INSTITUTIONAL AND DEMOGRAPHIC FACTORS AS CORRELATES OF DOCTORAL DEGREE PROGRAMMES COMPLETION AMONG ACADEMIC STAFF OF COLLEGES OF EDUCATION IN SOUTHWESTERN NIGERIA

BY

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CERTIFICATION

I certify that this study was carried out by Ramat Olajumoke Owoade (Matric. No.: 34253) in the Department of Adult Education, Faculty of Education, University of Ibadan, under my supervision.

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DEDICATION

This thesis is dedicated to Almighty God who, out of HIS infinite mercies, has made it possible for me to be alive to complete this programme – "*Alhamdulillah*"; and my late parents, Mr. and Mrs. Tijani Olarinde Oladele.

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ABSTRACT

Doctoral degree programmes are expected to be completed between three and five years. However, reports have shown that there is increased length of completion and high attrition rate among academic staff in Colleges of Education (CoEs) who are undergoing doctoral degree programme in southwestern Nigeria. Previous studies focused largely on enrolment and participation in doctoral degree programmes with little emphasis on the influence of institutional and demographic factors on Doctoral Degree Completion (DDC) rates, particularly among academic staff in CoEs. This study, therefore, was designed to examine the extent to which institutional (Study Leave – SL, Grants and Scholarship Opportunities – GSO, Leadership Disposition – LD, and Teaching and Administrative Workload – TAW) and demographic (age, Marital Status – MS and Domestic Responsibilities – DR) factors correlated with DDC among the academic staff of CoEs in southwestern Nigeria.

Resilience, Attribution and Tinto's Student Integration theories provided the framework, while the survey design of the correlational type was adopted. Three states (Oyo, Lagos and Ogun) in southwestern, Nigeria, having both state and federal CoEs, were purposively selected. The five existing schools common to the six CoE were purposively selected, while all the 1,850 academic staff who had at one time or the other enrolled for the doctoral programme were enumerated. The instruments used were Doctoral Degree Completion (r=0.94), Leadership Disposition (r=0.75), Teaching and Administrative Workload (r=0.79), Grants and Scholarship Opportunities (r=0.82) scales and Study Leave inventories(r=0.85). In-depth interview sessions were held with nine academic staff from the CoEs. Quantitative data were analysed using descriptive statistics, Pearson's product moment correlation and Multiple regression at 0.05 level of significance, while qualitative data were content-analysed.

Respondents' age was 44.50 ± 2.75 years. Majority of the respondents were male (71.0%) and 91.4% were married. Only 27.7% had completed the doctoral degree programme. The distribution of the respondents across the schools was 33.6% (Education), 23.7% (Sciences), 23.4% (Arts and Social Sciences), 11.4% (Languages) and 7.9% (Vocational Education). Doctoral enrolment in CoE was 7.0% (2001 – 2005), 13.0% (2006 – 2010), 52.0% (2011 – 2015) and 23.0% (2016 and beyond). The average year of DDC was 6.6, while the attrition rate was 16.0%. Two out of every 10 academic staff who enrolled for the programme dropped out. The LD (r=0.75), TAW (r=0.56), GSO (r=0.50), SL (r=0.38), DR (r=0.43), age (r=0.30), MS (r=0.12) had significant relationships with DDC, while gender did not. Institutional (F $_{(4;1034)}$=289.36; adj. R^2=0.44) and demographic (F$_{(5;1087)}$=96.94; adj. R^2=0.24) factors made significant joint contributions to DDC, accounting for 44.0% and 24.0% of its variance, respectively. The LD (β=0.62), DR (β=0.36), gender (β=0.14), age (β=0.14), TAW (β=0.13), MS (β=0.12), GSO (β=0.04) and SL (β=0.04) relatively contributed to DDC. Cost and time intensiveness, responsibilities/workloads and schedule of meetings hindered timely DDC.

Bad leadership disposition, domestic and marital responsibilities, gender, age, and teaching and administrative workload accounted for extended doctoral degree programme completion among the academic staff of colleges of education in southwestern Nigeria. Therefore, psycho-emotional support should be provided for lecturers on doctoral programmes and their teaching and administrative workload should be reduced for timely completion.

Keywords: Doctoral degree programmes, Academic staff of colleges of education, Doctoral degree completion
Word count: 499

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LIST OF ACRONYMS

NCE: Nigeria Certificate in Education

PhD: Doctor of Philosophy

NCCE: National Commission for Colleges of Education

CoE: Colleges of Education

TETFund: Tertiary Education Trust Fund

FCE: Federal College of Education

Sp: Special

ASS: Arts and Social Sciences

VTE: Vocational and Technical Education

HOD: Head of Department

NPC: National Postgraduate Committee

NUS: National Union of Students

Dr: Doctor

W.H.O: World Health Organization

U.S: United States

FUNAAB: Federal University of Agriculture, Abeokuta

COLAMRUD: College of Agricultural and Rural Development

FAFSA: Free Application for Federal Student Aid

ETF: Education Trust Fund

EFA: Education For All

C A: Continuous Assessment

UNESCO: United Nations Educational Scientific and Cultural Organization

FGN: Federal Government of Nigeria

UK: United Kingdom

DFID: Department for Intellectual Development

DDCS: Doctoral Degree Completion Scale

IFS: Institutional Factors Scale

PRFS: PhD Risk Factors Scale

DDC: Doctoral Degree Completion

LD: Leadership Disposition

GSO: Grants and Scholarship Opportunities

TAW: Teaching and Administrative Workload

SL: Study Leave

AoLB: Age of Last Born

MS: Marital Status

DR: Domestic Responsibilities

ANOVA: Analysis of Variance

NPE: National Policy on Education

NUC: National Universities Commission

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

One of the tripods of tertiary education in Nigeria is the College of Education System. Colleges of education are performing the predominant responsibility of training individuals who will be awarded the minimum teaching qualification of Nigeria Certificate in Education (NCE) so that they can be employed as teachers (Onifade & Onifade, 2011). The major duty of Colleges of education is to train and equip the teachers who will eventually train the young ones to become adequate future leaders in the society. Graduates of colleges of education teach in the basic schools where the future leaders are adequately produced.

Colleges of education are mainly for: providing full-time programmes in teaching, instruction and training in Technical, Vocational, Sciences and Humanities; conduction of courses in education for qualified teachers; organisation of conferences, seminars and workshops that are relevant to the area of specialisation and carrying out the activities that are required by the College Governing Council for achieving the aims of the college (Oga & Okpaga, 2000).

In the past, lecturers with a first degree in any field were allowed to train learners in the colleges of education in the country, while those without pre-requisite educational qualifications of master's degree in their areas of specialisation were allowed to update their certificates. This is as required by the National Policy on Education: that to teach in a college of education in Nigeria, one must possess at least master's degree in one's area of specialisation. One of the functions of education is to develop the skills and abilities of individual learners to the fullest so as to enable them perform actively and optimally in the discharge of their duties in the teaching-learning process. This is why postgraduate qualification is an essential condition for teaching in colleges of education.

Postgraduate education (2019) in this context simply means any education that someone might undertake after earning a bachelor's degree. It includes studying and learning for professional and scholastic degrees, certificates and or diplomas, or different qualifications for which bachelor's degree otherwise known as first degree is required and it is typically viewed as a major aspect of advanced education. In North

America, this level is commonly alluded to as graduate school (or informally as grad school). In Nigeria, admission for post-graduate degree study usually requires a bachelor's degree with a minimum of second class lower division (not less than 2.75/5) while minimum admission requirement for doctoral is an Academic master's degree with a weighted average of 60% (B average or 4/5). Moreover, applicants may be required to participate in written and oral examinations depending on the criteria for admission in the institution. Postgraduate degree in Nigeria include M.A., M.Sc., M.Ed., M.Eng., LL.M, M. Arch., M. Agric., M. Phil. and PhD. Usually, Master's degree Programme takes between 18-36 months with students undertaking coursework, presenting seminars and a dissertation. The minimum period for doctoral degree is 36 months, which may involve coursework alongside seminar presentation and thesis defense at the completion of the research for the award of PhD before a panel of examiners which will comprise of external and internal examiners, Head of Departments, Departmental Postgraduate Coordinators, Sub Dean, Post graduate Programmes of the Faculty, Project Supervisor and Postgraduate School Representative (Postgraduate education, 2019).

University of Kent, *www.kent.act.uk/careers/postgradmenu.htm#* (2012) describes postgraduate study as the study for the award of degree at Master's or PhD level, or postgraduate diploma or certificate which is embarked on after a bachelor's degree have been obtained. Postgraduate study is considered as one that is taken to attain a master or doctoral degree. It is the stage of education undertaken after the first degree. It could be at master or doctoral level Etejere (2011). Higher learning is regarded as the cornerstone of national development in both developed and under-developed nations of the world. It aims at the realisation of individual and societal aspirations. It equips people with abilities and behavioural values as well as other competencies required in carrying out socio-economic roles. It confers on the recipients' boundless opportunities and expanded life option (Nwadiani & Otakhor, 2011). Tsokar & Okeke (2004) submit that achieving sustainable development in a nation requires skillful and conscious steps for embracing native policies that bring about adequacy of achievement. Besides obtaining master's degrees as required by the extant law, most academic staff in colleges of education are now registering for and wishing to complete doctoral degrees. Obtaining a doctoral degree is an important achievement that attracts personal and professional prizes (Spaulding & Rockinson-

Szapkiw, 2012), but the literature has decided pursuing doctoral degree as being very highly risky (Lovitts, 2001; Bradsford, 2010). In the same vein, Bradsford (2010) argue that embarking on a PhD is risky and uncertain.

Generally, in the last four decades, 40% to 60% of the PhD students fail to obtain doctoral degrees (Bair, 1999). To Bair, student's failure could be as a result of inadequate student-to-student (peer-to-peer) interactions, unhealthy student-supervisor relationship and non-involvement of students in some departmental activities such as organization of seminar, conferences and workshops which could aid students' retention and successful completion, among others. Gradual high reduction exists in doctoral degree programmes across disciplines as a result of programme cohesiveness, general amount of work as well as readiness (Wasburn-Moses, 2008). Attrition arises from the fact that the profile presented by doctoral programmes is different. Completion of the PhD programme for all candidates is not possible. Three categories are presented; those who cannot get it done probably due to lack of temperament to work on their own or the mathematical skills required to succeed at advanced physics (calculation) may be lacking; candidates who are capable of finishing but do not choose to (Some may seek alternative academic careers; while others may try to become entrepreneurs, and the like); and everyone else, that is, those who complete their doctorates (Leonard, 2013). Lovitts & Nelson (2000) explain the trend as 'invisible crises' in tertiary level of education, while Smallwood (2004) refers to it as the dominant or principal one in doctoral degree not only abroad but also across the globe.

Getting a doctoral degree is considered as the pinnacle for education across the globe but it takes a longer time to attain these lofty height (Hoffers, Hess, Welch & Williams, 2007; Wao & Onwuegbuzie, 2011). According to Wao & Onwuegbuzie (2011), every stakeholder is now more concerned about the continued lengthening of the time of obtaining the doctoral degree. For instance in the United States of America, the rate of finishing a PhD in the last ten years was 64%, 63%, 56%, 55% and 49% respectively in engineering and life science as well as physical sciences and humanities, (Sonian, William, Mark, Troy & Ashley, 2019). Sydni (2014) gathered from some graduate school students reasons why they stayed long on the programme. Some of the reasons they gave were not having peers to discuss the specifics of the project with; dissatisfaction and feelings of aimlessness; difficulty to balance work

and family; and financial handicap. The literature has shown that there are varying rates of attrition on the doctoral degree programmes worldwide in all disciplines (Lovitts, 2001; Nettles & Mitlet, 2006; US Council of Graduate Schools, 2008; Gardner, 2008). Unlike other degree programmes (undergraduate, academic masters or professional masters) there is an extent of doubt attached to the doctoral degree which unavoidably leads to reduction (US Council of Graduate Schools, 2008).

Different scholars have cited various reasons for the expected attrition on doctoral programmes, regardless of the clime. This could be individual or institutional. Dropping out of graduate school is a silent epidemic. It has high financial and emotional costs for students and their families. Every year, about 50% of graduate students drop out of doctoral programme. This is attributed to no structured support system, inability to manage projects, time management problems, conflicts with supervisor, thesis lacking focus exhaustion or burnout, problems writing up thesis, loss of interest in research and feeling of isolation (Dora, 2018). This raises the concern and debate over the desirousness or not of the completion of the PhD and whether early or late attrition on the programme is good or bad. Some scholars (Golde, 1998; Gardner, 2008) argue that attrition should occur earlier enough in the programme than occurring late. Lovitts (2008) asserts that non-completion of the PhD could be a blessing in disguise for some candidates. He coined the term 'distinguished PhD non-completers' to capture those students who failed to finish a PhD.

Brailsford (2010) submits that a noticeable number of doctoral students cannot complete their degrees, always feel(ing) lonely, exhausted and disillusioned when there is no certainty of success at the end. This shows that every PhD candidate, regardless of the mode of study, is susceptible to non-completion and persistence challenges, particularly in Education (Nettles & Millet, 2006; Spaulding & Rockinson-Szapkiw, 2012), where the journey is on the average longer than that of other disciplines (Natural Science Foundation, US, 2009; Wao & Onwuegbuzie, 2011). This is also supported by the 2006 report of the Survey of Earned Doctorates that shows that, from 1980 to 2006, the central interval for commencing and finishing the PhD has multiplied in education compared to other fields (Hoffers, Hess, Welch & Williams, 2007). The reduction and increase in time attached to degree can be expensive and disheartening (Lovitts, 2001; Terrell, Snyder & Dringus, 2009; Wao,

2010). When the rate is higher, there are high costs for the institutions, public resource investment, faculty, in terms of time expended, financial implication personnel and occupational requirement (Lovitts, 2001; Gardner, 2008).

PhD. students' attrition is seen as the most contentious issue in doctoral education today. Therefore, it is being referred to as a 'scandal' (Smallwood, 2004), because its rates is becoming alarming. There is anecdotal evidence that, out of every 10 or 15 students that started a doctoral degree in a year, 2 or 3 of such students must, for one reason or the other, drop out of the programme. Nigerian National Commission for Colleges of Education (NCCE) (2008) notes that higher degree or additional professional qualifications in one's area or discipline are parts of important pre-requisites to teach in colleges of education; PhD will be an added advantage. This shows that colleges of education lecturers with PhD will be highly respected and demanded for within and outside their colleges (Ikwuka, Joseph, & Henryp, 2017; Nwadiani & Otakhor, 2011; Monaghan, 2011).

As far as college of education lecturers are concerned, the master's degree, which has been stipulated as the least qualification, can no longer be acceptable considering their responsibility of teaching bachelor's degree students in their colleges which are affiliated to universities. There is no reported data yet on the number of lecturers in colleges of education who have doctoral degrees in Nigeria but it is safe to infer that, if 60% is obtainable in universities, it could be lower in colleges of education. Since many colleges of education academic staff now participate in the teaching of the various academic programmes of the various universities they are affiliated to in the running of degree programmes, there arises the speedy request for academics with doctoral degrees in colleges of education in southwestern Nigeria. The number of PhD holders is not as high as expected in the colleges of education. College of education lecturers often start doctoral programme desirously without having good information and understanding of the demands of the programme (Grover, 2007), hence the continuous attrition problem among them.

