
An Exploration of the Factors Affecting Graduate Degree Completion in a Teacher Education Institution (TEI): Inputs for Graduate Program Management and Pedagogy

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Abstract

The study examined factors that affect completion of a graduate program in a teacher education institution. Using Dreze and Sen's overarching concept of entitlement, online questionnaires about the respondents' workloads and other life factors were content analyzed. Seventy-five graduate students participated by answering a computer-based questionnaire asking about their status as thesis writers. The graduate students pointed to being given administrative assignment and additional tasks as coaches and club advisers as affecting their rate of completion, while finances, health considerations and family-related concerns were the life factors that hindered their capacity to complete their degrees. Support groups, assistantships, and health and wellness programs were suggested as inputs for managing graduate programs.

Keywords:

degree completion, graduate students, graduate research, life events, work-life balance

Introduction

Research on graduate students focused on areas pertaining to their socioeconomic situation and future work intentions (Jauniaux, Schoemaker, & Middleton, 2016); research mentoring (Bogat & Redner, 1985); experiences of students of various races completing their graduate programs (Flynn, Sanchez, & Harper, 2011)1994; and understanding and promoting graduate students' self-direction (Nogueiras & Iborra, 2016). In the Philippines, research on higher

education has delved on the disciplinary trajectories of social science courses (Bautista, 2000) and on the importance of human resources development training in the context of employment and economic development (Bautista, Bernardo, & Ocampo, 2008). The factors affecting graduate degree completion, however, have not been much of a research interest.

In the National Capital Region (NCR) alone, a total of 71,424 graduate students were enrolled in the school year 2013 to 2014 (CHED, 2016). The data

might have increased as there is a clamor for higher learning when it comes to professional development in the Philippines. Literature on the different factors affecting educational outcomes varied in terms of research focus.

Graduate students' attrition and persistence were attributed to field of study and the program of studies, as well as future desires and expectations (Bair & Haworth, 1999; Dusen, Barthelemy Henderson, 2014); while another study pointed out that attrition rates were affected by time and financial management along with professional obligations, and amount of encouragement and support from thesis/dissertation advisers (Myers, 1999; Gill & Bernard, 2008). The effect of the different variables on the graduate students in the studies may be shared by the experiences of graduate students in the Philippines. In teacher education related fields, there are 167,496 graduate students enrolled in 2014 in education science and teacher training (CHED, 2016),

This study in the context of a teacher-education institution aims to identify the factors affecting completion of graduate degree such as work-life balance and other life factors among graduate students who are also working. These graduate students may also have families. Using Dreze and Sen's (1989) ideas on the sociology of development, recommendations will be formulated based on the results of this research. These recommendations may aid universities with graduate programs regarding framing or reframing its policies and programs on graduate studies. Such recommendations also have implications to graduate level pedagogy.

More recent literature on graduate education have explored the effects of social capital (e.g. doctoral student networks, team research) (Pilbeam, Lloyd-Jones, & Denyer, 2013; Wei et al., 2015) on doctoral studies and the implications of matching the specialization, personalities and interests of the doctoral adviser and advisee (Orellana, 2016). Researches on the examination of the effect of various factors on the completion of graduate degrees (masteral or doctoral) have been concerned with determining the effect of different demographic characteristics of students

on graduate study outcomes. The main difference, however, lies in the emphasis on institutional (e.g. departmental) variables that may delay or hamper completion of a graduate degree.

Much has been the concern on the importance of the relationship between the graduate student and his/her adviser (Jaeger, Sandmann & Kim 2011; McCallin & Nayar 2012; McCulloch et al., 2016) Also, student progress is affected by the financial and emotional support received by the student, the different aspects of the student-adviser relationship, and the departmental ecology. Researches were also most likely to focus on the factors involved in the graduate supervision process, such as supervisor's understanding, care, proximity and knowledge of the research field and his or her availability for consultation (Egan et al., 2009; Guerin et al., 2015).

Aspects related to successful completion of graduate degree within the universities' time limits were high student motivation, appropriate supervision, careful student selection, clearly defined research field, and enough time for full-time study (Alexander, Hermann, Alexander, & Hermann, 2015; Donald, Saroyan, & Denison, 1995). The most commonly mentioned reasons for non-completion of graduate degree were acceptance of employment prior to completion, inadequate supervision, financial constraints, poorly-conceptualized projects, lack of motivation, and lack of ability. Other factors include the type of financial support, teaching assistantships, training to conduct independent research, departmental orientation and advising, attitudes towards students, adviser-student relationship and changing advisers as the main characteristics that affect doctoral degree completion.

