

International Journal of Doctoral Studies An Official Publication of the Informing Science Institute InformingScience.org

IJDS.org

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:

Associate Eurors.	
Mohammed Isam Mohammed Abdel-Magid,	
AlHawraa Hospital of Ummlujj (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 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

IJDS Volume 16, 2021 – Table of Contents

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 Bryl, Janelle S. Junkin, Joke Bradt
Supervisory Support for Ethiopian Doctoral Students Enrolled in an Open and Distance Learning Institution Velisiwe Gasa, Mishack Gumbo
Adapting to the Transitional Stage of the Doctoral Environment: An Autoethnography of Socialization Angela Matthews
Doctoral Students' Identity Development as Scholars in the Education Sciences: Literature Review and Implications Yoon Ha Choi, Jana Bouwma-Gearhart, Grant Ermis
Quality of Academic Life at the Postgraduate Stage: A Saudi Female Perspective Amani K. Hamdan Alghamdi, Sue L. T. McGregor
Novice Academic Roles: The Value of Collegiate, Attendee-Driven Writing Networks Sue Wilson, Jennifer Cutri
Racial Realities: Exploring the Experiences of Black Male Doctoral Candidates in "All But Dissertation" Status Sharron Scott, Jennifer M. Johnson
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
Individual and Structural Challenges in Doctoral Education: An Ethical Perspective Liana Roos, Erika Löfström, Marvi Remmik 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
Toward Engaging Difference in a Globalized World Jennifer MacDonald, Jingzhou Liu, Sylvie Roy, Jody Dennis, Stefan Rothschuh, Marlon Simmons
Doctoral Candidates' Academic Writing Output and Strategies: Navigating the Challenges of Academic Writing During a Global Health Crisis Basil Cahusac de Caux
The PhD Journey at Addis Ababa University: Study Delays, Causes and Coping Mechanisms Getnet Tizazu Fetene, Wondwosen Tamrat

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 Webs Andrew Kelly, Kylie J. Stevenson	
Community of Practice Among Faculty Team-Teaching Education Doctorate (Ed.D.) A Reflective Study Christopher Michael Clark, Kate Olson, Ozge Hacıfazlıoğlu,	Students:
David L. Carlson	379-393
Narrative Inquiry into Chinese International Doctoral Students' Journey: A Strength-Perspective	
Shihua Brazill	
The Mental Health and Well-Being of Master's and Doctoral Psychology Students at Canadian University	
Katey E. Park, Annabel Sibalis, Brittany Jamieson	
The Socialization for Teaching: Factors Related to Teaching Career Aspirations for D Students of Color	
Jeffrey K. Grim, Heeyun Kim, Christina S. Morton, Matt DeMonbrun	
A Four Stage Framework for the Development of a Research Problem Statement in D Dissertations Azad Ali, Shardul Pandya	
-	
Examining Educational Leadership Doctoral Students' Self-Efficacy as Related to Th as a Scholarly Practitioner Researcher Juliann Sergi McBrayer, Katherine Fallon, Steven Tolman, Daniel Calhoun, Emily Ballesteros, Taylor Mathewson	
	407-312
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 Progr William J. Donohue, Alice Shu-Ju Lee, Shelah Y. Simpson, Kathleen Vacek	
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 Descr Kylie E. Evans, Megan R. Holmes, Dana M. Prince, Victor Groza	
Interest, Burnout, and Drop-Out Intentions Among Finnish and Danish Humanities and Sciences PhD. Students	
Solveig Cornér, Kirsi Pyhältö, Jouni Peltonen, Erika Löfström	593-609
Doctoral Students' Academic and Professional Network Development: A Collaborati Autoethnography of Students Engaged in Fatherhood Research	ve
Rebecca Logue-Conroy, Justin S. Harty, Joyce Y. Lee, Lara Markovitz, Jaimie O'Gara	611-631
Doctoral Journey During Covid-19: Reflections From a Collaborative Autoethnograp Aireen Grace Andal, Shuang Wu	
Similarities and Differences in How Supervisors at Canadian and UK Institutions Uno Doctoral Supervision Carolin Kreber, Cyril Wealer, Heather Kanuka	

Does Publishing During the Doctorate Influence Completion Time? A Quantitative Study of Doctoral Candidates in Australia Meryl Pearce Churchill, Daniel Lindsay, Diana H Mendez, Melissa Crowe, Nicholas Emtage, Rhondda Jones
Validation in Doctoral Education: Exploring PhD Students' Perceptions of Belonging to Scaffold Doctoral Identity Work Jo Collins
Dismantling Common Perceptions of Research Proposals Through South African Doctoral Students' and Supervisors' Experiences Walters Doh Nubia, Shan Simmonds
Impostor Phenomenon Among Engineering Education Researchers: An Exploratory Study Devasmita Chakraverty
Doctoral Students' Learning Experiences in Ghana: Exploring a New Curriculum Using Bourdieu's Concepts Inusah Salifu, Joseph Seyram Agbenyega