There have been several studies that focused on having a better knowledge of the causes and effects of doctoral students attrition (Lovitts, 2007) Many of these studies note that there is not any reason doctoral students quit; it is seen as a multifaceted problem (Tinto, 1993; Golde & Dore, 2001; Golde, 2005; Nettles and

Millett 2006; Wao, 2010). Succinctly, there is a significant body of literature that identifies important factors linked with the completion of PhD. The studies did not limit the factors to one, but rather an interaction of multiple factors generally categorised as student-related factors and institutional factors. However, most of the studies are limited to the US and developed economies. There is a dearth of such studies in Africa, particularly Nigeria.

Motivating lecturers to embark on and complete PhD programmes requires an adequate understanding of certain predisposing factors that could help in their successful completion of such programmes. These predisposing factors, as indicated in the literature, could either be individual- or institution-related. The individual-related factors are demographic characteristics that are impeding on college of education lecturers from participating in doctoral programmes. Such factors include their age, marital status, gender, years of work experience, home/family problem and responsibilities, like unsupportive attitude of some spouses, number of children, age of last child, and unavailability of house-helps. The institutional factors are factors relating to the workplace that can influence the interest of the college of education lecturers in participating and completing their doctoral degree programmes successfully. Among the institutional variables that may have influence on completion of doctoral degrees are availability of study leave (with or without pay), provision of scholarship/financial assistance, light or heavy workload, friendly work environment, and leadership/superior disposition. Houston, Meyer & Paewai (2006) opine that the work of academic staff is complex in an increasingly demanding environment. The roles of academic staff are categorised into three: teaching, research and community service, with fundamental attention placed upon the teaching and aspects of research and secondary focus on service or administration.

Research on academic workloads have considered the level of academic work with opportunity for ensuring balance between research and teaching. Following Houston, Meyer & Paewai (2006) on the complexity of the schedule of other responsibilities apart from teaching, lecturers in the university are faced with the same challenges as those in colleges of education. The doctoral degree programme involves highly intensive research work to be carried out by the candidates participating in it. A combination of teaching and services or administrative work with doctoral degree

research could be cumbersome and hinder timely completion of the PhD programme by the academic staff of colleges of education. To be able to complete doctoral degree programmes, academic staff in colleges of education should have leaders with good disposition, that is, their supervisors, such as Head of Department, unit head and even Dean of School. Dispositions guide behaviours are connected with behaviour that results in the creation and sustainability of learning situation that is conducive. There is possibility of facing difficulty in identifying, assessing and impacting the dispositional qualities of a leader. A good leader should be able to positively transform education by giving adequate support when the need arises. Leaders should not discourage staff development (Melton, Mallory & Green, 2011).

Although most researchers' views of dispositions vary, many of them see it as convention (values, beliefs and behaviour) (Melton, Mallory and Green, 2011; Fullan, 2002; Schulte & Kowal, 2005). Ritchhart (2002) contends that dispositions are all we are capable of doing, our strength, as well as all we are likely to do. Dispositions are personal qualities possessed by individuals such as attitudes, beliefs, interests, appreciations, values and adjustment methods. (Melton, Mallory & Green, 2011). Professional dispositions according to National Commission for Accreditation of Teacher Education (NCATE) (2002) is proficient mentalities, qualities and convictions exhibited through both verbal and non-verbal practices as teachers interacts with learner, families, associates and networks; these positive practices bolster students learning and advancement (Melton, Mallory & Green 2011).

Some external factors have been identified as obstacles such as organisational support, financial and/or time constraints as crucial to the participation of adults in learning because there are different roles that adult learners are associated with in their lives (Darkenwald & Merriam, 1982). In the submission of Willging & Johnson (2004) external factors, such as family background, inadequate support from organisation, job change and workloads, are the majors factors that influence the decision not to complete online courses. Rovai (2003) also identified factors not related to schooling that conflict with students' academic life which in turn lead to school dropout. Previous studies have looked at problems generally encountered by Nigerian postgraduate students in Nigerian universities (Duze, 2010), predictors of dissertation completion and postgraduate diploma students in education (Olakulehin & Ojo, 2008) and factors affecting timely completion of PhD (Adegoke, 2010). Only

few studies have concentrated efforts on PhD enrolment and participation among college of education lecturers, with little emphasis on their doctoral completion rates. There is a dearth of empirical studies on the extent to which institutional and demographic factors predict PhD completion among college of education lecturers in Nigeria.

1.2   Statement of the Problem

The underrepresentation of doctoral degree holders in the staff profile of colleges of education (CoE) in Nigeria is disconcerting. The teaching staff are mostly bachelor's and master's degree holders, with only about 10% as doctoral degree holders. This number is especially discouraging in the light of the regulations and guidelines from the National Commission for Colleges of Education (NCCE) that higher degree in one's discipline is an important pre-requisite, if not an advantage for teaching in colleges of education. Since 2008, the proportion of academic staff from colleges of education that applied and enrolled for doctoral degrees in Nigerian universities has increased; and it is, therefore, expedient that the corresponding doctoral degree holders in the teaching profile of the CoE should also have increased tremendously. But the number seems not to have increased as expected. The most puzzling issue about the whole phenomenon is that the most academically capable staff are the least likely to complete the doctoral programme. This, therefore, raises concern beyond enrolment and participation of academic staff of CoE in the doctoral programme.

Previous studies (Bair and Haworth, 2004; Majid, 2009; Sanni, 2013; Kester, Ogidan, Oke & Oni, 2016) have concentrated much effort on enrolment and participation in doctoral programme, with little emphasis on doctoral degree completion rates in Colleges of Education, in particular. This study, therefore, examined the extent to which certain institutional and demographic factors correlated with doctoral degree completion among the academic staff of CoE in southwestern Nigeria, with a view to identifying the constraints leading to high attrition and prolonged time-to-degree among the academic staff.

1.3   Objectives of the Study

The objective of this study was to examine the extent to which certain institutional and demographic factors correlate with doctoral degree completion among academic staff of Colleges of Education in southwestern Nigeria. The specific objectives were to:

i.   assess the yearly enrolment for PhD in each college of education,

ii.   examine the time-to-degree among the academic staff of Colleges of Education that enroll for doctoral degrees in universities,

iii. ascertain the actual doctoral degree attrition rate among the academic staff,

iv.   determine the risk and protective factors that lead to prolonged time-to-degree as well as the high attrition rates,

v.   assess the extent to which age, sex, number of children, age of last child and marital status of the academic staff correlate with doctoral degree completion,

vi.   assess the extent to which study leave, grant and scholarship, teaching and administrative workload, leadership disposition and institutional policy correlate with doctoral degree completion,

vii. examine if there exists a relationship between doctoral degree completion and lecturers' intention to quit the college, and

viii. ascertain the relationship between doctoral degree completion and career progression of the academic staff.

1.4   Research Questions

The following questions will serve as anchor for the study:

RQ$_1$: What is the yearly PhD enrolment by college of education academic staff in southwestern Nigeria?

RQ$_2$: What is the exact time-to-degree for the doctoral degree among the academic staff of CoE in southwestern Nigeria?

RQ$_3$: What is the actual doctoral degree attrition rate among the academic staff?

RQ$_4$: What are the risk and protective factors that lead to prolonged time-to-degree as well as the high attrition rates among the academic staff of CoE on the doctoral degree programmes?

RQ$_5$: To what extent do institutional and demographic factors correlate with doctoral degree persistence and completion among academic staff of CoE in southwestern Nigeria?

1.5   Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

Ho$_1$: There is no significant relationship between each of age, gender, number of children, age of last child, marital status and doctoral degree completion among the academic staff of CoE.

Ho$_2$: There is no significant relationship between each of study leave, grant and scholarship, teaching and administrative workload, leadership disposition, institutional policy and doctoral degree completion among the academic staff of CoE.

Ho$_3$: There is no significant relationship between doctoral degree completion and the intention of the academic staff to quit the college.

Ho$_4$: There is no significant relationship between doctoral degree completion and the academic staff career progression in CoE.

1.6   Significance of the Study

It is anticipated that the findings of this study would provide a basis on which to measure the relevance of doctoral degree programme to lecturers in colleges of education. It would also provide a contemporary context of equipping lecturers of colleges of education currently participating in doctoral degree programmes in an ever-changing and challenging society. It is expected that the identification of success factors would give teachers in colleges of education an awareness of the elements crucial for the success of their doctoral programs. It is also expected that the results of this study would provide detailed information on how teachers in Colleges of Education value doctoral degrees and the specific characteristics of the variety of values attached to the degree. It is equally hoped that the findings of this study would provide prospective college of education lecturers who are yet to embark on their doctoral degree programmes to see it as what they are to give consideration and commitment to during the programme.

In addition, the findings of this study would be of immense significance in that the study's results could form part of the baseline data required to understand the relationship(s) between demographic and institutional factors as they influence college of education lecturers' participation in, persistence in and completion of doctoral degree programmes in the six southwestern states of Nigeria. The study would also provide information that could form the basis for government educational planning and intervention programmes towards achieving the Tertiary Educational Trust Fund (TETFund) objectives on educational development. This would promote the quality of research and publications among lecturers. Also, the findings of the study would highlight the measures which various institutional management bodies could adopt to assist their lecturers to successfully participate in and complete PhD programmes.

The attitudes of lecturers towards doctoral degree programmes may also be changed through the outcomes of this study such that the lecturers, institutions, and spouses, among others would give adequate support to participating lecturers. The study would also generate data for future studies on both academic and senior non-teaching staff in colleges of education. Furthermore, the study would be of great relevance for academic purposes in that it would boost the body of literature by contributing to the existing studies on postgraduate degree programmes. It is anticipated that the findings of this study would provide lecturers in colleges of education who have dropped out from doctoral degree programmes and those who are likely to do so with coping strategies that would make them persist and complete their programme.

It is also expected that the findings of this study would reveal to the management of colleges of education the policies and practices that are preventing lecturers from participating in and completing doctoral degree programmes and amend as appropriate. It has been established that attrition among doctoral degree students reduces the income of the university. It is anticipated that the findings of this study would awaken postgraduate schools of various universities to how to prevent the losses. The findings of this study are also expected to increase the level of participation in, persistence in and completion of doctoral degree programme by lecturers in colleges of education.

1.7   Scope of the Study

The study covered the extent to which demographic and institutional factors correlated with college of education lecturers' completion of PhD programmes in universities in southwestern Nigeria. The study was delimited to lecturers in colleges of education (CoE) in three purposively selected states of southwestern Nigeria that have both federal and state colleges of education. These are Oyo, Lagos and Ogun states. Colleges of education owned by both the federal and state governments in the three states were covered. The choice of the federal and state colleges of education allowed for easy and better comparison across line of ownership. This also gave room for assessing the differences in institutional provisions in the federal and state colleges.

In essence, six CoE were selected from the three states; two each from a state. The CoE selected were Federal College of Education (Special) Oyo and Emmanuel Alayande College of Education Oyo, from Oyo State; Federal College of Education (Technical), Akoka and Adeniran Ogunsanya College of Education, Ijanikin, from Lagos State; and Federal College of Education, Osiele, Abeokuta and Tai Solarin College of Education, Omu-Ijebu, from Ogun State.   Further, the study was restricted to all schools in each of the CoE, namely Schools of Arts and Social Sciences (ASS), Education, Languages, Science and Vocational and Technical Education (VTE). The study was delimited to all academic staff in the CoE in Southwestern Nigeria who have at one time or the other enrolled in a PhD programme irrespective of whether they completed it or not.

1.8   Operational Definitions of Terms

To avoid ambiguity and misrepresentation, the following terms are defined as used in the study for proper understanding of the study:

Doctoral Degree Completion: Successful completion of PhD programmes by college of education lecturers. That is, the participant would reach final stage, submit the thesis and be awarded with the doctoral certificate.

Demographic Factors – These are the features of the population used for the study, such as age, sex, number of children, age of last born and marital status.

Institutional Factors – They are factors within the occupational institutions that would facilitate or inhibit the interest of college of education lecturers to

complete doctoral programmes. These include study leave, grants, scholarship opportunities, leadership disposition, and administrative workload.

Academic Staff of Colleges of Education– This refers to the staff who teach in the institutions (colleges of education) where students are trained to become qualified teachers.

Time-to-degree: This refers to completion of PhD programme within the stipulated time frame.

Study Leave: This is a period when candidates participating in doctoral degree programmes are released from duties or not released in their places of work to attend the course, conference, seminar, workshop and other activities that are related to completion of the programme.

Grants and Scholarship Opportunities: These are various types of assistance (monetary or material) given to the students during the course of study to relieve them of financial stress or burden.

Scholarship Opportunities: These are monetary assistance that can be awarded to doctoral degree students to support their financial needs. This could come from educational institutions; individuals; and local, state or federal government.

Leadership Disposition: The favourable or unfavourable behaviour of the supervisor in the students' place of work. The supervisor could be the H.O.D the Dean, or those at the helm of affairs, that is the college management.

Workload: This refers to heavy academic workload such as teaching, writing of journal articles for publication, attending conferences, seminars or workshops, participation in examination matters and attending to duty post services.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter presents the review of relevant literatures and the theoretical framework for easy understanding of the study.

2.1   Literature Review

The following concepts were reviewed:

2.2   Higher Education in Nigeria

2.3   The Doctoral Degree

2.4   Colleges of Education in Nigeria: Growth and National Development

2.5   Academic Staff: Nature, Characteristics and Challenges

2.6   Doctoral Degree and Academic Staff

2.7   Doctoral Degree Completion

2.8   Demographic Factors and Completion of PhD Programme

2.8.1   Sex (Gender) and Completion of PhD Programme

2.8.2   Marital Status and Completion of PhD Programme

2.8.3   Age and Completion of PhD programme

2.8.4   Present Rank and Completion of PhD Programme

2.8.5   Domestic Responsibilities and Completion of PhD programme

2.9   Institutional Factors and Completion of PhD Programme

2.9.1   Study Leave and Completion of PhD Programme

2.9.2   Grant and Scholarship Opportunities and Completion of PhD programme

2.9.3   Teaching and Administrative Workload and Completion of PhD programme

2.9.4   Leadership Disposition and Completion of PhD Programme

2.10   Empirical Review of Findings/Results

2.11   Theoretical Framework

2.11.1 Theory of Resilience

2.11.2 Tinto's Student Integration Theory

2.11.3 Theory of Attribution

2.12   Appraisal of Literature Review

2.2 Higher Education in Nigeria

Tertiary education is also known as post senior secondary education in institutions such as Universities, Colleges of education, Polytechnics, Monotechnics and Enterprise schools. Saint, Hartnett & Stressner (2003) postulated that higher education is key to external resources; an integration phase that deals with more dynamic interactions than direct interactions between teachers and students; and the transition phase, that is the actual mobilization of resources in the educational system to create an e-learning community. Saint, Hartnett & Strassner (2003) viewed higher education in Nigeria like other systems of education especially in developing countries as going through a series of challenges. Saint, Hartnett & Strassner (2003) also observed the potential systems of tertiary education in developing countries to accomplish set goals are frequently thwarted by long-standing challenges. The attainment of goals in tertiary institution have been inhibited by these multi-faceted challenges which in turn have inhibited goal attainment and have created fear and doubt about the quality of tertiary education in Nigeria. As a rule, education has been the foundation of cultural advancement through the development of information based economy. Countries everywhere throughout the world rely upon it for progress (World Bank, 1999; Saint, Hartnett & Strassner, 2003; Ekundayo & Ekundayo, 2009). An informed and talented populace that is amiable to change is the key components required for a quick financial change of a nation.