A research by Ampaw and Jaeger (2012) shows that the type of financial aid received is significant and has various impacts on doctoral students' retention. The study revealed that those with research assistantships have the highest probability of degree completion compared to students with other forms of financial support. Labor market forces are also a significant factor affecting doctoral student retention with higher expected salaries motivating doctoral

students to finish their degrees. Another research posits that doctoral supervisors should support their students by being good coaches (Bégin & Gérard, 2013).

It is interesting to note that the results of the abovementioned researches about graduate studies in education were found to be congruent with those done by other researchers (Goforth, Brown, Machek, & Swaney, 2016). A study by Goforth et al. (2016) found that procrastination, time and financial constraints, student's strained relationship with the adviser, and personal problems are factors hampering graduate degree completion. Furthermore, the study revealed that reframing the dissertation process to include development of dissertation seminars and clubs, increased faculty support at significant stages in the process, and the integration of more research experiences in the graduate program is catalytic to graduate degree completion.

Theoretical Basis

As analytical focus, the feedback and monitoring results are to be scrutinized using Dreze and Sen's (Bohle, Downing & Watts, 1994) ideas on the sociology of development, specifically their insights on entitlements, endowment and exchange, and extended entitlements. Dreze and Sen (Longhurst, 1994) explained these concepts in the context of a famine situation. The food that we eat are based on what we can buy. In other words, even if food is present in the market, it does not necessarily entitle a person to it. A particular social structure (with its legal, political and economic framework) allows a person to have command over "some alternative commodity bundles" (Bohle, Downing, & Watts, 1994). The "set of alternative bundles of commodities over which a person can establish such command will be referred to as this person's 'entitlements'" (Bohle, Downing, & Watts, 1994). Entitlements are dependent on what a person owns initially, and on what he/she can have through exchange. For instance, a laborer has his/her labor power, which can be exchanged for wage (employment). The cash or wage can then be exchanged for a specific commodity bundle. The "endowment" of a person is given by the initial

ownership (e.g. the laborer's labor power). Such an endowment can be utilized to "establish entitlements in the form of holdings of alternative commodity bundles through trade (e.g. a laborer taking up employment and purchasing commodities with the wage)" (Longhurst, 1994). Extended entitlements refer to the concept of entitlements extended to include informal rights over something which are allowed by socially accepted norms. This concept "is particularly relevant in analysing intrafamily divisions, but it has other uses in social analysis as well" (Longhurst, 1994).

A recontextualization of Dreze and Sen's entitlements, endowment and exchange, and extended entitlements concepts in the context of graduate education follows. A graduate student is entitled to a graduate degree. But this graduate degree (or bundle) must be acquired through payment of graduate tuition fee and other expenses in graduate school. An existing endowment that most graduate students have, their labor power, is the key for acquiring this entitlement (graduate degree). Graduate students then engage in employment as a form of exchange (or trade). The salary that they receive from employment can be used in exchange (or to pay for the expenses) of a graduate degree. There may be gender differentials, however, in terms of extended entitlements. Or, it is possible that female graduate students may not be able to enjoy extended entitlements, which may also be a factor in hampering their acquisition of the graduate degree (entitlement).

Purpose of the Study

With the arguments presented, the study intended to examine factors contributing to a students' completion of graduate studies. The findings of the study is envisioned to provide inputs to the management of graduate programs in teacher education institutions in the Philippines.

Methodology

The study made use of qualitative design through content analysis. Seventy-five graduate students who are currently working on their thesis or dissertation

Table 1: Profile of the Respondents

Demographics	Frequency (N=75)	Percentage
Sex		
Male	23	30.67
Female	52	69.33
Age		
51-60	3	4
41-50	8	10.67
31-40	29	38.67
21-30	35	46.67
Civil Status		
Single	47	62.67
Married	27	36
Separated	1	1.33
Occupation		
Teacher	64	85.33
Guidance counsellor	4	5.33
Book editor	1	1.33
HR associate	1	1.33
Activity facilitator	1	1.33
Government worker	1	1.33
Computer assistant	1	1.33
Office staff	1	1.33
Employee	1	1.33
Doctoral Program		
Educational Management	3	4
Mathematics Education	2	2.67
Science Education	1	1.33
Applied Linguistics	1	1.33
Master's Program		
Educational Management	10	13.33
Mathematics Education	10	13.33
Guidance and Counseling	9	12
Special Education – Intellectual Disabilities	8	10.67
English Language Teaching	4	5.33
Elementary Education	3	4
Physics	3	4
Literature – English Stream	2	2.67
Special Education – Visual Disabilities	2	2.67

