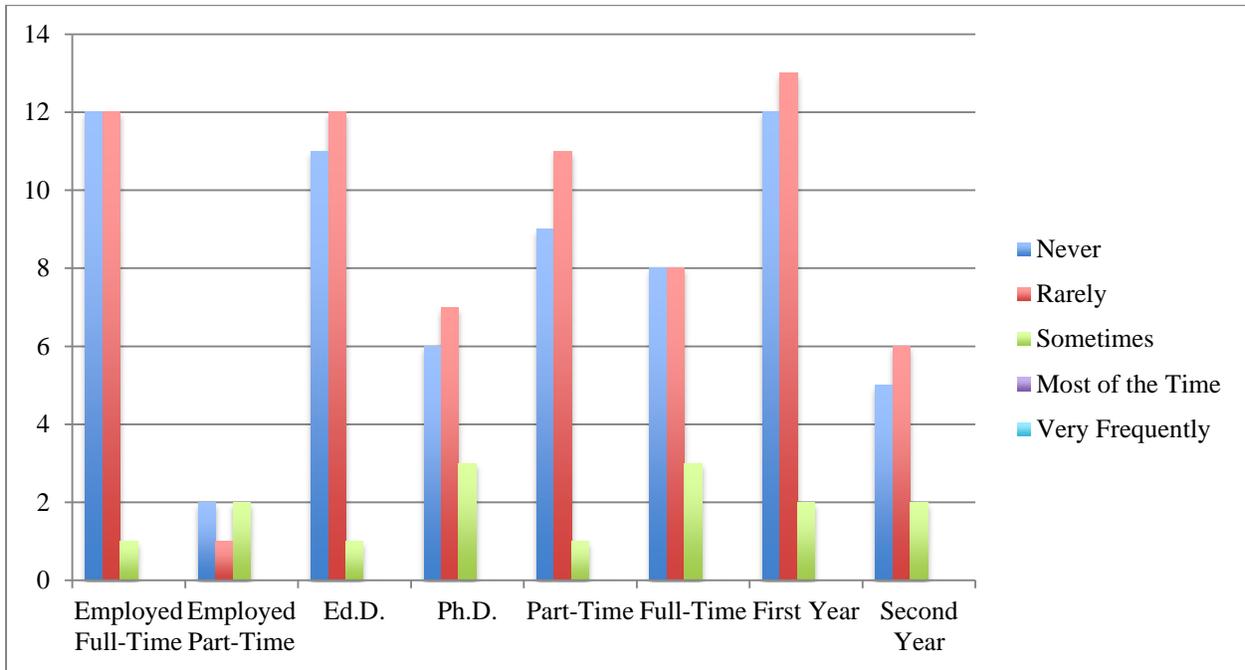
Also taken into consideration was the possibility that respondents might be the primary caregiver for family members other than children, as it was suspected that this older group of respondents might be more likely to be caring for aging parents. An analysis of each group on this question revealed that none of the groups missed classes as a result of family obligations other than children most of the time or frequently, and the great majority of each group never missed classes for this reason (see Figure 3). Five respondents or less within each group reported rarely missing class due to such obligations, and one respondent from the Ed.D. group, part-time group, and first-year group reported missing class sometimes for this reason. A more insightful analysis might be conducted using qualitative data collection methods, or at the very least by employing more specific quantitative questions.



**Figure 3. Classes missed due to family obligations other than children.**

Study participants were also asked to rate how frequently they arrived late to or left early from their doctoral classes. Each primary research group was analyzed on this behavior, in addition to analyzing students based on their employment status (see Figure 4). Again, there were no study participants who reported arriving late to classes most of the time or very frequently, and the majority of respondents indicated that they never or rarely arrived late to their classes. Interestingly, there were 3 Ph.D. respondents who reported sometimes arriving late to class, while only 1 Ed.D. respondent indicated the same. It was assumed that the part-time, Ed.D. population would be more likely to report arriving late to classes, due to the fact that the vast majority of those respondents reported full-time employment. Employment was thought to be one of the factors most likely to result in class tardiness, considering the hours at which employment ends and class begins. A future study might examine more specific factors that

caused class tardiness than simply “arrived late to your classes,” such as “arrived late to classes because of my job/children/family/etc.”

