Volume 16, 2021

Editor-in-Chief: Michael Jones, University of Wollongong, (Australia)
Associate Editors-in-Chief:
  Nicole A. Buzzetto-Hollywood, University of Maryland Eastern Shore (USA)
  Chipo Mutongi, City of Harare, Zimbabwe Open University (Zimbabwe)
  Wing Shui (Walter) Ng, The Education University of Hong Kong (Hong Kong)
  Peter John Sandiford, The University of Adelaide (Australia)
  Simona Scarparo, Deakin University, (Australia)
  Erik Shefsky, Walden University (USA)
Managing Editor: Eli Cohen, Informing Science Institute (USA)
Publisher: Elizabeth Boyd, Informing Science Institute (USA)
Editors:
  Ahabab Ahamed Chowdhury, University of Wollongong (Australia)
  Allyson Kelley, University of North Carolina at Greensboro (USA)
Associate Editors:
  Mohammed Isam Mohammed Abdel-Magid, AlHawraa Hospital of Ummluj (Oman)
  Ana Paula Alves, Universidade Fernando Pessoa (Portugal)
  Jay R Avella, Grand Canyon University (USA)
  Adriana Burlea-Schiopoiu, University of Craiova (Romania)
  Devasmita Chakraverty, Indian Institute of Management (India)
  Emin Taner Elmas, IGDIR University (Turkey)
  Pamela Felder, Independent Scholar (USA)
  John Anthony Fulton, University of Sunderland (United Kingdom)
  June Maul, Grand Canyon University (USA)
  Kadie J Hayward Mullins, Embry-Riddle Aeronautical University (USA)
  Charles Randy Nichols, Kentucky State University (USA)
  Felix O Quayson, Nassau University Medical Center (USA)
  Cynthia P. Ruppel, Nova Southeastern University (USA)
  Nick J Sciullo, Georgia State University (USA)
  Tajullah X. Sky Lark, Sustainable Knowledge Global Solutions (USA)
  Sonya C. Thomas, Cornerstone University (USA)
  Norma J. Turner, Grand Canyon University (USA)
  Jenna M Weglarz-Ward, University of Nevada Las Vegas (USA)

The mission of the International Journal of Doctoral Studies (IJDS) is to provide readers worldwide with high quality peer-reviewed scholarly articles on a wide variety of issues in doctoral studies using the Informing Science (IS) framework. The editorial objective of IJDS is to inform all those involved with doctoral education regardless of specific discipline. IJDS articles discuss issues such as (but not limited to) the following: doctoral supervision, doctoral dissertation and/or research, the nature and future of doctoral programs, doctoral program design, experiences in doctoral programs, attrition and persistence in doctoral programs, doctoral qualifiers and examinations, doctoral program accreditation, copyright and intellectual properties in doctoral research, climate and support for doctoral study, career path and employment of doctoral graduates, methodology, methods and theory development, as well as research and publication issues in academia. Read more about the scope of papers accepted by IJDS here: http://www.informingscience.org/Journals/IJDS/Information

IJDS especially encourages publications authored by faculty members and/or academic administrators who actively supervise doctoral students, teach doctoral courses, and/or oversee doctoral programs. Joint publications between faculty members and their doctoral students are also encouraged.
While IJDS is principally an interdisciplinary forum that publishes high quality articles on theory, practice, innovation, and research covering any aspect of doctoral studies, book reviews are also welcome. Authors may use bodies of knowledge from diverse fields of research. However, IJDS is not a general outlet for doctoral students who wish to publish their doctoral research, unless their doctoral research is related to investigation of the issues indicated above. IJDS provides those who submit manuscripts for publication with useful, timely feedback by making the review process constructive. IJDS is the world premier scholarly peer-reviewed journal on doctoral studies. All submissions are blind refereed by three or more peers. IJDS articles appear online free of charge on the web site http://ijds.org

IJDS is listed in:
Australian Government Excellence in Research for Australia Initiative Ranking "B",
Cabell’s Directory of Publishing Opportunities in Educational Technology & Library Science,
Cabell’s Directory of Publishing Opportunities in Educational Curriculum and Methods,
Cabell’s Directory of Publishing Opportunities in Educational Psychology and Administration,
EBSCO Publishing’s Index of Academic Journals (Education Research Complete -- Full Text),
Scopus
Ulrichs

(CC BY-NC 4.0) The articles in this journal are licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. When you copy and redistribute this paper in full or in part, you need to provide proper attribution to it to ensure that others can later locate this work (and to ensure that others do not accuse you of plagiarism). You may (and we encourage you to) adapt, remix, transform, and build upon the material for any non-commercial purposes. This license does not permit you to use this material for commercial purposes.