2.3 The Doctoral Degree

The highest level of academic qualification is a doctorate degree in various areas of studies. Usually, an individual working as academic staff in the University, PhD is the required degree or applied professional doctorates include the Doctor of Medicine (MD), the Doctor of Education (EdD), and the Juris Doctor (JD), among others (GetEducated, 2019). Doctor of Philosophy (PhD) is the most elevated level of scholastic capability and the title is utilized over the full scope of scholarly subjects. It includes a more drawn out period (at the base of 3 years) of administered investigation that will lead to a proposition which "causes the expansion in information, uncovered the evidence of precise research and capacity to interface the result of such examination to the general group of information in the subject and is

deserving of publication" (University of Kent, *www.kent.act.uk/careers/postgradmenu.htm#* 2012:6). PhD thesis is more requiring than a master's dissertation, not only with respect to its size but also in that the research must be prototyped and must add something new to the existing knowledge on that subject. Kutcher (2014) submits that the PhD holders are able to involve in thorough experimentations and problem solving in sophisticated ways. Doctoral degrees are open to individual who has obtained master's degree in a related field and generally requires additional two to three years of study after the master's qualification (Nick & Ausukuya, 2013). Kester, Ogidan, Oke & Oni (2016) opine that doctoral degree programmes are designed to prepare students to be scholars who will assimilate and apply knowledge as well as disseminate and communicate same, for the overall development of every discipline.

In the view of Anyanwu, Osuji & Akintayo (1989), the doctoral degree programme was designed to prepare higher-level manpower and to promote scholarly study and research in Adult Education and other related fields. Acquisition of doctoral degrees has been seen as highly beneficial to all fields of endeavour, including Adult Education. Doctoral degree programmes help to prepare scholars and practitioners who are essential to the overall development of their fields of practice. Doctoral degree is vital to human capital acquisition in the Nigerian society at large (Kester, et al, 2016). The PhD is awarded in all fields of knowledge. Typically, it takes many years of study beyond the master's degree. The exact number of year of study differs by discipline and by student. Some learners finish it in four (4) years; others spend up to eight (8) or more years, based on the area of specialization, the researcher's topic, and the learner's abilities. Most PhDs need to complete coursework, comprehensive examinations, and dissertations. It is a degree that is not graded awarded to a candidate who demonstrate research ability to complete research autonomously and structure a particular commitment to the information regarding the matter and to bear the cost of proof of cognizance and innovation indicated either by the disclosure of new realities or by the activity of free basic force. The candidate's research work will be guided by at least one supervisor.

The requirement for the award of the degree is the submission of a thesis for a written assessment with a minimum of 75,000 to 100,000 words (depending on the department) by three examiners external to the university. Moreover, there is the need to work independently under the guidance of a supervisor to prepare a thesis after

which one will usually expected to take a viva. The title "Dr", can be used once PhD is awarded to a person. The process of doing a PhD is typically divided into three phases: finding a project topic and reviewing the literature; doing the research, including experiments or fact finding; and writing. The degree requires a stimulating environment and diligence (Task, 2009). The Peak of the PhD programme is dissertation/thesis. The programme is different from master's programme because it consumes more time and resources. Also, the essay is expected to be original, longer and add to knowledge in the field. The doctoral student needs the assistance of some members of the faculty and his or her supervisor. Olakulehin & Ojo (2008) are of the opinion that, in the preparation of dissertation reports after the coursework, students are required to recognize an appropriate research issue deserving of investigation from a chosen area of interest. The area to focus the research and detailing of a reasonable issue are the most challenging activities confronted by postgraduate research students.

This is because the problem defined is required to meet the criteria of significance, originality and feasibility. The problem also needs to be considered in relation to the individual student's ability and professional experience as well as potential difficulties such as access to information, financial and time constraints. The well-established conclusion of the doctoral research is the importance of high-quality guidance on the satisfaction and performance of graduates (on time) (Kolmos, Kofoed & Du 2008; Woolderink, Putnik, Boom, & Klabbers, 2015). In researcher training, various aspects were explored, such as promoter readiness, various forms of support, and quality of relationships between the supervised promoter (for example, Bair and Haworth 2004). However, the main disadvantage of most studies has been the existence of a reasonable and inadequate theoretical framework (Devos, Linden, Boudrenghien, Azzi, Frenay, Galand & Klein, 2015). So, Devos et al. (2015), Theory of Self-Determination Techniques for the Study of Doctoral Guidance - especially the so-called miniatures. Fundamental needs theory implies meeting three psychological needs basically for independent motivation, leading to pragmatic psychological and behavioral effects like well-being and acquiring information, need for knowledge, kinship, and independence. The requirement for effectiveness alludes to feeling achievement in an individual's undertakings to encounter dominance (Ryan & Deci, 2017).

Supervisors can bolster the need in students doing PhD by offering scholastic help, which centers on all assistant related to the study (Overall, Deane, & Peterson, 2011). In that capacity, it can allude to offering help in getting scholastic abilities, for example, inquire about methods and scholarly composition, yet in addition support in the advancement of procedure related aptitudes, for example, arranging and the executives. Research shows that scholarly help is identified with (opportune) completion of degree and fulfillment. Non-existent, low or poor scientific support is associated with dissatisfaction, longer maturity and even inability to study as expected (Devos et al. 2015). Many findings have demonstrated that aspects of personal support have relationship with level satisfaction possessed by postgraduate students, such as friendliness, understanding specific situation, and calm in stress (Woolderink et al. 2015). Moreover, the lack of interest among doctoral programme supervisors is related to the graduation intentions and actual degeneration of doctoral students. For people who encounter this need, independence support is significant. Self-governance support in the doctoral setting can be comprehended as giving the PhD student space and chance to settle on their own decisions, empowering self-sufficient conduct, and treating the PhD student's perspective and thoughts with deference (Overall, Deane, and Peterson 2011).

A supervisor who gives an elevated level of independence backing can be viewed as something contrary to an extremely controlling supervisor who squeezes their own perspective (Devos et al. 2015). Research indicated that apparent self-rule is identified with proceeding with the PhD, to fulfillment, and to more prominent research self-adequacy (Mason, 2012; Overall, Deane, and Peterson, 2011). The inverse, controlling conduct, is seen as negative by PhD students. In supervising PhD writing, scholastic, individual, and self-sufficiency support have once in a while been expressly considered with regards to essential needs hypothesis. In any case, they constantly show up in investigation relating to PhD supervision, in spite of the fact that they are alluded to in differing terms (Devos et al. 2015).

2.4   Colleges of Education in Nigeria: Growth and National Development

The emergence of colleges of education in Nigeria is traceable to the Report of the Ashby Commission, 1960. The commission recommended the establishment of Teachers' Grade One Colleges to offer a two-year teacher programme based on a

certificate. The report was modified and five Advanced Teachers' Training Colleges were established in 1962 by the Federal and Regional Governments with the aid of UNESCO (Oga & Okpaga, 2000). The teacher's grade one college led to a new certificate programme – the Nigeria Certificate in Education (NCE) for the preparation of teachers to impart knowledge in the primary schools and the junior forms of secondary schools. The institutions established were in Lagos (1962); Ibadan, but transferred to Ondo in 1964, where it became Adeyemi College of Education Ondo; Owerri (1963 –Alvan Ikoku); Zaria (1962); Gumel, Kano (1964) (in the same premises with the existing Grade II College of Education) (Olayanju, 2010).

Teachers are indispensable for the development of a nation; hence, they should be found worthy, skilled, devoted, viable and productive for the achievement and progress of the country, as no country can transcend the system of education and teachers level of qualification (Ani, Onyia & Iketaku, 2013). Since the inception of the NCE, there have been fundamental changes in teacher education programme, which is being taken care of by the regulatory body, the National Commission for Colleges of Education (NCCE). The commission, through the implementation framework, guides NCE-awarding institutions, sets standards for curriculum practice and ensures uniformity in practice across all the NCE-awarding institutions in the country. Also, at an interval of five years, the commission goes round the colleges to ensure quality delivery and accreditation of the institutions and programmes (NCCE, 2012).

Education is generally seen as a way of helping an individual to leave the complete life he or she has the ability to live. Scholars in sociology relate education to culture, and perceive it as a process of transmitting and renewal of culture. This definition covers both non-literate, literate, organized, unorganized, agencies and industrial educational programmes. Sarumi (2011) links education with culture, defining education as the culture that each generation transmits to its successive generation for the upkeep (sustainability) and improvement of society. He emphasizes that both illiterate and literate societies have ways of life or patterns of culture shared by all members of a given society. Sarumi (2011) claims that Nigerian traditional societies had the means to educating their citizens, and the mere fact that reading and writing did not have any elements does not mean that they did not have their own educational system. Osokoya (2003) submits that education is a way of achieving qualities and potentialities of an individual in society and the acquisition of abilities,

norms and competencies needed for self-actualization and for coping with day-to-day challenges. It is a continuous process, starting from cradle to grave and hereafter (Sarumi 2011). The aim of education in any society depends on the values of the land (society).

Education in any developing world, including Nigeria, should:
- promote national unity,
- address social inequalities,
- provide industrial manpower and pleasure,
- train for vocational competence,
- produce middle- and high-level manpower for economic development,
- promote international understanding,
- promote public morality,
- help in self-realization, and
- promote public enlightenment and actualization behaviour.

Development is crucial and of great benefit to the organisation and growth of any nation. A country that ensures that citizens can have qualitative life is classified as advanced (Lawal & Oluwatoyin, 2011). Bolaji, Jallon, Imonitie & Walong-Jalon (2018) view development as a situation whereby individuals have right to be employed, having essential services, for example, education, housing, wellbeing administration and nourishment, just as accomplishment of a positive pace of appropriation and redistribution of national riches. Advancement requires monetary development as well as certain thoughts of impartial dispersion, arrangement of human services, education, housing and other significant services all with the end goal of improving the individual and aggregate personal satisfaction (Lawal & Abe, 2011).

World Bank (1994) defines development as improving standards of living over a long term. Lawal & Abe (2011), describes development as a thought which captures all means to improve all aspects relating to human existence. Abubakar (2013), defines sustainable development as "the advancement that provides the requirement of the present without accommodating the competency of the future generations to achieve their own goals". This makes sustainable national development the modern yardstick of development. Education and sustainable development are interwoven, thus the emphasis on education to achieve the desired sustainable development.

National development is more than acquisition of products related to technological products such as computers, cars and planes; construction of buildings that can be perceived as most attractive and architectural wonders; or with good access roads, bridges, airports and dams, which are a by-product of development. This includes essential human activities such as food and nutrition, employment and poverty eradication in the context of equality, dignity and justice. The main common denominator of all development is human-friendly change. National development must include a labor-intensive project in rural areas. It should take care of the people rural Africa communities to improve their lives through personal efforts (Ani, Onyia & Iketaku, 2013).

Colleges of education in Nigeria are responsible for the education of tomorrow leaders by making a complete development in them, elevated level of specialized limits required for financial development and advancement (Osokoya, 2008). Adekoya (1999) opines that, for Nigeria to be prepared financially, they ought to be given the basic skill and, so as to achieve this, the educational programme ought to be effectively implemented in Colleges of education to produce NCE graduates who would achieve this objective through adequate teaching, tutorial classes, project writing and the various practicals. Oga & Okpaga (2000) assert that, colleges of education lay the foundation for whatever profession many people become after NCE, as accountants, lawyers, economists, engineers, and doctors, among others, contribute to national development. The knowledge of national consciousness, sense of oneness, and common citizenship are acquired through courses in General Studies, like Citizenship Education, which contributes to national development.

2.5 Academic Staff: Nature, Characteristics and Challenges

Lecturers in colleges of education in southwestern Nigeria are expected to participate in PhD programme, persist and complete it together with the normal schedule of their regular employment. The schedule of responsibilities of lecturers in colleges of education entails teaching or lecturing as primary assignment, though there are other engagements. The Understanding Teaching Framework is a guide that helps keep educational practice focused on developing students' understanding. The framework represents good teaching. It explains what good teachers do to make them courageous, more brief and observable. These include, choice of meaningful and

relevant topics that can easily be connected to other subjects, activities and adequate feedback to motivate learners for continuity (Blythe & Associates, 1998).

A teacher's main preoccupation is to guide and guard students to achieve success. However, in colleges of education, teaching is more challenging due to excess workload (most especially in General Education Courses with large classes), conduct of continuous assessment (CA) tests and examinations, marking of scripts and many others. The responsibilities of teaching in colleges of education is so much that it tells on the ability of most academic staff to combine their regular schedule with undergoing a PhD programme. To meet promotion requirements, academic staff still find time to write conference papers and journal articles. There are specific numbers of publications to be submitted for promotion within the resident years.

2.6   Doctoral Degree and Academic Staff

Doctor of philosophy (PhD) degree is recognized widely as the most crucial and the highest postgraduate qualification for individual who have the desire of pursuing career in academics. It is an important requirement for a career in academia. The term doctorate originates from the latin word *docere*, which means to teach. According to Grad School (2014), the responsibility during the programme builds a permanent sense of responsibility in the holder even after the programme. It is an introduction to the universe of free research – a sort of scholarly magnum opus, made by a student in closely coordinated effort of a supervisor. Soyode (1998) argues that recipients of doctoral degree are regarded as the initiator or anchors of policies, through relevant research and are efficient managers of the economy.

Monaghan (2011) states that having a doctorate also develops transferable skills, like presentation skills, communication skills, problem-solving skills, time management, project management and team work, in the holder. It provides the academic staff with advance theoretical and applied knowledge pertaining to the chosen field of interest above master's degree holders. In the workplace, since the doctoral degree holder has related with various professors and faculty members, he/she is not only comfortable with uncertainties based on the experience during the programme, but he/she is also able to thrive in it. A PhD holder will also be able to thrive in competition and collaboration. Having this degree is an added advantage for

academic staff in colleges of education. A lot of opportunities will be gained by the college of education that has many PhD holders.

PhD in Education assists academic professionals pursue original research that contributes to the field (Jordan, 2012). Given the challenges that teachers face today, the Doctoral Program in Education explores topics such as human development, organizational systems, and the promotion of social tranformation through education. Soto (2010) asserts that doctoral programmes serve as a primary means of preparing future scholars and field experts through research training and productivity. Academic staff build their academic careers on a strong PhD. The PhD is critical to career progression of committed academics (Olukoju, 2014).

Hence, lecturers in colleges of education are expected to participate in PhD programmes for security and the sustainability of their jobs, as well as for the enhancement of their status, particularly as they benefit from other opportunities within and outside their immediate work environment. United Kingdom Graduate Programme (2004) observes that PhD beneficiaries enjoy their work and have good working conditions. Ikwuka, Joseph & Henry. (2017) affirm that, apart from this personal benefit, university and allied tertiary institution education has come to be accepted as a foremost index of development, information and knowledge that have become the world's most important legal tender for productivity, competiveness and increased wealth and prosperity. In response to a question whether it is possible to do PhD in Canada after completing Meng degree, Zahid (2012) submitted that PhD is research-intensive which could be attained by those who have adequate research background. It improves research skills and introduces new knowledge. It has formed the bedrock for training of staff of tertiary and allied institutions. This accounts for the quality of teaching and research, which, in turn, affects the nation's systems at all levels. Abubakar (2005) states that no nation can develop scientifically and technologically without doctoral degree holders and up to date research institutes. PhD degree holders are capable of contributing to knowledge and bring about substantial development in the society (Confait, 2018).