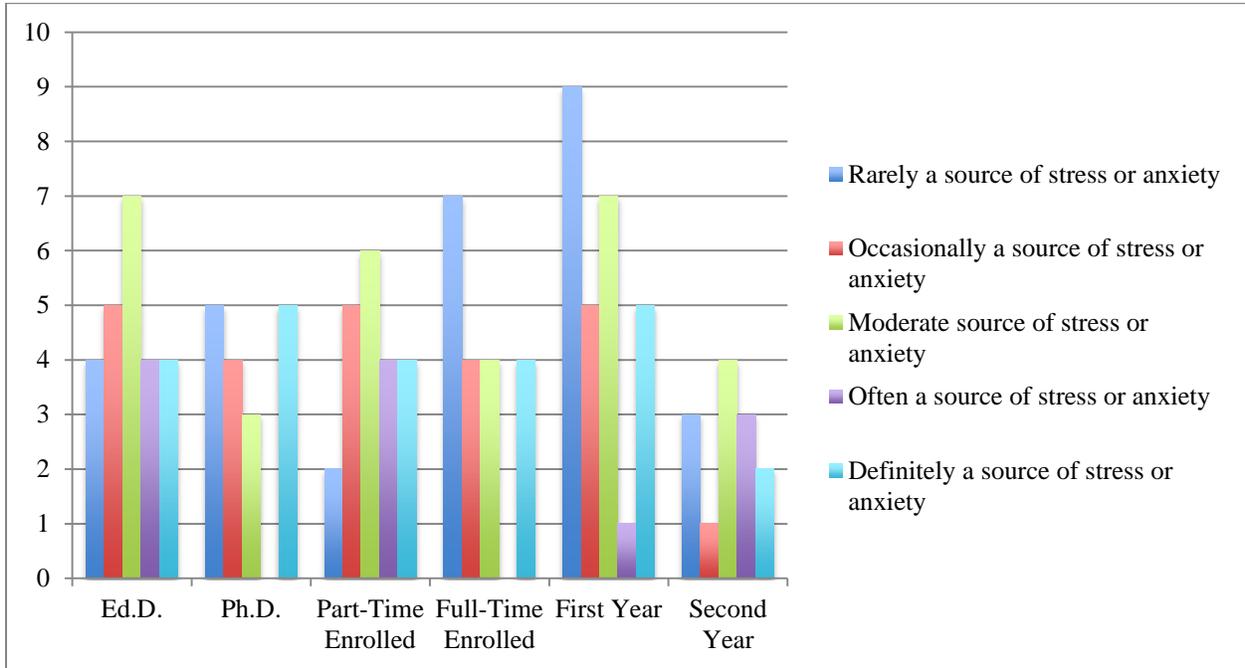


**Figure 4. Late arrivals to class.**

### Reported Sources of Stress and Anxiety

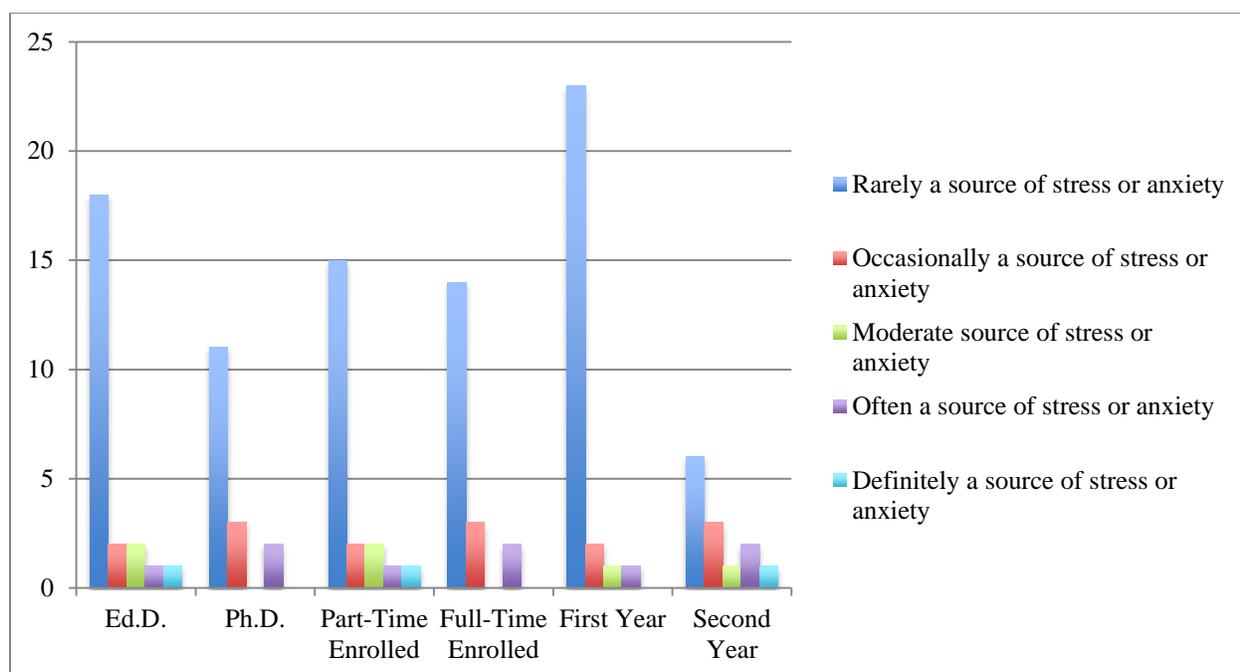
When asked about the specific sources of stress and anxiety, respondents provided more compelling evidence that lends insight regarding the specific life factors that may affect their subjective well-being and motivations. Study participants were asked to rate the extent to which financial difficulties were a source of their stress or anxiety. On this factor, Ed.D. respondents were more likely to report financial difficulties to be a moderate source of their stress or anxiety than were their Ph.D. counterparts, which was also reflected in the part-time enrolled and full-time enrolled comparison. Fifteen Ed.D. students reported financial difficulties to be a source of their stress or anxiety moderately, often, or definitely, while only 8 Ph.D. students reported the

same. First year and second year students similarly reported financial difficulties to often or definitely be a source of their stress or anxiety.



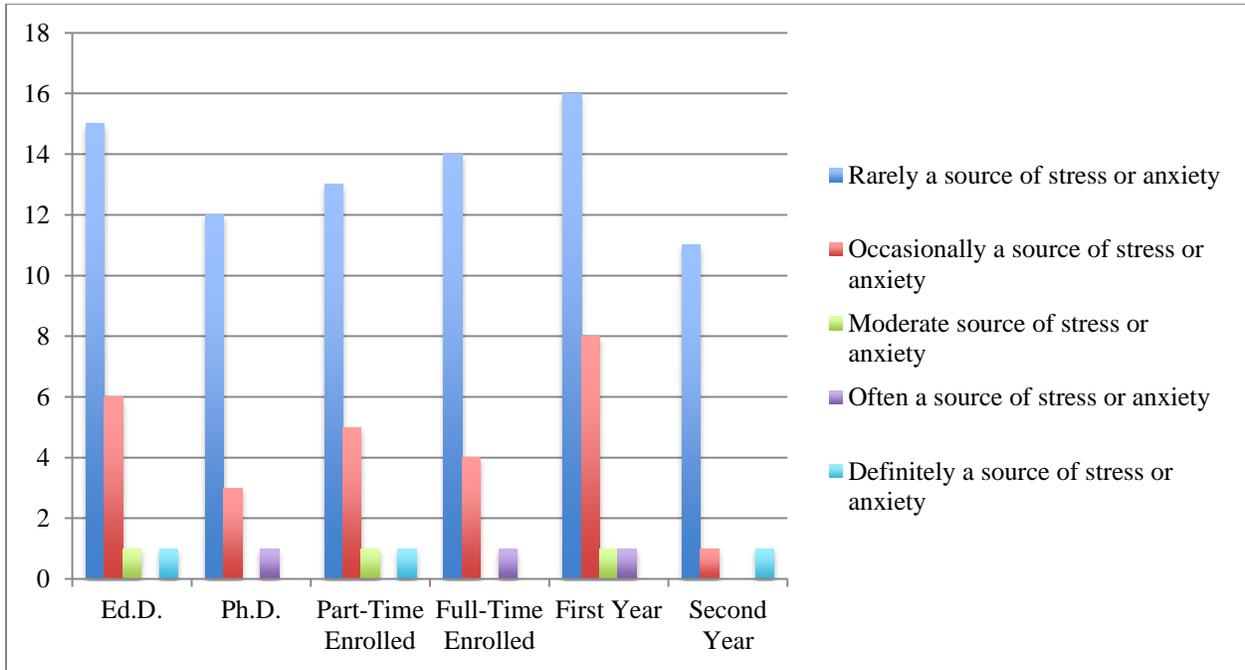
**Figure 5. Financial difficulties as a source of stress or anxiety.**

Child and family care was also evaluated as a potential source of stress or anxiety among each group of study participants. Regarding child care, the vast majority of respondents reported that it was rarely a source of stress or anxiety, and very few from each group responded that it was an occasional, moderate, or definite source of their stress (see Figure 6). Family care of people other than the respondent’s children proved to be a more frequent source of participant stress or anxiety, however. Although most participants indicated that family care was rarely a source of their stress or anxiety, far more individuals reported that family care was an occasionally source of their stress or anxiety (see Figure 7), when compared to child care obligations.



**Figure 6. Child care as a source of stress or anxiety.**

Family care was reported as an occasional source of participant stress or anxiety more frequently in the Ed.D., part-time enrolled, and first-year groups. One Ed.D., part-time, and second-year respondent reported that family care was definitely a source of their stress or anxiety, and one full-time enrolled, Ph.D., first-year respondent indicated that family care was often a source of their stress or anxiety. However, these numbers are not great enough to generalize, but are worthy of consideration nonetheless.