ISSN Print 1556-8881, Online 1556-8873

Published by the Informing Science Institute
131 Brookhill Ct., Santa Rosa, California USA
phone: +1-707-531-4925;
http://informingscience.org
Alignment of Doctoral Student and Supervisor Expectations in Malaysia
Irina Baydarova, Heidi Ellise Collins, Ismail Ait Saadi ............................................... 1-29

Learning by Doing: Student Experiences in a Mixed Methods Research Course
Katherine Myers-Coffman, Maliha Ibrahim, Karolina Boryl, Janelle S. Junkin, Joke Bradt ...................................................................................................................... 31-46

Supervisory Support for Ethiopian Doctoral Students Enrolled in an Open and Distance Learning Institution
Velisiwe Gasa, Mishack Gumbo ................................................................................... 47-69

Adapting to the Transitional Stage of the Doctoral Environment: An Autoethnography of Socialization
Angela Matthews ............................................................................................................ 71-87

Doctoral Students’ Identity Development as Scholars in the Education Sciences: Literature Review and Implications
Yoon Ha Choi, Jana Bouwma-Gearhart, Grant Ermis ............................................... 89-125

Quality of Academic Life at the Postgraduate Stage: A Saudi Female Perspective
Amani K. Hamdan Alhamdi, Sue L. T. McGregor ......................................................... 127-147

Novice Academic Roles: The Value of Collegiate, Attendee-Driven Writing Networks
Sue Wilson, Jennifer Cutri ........................................................................................ 149-170

Racial Realities: Exploring the Experiences of Black Male Doctoral Candidates in “All But Dissertation” Status
Sharron Scott, Jennifer M. Johnson ......................................................................... 171-187

All You Need is Self-Determination: Investigation of PhD Students’ Motivation Profiles and Their Impact on the Doctoral Completion Process
Mikaël De Clercq, Mariane Frenay, Assaad Azzi, Olivier Klein, Benoit Galand ............................................................................................................. 189-209

Individual and Structural Challenges in Doctoral Education: An Ethical Perspective
Liana Roos, Erika Löfström, Marvi Remnik ................................................................. 211-236

Re-envisioning Doctoral Mentorship in the United States: A Power-Conscious Review of the Literature
Genia M. Bettencourt, Rachel E. Friedensen, Megan L. Bartlett ................................. 237-252

Parents Pursuing a Doctorate of Education: A Mixed Methods Examination of How Parents Manage the Roles of Student and Parent
Amy J Catalano, Susan Turner Radin ..................................................................... 253-272

Toward Engaging Difference in a Globalized World
Jennifer MacDonald, Jingzhou Liu, Sylvie Roy, Jody Dennis, Stefan Rothschuh, Marlon Simmons ................................................................. 273-290

Doctoral Candidates’ Academic Writing Output and Strategies: Navigating the Challenges of Academic Writing During a Global Health Crisis
Basil Cahusac de Caux .............................................................................................. 291-317

The PhD Journey at Addis Ababa University: Study Delays, Causes and Coping Mechanisms
Getnet Tizazu Fetene, Wondwosen Tamrat ................................................................ 319-337
Describing Populations and Samples in Doctoral Student Research
Alex Casteel, Nancy L. Bridier ................................................................. 339-362

Students Pay the Price: Doctoral Candidates are Targeted by Contract Cheating Websites
Andrew Kelly, Kylie J. Stevenson .............................................................. 363-377

Community of Practice Among Faculty Team-Teaching Education Doctorate (Ed.D.) Students: A Reflective Study
Christopher Michael Clark, Kate Olson, Ozge Hacıfazlıoğlu, David L. Carlson ................................................................. 379-393

Narrative Inquiry into Chinese International Doctoral Students’ Journey: A Strength-Based Perspective
Shihua Brazill ............................................................................................. 395-428

The Mental Health and Well-Being of Master’s and Doctoral Psychology Students at an Urban Canadian University
Katey E. Park, Annabel Sibalis, Brittany Jamieson .................................. 429-447

The Socialization for Teaching: Factors Related to Teaching Career Aspirations for Doctoral Students of Color
Jeffrey K. Grim, Heeyun Kim, Christina S. Morton, Matt DeMonbrun ......... 449-467

A Four Stage Framework for the Development of a Research Problem Statement in Doctoral Dissertations
Azad Ali, Shardul Pandya ......................................................................... 469-485

Examining Educational Leadership Doctoral Students’ Self-Efficacy as Related to Their Role as a Scholarly Practitioner Researcher
Julian Sergi McBrayer, Katherine Fallon, Steven Tolman, Daniel Calhoun, Emily Ballesteros, Taylor Mathewson ......................................................... 487-512

A Sentiment Analysis of the PhD Experience Evidenced on Twitter
Panchali Guha, Devyani Pande .................................................................. 513-531

Impacts of the COVID-19 Pandemic on Doctoral Students’ Thesis/Dissertation Progress
William J. Donohue, Alice Shu-Ju Lee, Shelah Y. Simpson, Kathleen Vacek .... 533-552

Grounded Theory: A Guide for a New Generation of Researchers
Mengye Yu, Simon M Smith ......................................................................... 553-568

Social Work Doctoral Student Well-Being During the COVID-19 Pandemic: A Descriptive Study
Kylie E. Evans, Megan R. Holmes, Dana M. Prince, Victor Groza .................. 569-592