More specifically, the PhD programme is of importance to teachers in colleges of education based on the fact that it will prepare them to meet the demands of the teaching profession, such as understanding teaching and learning in various educational institutions. It will further assist them to become more effective educators through gaining appropriate training in teaching strategies, theories and practical

skills, thus enhancing their contributions to the development of the educational system. College of education lecturers with PhD are highly recognized and respected within and outside the system. They are appointed into posts of responsibilities with adequate allowances, which are additional advantages. In teaching, they are believed to possess the ability to give the best. In both part-time and regular degree programmes of affiliate universities, PhD holders are given priorities whatever their rank/status in the college when it comes to allocation of courses to teach and supervision in Teaching Practice, among others. Some lecturers who have participated in postgraduate programmes have, on completion, gained the opportunity to work in the university. Some with their original course; others have changed their courses for other ones. The doctoral degree is for professional improvement by upgrading skills to enhance employability or change of careers. The acquisition of PhD is seen as an appropriate avenue for personal and national growth (Egerton, 2002).

People with doctoral degree may likely enjoy their working conditions. Increasingly, these qualifications are turning out to be benchmarks of greatness for employers and professional organizations. Holding such qualification demonstrates ability that is superior but does not just give subject information or explicit abilities for a specific vocation, yet in addition create significant transferable aptitudes (Machin & Murphy, 2010). People that enter into it do so to gain personal development and fulfilment (Tekinarsalan, 2004).

Majid (2009) discovered from his study that people believe that participation in PhD will make their employability easy and give chances of promotion. Learners participate in PhD because of job promotion (Lamb and Brady, 2005). Getting this degree can be viewed as a methods for obtaining information that will enable an individual develop rapidly socially, culturally, economically, politically, industrially and innovatively based on changes occurring in environment of an individual (Kazeem, 1998; Olomukoro, 2005). In addition, changing professional expectations, outdated ideas, changing technologies, combined with the use of knowledge and growing awareness of the quality of life, have also contributed to the growing interest and desire to acquire additional qualification at the university level. Outside academia, PhD provides businesses with elevated levels of information, advancement and specialized abilities. Society likewise profits by exceptionally instructed citizens who appreciate open discussion and find imaginative ways resolving issues. In summary, PhD programmes have the following advantages:

- Help the participants to learn,
- Provide a deeper understanding of one's subject,
- Help to maintain professional development,
- Develop verbal and interpersonal skills,
- Develop writing skills,
- Promote critical thinking,
- Encourage literacy in computer,
- Promote the ability to effectively manage a project or gather information, and
- Provides some basic life tools, such as maturity, experience, ability to challenge a point.

All these make one to be more confident about the future. Lecturers in colleges of education need to participate in PhD programmes so as to enjoy the advantages and become more qualified in the discharge of their duties. They should be encouraged by those values that are attached to participation in, persistence in and completion of PhD programmes.

Kester et al. (2016), in their study on time-to-degree completion in Adult Education in the University of Ibadan, submit that, despite the values of a doctoral degree and the substantial growth in doctoral admissions in Adult Education, there is evidence that the degree completion rates have not been too encouraging. The length of time to graduation has also been on the increase. The literature has generally shown evidence of increased time-to-degree and reduction in doctoral degree completion in most academic fields. Kester et al. (2016) state that, globally, the attrition rate of doctoral degree students increases yearly. The low doctoral degree completion rate is a growing concern which has led to demand for reforms in institutional programmes and policies. Many people consider doctoral degree completion rates to be among one of the most important indicators of institutional quality because of the benefits to individuals and society. The interest for PhD holders have lately increased due to their ability to stimulate national improvement and advance technological development. Another explanation is the desire of Nigeria to be among the initial 20 most advanced countries by 2020 and meet the labor prerequisite of education in the developing tertiary organizations (Olubusoye & Olusoji, 2014).

2.7   Doctoral Degree Completion

Recent reports by various governments and associated bodies have highlighted the challenge of universal access to doctoral education. Gorard, Smith, May, Thomas, Adnettt & Slack (2006) stated in their review of the extension of their participatory research that there appears to be considerable attention to the extension of their participation in follow-up studies. The National Postgraduate Committee (NPC), the body that speaks in favor of postgraduate students, has proposed to extend the postgraduate investment plan to postgraduate students (Hoad, 2001). This sentiment is echo by the National Union of Students (NUS):

> Due to the expansion of the Bachelor level participation program, postgraduate studies are becoming more and more a way to stand out in a crowded labor market. Therefore, we should take care of the demographic composition of the postgraduate population and whether there are barriers to postgraduate studies that disproportionately affect certain groups (NUS, 2009).

There has been a gradual increase in the number of PhDs in federal and state universities in Nigeria. More students enroll for master's programmes than for Postgraduate Diplomas and MPhil/ PhD programmes. In the selected Nigerian institutions, in the year 2000, there were 2509 postgraduate students, out of which 1814 (72%) were master's students. In the year 2002, there were 3914 postgraduate students, out of which 3145 (80%) were master's students. By 2005, the enrolment dropped to 3546, out of which 1870 (53%) were master's students. In the 80s, there were about 15 Nigerian universities offering research and postgraduate studies. By 2005, there were about 45 Nigerian universities involved in these activities. Students are responsible for all the financial expenses during the programme. The selected universities run both part-time and full-time programmes. Part-time programmes are for the working class; hence the supervisors are often expected to possess greater skills in recognizing the influence of work, family and life constraints on such postgraduate students (NUS, 2009). About 55% are full-time students, while 45% are part-time, unlike in the Deakin University, where approximately half of the postgraduate students are part-time with most of them studying off-campus (Deakin University, 2001). Owoade, Ojo & Tijani (2005) submit that, although circumstances vary, adults participating in learning normally expect that skills to be acquired can lead to improvement in their lives. For adults to participate in learning, it certainly

must meet their aspirations, intentions or the desire to learn life-related skills or when they feel deficient in certain aspects. The above opinions point to the fact that there are various activities or events in which individuals at one time or the other participate in order to achieve certain goals. Lecturers in colleges of education in southwestern Nigeria participating in postgraduate education in Nigerian universities are from different disciplines. Consequently, it is easier for some than for others. However, participants' aspirations, intentions or the desire to learn motivate many to complete the programme no matter the difficulties.

Doctoral perseverance is "the duration of a student's advancement toward the culmination of a doctoral qualification" (Bair, 1999). About half of postgraduate students continue their studies (Barnett, 2008). In Nigeria, there have been several cases of abandonment and student attrition; hence, it is an important issue that requires immediate attention. The issue of doctoral student attrition is of great concern among stakeholders in higher education. Due to concern for high whittling down rates in doctoral programme, a few investigations (Lovitts, 2001; Nettles & Millett, 2006) have found that doctoral ingenuity is not the aftereffect of one single factor (Wao, 2010), be that as it may, a connection of various factors commonly identified as students related factors or institutional variables (Tinto, 1993; Wao, 2010). A range of students related factors are related with industriousness, including segment factors, individual qualities, inspiration and objectives, obligations, and adapting aptitudes.

Olubusoye & Olusoji (2014) submit that the time it takes to finish a PhD varies from one university to another. Doctorates are typically meant to take four years to complete but, in the University of Ibadan, most PhD students are still not "doctors" after seven years. The time it takes to complete a PhD could either be long or short as some students have been known to finish their PhD within three years, while it has also taken some ten years. As submitted by Olubusoye & Olusoji (2014), statistics from Cambridge University revealed that about 80% of the PhD students believe it takes an average of 5 to 5.5 years but this is essentially a function of the kind of research the student is undertaking (Cambridge University Website, 2013). The average time taken to complete a dissertation in American universities varies from 3.5 to 6 years; some finish a little under 10 years. Most PhDs are not conferred in Canada until after five to seven years after the bachelor's degree (Olubusoye & Olusoji, 2014).

Olubusoye & Olusoji (2014) state that, in Nigeria, the average time taken to complete a PhD varies across universities but, on average, it takes PhD students seven to eight years to complete their dissertations. The major reason PhD students in Nigeria abandon their research is frustration; but Nigerians who have the opportunity of studying abroad at postgraduate level generally graduate within the minimum stipulated duration. Moreover, it has been averred, in spite of the efforts of those still enrolled in the program, the majority culminate in a doctorate of at least an average of seven to eight years, compared to the minimum requirement of two or three years at Nigerian universities.

2.8 Demographic Factors and Completion of PhD Programme

Beam (2011) views demography as the logical investigation of attributes and elements relating to the human populace. The attributes included in this investigation are size, development rate, density, fundamental measurements, and dispersion of a predetermined populace. Demography requires the investigation of explicit data that might be accumulated from a populace evaluation or indispensable measurable records. Demography can be characterized as the factual investigation of human populace or broad science that is used for describing various forms of human population which changes over time or space. It covers the study of the size, structure and distribution of these populations, as well as their regional, and also temporary, changes in the light of birth, relocation, maturation and death.

From the foregoing assertion, one can deduce that, if the population of lecturers pursuing PhD increases, they will have better and wider opportunities at completion, but if they remain at the same level, they will be narrowing down the opportunities that will come to them either in their places of work or the society at large. The demographic factors that will be reviewed in this study are sex, age, number of children, present rank and marital status.

2.8.1 Sex (Gender) of the Academic Staff and Completion of PhD Programme

Of specific concern is the significant proof of developing sex dissimilarity in instructive interest and accomplishment (Lamb, Dwyer & Wyn (2000). World Health Organization (WHO) (2012) views sex as the natural and physiological qualities that

characterize people, while sex is viewed as the socially developed jobs, practices, exercises and properties that a given society thinks about fitting for people. In many societies of the world, ladies accomplish more housework than men. In Saudi Arabia men are permitted to drive vehicles, while ladies are most certainly not. Notwithstanding the advances which ladies have made in numerous regions of open life in the previous two decades, they are still a long way from partaking and continuing in a similar balance in the scholarly world as men (Ogbogu, 2011). The obvious impact of sex at postgraduate research level is uncommon, in that the examples are to a great extent in opposition to those seen at before levels of the training framework.

There are contradictory views. While some researchers claim that females participate more in PhD, (Buchmann, Deprete & McDaniel (2008); Vincent, (2008), others argue that males are underrepresented when compared with females (Evers et al., 2006; Broecke & Hamed, 2008). To some, participation of males and females in PhD is by subject (Charles & Bradley, 2009). Etejere (2009) asserts that there is wide disparity in the enrolment and graduation figures of female postgraduate students in Nigerian universities in comparison with their male counterparts. Mastekaasa (2005), in an investigation of all intents and purposes, the whole companions of doctoral students in Norway, 1981-1996, discovered just a moderate contrast in gender orientation, which was associated partially with higher fulfillment by men at first degree level (in spite of the fact that the rest of the variation was not explained). Perna (2004) found a little however huge gender orientation distinction in the enrolment of doctoral students in the US, controlling for different variables. Etejere (2009) observed the difficulties by postgraduate female students in their quest for higher degrees. She likewise identifies the reasons behind the whittling down of postgraduate female students in Nigeria. The results revealed that absence of help from one's mate and insufficient financial provision were a portion of the hindrances went up against postgraduate female students during their course of study.

In addition, family factors also contributed to the high witling of females in the postgraduate programme. A female participant has additional responsibility, especially if the last child at the time she is participating in the programme is young. Aungles, Karmel & Wu (2000) asserted that the period likelihood of male entering

postgraduate programme is 38.1 percent, contrasted with females at 52.5 percent for females. The level of male unable to complete their study from lower socio-economic were is higher than that of their female partners. In addition to the fact that males are more averse to finish school than females, yet they are likewise impressively more averse to embark on postgraduate programme.

2.8.2   Marital Status of Lecturers and Completion of PhD

Marital factor has been a very important in postgraduate study. Some researchers argued that marital status impede participation in postgraduate programme while others contended that it plays a positive role in participation in the programme. The decision to get married while simultaneously embarking on postgraduate programme is expected to contribute to various challenges, which may impact on the marital relationship. Subsequently, the marital relationship must adapt or adjust to the challenges of the programme and those of establishing a marital relationship.

Karney & Bradbury (1995) proposed a model in which lasting vulnerabilities, for example, stable segment, authentic, character and experiential components that life partners brought into marriage, communicate with life occasions, for example, postgraduate investigations, to trigger versatile procedures, for example, conjugal modification. According to Karney (2007), the tensions experienced exclusively by one spouse, for example in postgraduate studies, affect the other spouse, necessitating marital adjustment. Conjugal modification results from the mind boggling collaboration between demographic, psychological and emotional qualities of companions; the couple's associations and methodologies utilized in the conjugal relationship; and the conjugal situations (Kulik & Havusha-Morgenstern, 2010). Since the double test of postgraduate programmes and marriage has been viewed as atypical, confined ebb and flow inquire about has been found on conjugal modification right now.

Postgraduate programmes in general have a negative impact on marriage. However, research students experiences doing master's programme in the context of South African has identified specific challenges faced during postgraduate professional training in Psychology. Master's students in Psychology were commonly expected to participate in and present workshops, take part in close to home

psychotherapy, research and network supervision, and perform psychotherapy and network work, adding to an entire day nearby or at network destinations. Thus, students were regularly isolated from their accomplices, families and companions, leading to spending additional time with course mate and lecturers (Kottler & Swartz, 2004; Guse, 2010). The separation from family, companions and partners based on time was increased by the psychological detachment that likewise took place during master's study in Psychology (Kottler & Swartz, 2004). The programme demonstrated that it is saddling, as the work was related with sentiments of duty and newness. In any case, the confidential idea of the career implied that numerous experiences could not examined outside preparing. In this way, the close encounters that happened during preparing were separated from the common affections of companionship and family, bringing about cross examination and renegotiation of social interactions (Kottler & Swartz, 2004). To some, a strong support system is key to a doctoral student's ability to fulfil the requirements of his programme. Many doctoral students are married and may have children as well. Family members can support the student through words of encouragement, providing the student with the time required for his studies and assisting him with other responsibilities to minimize outside pressures. In addition, some students may have the benefit of financial support as well.

Master's students in Psychology considered or decided to withdraw from training, long-standing relationships suffered or ended, and students often experienced periods of stress, burnout, anxiety and depression (Kottler & Swartz, 2004; Jordan et al., 2007). The synchronization of career and marriage has been shown to be difficult and complex, as individuals attempt to launch their careers at the same time as they build long-term committed relationships (Arnett, 2004). The coordination of both partners' career paths has been shown to be stressful and anxiety-provoking, as the needs and aspirations of two individuals must be considered (Peake & Harris, 2002). Dual-career couples require time, energy and resources in order to sustain their careers and marriages. Even once couples have successfully managed the challenges of postgraduate studies, the marital system continues to face transitions that require reorganization and adjustment.