**Figure 7. Family care (other than children) as a source of stress or anxiety.**

## CHAPTER FIVE: DISCUSSION

### Introduction

The objective of this study was to determine whether motivational and well-being differences existed among three sub-groups within UCF's doctoral student population: Ed.D. and Ph.D. students, part-time enrolled and full-time enrolled, as well as first-year and second-year students. As adult learners and non-traditional students, doctoral students in the field of education, regardless of the program they are enrolled in and whether they are employed part-time or full-time, typically balance multiple external obligations in addition to their schoolwork, as many are married, parents, and employed (Brennan, 1984; Cohen & Greenberg, 2011; Fairchild, 2003; Koeske & Koeske, 1989; Potts, 1992; Syverson, 1999; Watts, 2008). The "convoluted path" to completing the requirements of a doctorate degree (Nimer, 2009, p. 1373) while simultaneously allocating limited time to other financial and familial considerations, may impact the student experience. External considerations and obligations may affect a student's motivation for entering doctoral study and the physical and mental well-being they experience while enrolled.

The interpretation of the findings in this study did not reveal statistically significant differences in motivation or subjective well-being among Ed.D. and Ph.D., part-time enrolled and full-time enrolled, nor first-year and second-year doctoral students. Despite this finding, some differences between Ed.D. and Ph.D. students on measures of subjective well-being and motivation to do well in the program approached significance levels at  $p = .091$ . Notably, the motivation to do well mean score among Ed.D. students was 17.96, while the mean score for Ph.D. participants was 24.31, where a higher score indicated increased extrinsic motivations.

### **Relevant Findings: Ed.D. and Ph.D. Students**

Prior research has elaborated on the substantive differences between the Ed.D. and Ph.D. in education has defined the former as the practitioner-oriented degree and the latter as the research-oriented degree (Carpenter, 1987; Evans, 2007; Everson, 2006; McCarty & Ortloff, 2004; Shulman et al., 2006; Zambo, 2010). These fundamental and philosophical differences between the two degree programs, joined with the fact that Ed.D. students are often employed as an educational practitioner while pursuing their doctorate, would seem to imply that fundamentally different students with very different career motivations are attracted to each of the two degree programs. Interestingly, a comparison of mean scores on intrinsic and extrinsic motivation sub-scales revealed that a great majority of participants, regardless what program they were enrolled in, had substantially higher intrinsic motivation scores when compared to their extrinsic motivation scores. However, this tendency toward intrinsically motivated doctoral study may just be an indicator of the type of students generally attracted to advanced education.

Perhaps the lack of statistically significant results in this data gauged relative well-being among both groups of doctoral students. With neither group significantly different from the other on measures of subjective well-being, the possibility that the three inherent psychological needs described by self-determination theory are being sufficiently fulfilled in both programs should be considered. Self-determination theory asserts that the fulfillment of these three psychological needs is necessary for the initiation and maintenance of intrinsically motivated behavior (Deci & Ryan, 1985; Ryan & Deci, 2000). Autonomy needs are fulfilled by the availability of choice and opportunities for self-direction, while competence needs are fostered by the availability of optimal challenges and effective feedback (2000). Relatedness needs are satisfied by an environment that provides support and a sense of security (2000).

Intrinsic motivation is promoted by self-determined behavior, resulting in heightened interest, enhanced performance, persistence, improved self-esteem, and general well-being (Ryan & Deci, 2000). Motivation research has suggested that intrinsic motivation is more adaptive than extrinsically motivated behavior and excessive emphasis on extrinsic rewards can diminish intrinsic motivation (Deci & Ryan, 1985; Graham & Weiner, 1996; Lepper, Greene, & Nisbett, 1978; Ryan & Deci, 2000). Those students committed to a behavior based on their own interests and values rather than for reasons external to the individual are intrinsically motivated and more likely to experience general well-being (Ryan & Deci, 2000).

The cohort-model employed in UCF's Education, Ed.D. program may fulfill the student need for relatedness, with its common course of study throughout the entire doctoral program. The cohort system allows students to progress through the same coursework with the same group of classmates for the duration of their program, developing close ties and relationships with their classmates. Research on learning communities has found that this type of program allows for improved and increased interaction among cohorts both during study and into professional practice (Nimer, 2009). The cohort model fosters both personal and professional support for its members, encouraging direct communication and socialization between cohort students themselves as well as the involved faculty (2009). This socialization process and increased "feelings of inclusion, mutual respect, support and understanding" among cohort members (2009, p. 1373) may contribute to fulfillment of the need for relatedness, self-determined behavior, and intrinsic motivation.

Competence may also be increased through the action research dissertation model employed in UCF's Ed.D. programs, as students are allowed to become agents of change in their profession, actively applying their newfound knowledge to resolve a current educational

problem, while becoming subject matter experts (Zambo, 2011). The action research dissertation provides an authentic experience for students, as they must determine a local problem, Concurrently, the need for autonomous behavior and decision-making may also be fostered by this model, as students self-direct their learning and direction in completing the requirements of the dissertation. To that end, the findings of this study may be indicative of comparable well-being among both Ed.D. and Ph.D. students, or an indication that the programs have been structured in such a way that students feel more authentically motivated and subsequently experience heightened well-being.

### **Relevant Findings: Part-Time and Full-Time Students**

This study sought to determine, by dividing the Ed.D. and Ph.D. populations, whether differences exist among graduate students enrolled in doctoral study on a part-time rather than full-time basis. Generally speaking, doctoral students tend to be older, married, parents, and burdened by a variety of financial hindrances that come with being an adult, and therefore are more likely to attend school on a part-time rather than full-time basis (Brennan, 1984; Cohen & Greenberg, 2011; Fairchild, 2003; Koeske & Koeske, 1989; Potts, 1992; Syverson, 1999). The “fractured student identity” of the part-time graduate student (Watts, 2008, p. 369) necessitates that the part-time student carefully balance the multiple obligations imparted by full-time employment, marriage, and children while also pursuing an advanced degree. Because of these additional life circumstances, it seems reasonable to believe that the part-time graduate student might suffer from heightened stress and decreased well-being relative to their full-time student counterparts who likely balance fewer life obligations.

Perhaps the lack of statistically significant findings related to this research question resulted from a similarity in motivations among both groups of students, particularly among

Ed.D. students as educational practitioners. As such, the group as a whole may be similarly motivated by the potential for promotion in their current jobs, an increase in salary, or simply the recognition that accompanies attainment of a doctoral degree. Interestingly, the part-time student respondents (all of whom were enrolled in one of the three Ed.D. programs) had a slightly higher mean score ( $M = 22.76$ ) on the motivation to enter measure than their full-time enrolled counterparts ( $M = 18.00$ ), indicating they were on average, slightly more extrinsically motivated than the full-time students.