Demographics	Frequency (N=75)	Percentage
Child Study	2	2.67
Linguistics – Applied Linguistics	2	2.67
Early Childhood Education	2	2.67
Special Education – Auditory Disabilities	1	1.33
Linguistics – Filipino	1	1.33
Linguistics and Literature	1	1.33
Reading	1	1.33
Filipino	1	1.33
Biology	1	1.33
General Science	1	1.33
History Teaching	1	1.33
Social Science Teaching	1	1.33
Measurement and Evaluation	1	1.33
School Psychology	1	1.33
Curriculum and Instruction	1	1.33

answered an online survey using Google Forms within a three-month period. A self-constructed questionnaire (see Appendix A) focusing on the quality of life, well-being and motivation to finish their degrees were fielded to the graduate students to answer. Out of the 122 enrolled students, 75 (61.48%) answered the online survey. Table 1 presents the demographic profile of those who answered the online survey.

Table 1 shows that majority of the graduate students who responded were female (69.33%) single (62.66%) teachers whose ages were between 21 to 30 years old (46.6%). Most are teachers (85.33%) and are pursuing their master's degree (90.66%). Participants included in this study were those who had computer access at the time of the study and those whose email addresses were still active at the time of the data gathering. A letter was likewise sent informing the respondents that information gathered will be used in research reports and the corresponding consent forms were completed. The graduate students were assured of their anonymity and confidentiality of information pertaining to being identified were guaranteed. Only those who responded positively to the letter and answered the computer-based questionnaire were considered in this paper.

Table 2. Frequency of Respondents in terms of How Workload Affects Graduate Studies

How Workload Affects Graduate Studies	Frequency*
Overloaded work	22
Multifaceted workload	14
No time to do research/need for time management	8
Conflict in schedule	3
Work-related travel abroad	2
Need for one year residency in new job before being allowed to study	1
Not allowed by employer to have a leave of absence from work	1
House and workplace is far from TEI (6 hour commute)	1

*multiple responses

Findings

Graduate Students' Workload

Fifty-three out of the 75 respondents stated that their workload affects their graduate education. Table 2 shows the details of such workload. Work overload (22 respondents, 42%) affects their graduate studies the most. Another important factor affecting their studies is the multifaceted nature of their work (14 respondents, 27%).

Majority of the students are teachers, and their workload, according to the open-ended questionnaire provided, include forms and paper works they needed to accomplish plus additional tasks provided by their supervisors such as being club advisers or quiz bee coaches.

Among the twenty-two respondents who stated that work overload affects their graduate studies, many have lamented that even their weekends are not spared from it.

Sometimes we are monitoring and supervising the testing programs in different divisions in different regions of the country on a weekly basis including Saturdays and Sundays (F, 32).

Saturday schedules for activities, seminars and other tasks makes it difficult for me to find time to finish my thesis (F, 41).

Graduate class schedules for teachers are usually offered during Saturdays and when it comes

to completing their final paper, the weekends are devoted for finalizing what should be submitted to their thesis/dissertation supervisors. The workload provided by their employers affect how students schedule their academic goals. Likewise, the transition program for K-12 entailed producing new instructional materials.

The transition program for K-12 entails so much effort to produce instructional materials and to cope with the new demands of courses. Since our school is modular, I produce my own materials, thus lessening my time for my thesis writing (F, 28).

The new curriculum implemented in 2012 provided new adjustments in curriculum programming and has affected the preparation and mastery of teaching approaches by the teachers. Since most of the respondents are teachers (85.33%), the workload have been concentrated on multiple tasks associated with the changes in the curriculum. In the new curriculum, new materials should be mastered as well as being able to relate related topics with other topics brought about by the spiral curriculum. The graduate students, being teachers, need to comply with the requirements of their work while completing their terminal paper for their graduate degrees. This poses a challenge to the management of graduate programs since the academic calendar is relatively the same and the bulk of tasks needed to address work-related deliverables are prioritized over the need to promote professional development.

Another respondent is already doing thesis revisions, but the bulk of work every school opening month (June) is detrimental to revising. While for another, the use of one's free time is better spent on checking students' output.