In addition to the aforementioned challenges inherent in postgraduate studies, forming a new marriage has also been shown to be associated with various challenges

(Berg-Cross, 2000; Gladding, 2007). Common areas of conflict in early marriage include balancing work and family commitments, frequency of sexual relations, debt brought into the marriage and other financial concerns (Schramm, Marshall, Harris & Lee, 2009). These common areas of conflict are particularly relevant to married postgraduate females, as postgraduate programmes are time-consuming and costly. The demands of the programme also inhibits the couple's leisure time and result in less energy for cultivating the marital relationship. Research has shown that this adversely affects the development of intimacy, the quality of couple interaction, and experiences of stress levels (Clark, Lemay, Graham, Pataki & Finkel 2010; Major, Klein & Ehrhart, 2002). Economic pressures and financial concerns affect the marital relationship negatively and, according to Etejere (2008), insufficient funds are problematic for married female postgraduate students in the course of their studies. However, research suggested that married students often anticipate some financial struggles owing to their student status, which assists in financial management (Kerkmann, Lee, Lown & Allgood 2000). The tension between work and family demands has been considered a fundamental challenge for newly married couples (Bradbury, Fincham & Beach, 2000; Schramm et al., 2009), as well as a major challenge for married female postgraduate students (Kerkmann et al., 2000; Etejere, 2008).

A study by Whitmarsh, Brown, Cooper, Hawkews, Rodgers & Wentworth (2007) has shown how women in female-dominated professions, such as Psychology, manage the tensions between work and family demands. Often, women adjust their career aspirations in order to ensure compatibility with marriage, sometimes even abandoning certain careers that do not easily allow the simultaneous management of career and family responsibilities. Besides the specific benefits that have been studied in the context of postgraduate students that are married, marriage has shown a variety of benefits. An investigation by Parker and Arthur (2004) has revealed that marriage provides enhanced commitment that results in greater likelihood of trade-off so as to support the careers of both husband and wife. There are also economic benefits of marriage arising from improve risks management skills, economies of scale, and division of labour and specialisation (Waite & Lehrer, 2003). Furthermore, dual-career couples earn more, experience greater access to healthcare, and have reduced stress caused by financial instability (Waite & Lehrer, 2003).

Although simultaneously starting postgraduate studies while being married has been indicated that is unusual, it would appear that certain career and financial benefits could accrue to these couples. Research has also shown positive relationships between marriage, emotional adjustment and quality of life (Khaleque, 2004). The benefits of marriage on physical and mental health outcomes are substantial. They include reduced risk for long-term illness or disability, quicker recovery from illness, significantly lower mortality rate, greater overall happiness, increases in satisfaction from family and work, improvements in emotional well-being, reductions in depression, and reductions in alcohol abuse (Waite & Lehrer, 2003; Frech & Williams, 2007). Rooted in the marriage protection perspective, these studies suggested that the increased availability of social support in a marriage contribute to improved health benefits, especially for those going through stressful experiences (Slatcher, 2010).

Research has identified the following strategies for successful marital adjustment: constructive communication and self-disclosure (Domingue & Mollen, 2009); emotional expressiveness (Mikulincer & Shaver, 2008); conflict resolution (Kulik & Havusha-Morgenstern, 2010); and perceived support from spouse (Meyers & Landsberger, 2002). And also to showing respect, honour, mutual trust, willingness to be together and participating in joint activities, it has been shown to have a positive relationship on marriage adjustment (Schramm, Marshall, Haris & Lee, 2009). Therefore, during the doctoral programme, couples may try to develop these strategies and interpersonal characteristics to adapt to the dual challenge of marriage and learning.

2.8.3   Age and Completion of PhD Programme

There is variation in age of entry of individuals in diverse occupations. For instance, sectors and employers often stipulate the required age for the person that seeks such employment. It is usually 25 to 35 years as starting point. Such individuals may have the opportunity of participating and completing within reasonable time frame, whereas others who entered at a later age (45-50) may find it even difficult to participate or complete the PhD programme on time. Furthermore, discouragement

may set in as a bottleneck owing to the thought that he might not attain the objectives or goals as at the time of retirement. Ageing has relationship with learning; for some people, as they continue to grow, some organs necessary for learning begins to diminish, such as memory functions, sight, hearing organ, perception and attention organs. There are also dispositional barriers related to the attitudes and self-perceptions of older learners. These groups of learners feel too old to learn. Such an individual may count the acquisition of PhD as less relevant to his income and some other benefits (Smith, 2010).

Age at which one starts a PhD programmes is an essential demographic variable in the time to complete the programme. It is assumed that the younger an individual is at the beginning of the doctoral programme, the earlier the completion time of the programme. Older student at the start of doctoral degree will likely complete the programme later than younger students (Yusuf & Aina, 2018). They reported that 81% of doctoral students on full-time study who were below the age of 25 completed their studies within the same time frame. They also revealed that higher completion rates were common among young starters in Australia and the United Kingdom. The reason for this is as a result of more responsibilities given to mature students who combine the demands of work and family with researches. However, this argument is not necessarily relevant because younger students also perform other tasks that give them responsibility.

Base on a study conducted in the UK and USA, it was reported by Evans, Gerderman, Halnes, Hall, Ryland & Sebkova, (2014) that age plays a crucial part in successfully completing doctoral programmes. They noted that in UK doctoral students below age of 25 at the start of the study may achieve completion rate of 81% when compare to students whose age range is 25 to 30 years with completion rate recorded at 75% and 70% respectively. In the United States, graduation time increased by 43% among students aged 20-30, while the increase was half as short as among students aged 31-40. Gittings (2010) reported the inverse relationship between age and time of completion of their dissertation. The report showed that the older the student was at the time of admission, the less likely they were to be completed on time (Yusuf & Aina, 2018).

The Thesis Whisperer (2019), posits that, pursuing a doctoral degree is never too late, but what it feels like, for older people to be surrounded by students who are

younger all the time? Catherine Racine who completed her PhD at 63years of age narrated how she could not have regretted the herculean effort it took that showed her who she is. To her, PhD guarantees that if she cannot walk on water, she can drive confidently into any deep and trusting she will not drown because she has a big plan of writing and publishing, involving a public speaking and starting an online counseling business. Getting a PhD is not a waste of time, effort or resources. It is anything but a 'vanity degree'. She believes this extensive and costly endeavour to be generally arousing, transformative and affirming of as long as she can remember. She posited further that the wicked mindedness and stamina it requests and the enduring it essentially ensures makes a PhD as a long way from a rush looking for adventure as one can get. There is not all that much, grimy or especially "fun" about it as the writing on PhD related melancholy will let you know, however it gives. Finishing a PhD develops you up, builds up your coarseness, gives you a thicker skin, sharpens your control, draws in with your most profound energy and unfathomably grows your constrained self-observation and comprehension of the numerous repressions forced by your general surroundings. It is a genuine, secretive endeavor and its procedure and gravitas are invaluable at any age (The Thesis Whisperer, 2019).

If you are doing a PhD later in life, you might be sacrificing earning potential for those years. This can have long ranging home or your retirement plans. So be aware of the financial hit you are about to take. First, no matter what, you should avoid paying for your PhD on your own. One should get sponsor from the large number of fellowships and scholarships that will offer annual stipends and full tuition to incoming students. Self-funding for 4 -7years is a huge responsibility. One should try to seek for fully funded PhD programmes that support students financially.

If you have been out of school for more than four years or so, your research brain may be a bit rusty. The advantages of doing a PhD right away is that your brain has been primed to work in the research environment and you must have developed habits based on this. Academia changes rapidly; methods, informed technology, can force you to learn new things. It may take time to come back up to speed and you may feel behind before you even begin. This is okay, keep going. Doing a dissertation can be challenging, one has to struggle. It can be a rewarding pathway. If done properly, the PhD can be a transformative time in one's life. Nigerians achieve

the highest level of educational qualifications (PhD) in different fields. The recent trends are the PhD holders in their very young age such as Dr. Nkemehule Karl Omebere Iyari (Age 22 in Chemical Engineering, from University of Nottingham in 2006, then aged 22); Dr. Olaoluwa Hallowed Oluwadara (Age 24. in Mathematics at the University of Lagos, Akoka); Dr. Saliu Dasuki Nakande (Age 25. The youngest PhD holder in Northern Nigeria who bagged his PhD at Brunel   University, UK in 2012.); Dr. Opeyemi Shodipe (Age 25, in Information Science from Babcock University, in Nigeria, 2012) and Dr. Olabisi Adeyemi (Age 26, in Botany from the University of Lagos, in 2012. (Nairaland Forum, 2019). If some academic staff in CoE can obtain doctoral degree at younger ages as above, it will serve as stimulus for others to complete it at early ages.

2.8.4   Present Rank and Completion of PhD Programme

The organogram of the workplace has fundamental influences in determining the readiness to participate in PhD and progressive motivation towards completion. For instance, in most colleges of education, the lowest rank is Assistant Lecturer, which requires first degree. As for the other ranks Lecturer III, Lecturer II, Lecturer I, Senior Lecturer, Principal Lecturer and Chief Lecturer, some individuals with master's degree might have crossed or skipped through or advanced to such topmost position by virtue of promotional advancement without necessarily acquiring PhD qualification. Such individuals may be reluctant to participate in the PhD programme. They might think getting a PhD is not necessary, as they are not going to get a new job in the university, where they will be placed at a lower level when compared with where they are currently. Conversely, some lecturers in lower ranks may readily participate and be eager to complete because of the job opportunities it will offer them. Moreover, there are pressures of work and administrative challenges facing the higher-rank lecturers in colleges of education, which may hinder them from participating in the programme or slow down their completion rate.
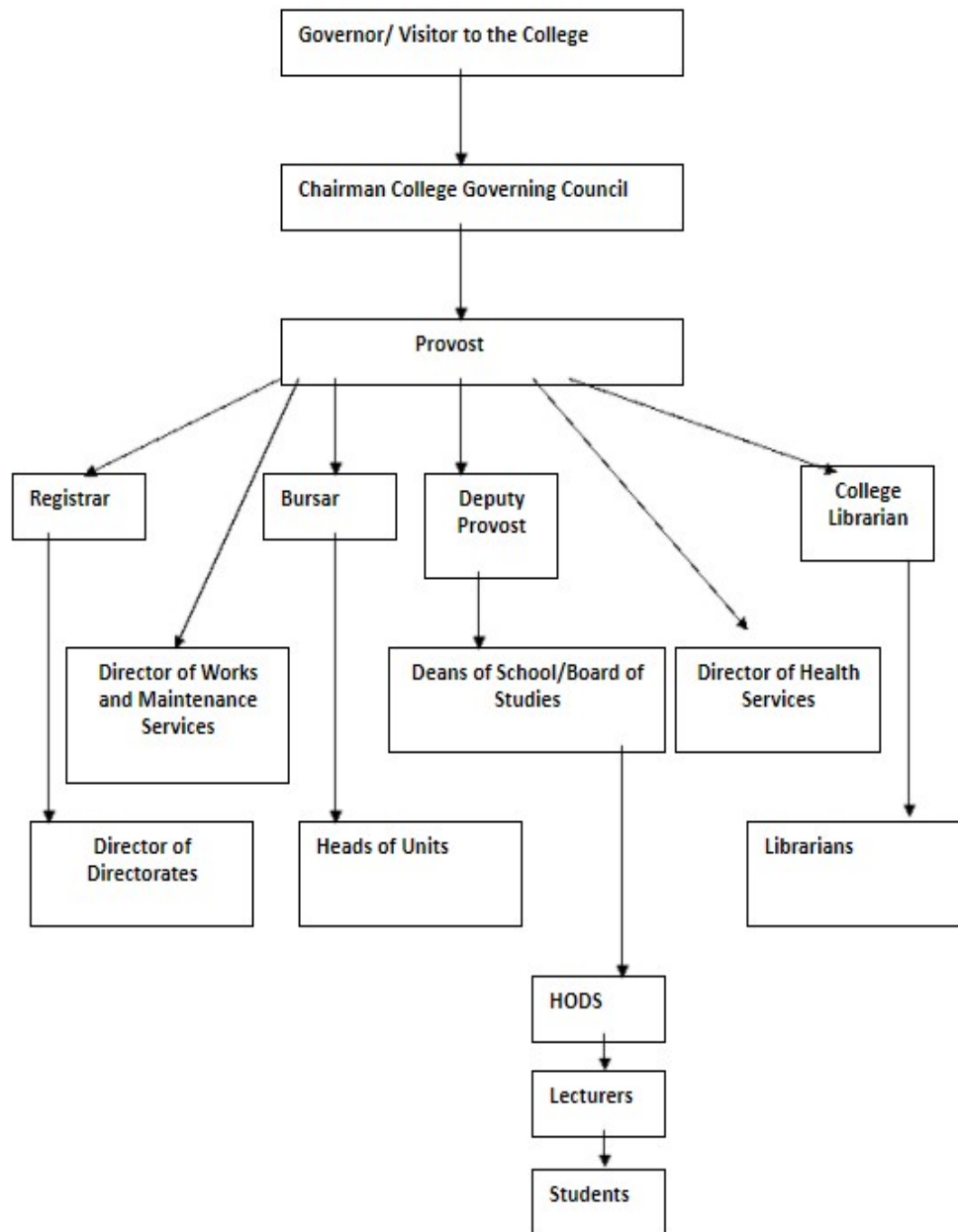
Figure 2.1: **Administrative Structure (Organogram) of Colleges of Education**

Source: College of Education Ikere Ekiti

https://www.coeikere.edu.ng/admin-structure.html

Figure 2.1 shows the administrative structure of Colleges of Education. The Governor of each state is at the helm of affairs of each college. This is followed by the Chairman, Governing Council and his members. Then the provost directs the affairs of the college, both academic and administrative organs of the system are responsible to him. The rank of each academic staff determines his/her ability to complete PhD Programme. The academic staff responsibilities such as teaching, marking after examinations, supervision of students on teaching practice, project writing supervision, among others could hinder timely completion of PhD Programme, especially those who are old and at higher ranks. Good leadership disposition by the head of academic units towards the lower rank staff could also positively influence timely completion of doctoral degree programmes.

2.8.5   Domestic Responsibilities and Completion of PhD Programme

Family ties and parental responsibilities contribute immensely to level of decisions on participation in any academic postgraduate programme. Domestic Responsibilities and age of those children, particularly the last born, are important issues. The responsibilities, ranging from social, emotional, educational, moral, economic and cultural ones, with the entire burden resting on the breadwinner of the family, who, in most cases, is expected to participate and complete an academic degree required of him or her as a lecturer in the college. There are various expectations on the breadwinner, such as settlement of children school fees, ensuring the family's medical care, payment of house rent, as well as provision of domestic needs and other personal needs of the members of the family. In most cases, if the ages of these children fall below maturity age, where they can fend for themselves. They become dependent on the breadwinner, thereby constituting additional burden which may prevent him/her from participating in the PhD programme or hinder successful completion of such programme. In another dimension, such people may be conscious of the need to participate but keep on delaying based on the various burdens hindering them.

2.9   Institutional Factors and Completion of PhD Programme

The institution is the kind of structure that has the greatest significance in the social sphere: it consists of social life. The growing awareness of the function of

institutions in social life is associated with the recognition that a significant part of interpersonal relationships and activities have a structure of hidden principles. Institutions are systems of established and universal social rules that shape social interactions. Institutions limit and enable behaviour. There are restrictions with the existence of rules. However, such a restriction can lead to opening of opportunities: it can enable choices and actions that would not otherwise exist.

An institution refers to any social mechanism that is used to govern and control the behaviour of people in a certain community. There are different types of institutions, including marriage, religion, legal systems, mental hospitals, organisations and education systems (Aoki, 2001).

This study focused on two major institutions. The first is organizational institution, which describes the occupational/employment agency of an individual. The second is educational institution, which is a place where people of different ages gain and are exposed to educational opportunities. It can also be referred to as an entity that provides institutional services or education-related services to individuals. Certain factors operate in various institutions which could be put in place to promote professional development among the personnel. The factors could be considered in two ways: the ones related to colleges of education that is, lecturers' place of work and the ones that relate to the universities where they want to undergo their PhDs.