Subjective well-being among the part-time enrolled and full-time enrolled population was also similar. A lack of difference between the two sub-groups of doctoral students and their relative well-being may indicate sufficient socialization among both groups. Prior research has found socialization and peer interaction to be an integral factor contributing to graduate student well-being and persistence to graduation (Bair & Haworth, 2004; Lovitts, 2011; Watts, 2008). Facilitation of peer interaction and socialization with the academic community, particularly among part-time doctoral students in this study may have resulted from the cohort-style Ed.D. program offered at UCF. Although part-time students are on-campus less frequently than their full-time student counterparts sometimes leading to isolation and loneliness and therefore decreased well-being (Cohen & Greenberg, 2011; Fortune, 1987; O'Connor & Cordova, 2010; Potts, 1992), the findings of this study may be revealing that the sense of community fostered by the cohort program is contributing positively to student well-being, feelings of belongingness, and fulfilling the innate need of relatedness (Deci & Ryan, 1985; Ryan & Deci, 2000).

It is also possible that the part-time enrolled students in this study reported relative well-being due to the benefits of role accumulation rather than experiencing role strain due to their multiple role obligations. Role accumulation and the expansion hypothesis of role overall both

predict that individuals enacting multiple roles will reap positive benefits due to their multiple roles: such benefits include an increase in available resources to fulfill the requirements of the multiple roles, and the development of several supportive relationships proximately through the multiple roles (Potts, 1992; Sieber, 1974). Perhaps the findings of this study corroborate the theoretical predictions of role accumulation and expansion, as part-time doctoral students may be able to balance their multiple obligations and manage their well-being by relying on the resources and support available to them through their employment, marital or familial status, and student status. It may also be possible that part-time, Ed.D. students in this study are experiencing well-being rather than ill-being because of their cohort member status, which keeps them in a balanced environment with other similarly situated individuals in their program.

#### **Relevant Findings: First-Year and Second-Year Students**

For the purposes of this study, first-year and second-year students were selected for participation based on the expectation that both groups would be enrolled in doctoral coursework rather than independent dissertation hours. A significant difference between the two groups was not expected, but seemed worth examining because the majority of doctoral attrition occurs during the first two years of doctoral study (Lovitts, 2001; Tinto, 1993). A three-stage process occurs in doctoral education, including the entry and adjustment period during the first year, the development of competence during the second and possibly third year, and the research stage that occurs during completion of the dissertation requirements (Lovitts, 2001; Tinto, 1993). For the purpose of this study, capturing responses from students in the first two stages was the goal. The entry and adjustment period was pertinent because students were expected to be gradually adjusting to the academic community; a factor of particular interest in regard to those students who had long been absent from academia and perhaps had spent the last several years employed.

Further, the stage during which students develop competence also presented a pertinent area for examination as competence is a key element of self-determined behavior and increased intrinsic motivation (Deci & Ryan, 1985; Ryan & Deci, 2000).

Although no statistically significant differences between first-year and second-year doctoral students were found, again this may have been an indicator of relative well-being among both groups. This relative well-being among both groups may be indicative of appropriate institutional support among both first-year and second-year students. Future research would likely be well-served by adjusting the study to be longitudinal in nature, and evaluate change in these students over time.

### **Limitations**

Of the 142 first-year and second-year doctoral students within UCF's College of Education, only 28.2% of the population responded and completed the entire survey. Therefore, the findings of this study may not be representative of the potential differences in motivation and subjective well-being among any of the three sub-groups of doctoral students as a whole. The statistically insignificant findings from this study may be the result of the small sample size ( $n = 40$ ), or to the contrary, the results may simply be an indication that there simply is no difference on these constructs within each sub-group of doctoral students examined.

Limitations of this study are based primarily on the statistically insignificant findings generated as a result of the small population sample. There were only 142 students eligible to participate in this study, and those students comprised the entire first and second year cohort of both Ed.D. and Ph.D. programs in UCF's College of Education. The response rate was also low, as only 28.2% of the students solicited to participate in the study responded to the survey in its entirety. Perhaps replicating the study with a wider variety of doctoral students would yield more

statistically significant results, as would a longitudinal study of the same population of students. Due to the narrow scope of the present study of doctoral students within only UCF's College of Education, rather than among several different institutions that offer both programs, it was difficult to increase the sample size.

### **Recommendations for Future Research**

There are several potential areas of future exploration that should be considered as a result of this study. The narrow focus within this study, focusing only on doctoral students within UCF's College of Education, has resulted in a small population and sample size that may have affected the findings. Therefore, future research should be directed toward broadening the population of doctoral students who are solicited to participate in a similar study, such as those enrolled in similar programs at several other doctorate-granting institutions outside of UCF. It may also be worthwhile to conduct the same study, although in a multi-phased and longitudinal fashion, to evaluate whether there is change over time in the Ed.D. and Ph.D. and part-time enrolled and full-time enrolled populations.

Additionally, qualitative in addition to quantitative data might have shed more specific insight regarding the specific reasons that individual participants provided for their motivations and subjective well-being, particularly in regard to what impact their external obligations had on their academic pursuits. Future research may also include the use of Likert-type scales rather than the ordinal scales employed in this study. Further, additional quantitative and qualitative research investigating whether there is a specific link between motivation, subjective well-being, and the enactment of multiple roles in graduate students generally would provide worthwhile insight, as the literature that does exist in this area is over twenty years old (Fortune, 1987; Koeske & Koeske, 1989; Potts, 1992).

## **APPENDIX A: IRB APPROVAL LETTER**



University of Central Florida Institutional Review Board  
Office of Research & Commercialization  
12201 Research Parkway, Suite 501  
Orlando, Florida 32826-3246  
Telephone: 407-823-2901 or 407-882-2276  
[www.research.ucf.edu/compliance/irb.html](http://www.research.ucf.edu/compliance/irb.html)

### Approval of Exempt Human Research

From: **UCF Institutional Review Board #1  
FWA00000351, IRB00001138**

To: **Morgan Amanda McAfee**

Date: **December 14, 2012**

Dear Researcher:

On 12/14/2012, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination  
Project Title: Differential Impacts of Doctoral Education on Ed.D. and Ph.D. Students: Examining Student Motivation and Subjective Well-Being During the First Two Years of Doctoral Study  
Investigator: Morgan Amanda McAfee  
IRB Number: SBE-12-08901  
Funding Agency:  
Grant Title:  
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 12/14/2012 10:18:27 AM EST

IRB Coordinator

## **APPENDIX B: IRB ADDENDUM & MODIFICATION APPROVAL**



University of Central Florida Institutional Review Board  
 Office of Research & Commercialization  
 12201 Research Parkway, Suite 501  
 Orlando, Florida 32826-3246  
 Telephone: 407-823-2901 or 407-882-2276  
[www.research.ucf.edu/compliance/irb.html](http://www.research.ucf.edu/compliance/irb.html)

**Approval of Exempt Human Research**

From: **UCF Institutional Review Board #1  
 FWA00000351, IRB00001138**  
 To: **Morgan Amanda McAfee**  
 Date: **February 06, 2013**

Dear Researcher:

On 2/6/2013, the IRB approved the following minor modifications to human participant research that is exempt from regulation:

Type of Review: Exempt Determination  
 Modification Type: Recruiting method is being expanded to include announcements in several doctoral classes in which the PI will make a short presentation explaining the research and requesting student participation via a web link e-mailed to them at a later time. In addition, the survey will use the university-sponsored Qualtrics software instead of Survey Monkey. A revised protocol has been uploaded in iRIS.  
 Project Title: Differential Impacts of Doctoral Education on Ed.D. and Ph.D. Students: Examining Student Motivation and Subjective Well-Being During the First Two Years of Doctoral Study  
 Investigator: Morgan Amanda McAfee  
 IRB Number: SBE-12-08901  
 Funding Agency:  
 Grant Title:  
 Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 02/06/2013 10:46:24 AM EST

IRB Coordinator

## **APPENDIX C: EMAIL REQUESTING STUDY PARTICIPATION**

## **Student Motivation Survey**

College of Education Graduate Studies [edgrad@ucf.edu]

**Sent:** Friday, January 25, 2013 3:13 PM

**To:** College of Education Graduate Studies [edgrad@ucf.edu]

**Categories:** Thesis

Dear College of Education Doctoral Student,

My name is Morgan McAfee and I am completing my Master's thesis in Applied Learning and Instruction within UCF's College of Education. My thesis is based on motivational issues in first and second year doctoral students enrolled in both the Ed.D. and Ph.D. programs here within the College.