I find it difficult to do the revisions of my paper especially because the bulk of work is every start of the school year (M, 32).

I only have few vacant hours which I am using for the preparation of my teaching aids and for the checking of the students' output (F, 28).

As mentioned earlier, the multifaceted nature of the workload of graduate students is another important factor affecting graduate education. This is an indication of the multiple work roles a teacher assumes. Some of the respondents reported being given administrative roles that consume their time which should have been devoted to going to the library. On the other hand, some respondents may have started with their final paper and are encountering difficulties in completing their theses/dissertation because of their assigned tasks.

I was assigned as classroom adviser, drum and lyre coordinator, Scouting Unit Leader, Sports coach and we are required to conduct action research plus a lot of paper works as adviser (M, 29).

My teaching load, preparation, administrative functions and other work outside of teaching eat up my time for doing research and going to the libraries to look for related literature or my Thesis (F, 36).

I am currently handling six sections in grade 9 and two special assignments as IMC coordinator and collaborative publishing coach. I can only work on my thesis once a week and I haven't even conducted my fieldwork yet (M, 28).

There are also instances where graduate students choose to focus on their administrative work and give up on completing their degrees. This has

been a recurring observation in the TEI's graduate programs. The scenario usually encompasses a graduate student completing his or her academic degree, and while doing so, the student is assigned an administrative position that would make completing the degree in peril. A number of graduate students return after several years to complete their degrees, usually after they have grown accustomed to the administrative position or have been replaced by another teacher. However, most would probably maximize their residency requirements and would most likely take penalty courses or go through the whole ordeal of presenting a new topic and defending it again.

I am acting OIC of the school for three years. Doing administrative works such as making reports, observation of classes, and liquidation of financial grants received by the school. I am also handling class and act as full time teacher. I can't manage my time well thus, I gave up writing thesis (F, 40).

Other graduate students shared that they were offered opportunities to work overseas and some had actually deferred completing their final papers due to residency requirements; conditions set by their employers; and the long travel time from the graduate student's house to the university. The concerns warrant that management of graduate programs entail considerations and provisions for programming of the study and a mechanism for those who are provided with administrative roles to complete their workload while addressing their theses/dissertations.

Graduate Students' Life Concerns

When asked about life concerns and what affects their quality of life as graduate students, the respondents provided a number of factors. These factors ranged from intimate and personal concerns to social and political endeavours. Life concerns that affect their graduate study include, 41 respondents replying on the affirmative, 32 respondents on the negative, and 2 respondents posted no reply. The nuances of these life concerns are shown in Table 3. The most pressing of these is the financial aspect (14

Table 3. Frequency of Respondents in terms of Other Life Concerns Affecting Graduate Studies

Life Concerns Affecting Graduate Studies	Frequency*
Financial concerns	14
Thesis related concerns	7
Health concerns	6
Burden of childcare	3
Marital support (helping one's husband)	3
Pregnancy	2
Burden of household chores	2
Workload	2
Taking care of parents (e.g. sick father)	1
Need for one year residency in new job before being allowed to study	1
Political endeavour	1
Loneliness (possible depression)	1
Concern with one's age (too old at 56 years old to maximize degree completion)	1
Marital problem (ongoing annulment)	1
Currently establishing a business	1
Upcoming foreign scholarship	1
Long commute from home to school (6 hour trip)	1
Time constraints	1

*multiple responses

responses), followed by thesis related concerns (7 responses), and health concerns (6 responses).

While most of the respondents are single (62.67%), they reported that financial problems affect how they are able to complete their graduate studies. It can be surmised from the numbers that the single men and women may still be supporting their family of orientation financially. This is echoed by respondents who expressed that their thesis writing expenses only comes second to their siblings' education; or not being enough to cover their family's basic needs, hence, resorted to acquiring a loan to cover thesis expenses.

I'm still supporting my siblings in their tertiary education. Thus, I need sufficient amount of money for thesis writing (M, 31).

I am also financially tight since I pay bills at home and send my brother to college (F, 25).

Financial concern of course. I had to take a loan just to push through with my thesis considering that I am just a probationary

employee (not entitled to have study leave) and my salary is barely enough for my family's basic needs (F, 29).

As the breadwinner of the family, I need to course my income in funding the education of my siblings and the expenses of our family (F, 38).