2.9.1   Study Leave and Completion of PhD Programme

Study leave covers periods during which employees are away from their normal workplace to attend courses, conferences, seminars and workshops to acquire knowledge, skills or attitudes that assist them in their work or personal development. Authorized absences from work on a sabbatical are generally paid for at a flat rate; however, natural persons should not have a privileged financial status during compulsory education. Unusual conditions should be negotiated with the student's supervisor, communicated and agreed upon when the application is submitted /approved. A study leave is a longer period (usually at least 3 months) during which the expected roles of lecturers in educational institutions are reduced, either significantly or insignificantly, with the consent of the school head. Such a vacation is crucial to maintaining the vitality and creativity of a successful and original teaching, scholarship and learning throughout your academic career. According to university policy, it makes sense for teaching staff members to expect study leave for nine semesters (or equivalent). This expectation should not be taken for granted, and there must be proposals for study leave:

1. meets the school's academic requirements,
2. be economically acceptable to the school; and
3. include measurable objectives that can be assessed

(Source: University of Reading website)

Sabbatical leave (also called study leave) is exemption from duties for a specified period in order to further research, scholarships or improve education in order to achieve specific goals that are beneficial to the strategic goals of the school. The only normal obligations of staff members who should be on sabbatical leave are those directly related to the purpose of their leave. Study leave is usually paid, but can be free. The study leave differs from the time blocks made available through the teaching schedule, because the latter is a compression of non-released duties (Bristol University website - www.bristol.ac.uk).

The right to study leave is not automatic, but based on the merits of the application, its specific goals and planned effects in relation to the strategy of the school. The greatest time of scholarly leave that an individual from the scholastic staff can apply for is typically one schedule year and for the most part one time limit. Research leave aims to provide paid temporary leave to support research, teaching

and/or creative activities, including the development of innovative teaching methods and methods (George Mason University website - www2.gmu.edu/#content). This is something that the employer and the employee agree on. If the employer orders that the study leave be deducted from the employee's annual leave entitlement or treated as unpaid leave, the decision shall apply. Government, through its representatives in colleges of education, the governing council, and the National Commission for Colleges of Education, is supposed to make provision for lecturers to have study leave even if it will be in the form of unpaid leave. This will enable lecturers to participate fully in PhD programmes. It will be less stressful than combining the programme with one's work. . Rate of participation and extent of persistence will increase; hence, successful completion of the PhD programme will also be recorded. Nigerian University News (2012) gives a support of this view with evidence from FUNAAB in a broadcast. Study leave allows lecturers in colleges of education to continue and complete their PhD programmes successfully. Toomey and Connor (1988) identify the benefits of employee study leave as including:

- continuing employee education
- avoiding technical obsolescence
- reducing job-related stress and burnout
- creating a more productive workforce and
- stemming the tide of early retirement.

The benefits confirm the potency of study leave to allow participation in PhD, thereby reducing obsolescence and job-related stress. Khyber Medical University (KMU) Study Leave Skills (2011) stated expressly that the study leave is granted for raising qualifications, acquiring a higher education by an employee in the field corresponding to the current position.

In a study by Ismail (1997), 60% of specialists were college workers and 66% of respondents were legitimately engaged with their scholarly professions. Undertaking logical research is a measure that is fundamental for the advancement of a scholarly profession. This factor may have brought about the failure to finish the programme. Students involved in research may have encountered many difficulties in conducting research, while performing professional duties. Due to insufficient holiday benefits, the respondents had difficulty in constantly devoting their time to study.

Around 40% of respondents utilized approximately 12 hours out of every week for their studies, which appeared to be deficient to accomplish good advancement. 80% of the 'effectively finished' respondents utilized a normal of more than twenty hours of the week for their exploration. Deficient time appropriation and absence of time the board could have made a noteworthy commitment to the disappointment. The powerlessness to commit enough time was one of the fundamental reasons respondents gave for not finishing their programme.

Table A: Description of Study Leave

Study Leave Category	Definition	Leave Approval	Course Fees	Travel	Accommodation	Subsistence
Level 1 Fundamental to job/keeping up administration arrangement Service need/Role Development required for authoritative/business needs or a trust started demand for participation at learning occasion	Where development is considered to be vital to service delivery or a legislative requirement and identified as an essential business benefit	Paid study leave	Fully funded (except when in house provision is available including university contracted places/NCQs) subject to bonding for the 100% if leading to a qualification	Fully funded as per travel and expenses policy (except when in house provision is available	Fully funded as per travel and expenses policy	Funded by supervisor if eligible
Level 2 Personal development (CPD) N.B. Colleges and Professional bodies identify it as a personal responsibility for professionals to maintain their CPD through use of formal and informal learning	Where development is requested by individual and considered to be important and where the proposed study is of equal value to the Trust and the individual	Negotiated leave	50% and subject to bonding agreement for the 50% if leading to a qualification.*	50%	50%	Funded by supervisor if eligible
Level 3 Personal development	Where development is considered to be a low service priority and of greater value to the individual but may provide some benefit to the Trust	Negotiated leave	25%	Nil	Nil	Nil
Level 4 Personal development	When development is not considered an advantage for confidence and only for personal development / the desired person. Support will not be given					
Overseas Study	Use the criteria above to determine the percentage of eligibility for funding and up to a maximum of GBP 800 per year					
Extended Study (Course of 10 days or more on one occasion)	The funding rules apply as above, using the maximum amount, subject to available resources. Applications for admission to higher education are considered only twice a year (June for autumn admissions and November for spring-summer admissions (excluding CPD contracted by UNN) and for one academic year.					

Table A spelt out the different categories of study leave, study leave generally, whatever the category is supposed to relieve the beneficiary of job stress. Any individual enjoying any form of approved study leave would for that period be free to absent him or herself from official assignment. One would be able to face the study squarely without much distraction and this would assist timely completion of whatever the programme being undertaken. If any academic staff of colleges of education is given the opportunity of study leave, he or she is likely to complete the programme within the expected period of time.

2.9.2 Grant and Scholarship Opportunities and Completion of PhD Programme

Denise (2013) defines scholarship as a financial award in-line with the yardstick allowed by the contracting authority (this may be authorized on the basis of academic results, sports skills, financial needs or other criteria specific to the group which awards the contract). Scholarship recipients are more likely to graduate because they are stronger academically than their colleagues and are less sensitive to financial burdens. They can bolster themselves monetarily through teaching, research assistant roles or other work, however this must be deliberately adjusted (Timothy, 2018).

Types of Scholarship

- Merit-based: These scholarships are based on the academic, artistic, sporting or other abilities of a student and on factors related to a candidate's extracurricular exercises and network administration record. Most legitimacy based grants are paid legitimately to the establishment went to by the students as opposed to granted straightforward to the study.
- Need-based: These awards are based on the student and family's financial record. It is common in the United States and the applicants will be required to fill in a Free Application for Federal Student Aid (FAFSA) to qualify if the scholarship is a federal award.
- Student-specific: These are grants in which applicants must pre-qualify based on gender, race, religion and medical history, or on many other factors specific to the student.

- Career-specific: There are scholarships awarded by colleges or universities for students who wish to pursue a certain field of study. Most common awards for students seeking careers in areas of high need, such as education or nursing, many schools in the United States offer potential assistants full scholarships to enter the field, especially if the student is trying to work in the community with high demand.

- College-Specific: Colleges and universities award these scholarships to highly qualified applicants. Scholarships awarded on the basis of academic and personal results usually lead to a total trip to study or a reduction in tuition fees.

- Bond: Some grants require commitments. Beneficiaries may be expected to work for a particular organisation for a sometime or in rural/remote areas. Otherwise, they must return the scholarship they received. This applies in particular to scholarships and grants for those wishing to work in rural and remote areas, as well as programs provided by US standardized services (such as the Army, Navy, Navy, Air Force, Coast Guard and audience). Health services) Participation in postgraduate, master's and PhD programmes is encouraged by the Federal Government of Nigeria for lecturers in colleges of education. This is done with the provision of Education Trust Fund to various colleges in the nation. The grant is a form of scholarship and is graduated from degree to degree. Participants in master's degree programme receive lesser amount than those pursuing PhD. Both of them are made to sign a bond. ETF grant can be likened to career-specific scholarship. It is in pursuance of Millennium Development Goals cum Education for All (EFA).

Scholarship for Development (2012) identifies some international scholarships for Nigerian students to participate in master's and doctoral programmes abroad. They include:

- Heinrich Boll Scholarships in Germany for International Students: Heinrich Boll Foundation MS/Postgraduate Degree.

- Curtin International Postgraduate Research Scholarships (Curtin University MS/Postgraduate Degree).

- Ireland Government Scholarships for International Students (Ireland Government- Bachelor's /MS/PhD).

- Japanese Government Scholarships for International Students (Japanese Government MS/Postgraduate Degree).

- Muis Tuition Fee Scholarships in Australia for International Students (Macquarie University BS/MS/Postgraduate Degree)

- Korean Government Scholarship Programme for International Students (Korean**).**

There are different criteria for awarding scholarship usually reflecting the values and purpose of the giver or founder of the award. Scholarship fund is not expected to be repaid. Scholarship for Development (2012) notes that scholarship for various bodies are available for postgraduate students in Nigeria and foreign universities; while some are tuition scholarships others offer specified amounts. Some of the scholarships are given by federal and state governments and some organizations.

Doctoral degrees cost a significant amount of money. To help relieve this burden, a student can apply for scholarships or grants in his particular field of study. Fellowships, where the student works for the department as a research or teaching assistant, can also be a source of income. Some fellowships provide full tuition assistance in addition to the stipend. Financial aid in the form of government-based or private loans may also be available. Tinto (1993) submits that economic status and financial aid to students could influence learner's decision to continue or drop from school, thereby affecting time to accomplish the programme of study. Similarly, Nwadiani (2000) & Otakhor (2006) found adequate funding to be critical in the successful pursuit and attainment of any educational endeavour. This is because the doctoral programme is usually very expensive. It requires sufficient funding to prosecute. The most common way to pay for a PhD or Ed.D is through financial aid, which includes federal student loans, scholarships, and government and university grants. To qualify for any kind of financial assistance, students must complete the Federal Student Grant Application (FAFSA) before the deadline set by the university. Each school sets deadlines so that students can contact the University or College finance office they are applying for (Federal Student Grant Application (FAFSA), 2019).

2.9.3 Teaching/Administrative Workload and Completion of PhD Programme

In colleges of education, the workload is complex and sophisticated. It goes beyond lecturing primarily; it also has to do with research and training. It includes writing of papers and books; attending seminars, conferences and workshops; invigilating; project supervision; teaching practice supervision; and marking of continuous assessment test and examination scripts. The population of students of colleges of education influences the time, energy and skills spent on some of the major tasks of a college lecturer. There is so much impact of those tasks on the lecturers of general courses. All these usually create stress and discouragement for the lecturers towards completion of PhD programmes.

2.9.4 Leadership Disposition and Completion of PhD Programme

Leadership is a process of social influence that maximizes the efforts of others to achieve set goals (Kevin, 2013). Leadership is a critical component of good organization (OECD, 2001). Effective leadership can result in increasing personal pleasure at work. Leadership according to Rosenbach (2003) is a process adopted by leader and followers to bring about reciprocal influence so that shared purposes can be achieved. In an organizations, there are roles and responsibility that leaders and followers function in. There is little uncertainty that pioneers or the individuals who hold authority positions influence adherents emphatically or adversely. Leaders in organizations often display various dispositions which are innate qualities. Disposition, according to Ritchhart (2002), not only direct humans strategic abilities but also help activate relevant content knowledge. In the assertion of Firebaugh and Harley (2000) the request of employees should be satisfy as much as possible so that the worker will show commitment to their work which in turn will lead to the organization success.

It is important to fully comprehend the individuals at the top – their encounters, capacities, values, social impacts, yearnings, and other human characteristics. The actions or neglect of a relatively small number of key executives at the top of the organization can have a significant impact on the performance of the organization. All this can be explained with leadership disposition. Such understanding is expected of one who wants to request permission to undertake a PhD

from the employer. This request could be granted or otherwise, depending on the disposition of the leader in the organization. Most leaders develop the habit of a typical businessman whose aim is mainly to maximize profit using the employee as tool or instrument to achieving his goals.

The leadership disposition as it relates to participation and completion of the PhD programme depend solely on the type and style of the leadership in existence within such organization where the employee finds himself. For instance, a leader who adopts an autocratic leadership style may prove difficult in granting permission to participate in PhD, while a leader adopting a democratic style may readily allow followers' participation in PhD programmes. In some colleges of education, frustration sets in if the leader does not possess such a higher degree. He may see the participant as a threat to his job or position. For instance, an academic staff had to drop out of a doctoral degree program as a result of uncooperative attitude of a head of department who asked the staff to choose between the PhD programme and his work.

2.10   Empirical Review

Various scholars, such as Majid (2009), Luisa (2009), Pires (2009) and Ogbogu (2011), have worked on postgraduate education. Majid (2009), in his study observed that participants' age, marital problems and economic and financial constraints gave them a kind of psychological trauma which affected learning by adults in PhD. Ogbogu (2011) investigated gender inequality in academia. He argues that the lack of mentoring, low income, women's lack of interest in education, responsibilities of family, long training periods and the ideology that career of women should be that of low aspirations due to traditional roles were due to differences in academic research. The impact of this difference on women's academic development is the overall decline in their research output and the persistence of their weak position in universities. In examining higher education and adult motivation for lifelong learning, Pires (2009) noted that "age" seemed to play a significant role in learning motivation, with younger people (25/39) appearing first to apply an epistemic motive, followed by whereas the group of 40/55 seemed to value more the existential motive, followed by the epistemic motif. However, the professional motive, above all

followed by the epistemic motive, seemed to be appreciated by the group of 55 years and older. The study found that age seems to be a factor that can influence motivation for future learning. Younger people seem to have epistemology as their main motive, while in the middle age group, existential motives are more valued. Furthermore, Luisa (2009) and Pires (2009) suggest some motivation towards master's and PhD courses. In their findings, the respondents stated that the main reasons for attending postgraduate courses were:

- Obtaining additional information (95.3% for masters and 94.3% for doctorates); and
- Intellectual (94.4% of masters and 93.9% of doctorates).
- The secondary reasons mentioned by the championship concerned the professional field:
- Do their job better (86.6%) and
- Professional advancement (74.4%)
- The reasons for having a doctorate were:
- Belong to the scientific community (88.2%) and
- Do their job better (83.3%)

According to Dinwoodie, (2001), expanding knowledge, improving career prospects and long-term career plans are the main motivating factors. The social objective motivates some documents to participate in the doctoral program. "The postgraduate diploma, in any case, responds to the needs of the students, develops economies and inspires them to learn new skills, acquire new knowledge and develop their intellectual and cultural sensibilities - thereby improving it." Participation in PhD by lecturers in in higher institution in southwestern Nigeria will assume a vital job in getting ready, preparing, retraining and pulling together the encouraging experts to guarantee maintainable advancement and continuous greatness in worldwide showing arrangement through gathering the changing requests for human capital administration. There are different ideas on the motivations and demographics of students participating in PhD in universities for promotion of their status at work, economic and social aspirations, among others. Nwadiani & Otakhor (2011), in their study on the determinants of doctoral degree programme completion time in southern Nigerian universities, assert that PhD students do not complete the programme in time

due to decaying institutional/environmental factors, poor supervisor-supervisee relations and students' noncommittal characteristics.