This survey should take approximately 20 minutes to complete, and is completely anonymous. Your participation is entirely voluntary, but would be greatly appreciated. The survey will be available until Friday, February 8 at 11:59 pm, so you will have two weeks to complete it, if you choose to participate.

Simply click on the link below, or cut and paste the entire URL into your browser to access the survey: [https://ucfced.qualtrics.com/SE/?SID=SV\\_7PTuOhXonabx5jf](https://ucfced.qualtrics.com/SE/?SID=SV_7PTuOhXonabx5jf) .

Your input is very important to my research, and will be kept strictly confidential and will be used only for the purposes of this project.

Thank you in advance for your time and willingness to participate!

Sincerely,

Morgan A. McAfee  
Graduate Student - Applied Learning & Instruction, M.A.

## **APPENDIX D: INFORMED CONSENT**

# UCF COLLEGE OF EDUCATION

## CONSENT & EXPLANATION OF RESEARCH

**Title of Project:**

Differential Impacts of Doctoral Education on Ed.D. and Ph.D. Students: Examining Student Motivation and Subjective Well-Being During the First Two Years of Doctoral Study

**Principal Investigator(s):**

Morgan A. McAfee, Graduate Student, College of Education

**Faculty Supervisor(s):**

David Boote, Ph.D., College of Education

You are being invited to take part in a research study. Whether you take part is up to you.

The purpose of this study is to determine the implications of the first and second year of doctoral education on student motivation and subjective well-being. Specifically, this study seeks to determine whether there are differential effects of doctoral education on part-time and full-time students.

If you decide to participate in this research, you will be required to complete one electronic survey, at your convenience, during a two-week period. This electronic survey will require approximately 20 to 30 minutes of your time, and is composed of 131 items, including 16 questions relating to your demographic data. You will have two weeks to complete this survey, and you are free to complete this survey at your convenience anytime during this time period.

You must be 18 years of age or older to take part in this research study.

**STUDY CONTACT FOR QUESTIONS ABOUT THE STUDY OR TO REPORT A PROBLEM:**

If you have questions, concerns, or complaints, or think this research has hurt you, please contact Morgan A. McAfee, Graduate Student, Applied Learning & Instruction Program, College of Education, at [morgan.mcafee@knights.ucf.edu](mailto:morgan.mcafee@knights.ucf.edu) or Dr. David Boote, Faculty Advisor, School of Teaching, Learning, and Leadership at [david.boote@ucf.edu](mailto:david.boote@ucf.edu).

**IRB CONTACT ABOUT YOUR RIGHTS IN THE STUDY OR TO REPORT A COMPLAINT:**

Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

*If you believe that you require counseling services, FREE resources are available to you through the University of Central Florida:*

*UCF Counseling Center*

*Phone: (407) 823-2811 Fax: (407) 823-5415*

*Website: <http://counseling.sdes.ucf.edu> Email: [councntr@ucf.edu](mailto:councntr@ucf.edu)*

*Provides free counseling and psychological services to all currently enrolled UCF students.*

- YES, I consent to participate in this research.
- NO, I do not consent to participate in this research.

**APPENDIX E: SURVEY**

**Classes & Coursework Issues**

Since enrolling in the doctoral program, please indicate how often you:

	Never	Rarely	Sometimes	Most of the time	Very Frequently
Missed classes as a result of your current job.	<input type="radio"/>				
Missed classes because of obligations to your children.	<input type="radio"/>				
Missed classes because of family obligations (other than children).	<input type="radio"/>				
Arrived late to your classes.	<input type="radio"/>				
Left early from your classes.	<input type="radio"/>				
Fell asleep or felt drowsy during classes.	<input type="radio"/>				
Felt bored in classes.	<input type="radio"/>				
Felt challenged by your coursework.	<input type="radio"/>				
Felt overwhelmed by your coursework.	<input type="radio"/>				
Felt that you did not have enough time to get sufficient sleep.	<input type="radio"/>				
Failed to turn in assignments on time.	<input type="radio"/>				
Dropped classes you planned to take due to other compelling life responsibilities or obligations.	<input type="radio"/>				

**Sources of Anxiety/Stress**

Please indicate the extent to which the following items are (or were) a source of anxiety (stress) while completing coursework in your doctoral program:

	Rarely a source of stress/anxiety	Occasionally a source of stress/anxiety	Moderate source of stress/anxiety	Often a source of stress/anxiety	Definitely a source of stress/anxiety
Financial cost of attending school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other financial difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Care of other family members (not including children)	<input type="radio"/>				
Personal illness or health problems	<input type="radio"/>				
Health problems of friends or family	<input type="radio"/>				
Subtle discrimination (ethnic, gender, sexuality, nationality, religion)	<input type="radio"/>				
Difficulty of course work	<input type="radio"/>				
Time commitment of course work	<input type="radio"/>				
Publishing or presentation demands	<input type="radio"/>				
Lack of personal time	<input type="radio"/>				
Computer and technology difficulties including upgrades	<input type="radio"/>				

**SWLS**

**How well does each statement describe your life experience?**

	Not at all	-	Somewhat	-	Very Much
In most ways, my life is close to my ideal.	<input type="radio"/>				
The conditions of my life are excellent.	<input type="radio"/>				
I am satisfied with my life.	<input type="radio"/>				
If I could live my life over, I would change almost nothing.	<input type="radio"/>				
So far I have gotten the important things I want in life.	<input type="radio"/>				

**SDT/Interests and Values**

**Now we would like you to rate your experience of the Fall 2012 semester. Some of these items involve more subtle and complex ideas. Please use the scale below, and be as discriminating as you can:**