As indicated in Table 3, the second most important life concern for graduate students is related to their thesis (7 respondents). Of the 7 respondents, 2 are males and 5 are females. The respondents may experience difficulty selecting a thesis topic; prefer online advising; and want more time to refine their studies.

I am having a difficult time finding a problem/topic for my thesis. This affects my confidence in enrolling for my thesis writing. I really need professional help. What assistance can you extend to help students who are also experiencing the

same difficulty? I am very willing to be helped and trained (F, 37).

I hope there is a possible way I can start my thesis writing like online advising if there is any at this TEI (M, 26).

Checking and revising the paper takes so much time (F, 40).

The third pertinent life concern as shown in Table 3 is health. Of the six respondents with health problems, five are females and there is a male respondent. Stress has taken its toll on graduate study; while others had undergone surgery or are getting treatment for cancer.

I recently had a stroke which may affect my thesis making because of stress (F, 48).

I was diagnosed with Cancer stage 2 B which makes me stop from writing my thesis due to fear of stress (F, 43).

I have a health condition. I was just operated on my knees (M, 34).

After taking my 42 units of coursework, I had an operation in my right chest and it was biopsied that it's a Stage 2 Breast Cancer and I've undergone series of chemotherapy. I thank God for giving me courage to take the Comprehensive exam and passed it. Right now, I'm torn between writing my thesis and curing my illness (F, 49).

The gendered nature of particular life concerns such as marital support, child care, household chores and taking care of parents begs attention. For instance, one respondent related that her husband has been battling cancer since 2011. It has taken up much of her time which could have been allotted for her master's degree. Others reported that they have to take care of kids, are busy when it comes to home management, chose to support their husbands, and are burdened by housework. These concerns are prioritized over finishing their graduate programs.

My husband is fighting against Stage IV cancer since 2011. I couldn't commit myself

to finishing my MA, due to assisting him, and regularly filing for medical assistance from Philippine Charity Sweepstakes Office (PCSO). Lots of requirements are needed for this medical assistance, that I don't own my time and allot it for my MA. Plus, my baby needs me too (F, 45).

I am attending to all the needs of my 2 children who are currently in school and my husband who needs my time whenever he is stressed from work. I don't have a househelper (F, 37).

As of now, I give time to help my husband in some tasks (F, 29).

Having problems regarding hiring household helper, it affects me so much because I have to do all house duties (F, 33).

My dad has been critically ill the past two months... in fact he has been at the ICU for over a week now (F, 29).

Other factors that may affect graduate degree completion such as job promotion, job resignation, career change, marriage plans, pregnancy plans, and international or internal migration plans do not have an effect.

The life concerns of the 75 graduate students reflect the lives of the other adult learners who would like to earn their professional degrees. It can be surmised from the data that graduate students have personal and professional struggles that they need to address and overcome to be able to pursue their need for academic advancement. The management of graduate programs should consider the recurring issues in the development of support for the students.

Discussion and Conclusion

As an entitlement, acquiring or completing a graduate degree is hampered by many factors. The process of exchanging one's endowment or labor power (employment) is itself detrimental to finishing the graduate degree because of overloaded work and

its multifaceted nature. The demands of the transition program to K to 12 and multiple work roles among others have burdened much of the graduate students who are teachers.

The nature of the entitlement (graduate degree) is also a factor that delays its completion, as characterized by thesis-related concerns. Paying for graduate education and its related expenses is supposed to be addressed by the salary received from the employment of the graduate student teachers, but the demands of their family as beguiled by the economic problems of the Philippines as a developing society has turned graduate degree completion into a far-fetched reality. This is pertinent in the cases mentioned. The problems in acquiring another entitlement, being healthy or wellness, is also affecting graduate education, as articulated by respondents.

It can be surmised in the cases presented that the multifaceted workload may have affected their health due to too much stress. The gendered nature of particular life concerns such as marital support, child care, household chores and taking care of parents are manifestations of extended entitlements on males/husbands in Philippine society. This means that in the family, females/wives are primarily tasked with reproductive labor (Lan, 2008). This is salient in the cases provided where such extended entitlements are detrimental to the graduate degree acquisition of females.