In the past, most lecturers participating in PhD did not show serious commitment. Some supervisors even concluded that supervisees did not really need the degree. Duze (2010) analyzes the problems of PhD students in higher institutions in Nigeria. He stressed that the students had deep rooted challenges, which hampered their studies and delayed completion of their studies as expected. Systemic/procedural problems (internal institutional problems) were more fundamental in preventing postgraduate studies than social and personal / psychological problems at universities. Equipment deficiency problems were the main obstacle to graduate programs at Nigerian universities, whereas at least there were identity issues. This finding partly agrees with Nwadiani (2011) conclusion that decaying institutional/environmental factors contribute to late completion of PhD. Moreover, academic, financial, data collection, mentoring and university management problems are very critical in preventing postgraduate studies in Nigeria. Most of these problems have now been resolved by the various governing bodies of the universities. From time to time, both students and their supervisors are encouraged to complete various programme quickly.

For example, the Faculty of Education of the University of Ibadan organized a two-day workshop for all graduate students in the second semester of the 2011/2012 academic session. In addition, the University tries to allocate a number of students equal to the number of instructors available in the various disciplines so that the direction of research work is manageable. In a survey conducted by Ismail (1997), respondents were adult students and the majority (70%) were married. A total of 65% of the respondents were motivated by family members and did not bother to make family decisions during the study. However, 30% of respondents reported that their home environment was not suitable for research. Most of the respondents were self-motivated and, for example, researchers who expanded and developed their knowledge to gain professional qualifications and promotion. Of the students studied, 60% were university employees and two-thirds were directly involved in academic careers. Not every university allowed 30 percent of researchers to leave. This factor may have prevented the successful completion of the study. Student-based personal

variables influence dropout in distance education. Almost 60% of respondents had an income of Rs. 20,000-30,000. Only 10% had more than 30,000 earnings.

No one was involved in other earnings distributions. These statistics showed that most respondents did not have a solid financial record. This situation may have affected your studies. Despite the limitation of personal income, only few have access to financial support from their institutions in the form of research supports (Parker 1995 & Ismail 1997). Hommadia (1990) emphasizes that insufficient funding for research in Third World countries has become a barrier. Long-distance reconstruction and advanced education can be exorbitant for teaching units, however dangerous and which may worsen evaluations due to monetary, individual and specialized results (Lovitts, 2001; Terrell, Snyder & Dringus, 2009; Wao, 2010). Subsequent trainings have the longest recognition (NSF, 2009) and the number of dropouts (half to 70%) continually increases (Ivankova & Stick, 2007). Identification arrangements with the coherence factors are present and relevant.

In literature, there are relevant factors identified as predictors of conducting doctoral research project. Maher, Ford and Thompson (2004) list the variables that are often related to the time of completion of the doctorate, including access to financial support, the nature of the counseling relationship, the extent of training provided and opportunities to study by the students and individual students' concerns about marriage, family challenges and physical well-being. Seagram, Gould, & Pyke (1998) also identify a variety of possible variables that influence timely completion, such as gender, discipline, supportive relationships, financial status, and registration status. A linear regression analysis of 154 graduates from one of the three academic disciplines showed that, at the beginning of the license, which was on the introductory topic and the supervisor, frequent meetings with the supervisor and collaboration in the conference proceedings were important indicators. , but explained only 30% of the total changes.

The 2015 Bologna Implementation Report in a work; Career Tracking Survey of Doctorate holders stresses that Only a quarter of PhD respondents completed their postgraduate studies over a three-year period, which is the most commonly prescribed doctoral period in most participating countries. In a study carried out by Kester et al

2016, 20.0% of the doctoral degree students admitted into the Department of Adult Education between 1999 and 2011 had one reason or the other not to complete their studies. Although they submitted that the adult education doctoral degree completion (78.0%) in Ibadan is far higher than the observed attrition rate. The attrition rate differs between male and female. The attrition rate among the male doctoral degree students (64.3%) is higher than among the female (35.7%) which implies that more males withdraw from their doctoral degree programmes than the females. Further, Kester et al (2016) observed that the completion rate in the department also varies on the basis of students' area of specialization. His study revealed that doctoral degree students in the area of Industrial Education unit had the highest completion rate of 32.3%, even though the unit had the second highest attrition rate. The Social Welfare unit had the third highest attrition rate and the second highest completion rate of 25.3%. Community Development unit had the third completion rate of 22.2% while Adult-Adult unit had the highest attrition rate and the least completion rate of 16.2%. Though, the completion rate in the Communication Arts unit is 4.0%, it had no attrition rate at all. On the issue of time-to-doctoral degree completion, the study reveals that the average degree attainment of students admitted between 1999 and 2011and graduated between 2009 and mid-2016 was eight years which ordinarily should have taken between four and five years. Therefore, it is obvious that the Adult Education, University of Ibadan is higher than the attrition rate of those who could not complete their doctoral programmes. Furthermore, the study of Yusuf & Aina (2018) shows that there is a significant positive relationship between demographic factors, such as gender, age, job title, type of financial support / sponsorship and completion of doctorate in library schools in Nigeria. However, findings of their study revealed that work status has a significant negative relationship with time-to-completion.

Supervision Factors

Academic, Personal, and Autonomy Support

A look into a doctoral degree programme is the significance of great supervision for the fulfillment of doctoral students and their (convenient) finishing. Different parts of doctoral supervision have been contemplated, for example, the accessibility of the chief, the various sorts of help and the nature of the supervisor supervisee relationship (Bair and Haworth, 2004). Nonetheless, one of the disadvantages of numerous

examinations is the nonappearance of an all-round established hypothetical system (Devos, Linden, Boudrenghien, Azzi, Frenay Galand & Klein, 2015). In this way, following Devos et al. (2015), we utilize the hypothesis of self-assurance to consider the supervision of the doctorate - explicitly one of its supposed small scale speculations, the hypothesis of essential needs. The hypothesis of essential needs expect that three fundamental mental needs should be met to encounter self-sufficient inspiration that prompts positive mental and conduct results, for example, prosperity and learning. These necessities are the prerequisite for capability, family relationship and independence (Ryan & Deci 2017).

The requirement for capability alludes to a feeling of accomplishment in ones endeavors, to encounter the title (Ryan & Deci 2017). Doctoral student supervisors can bolster this requirement for doctoral students by offering scholastic help that centers around all examination related help (Overall, Deane & Peterson 2011). In that capacity, it might allude to offering help in procuring scholarly aptitudes, for example, explore procedures and scholastic composition, yet additionally support in creating process-related abilities, for example, arranging the academic write up. Research shows that scholarly help is related with (auspicious) graduation and student fulfillment (Devos et al. 2015).

The need for connection lies in reaching out to others and thinking about others (Ryan & Deci 2017). Bosses can address this issue by offering individual help (when all is said and done, Overall, Deane & Peterson 2011). This sort of help can be deciphered as how much the supervisor shows that he thinks about the doctoral student as an individual. Numerous investigations have demonstrated that parts of individual help were identified with the fulfillment of PhD students, for example being inviting, understanding their private circumstances and consoling them if there should be an occurrence of stress (Woolderink et al. 2015). Conversely, the lack of interest of doctoral promoters is related to the resignation of doctoral students and their actual exhaustion (Bair & Haworth, 2004; Lovitts, 2001).

Backing for self-rule in a doctoral setting can be comprehended as giving the PhD students space and the capacity to settle on their own decisions, empowering self-governing conduct and treating the specialist's perspective and thoughts with deference. A supervisor who gives an elevated level of help for independence can be

viewed as something contrary to a controlling supervisor who underlines his own perspective (Devos et al. 2015). Studies have demonstrated that apparent self-governance is related with proceeding with a doctorate, fulfillment and more noteworthy research viability (Mason 2012; Overall, Deane & Peterson 2011). In actuality, controlling conduct is seen by PhD students as negative. In the PhD supervision writing, scholarly, individual, and self-sufficiency support have once in a while been expressly examined with regards to fundamental needs hypothesis. In any case, they constantly show up in contemplates that worry PhD supervision, in spite of the fact that they are alluded to in differing terms (Devos et al. 2015).

This factor and most often generally powerful - external, which influences the meetings of doctoral students in higher school is the interaction with supervisor(s). Lovitts (2001) stated that its leader "influences the way students come to understand the order and jobs and duties of academic experts, their socialization as an educator and analyst, the determination of the topic of paper, the nature of the thesis and the results of the work situation". Moreover, students can assume a significant responsibility in students fulfillment, ingenuity, and scholastic accomplishment (Murphy, Bain, & Conrad, 2007; Zhao et al., 2007). Understand the meaning of student-student relationships in PhD programme will require to imagine the way students coordinate, the types of relationships they create, and how certain parts of these classifications (i.e, the pattern of correspondence and relationship) can prevent or encourage successful completion.

Quality supervision, as noted by Latona & Browne (2001) is portrayed as including accurate and supportive reviews visit gatherings that include open conversation about jobs and obligations, a strong and collegial relationship, and encouragement to start taking a shot at subjects of intrigue right off the bat in the program so as to keep up the progression of work all through the program. In an examination concerning the most striking criteria in student choice, Ray (2007) investigated a blended technique investigation of 23 younger and older graduate students. He identified the level of education by controlling for ten important factors that influence the researcher's decision. These control components, which consist of a downgrade, are: (a) dedication and commitment; (b) the extent to which the student protects the position of his students in the event of a dispute (if this position was agreed in advance); (c) awareness / profitability; (d) taking account of transaction rates; (e) balancing of interests; (f) ability to help students study for jobs; (g)

receptiveness to various research draws near; (h) personal relationship (e.g. how effectively the couple copes); I) associations of tutors with different educational institutions; and (j) the number of targeted postulations.

In addition, these factors found that the students who had been appointed by the Office as students were bound to be disappointed with their degree program as opposed to those who had chosen a master. Gordon (2003) portrayed normal challenges experienced by doctoral student's thesis process, including characterizing the study issue or being caught off guard for how satisfaction in the logical technique can frequently change to dissatisfaction during the time spent conducting genuine research. Also, Gordon proposes that in spite of the understood discernment that doctoral students speak to autonomous researchers in preparing, they may not exceed expectations from the start in progressively unstructured circumstances because of self-guideline troubles; as opposed to graduate coursework that bears students a set up and consistent structure, research or paper undertakings are regularly not well characterized and can prompt uneasiness and bewilderment.

All the more explicitly, semi-organized meetings with 60 students doing doctoral programme and 34 working class from U.S. doctoral projects demonstrated workforce to see program wearing down as basically because of students lacking essential abilities or inspiration (74%; Gardner, 2009), trailed by inconveniences emerging in personal lives of students that meddled with their doctoral programme (e.g., dysfunctional behavior; 15%). Then again, the most routinely alluded to purposes behind dropping out as uncovered by doctoral understudies were close to home difficulties and non-attendance of inspiration (21%). Also, Adrian-Taylor, Noels, & Tischler (2007) found graduated class understudies to report nonappearance of contribution as the fundamental wellspring of dispute with understudies rather crediting it to understudies' very own traits (e.g., lacking investigation capacities). Finally, the experience studied less frequently in the field of dynamic supervision is similar among students (that is, students with the same student). Hein, Lawson and Rodriguez (2011) were the first to recommend that relationship between students should influence the relationship between students and supervisors, as well as the differences in resources managed by superiors.

Additionally, the importance of student fit is particularly obvious in STEM disciplines where understudies' exploration tries (tallying their theory) are for the most part the more immovably joined with the understudy's work (De Welde &

Laursen, 2008; Golde, 2005). In an examination of six Australian PhD candidates, Cotterall (2013) emotionally inspected the most by and large happening feeling summoning parts of the doctoral strategy in three hour-long gatherings in a year for a long time and found most mental scenes to incorporate joint efforts with understudies. In spite of the fact that most comments concerning students were motivating (e.g., delightful) and perceived their efficiency, supporting analytics and aura, it was the mistake among students desires that made it perplexing, stressful, and disquiet to make necessary progress. Basically, a longitudinal account demand study by McAlpine & McKinnon (2013) with 16 human sciences doctoral understudies (using biographic surveys, consistently logs, and gatherings) considered understudies' to be with their understudies as, as it were, sure and comforting. Be that as it may, they additionally discovered students to report disappointment when they saw their managers as not mentally put resources into their work or inaccessible in the midst of hardship.

Yet a mentorship or apprenticeship relationship with one's understudy has been portrayed as appropriate for the satisfaction of doctoral students (De Welde & Laursen, 2008), discoveries additionally demonstrate that this escalated, hands-on supervision technique isn't really required to keep up student prosperity (McAlpine & McKinnon, 2013; Zhao et al., 2007). More particularly, findings recommend that students who essentially hold fast to their institutionally characterized duties concerning research direction, and who react to their students in the midst of hardship, can keep up with positive feelings, fulfillment and progressing as students in doctoral programme (Ives & Rowley, 2005).

McAlpine & McKinnon (2013) found that the requirement for supervision of doctoral students is generally basic during changes in and out of the doctoral program which is socializing in the program, proposition consummation, and work guidance). Four general classes of supervision management were distinguished during these periods: composition assistance, related procedures, institutional matters and disciplinary / academic practices (e.g. direction in relation to the proportion of cooperation; 18%). These results are consistent with Murphy et al. (2007) who saw PhD students in design seem to be supervised as a company involved, not a nature-focused person. Zhao et al. (2007) found that scholarly supervision (i.e., preparing and progress checking) clarified 46% of the barriers to early completion of doctoral degree programme among students, far beyond an "individual touch" (i.e., intrigue

and backing past scholastic issues), help with vocation improvement, and impression of being utilized as "modest work."

In summary, the contextual study by Gearity & Mertz (2012) gives a fascinating autobiographical description of how leadership relationships focused on maintaining core incentive responsibilities may lead gradually to "perfect" tutorial relationship so the supervisor serve as source of inspiration to the students. Writers report an incorrect record of the difficult student's paper composition process and the manager's job to facilitate progress through persistent criticism and direction. The report provided a comforting case of how disappointing in the beginning periods the main student relationships can transform into a valuable source of learning, inspiration and support for a PhD student through open correspondence about the characteristics, goals and desires of both meetings.

Relationship, Availability, and Expectations

The connection among student and graduate student is additionally essential in light of the fact that numerous investigations have indicated that relationship quality is identified with graduate student execution and fulfillment (Bair & Haworth 2004; Shin, Kim, Kim & Lim, 2018) and that poor connections can prompt fatigue (Golde 2005). Therefore, in this study, we also take into account the quality of the postgraduate student's experience. A very basic element of mentoring is not only the presence of the student, but also frequent physical meetings with the postgraduate student and answering questions in a timely fashion through email and input on the student's composed work (Overall, Deane & Peterson 2011). A few investigations showed that postgraduate students consider the accessibility of their supervisors significant, for example, opportune criticism, convenient responses to questions and visit gatherings. The Thesis Whisperer (2014) additionally uncovers that a few students appear to anticipate a considerable amount of interaction with their supervisors, for example for some doctoral students this might be conceivable, to an enormous degree most presumably isn't. Such elevated requirements can cause disappointment and may even prompt a postgraduate study being postponed or considering stopping.