	Never	Rarely	Sometimes	Most of the time	Very frequently
During the Fall 2012 semester I felt that my					

semester I felt that my choices were based on my true interests and values.	<input type="radio"/>				
During the Fall 2012 semester I felt that I was successfully completing difficult tasks and projects.	<input type="radio"/>				
During the Fall 2012 semester I felt a sense of contact with people who care for me, and whom I care for.	<input type="radio"/>				
During the Fall 2012 semester I felt close and connected with other people who are important to me.	<input type="radio"/>				
During the Fall 2012 semester I felt free to do things my own way.	<input type="radio"/>				
During the Fall 2012 semester I felt that I was taking on and mastering hard challenges.	<input type="radio"/>				
During the Fall 2012 semester I felt a strong sense of intimacy with the people I spent time with.	<input type="radio"/>				
During the Fall 2012 semester I felt that my choices expressed my "true self."	<input type="radio"/>				
During the Fall 2012 semester I felt very capable in what I did.	<input type="radio"/>				
During the Fall 2012 semester I felt a sense of deeper purpose in my life.	<input type="radio"/>				
During the Fall 2012 semester I felt that my life was structured and predictable.	<input type="radio"/>				
During the Fall 2012 semester I felt a deeper understanding of myself and my place in the universe.	<input type="radio"/>				
During the Fall 2012 semester I felt free to do what I choose.	<input type="radio"/>				
During the Fall 2012 semester I felt that I was "becoming who I really am."	<input type="radio"/>				
During the Fall 2012 semester I felt safe from threats and uncertainties.	<input type="radio"/>				
During the Fall 2012	<input type="radio"/>				

During the Fall 2012 semester I felt that I had many positive qualities.	<input type="radio"/>				
During the Fall 2012 semester I felt quite satisfied with who I am.	<input type="radio"/>				
During the Fall 2012 semester I felt a strong sense of self-respect.	<input type="radio"/>				
During the Fall 2012 semester I felt a strong sense of physical well-being.	<input type="radio"/>				
During the Fall 2012 semester I felt glad that I have a comfortable set of routines and habits.	<input type="radio"/>				
During the Fall 2012 semester I spoke and acted according to my conscience.	<input type="radio"/>				
During the Fall 2012 semester I felt that my body was getting just what it needed.	<input type="radio"/>				
During the Fall 2012 semester I was truthful with myself and others.	<input type="radio"/>				
During the Fall 2012 semester I felt that I got enough exercise and was in excellent physical condition.	<input type="radio"/>				

**Motivation for Pursuit**

People perform behaviors for many different reasons. The questions below concern your reasons for entering your doctorate program here at UCF. Please rate the extent to which each reason applies. Use this scale:

	Not at all for this reason	-	Somewhat for this reason	-	Very much for this reason
REASON I. You entered this program because somebody else wants you to, or thinks you should. That is, one reason you pursue this profession is because of the urgings or desires of others (such as parents or mentors).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REASON II. You entered this program because of the rewards (such as money, grades, or status) that it may produce. That is, one reason	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

produce. That is, one reason you pursue this profession is because you expect to obtain later advantage or compensation as a result.

REASON III. You entered this program because you would feel ashamed, guilty, or anxious if you didn't. That is, one reason you pursue this profession is because you "should" do it, even if you're not sure you want to.

REASON IV. You entered this program because you really believe that it's an important goal to have. That is, one reason you pursue this profession is because you endorse it freely as your own personal value, even though it may have originally been taught to you by others.

REASON V. You entered this program because it is integral to your value-system as a whole. That is, one reason you pursue this profession is because of how it fits the rest of your life and goals.

REASON VI. You entered this program because of the enjoyment or stimulation that this activity provides you.

That is, one reason you pursue this profession is simply your interest in the experience itself.

**Motivation for Success**

Now, we would like you to rate the same six reasons, for a different behavior: Why will you be trying to do well within this program?

	Not at all for this reason	-	Somewhat for this reason	-	Very much for this reason
REASON I. You will be trying to do well because somebody else wants you to, or thinks you should. That is, one reason you will try hard is because of the urgings or desires of others (such as	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

parents or mentors).

REASON II. You will be trying to do well because of the rewards (such as money, grades, or status) that it may produce. That is, one reason you will try hard is because you expect to obtain later advantage or compensation as a result.

REASON III. You will be trying to do well because you would feel ashamed, guilty, or anxious if you didn't. That is, one reason you will try hard is because you "should" do it, even if you're not sure you want to.

REASON IV. You will be trying to do well because you really believe that it's an important goal to have. That is, one reason you will try hard is because you endorse it freely as your own personal value, even though it may have originally been taught to you by others.

REASON V. You will be trying to do well because it is

integral to your value-system as a whole. That is, one reason you will try hard is because of how it fits the rest of your life and goals.

REASON VI. You will be trying to do well because of the enjoyment or stimulation that this activity provides you. That is, one reason you will try hard is simply your interest in the experience itself.

**Brief Symptom Inventory**

**Below is a list of problems and complaints that people sometimes have. Read each carefully and select the response that best describes how much discomfort that problem has caused you during the last week including today. Use this scale:**

	Not at all	A little bit	Moderately	Quite a bit	Extremely
Nervousness or shakiness inside.	<input type="radio"/>				

Faintness or dizziness.	<input type="radio"/>				
Feeling that others are to blame for most of your troubles.	<input type="radio"/>				
Trouble remembering things.	<input type="radio"/>				
Feeling easily annoyed or irritated.	<input type="radio"/>				
Pains in heart or chest.	<input type="radio"/>				
Thoughts of ending your life.	<input type="radio"/>				
Feeling that most people cannot be trusted.	<input type="radio"/>				
Poor appetite.	<input type="radio"/>				
Suddenly scared for no reason.	<input type="radio"/>				
Temper outbursts that you could not control.	<input type="radio"/>				
Feeling blocked in getting things done.	<input type="radio"/>				
Feeling lonely.	<input type="radio"/>				
Feeling blue.	<input type="radio"/>				
Feeling no interest in things.	<input type="radio"/>				
Feeling fearful.	<input type="radio"/>				
Your feelings being easily hurt.	<input type="radio"/>				
Feeling that people are unfriendly or dislike you.	<input type="radio"/>				
Feeling inferior to others.	<input type="radio"/>				
Nausea or upset stomach.	<input type="radio"/>				
Feeling that you are watched or talked about by others.	<input type="radio"/>				
Trouble falling asleep.	<input type="radio"/>				
Having to check and double check what you do.	<input type="radio"/>				
Difficulty making decisions.	<input type="radio"/>				
Trouble catching your breath.	<input type="radio"/>				
Hot or cold spells.	<input type="radio"/>				
Your mind going blank.	<input type="radio"/>				
Numbness or tingling in parts of your body.	<input type="radio"/>				
Feeling hopeless about the future.	<input type="radio"/>				

Trouble concentrating.	<input type="radio"/>				
Feeling weak in parts of your body.	<input type="radio"/>				
Feeling tense or keyed up.	<input type="radio"/>				
Thoughts of death or dying.	<input type="radio"/>				
Having urges to beat, injure, or harm someone.	<input type="radio"/>				
Having urges to break or smash things.	<input type="radio"/>				
Feeling very self-conscious with others.	<input type="radio"/>				
Spells of terror or panic.	<input type="radio"/>				
Getting into frequent arguments.	<input type="radio"/>				
Feeling nervous when you are left alone.	<input type="radio"/>				
Others not giving you proper credit for your achievements.	<input type="radio"/>				
Feeling so restless you couldn't sit still.	<input type="radio"/>				
Feelings of worthlessness.	<input type="radio"/>				
Feeling that people will take advantage of you if you let them.	<input type="radio"/>				
Feelings of guilt.	<input type="radio"/>				

**Autonomy Support Measure**

**Please think about the faculty in your program, and then rate the accuracy of each statement below. Use this scale:**

	Not at all	A little	Somewhat	Much	Very much
I feel that the faculty at my school provide me choices and options.	<input type="radio"/>				
I feel understood by the faculty at my school.	<input type="radio"/>				
The faculty at my school convey confidence in my ability to do well in my doctorate program.	<input type="radio"/>				
The faculty at my school encourage me to ask questions.	<input type="radio"/>				
The faculty at my school	<input type="radio"/>				

listen to how I would like to do things.