One of the cases implies how family income (which includes her salary) is jeopardized by her husband's sickness. Their need to file for medical assistance at the Philippine Charity Sweepstakes Office (PCSO) is an indication of lack of funds for treating her husband's sickness. Thus, it is not only her time for graduate studies that is affected, but also her finances for graduate schooling. This study showed how Dreze and Sen's (Bohle; Downing; and Watts, 1994) ideas on sociology of development can help enlighten graduate education research. The popular belief that graduate education is easier to acquire or complete as compared with basic and secondary education since graduate students have the financial capacity because of their employment is a misconception or myth. Empirical data analyzed with Dreze and Sen's concepts of

entitlement, endowment and exchange, and extended entitlements unearthed the complexities of graduate degree completion in the context of a developing society such as the Philippines.

Likewise, the information from graduate students are aligned with the earlier studies on graduate students in other countries. From the type of academic relationships formed with a thesis supervisor (Bégin & Gérard, 2013) such as considering online advising to the balancing of family and studies (Alexander et al., 2015), the graduate students' experiences point to the need to be provided with support systems within the university that may help them in overcoming the ordeal of earning a degree while working. The researchers recommend the provision of graduate assistantships, be it in the form of research and/or teaching assistantships, for underprivileged graduate students.

Health and wellness activities addressing stress may be developed as a university-wide campaign or may be integrated in the curriculum. There is a need to examine the role of completing graduate courses in the development of health risks. Graduate student support groups as well as counselling services must also be available to graduate students so that their various needs can be addressed. Also, graduate student orientations must include relaying information about available graduate scholarships offered by different government and non-government entities and philanthropic individuals.

Implications to Pedagogy

In terms of pedagogy in the graduate level, thesis/dissertation advisers must be sensitive to the needs of graduate students, especially those students who have taken a long time beyond the maximum residency required for graduate studies. This may be a red flag of the personal or life-problems that a graduate student may be facing and is unable to communicate with his/her thesis/dissertation adviser. Advisers must initiate talks with these graduate students to encourage them to open up about their personal struggles, so that these students can be referred to necessary wellness treatments or counselling. Also, it is imperative for thesis/dissertation advisers to inform their advisees to

tap local and foreign online open-access journals and e-books which the advisee can download as sources for the review of literature of his/her thesis/dissertation. This will allow the advisee to work on his/her thesis/dissertation at home if reproductive labor and other family responsibilities or home duties deter him/her from going to the library to do research.

The program of study of graduate students who are working as teachers should be examined with regard to aligning and balancing responsibilities in their coursework and their teaching. The graduate students' timeline need to be revisited to address issues such as completing requirements in graduate school while addressing their submission demands at work. Likewise, support groups that may address both academic and personal difficulties that the graduate students may face must be formed. The support groups may be between and among graduate students themselves or faculty mentors may be included.

Further studies need to be conducted with regard to the areas examined to explore how the graduate students cope and with whom do they get support from. There should also be a larger set of participants which may include the academic supervisors. Lastly, programs should be developed to provide a better quality of life for the students.

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Graduate Student Update Form (Thesis/Dissertation Writers' Update)

Name (Surname, First name, Middle name): _____

Degree (MA/PhD): _____

Specialization: _____

Age: _____

Sex: _____

Civil Status: _____

Occupation: _____

Position: _____

Institutional affiliation: _____

Institutional Contact number: _____

Personal Mobile number: _____

Career Update

Are you currently employed? Please encircle (Yes/No).

If yes, is your current workload affecting your graduate studies? In what way?

Are you due for promotion in the next few months/years? Please encircle (Yes/No).

If yes, would this affect your graduate studies? How?

Are you planning to resign or expecting retrenchment/end of contract from your current employer in the next few months/years? Please encircle (Yes/No).

If yes, would this affect your graduate studies? In what way?

Are you planning to change your career/occupation in the next few months/years?

Please encircle (Yes/No).

If yes, would this affect your graduate studies? How?

Family/Household Update

For those who are Single: Are you planning to get married in the next few months/years?

Please encircle (Yes/No).

Would it affect your graduate studies? In what way?

For those who are Married or In Cohabitation: Are you planning on having children in the next few months/years?

Please encircle (Yes/No).

Would it affect your graduate studies? How?

Do you currently have a household helper/kasambahay at home? Please encircle (Yes/No).

Does your household helper/kasambahay relieve you of much housework?

Please encircle (Yes/No). In what way?

Migration Update

Are you planning on going abroad or moving to a new city/province/region in the next few months/years? Please encircle (Yes/No).

Would it affect your graduate studies? How?

Other Life Concerns

Are there other concerns in your life that are affecting (or may affect) your graduate studies?

Please encircle (Yes/No). What are these? Please explain.

Thank you for your valuable time! 😊