The faculty at my school try to understand how I see things before suggesting a new way of doing things.

**Demographic Data Part 1**

**In which of the following programs are you enrolled?**

**Are you a first year or second year doctoral student?**

- First Year (1-3 semesters)
- Second Year (4-6 semesters)

**How many credit hours are you currently enrolled in?**

- Part-Time: 3 credit hours
- Part-Time: 6 credit hours
- Full-Time: 9 credit hours
- Full-Time: 12 credit hours

**What is your current employment status (EXCLUDING graduate assistantships):**

**Demographic Data Part 2**

**What is your age?**

20-29       30-39       40-49       50-59       60-69       70 and over

**What is your gender?**

- Male
- Female
- Other

**In what field did you earn your Master's degree?**

**Please tell us your Master's degree GPA as well as you can remember it.**

- 4.00
- 3.75 - 3.99
- 3.50 - 3.74
- 3.25 - 3.49
- 3.00 - 3.24
- 2.50 - 2.99
- Below 2.49

**Please tell us your GRE scores, as best you can remember them.**

Quantitative Section

Verbal Section

**What is your ethnicity? You may select more than one choice.**

- |  |  |
|--|--|
| <input type="checkbox"/> White/Caucasian                   | <input type="checkbox"/> Native Hawaiian or Pacific Islander |
| <input type="checkbox"/> Black or African-American         | <input type="checkbox"/> Hispanic/Latina/o                   |
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> Other                               |
| <input type="checkbox"/> Asian                             |  |

**Which of the following indicates your student status?**

- Domestic Student
- International Student

**Are you a native English speaker?**

- Native English speaker
- Non-Native English speaker

**Demographic Data Part 3**

**Are you currently:**

- Single and actively dating
- Single, not dating
- Married
- Unmarried, but in a stable, committed relationship
- Divorced
- Widowed

**Are you currently the primary caregiver for other individuals (including children, aging parents, disabled individuals, etc.):**

- Yes
- If YES, how many people are you the primary caregiver for?
- No

**How frequently do you exercise?**

- Every day
- Frequently
- Once a week
- Rarely
- Never

**Do you consider yourself to have:**

- Little to no spiritual or religious faith
- Moderate spiritual or religious faith
- Much spiritual or religious faith

Little to no spiritual or religious faith

Moderate spiritual or religious faith

Much spiritual or religious faith



**- END OF SURVEY - Thank you for your participation in this study! Your time and willingness to participate are greatly appreciated!**

**If you believe that you require counseling services, FREE resources are available to you through the University of Central Florida:**

**UCF Counseling Center**

**Phone: (407) 823-2811 Fax: (407) 823-5415**

**Website: <http://counseling.sdes.ucf.edu> Email: [councntr@ucf.edu](mailto:councntr@ucf.edu)**

**Provides free counseling and psychological services to all currently enrolled UCF students.**

## LIST OF REFERENCES

- Austin, J., Cameron, T., Glass, M., Kosko, K., Marsh, F., Abdelmagid, R., & Burge, P. (2009). First semester experiences of professionals transitioning to full-time doctoral study. *The College Student Affairs Journal*, 27(2), 194-214. Retrieved from <http://www.sacsa.org/displaycommon.cfm?an=1&subarticlenbr=18>
- Bair, C.R., & Haworth, J.G. (2004). Doctoral student attrition and persistence: A meta-synthesis of research. In J.C. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (pp. 481-533). The Netherlands: Kluwer Academic Publishers.
- Beachboard, M.R., Beachboard, J.C., Li, W., & Adkison, S.R. (2011). Cohorts and relatedness: Self-determination theory as an explanation of how learning communities affect educational outcomes. *Research in Higher Education*, 52(8), 853-874. doi: 10.1007/s11162-011-9221-8
- Bowen, W.G., & Rudenstine, N.L. (1992). *In pursuit of the Ph.D.* Princeton, NJ: Princeton University Press.
- Brennan, E. (1984). On finding a workable balance: The multiple roles of the part-time student. *Journal of Continuing Social Work Education*, 3(1), 43-46.
- Carpenter, D.S. (1987). On-going dialogue: Degrees of difference? *The Review of Higher Education*, 10(3), 281-286.
- Cohen, M.A.O., & Greenberg, S. (2011). The struggle to succeed: Factors associated with the persistence of part-time adult students seeking a master's degree. *Continuing Higher Education Review*, 75, 101-112.

- Cooke, D.K., Sims, R.L., & Peyrefitte, J. (1995). The relationship between graduate student attitudes and attrition. *The Journal of Psychology, 129*(6), 677-688. doi: 10.1080/00223980.1995.9914938
- Deci, E., & Ryan, R. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, New York: Plenum Press.
- Deering, T.E. (1998). Eliminating the doctor of education degree: It's the right thing to do. *The Educational Forum, 62*(3), 243-248. Retrieved from <http://dx.doi.org/10.1080/00131729808984350>
- Derogatis, L.R., & Melisaratos, N. (1983). The brief symptom inventory: An introductory report. *Psychological Medicine, 13*(3), 595-605. doi: 10.1017/S0033291700048017
- Diener, E., Emmons, R., Larsen, R., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment, 49*(1), 71-75. doi: 10.1207/s15327752jpa4901\_13
- Dill, D.D., & Morrison, J.L. (1985). EdD and PhD research training in the field of higher education: A survey and a proposal. *The Review of Higher Education, 8*(2), 169-186.
- Evans, R. (2007). Comments on Shulman, Golde, Bueschel, and Garabedian: Existing practice is not the template. *Educational Researcher, 36*(9), 553-559. doi: 10.3102/0013189X07313149
- Everson, S.T. (2006). The role of partnerships in the professional doctorate in education: A program application in educational leadership. *Educational Considerations, 33*(2), 5-9. Retrieved from <http://coe.ksu.edu/EdConsiderations/>
- Fairchild, E.E. (2003). Multiple roles of adult learners. *New Directions for Student Services, 102*, 11-16. doi: 10.1002/ss.84

- Fortune, A.E. (1987). Multiple roles, stress and well-being among MSW students. *Journal of Social Work Education*, 23, 81-90.
- Gall, M.D., Gall, J.P., & Borg, W.R. (2007). *Educational research: An introduction*. Boston, Massachusetts: Pearson Education.
- Gardner, S.K. (2008). Fitting the mold of graduate school: A qualitative study of socialization in doctoral education. *Innovations in Higher Education*, 33(2), 125-138. Retrieved from <http://dx.doi.org/10.1007/s10755-008-9068-x>
- Golde, C.M. (1998). Beginning graduate school: Explaining first-year doctoral attrition. *New Directions for Higher Education*, 101, 55-64. Retrieved from <http://dx.doi.org/10.1002/he.10105>
- Golde, C., & Walker, G. (2006). *Envisioning the future of doctoral education: Preparing stewards of the discipline*. San Francisco, California: Jossey-Bass.
- Goode, W.J. (1960). A theory of role strain. *American Sociological Review*, 25, 483-496. doi: 10.2307/2092933
- Graham, S., & Weiner, B. (1996). Theories and principles of motivation. In D.C. Berliner, & R.C. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 63-84). New York: Macmillan.
- Greenlee, B., Bruner, D.Y., & Hill, M.S. (2009). Connecting student realities and ideal models: Changing the University of South Florida's Educational Leadership Program. *Florida Journal of Educational Administration & Policy*, 3(1), 36-48.
- Koeske, R.D., & Koeske, G.F. (1989). Working and non-working students: Roles, support, and well-being. *Journal of Social Work Education*, 3, 244-256.

- Labaree, D.F. (2003). The peculiar problems of preparing educational researchers. *Educational Researchers*, 32(4), 13-22. Retrieved from <http://www.jstor.org/stable/3700003>
- Lepper, M.R., Greene, D., & Nisbett, R.E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 28(1), 129-137. doi: 10.1037/h0035519
- Levine, A. (2005). *Educating school leaders*. Washington, DC: The Education Schools Project. Retrieved from [www.edschools.org](http://www.edschools.org)
- Lott, J.L., Gardner, S., & Powers, D.A. (2010). Doctoral student attrition in the STEM fields: An exploratory event history analysis. *Journal of College Student Retention: Research, Theory & Practice*, 11(2), 247-266. Retrieved from <http://baywood.metapress.com/link.asp?target=contribution&id=746G7465U6044725>
- Lovitts, B.E. (2001). *Leaving the ivory tower: The causes and consequences of departure from doctoral study*. Lanham, Maryland: Rowman and Littlefield.
- McCarty, L.P., & Ortloff, D.H. (2004). Reforming the doctorate in education: Three conceptions. *Educational Perspectives*, 37(2), 10-19.
- Nerad, M., & Miller, D.S. (1996). Increasing student retention in graduate and professional programs. *New Directions for Institutional Research*, 92, 61-76.
- Neumann, R., & Rodwell, J. (2009). The 'invisible' part-time research students: A case study of satisfaction and completion. *Studies in Higher Education*, 34(1), 55-68. doi: 10.1080/03075070802601960
- Nimer, M. (2009). The doctoral cohort model: Increasing opportunities for success. *College Student Journal*, 43(4), 1373-1379. Retrieved from [http://www.projectinnovation.biz/csj\\_2006.html](http://www.projectinnovation.biz/csj_2006.html)

- O'Connor, B.N., & Cordova, R. (2010). Learning: The experiences of adults who work full-time while attending graduate school part-time. *Journal of Education for Business*, 85(6), 359-368. Retrieved from <http://heldref.metapress.com/openurl.asp?genre=article&id=doi:10.1080/08832320903449618>
- Olson, K., & Clark, C.M. (2009). A signature pedagogy in doctoral education: The leader-scholar community. *Educational Researcher*, 38(3), 216-221. Retrieved from <http://dx.doi.org/10.3102/0013189X09334207>
- Osguthorpe, R.T., & Wong, M.J. (1993). The Ph.D. versus the Ed.D.: Time for a decision. *Innovative Higher Education*, 18(1), 47-63.
- Pintrich, P.R. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 92(3), 544-555.
- Pintrich, P.R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667-686.
- Potts, M.K. (1992). Adjustment of graduate students to the educational process: Effects of part-time enrollment and extracurricular roles. *Journal of Social Work Education*, 28(1), 61-76.
- Ryan, R.M., & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. doi: 10.1037/0003-066X.55.1.68
- Sheldon, K.M., & Kasser, T. (1995). Coherence and congruence: Two aspects of personality integration. *Journal of Personality and Social Psychology*, 68(3), 531-543. doi: 10.1037/0022-3514.68.3.531

- Sheldon, K.M., & Kasser, T. (1998). Pursuing personal goals: Skills enable progress, but not all progress is beneficial. *Personality and Social Psychology Bulletin*, 24(12), 1319-1331.  
doi: 10.1177/01461672982412006
- Sheldon, K.M., & Krieger, L.S. (2004). Does legal education have undermining effects on law students? Evaluating changes in motivation, values, and well-being. *Behavioral Sciences and the Law*, 22(2), 261-286. doi: 10.1002/bsl.582
- Sheldon, K.M., & Krieger, L.S. (2007). Understanding the negative effects of legal education on law students: A longitudinal test of self-determination theory. *Personality and Social Psychology Bulletin*, 33(6), 883-897. doi: 10.1177/0146167207301014
- Shulman, L.S. (2005). Signature pedagogies in the professions. *Daedalus*, 134(3), 52-59.  
Retrieved from <http://www.jstor.org/stable/20027998>
- Shulman, L.S., Golde, C.M., Bueschel, A.C., & Garabedian, K.J. (2006). Reclaiming education's doctorates: A critique and a proposal. *Educational Researcher*, 35(3), 25-32. Retrieved from <http://www.jstor.org/stable/3700104>
- Sieber, S. D. (1974). Toward a theory of role accumulation. *American Sociological Review*, 39, 567-578. Retrieved from <http://www.jstor.org/stable/2094422>
- Syverson, P.D. (1999). Part-time study plus full-time employment: The new way to go to graduate school. *Education Statistics Quarterly*, 1(3), 13-15.
- Thinnam, T. (2011). Married Thai working mothers: Coping with initial part-time doctoral study. *Human Resource Development Quarterly*, 22(3), 297-322. Retrieved from <http://dx.doi.org/10.1002/hrdq.20079>

- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89-125. Retrieved from <http://www.jstor.org/stable/1170024>
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago, Illinois: University of Chicago Press.
- Walker, G., Golde, C.M., Jones, L., Bueschel, A.C., & Hutchings, P. (2008). *The formation of scholars: Rethinking doctoral education for the twenty-first century*. San Francisco, California: Jossey-Bass.
- Watts, J.H. (2008). Challenges of supervising part-time PhD students: Towards student-centred practice. *Teaching in Higher Education*, 13(3), 369-373. Retrieved from <http://www.informaworld.com/openurl?genre=article&id=doi:10.1080/13562510802045402>
- Wichmann, S.S. (2011). Self-determination theory: The importance of autonomy to well-being across cultures. *Journal of Humanistic Counseling*, 50(1), 16-26. Retrieved from <http://www.counseling.org/Publications/Journals.aspx>
- Zambo, D. (2010). Action research as signature pedagogy in an education doctorate program: The reality and the hope. *Innovative Higher Education*, 36(4), 261-271. doi: 10.1007/s10755-010-9171-7