Psychosocial Factors

A huge piece of doctoral training centres on psychosocial angles, for example, combination of socialization and support (Gardner, 2007). As indicated by Tinto's (1993) model, (college) students need a specific degree of combination of both academic and social system so as to focus on their studies, and this responsibility will later prompt perpetual quality. Tinto (1993) recognizes two kinds of coordination: scholastic (i.e. Formal) and social (i.e. Informal). Doctoral training alludes to scholastic reconciliation in proficient exercises and openings, cooperation with specialists, close contact with partners, incorporation with the institutional network, and accepting (and giving) scholarly assistant from alumni students and staff). Studies have discovered connections between scholarly reconciliation and doctoral fulfillment and headway. The third intriguing psychosocial structure is the inclination of having a place that is, encountering a feeling of association and accepting that one is significant and essential to others in the association (O'Meara, Jaeger, Eliason, Grantham, Cowdery, Mitchall, & Zhang, 2014). Curtin, Stewart, & Ostrove (2013) found a positive impact of postgraduate students' feeling of having a place on scholastic self-idea, which may demonstrate that having a place may likewise be related with progress, capture, or fulfillment. There have been reports among students of connections between passionate mindfulness and the advancement of their investigations (Meeuwisse, Severiens & Born, 2010).

Freedom

First, according to a control study result indicating postgraduate students valuing freedom (Ali, Watson, & Dhingra, 2016; Levecque, Anseel, Beuckelaer, Van der Heyden & Gisle, 2017.), the level of autonomy enjoined by doctoral students in designing and implementing a study of choice may be connected with success and satisfaction rate. Shin, Kim, Kim & Lim (2018) portrayed the positive relationship of postgraduate students with their supervisors, arranging and communicating their feelings and their fulfillment with the postgraduate program.

Workload and Teaching Tasks

Another important feature of the programme is the volume of work. As stated in the introduction, the number of postgraduate students is low. This cannot just mean that the dissertation is too heavy; that there is too much to do in too little time? Surveys among researchers show a correlation between the amount of work done and the degree of satisfaction with the desire to stay (Doughney 2012). A small report has demonstrated the effect of remaining task at hand on the exhibition of postgraduate students. Pyhältö, Stubb, & Lonka (2009) indicated that graduates who report more work are bound to finish the program. Castelló, Pardo, Sala-Bubaré, & Suñe-Soler (2017) listed the doctor's requirements, which ignored people's personal lives and were also responsible for the dismissal.

In the Netherlands, where most PhD students have representative status, they can be approached to instruct or administer college students under their agreement. That is why most PhD students in the Netherlands have a PhD didactic task at some point (Sonneveld & Tigchelaar 2009). Teaching tasks increase the doctor's burden because they mean less time for research (Charles & Bradley, 2009). Also, completion may take considerably additional time than anticipated, particularly for doctoral students who are typically unpracticed educators (NUS 2013), which may defer their exploration. Instructing errands can likewise prompt disappointment if doctoral students are "constrained" by their resources to attempt these assignments, regardless of whether they come up short on the time, will and/or abilities (NUS 2013). A few investigations show delays in the instructional work of doctoral students (Maher, Ford and Thompson 2004).

Stand-alone Projects

Studies have revealed that doctoral students who routinely work in gatherings, that is, on doctoral ventures that are firmly identified with one another or that are a piece of a bigger research venture by a particular research gathering, total the doctorate prior (for instance , Bair & Haworth 2004). Then again, doctoral students taking a shot at autonomous tasks, that is, ventures that are not identified with look into, in which others in a similar research bunch are working might be in danger of surrendering in light of the fact that they have less open doors for day by day cooperation and backing of associates and partners (Ali & Kohun 2006). These students cannot see themselves

as individuals from established researchers, which is related with less fulfillment with their investigations (Pyhältö, Stubb & Lonka, 2009). There are reports of doctoral students taking a shot at ventures that are not firmly identified with the examination of their advertiser. Notwithstanding a feeling of disconnection from their companions, these students can likewise encounter scholarly segregation - they scarcely have the chance to discuss their exploration, as there are no specialists close by (Skakni 2018).

External Factors

Personal/Social lives

Most students at the doctoral level, try to maintain social balance and knowledge about their academic work, which requires making decisions that is difficult regarding priorities and allocation of resources. As a result, individual aspirations are often overlooked, leading to assumption that is distorted or not balanced (Brus, 2006). Moreover, graduates students sometimes report decreased social interaction (Pocock, Elton, Green, McMahon, & Pritchard, 2011). Longfield, Romas & Irwin (2006) suggested further that doctoral students regularly see budgetary limitations and constraints of time because of scholarly obligations (e.g., course extends, student doled out cutoff times) as negatively affecting their own and public activities, with blame for "squandering" time on social collaborations usually observed as taking away from scholastic advancement.

Students' accounted for social cooperation would in general fundamentally include other alumni students and were eminently restricted in span and substance (i.e., for the most part engaged with their scholarly work). Members additionally remarked on the trouble of keeping up physical action since starting their alumni instruction, referring to different obstructions (e.g., time, inspiration) and blame after some time away from scholastic work as constraining variables, and joining physical and social exercises as a compensatory approach (e.g., practicing with a companion). So also, in a subjective study by Wellington & Sikes (2007) discovered doctoral program commitments to every now and again debilitate both present moment and long haul associations with loved ones, with students feeling incapable to talk about their exploration advantages and commitments because of others being new to the doctoral training setting. Therefore, doctoral students right now found to create

sentiments of social detachment from their undergrad partners as well as old loved ones (Trujillo, 2007).

This social seclusion can be especially hindering for doctoral students, with discoveries indicating shortages in positive feelings because of absence of inclusion in compensating non-scholarly exercises to relate with lower levels of not just inherent scholastic inspiration (Tanaka & Watanabe, 2012) however in general mental and passionate prosperity (Pocock et al., 2011).

Thus, absence of social help and additionally work-life struggle have likewise been found to compare with lower prosperity and a higher pervasiveness of psychological instability in doctoral students. In an ongoing investigation of 3659 Belgian doctoral students over a few colleges and controls, 51% detailed having in any event two emotional well-being issues (e.g., wretchedness, nervousness), 40% revealed at least three, and 32% announced at any rate four, with work-family struggle found to most firmly foresee mental pain (Levecque et al., 2017).

Departmental Structures and Socialization

An investigation by O'Meara et al. (2014) explicitly examined the role of the office by featuring the manners by which Science Technology Engineering and Mathematics (STEM) offices encourage students' professional success by fortifying a feeling of office. This blended techniques study used reviews (N = 884) and interviews (N = 80) to recognize five manners by which offices, through their entertainers and cultures, enabled students' organization: they affirm of various profession ways (e.g., scholastic and non-scholarly), give chances to rehearse abilities in differing and legitimate settings, give assets (money related and instructive), encourage organizing inside the office (e.g., arrange direction week exercises to acquaint students with each other and to employees), and encourage open and strong supervision.

The outcomes recommend that the division assumes a significant job in students' organization advancement through mingling approaching students into the office and the order, dealing with the open doors accessible to students all through their investigations, and forming students' vocation ways. Doctoral program wearing down has likewise been investigated concerning the job of departmental structures in molding the doctoral experience. Lovitts (2001) contends that wearing down is frequently considered by individuals from the division a private decision made by

students because of individual inadequacies, for example, the failure to quantify up mentally. This finding is in accordance with results demonstrating managers to comparatively credit student disappointment to a great extent to students' very own attributes (Ali & Kohun, 2006; Herzig, 2002). As indicated by Lovitts (2001), one potential purpose behind these attributions is that students regularly drop out of their alumni programs without giving a clarification to their area of expertise, in this manner adding to the recognition that wearing down is the aftereffect of individual as opposed to departmental components.

This attribution point of view, thus, can be depressing reflection of the on the viability of structures existing or seeking after advancements that could profit students (De Welde & Laursen, 2008). In a study by Ferrer de Valero (2001) discovered high-consummation/brief length offices to predict successful student socialization (e.g., encouraging steady associations with one's student, council individuals, and friends), offering budgetary help, and data sharing (e.g., direction courses, expertise improvement). Among divisions with low finish rates, students reliably distinguished absence of office sorted out social exercises, absence of joint effort among staff and students, and strife among individuals from the office as elements that blocked their scholarly advancement.

Stages of Socialization

According to Golde (1998), the process of socializing according to post-elective teaching occurs when "a novice is made an individual out of a network on behalf of students of students, the network of educational division in a specific order" (p. 56). The creator continues to discuss the dual socialization of graduate students, with students associated with their work as graduate students as well as individuals from their expert network. Widely reported, Weidman, Twale, & Stein (2001) suggested that expert characters are structured in four phases. In the Anticipation stage, students pay attention to the practices, mindsets and skills expected in their new assignment, and consequently from Formal Stage receive formal guidance and increase information about their field. This is trailed by an Informal Stage wherein students become familiar with extra casual job desires by communicating with withdraw intellectual capacity and peers, lastly, a Personal Stage comprising of job disguise and expert character arrangement.

In a progression of subjective examinations of doctoral socialization across disciplines, Gardner (2007 & 2008) discovered academic freedom to create in three unmistakable stages, each comprising of one of a kind socialization strategies to encourage proficient coordination and development. During the course, the students' wishes are fulfilled, from pre-approval to the beginning of their studies. In the next phase of integration, students begin their course work, elect a board, or perhaps a board, coordinate with their workforce and peers, and conduct a multi-assessment. In addition, get to know their expert work and responsibilities and take full advantage of their peers. The final candidate phase takes students to use their exposure protections and includes the development of their professional self (i.e. agile personality), gradual university associations with their workforce and peers, and the reduction of one counselor's direction not to be disturbed freedom (Gardner, 2008). At each step of the dating process, students faithfully state the nature of the relationship as their student's key contributor to their overall performance in the program.

Ali & Kohun (2006, 2007) argue that departmental structures often do not support these extraordinary socialization goals at every stage of the doctoral program (e.g., first-year participation, second-year research, presentation). For example, an insurance organization does not regularly have intended methods of adapting students to departmental culture, and the task is usually left to the student. Likewise, the appointment organize is regularly described by absence of structure and lone work notwithstanding students requiring noteworthy direction and correspondence with chiefs and council individuals all through this period. At the point when backing is absent, it can prompt sentiments of perplexity and misery in students, thus adversely affecting personal achievement and expert development.

Models of effective socialization. Scientists have recommended that offices can ideally achieve doctoral student socialization by receiving expert training model concentrated on collaboration and research for down to earth purposes (Bourner, Bowden, & Laing, 2001; Shulman, 2010). Shulman (2010) contends that the customary PhD venture is remarkably unique in nature and lone, comprising of the most part of poorly organized errands requiring singular endeavors. In proficient projects, then again, the student partner is proposed to encounter each phase of the degree as a group so as to build up a network that enables the student to incorporate scholastically as well as offers social help all through the degree procedure.

Shacham & Od-Cohen (2009) found that students favored the vis-à-vis correspondence, with the capacity to share thoughts, battles, and adapting methodologies being a critical supporter of learning for these students. Students additionally showed that they received intelligent reasoning propensities, turned out to be increasingly open to analysis, and increased a superior comprehension of ideas and thoughts in their field through institutional support. Ultimately, students announced accepting extensive passionate help through inclusion, underscoring the in any case uncommon nature of this of kind of help they would say. As per these discoveries, Stubb, Pyhältö and Lonka (2011) found that among 669 Finnish doctoral students, the individuals who saw their academic network as integrative, enabling, and moving revealed better in general prosperity (e.g., lower pressure, tension, fatigue, segregation) just as more noteworthy enthusiasm for their investigations.

In any case, study discoveries additionally appeared over portion of the doctoral student members who reacted to an open-finished inquiry regarding their academic network to report a feeling of rejection and feeling like "a wellspring of a weight" on their locale. As indicated by these members, such disconnection encounters upset their learning, diminished the apparent seriousness of their doctoral experience, and now and again prompted total separation. An investigation by Chiang (2003) uncovered that in characteristic sciences offices where there ordinarily exists a 'cooperation inquire about preparing structure' in which students and students work together on look into ventures, students are essentially increasingly happy with their doctoral encounters, when contrasted with sociologies students who take an interest principally in 'singular research preparing structures.' In regular science con-messages, the student is frequently viewed as a lesser individual from the examination gathering, and connections inside the gathering are collegial and visit. In total, doctoral divisions have been investigated regarding encouraging the doctoral experience by method for societies and structures, exhibiting an ability to cultivate doctoral student organization as well as their expertise advancement, socialization into scholastic networks, and thusly fulfillment and achievement.

Financial Opportunities

The final external variable, which was reported to result modification of experience and development of graduate students is related to participation in budget

support. Such as making provision for regular (e.g. Government / bank accounts), funding and awards, as well as commercial open doors inside the university (e.g. Researching / assistantship). Several investigations by doctoral students either from Britain or America revealed that learners from the same scientific background had more access to financial support as a result of departmental provision when compared to those in sociologies, arts or humanities (Chiang, 2003; Golde & Dore, 2001). Discoveries from Golde & Dore (2001) show that numerous students do not comprehend the budgetary ramifications of going to a doctoral program at the hour of enlistment, settling on choices in regards to program and student fit without perceiving how financing chances can affect accomplishment, way of life, and prosperity for quite a long time to come.

Albeit adding to generous student obligation, credit openings permitted graduate students to meet their monetary duties, in this manner diminishing some budgetary concerns and permitting them to all the more likely spotlight on propelling their examinations. In any case, these creators discovered departmental subsidizing to have the greatest effect on student constancy, especially when advanced education organizations considered heterogeneity in students' experiences and needs in receiving a customized way to deal with monetary help. This finding was resounded in an investigation by Litalien & Guay (2015) who comparably discovered access to examine awards and researcher boats to substantially affect students' tirelessness in their doctoral projects.

Moreover, a research by Ampaw & Jaeger (2012) that investigated the job of monetary open doors with an example of 2,068 doctoral students over a 10-year time span on research support foundation. This proposes inquire about assistantships furnish students with money related assets as well as with desires and responsibilities as a major aspect of an examination group in this way adding to their socialization (Weidman & Stein, 2003). In entirety, dissipated existing examination on how access to money related open doors influences doctoral students' prosperity and achievement underscores the significance of accessible subsidizing for the fulfillment and perseverance across disciplines, with advances demonstrating significant for incidentally help of budgetary interruptions and considerable departmental financing having the most grounded benefits for student improvement.

Internal Factors

Motivation

As recently pointed out, both workforce and students often refer to the lack of inspiration of students as a significant explanation for hiding early start in graduate school (Herzig, 2002). Although students who are dependent on external guidance and spark can control course work, they regularly display problems that function as important repetitions and adapt to emotions during free academic activity. There are different elements such as student help, money related opportunity, among others that contributed to students' advancement, students' desires, inspiration, and self-guideline which are generally conspicuous in their own narratives of consummation or wearing down. To develop profit and intuitive determination, Geraniou (2010) viewed this relationship as bidirectional in nature. NCE attracts in academic exercises as a method of extending their inspiration.

Sources of Motivation

Notwithstanding investigating the amount of inspiration to prevail in scholarly studies, scientists have analyzed the particular characteristics of students' inspiration in doctoral instruction by investigating the reasons students seek after their degrees. Regarding inward persuasive factors, different elements have been investigated including scholarly advancement (Wellington & Sikes, 2007). In addition, this exam saw process-related qualities as more common details of sociology students, with related problems, all the more often referred to by normal science students. Taken together, it is inspired by doctoral students, proposes that people who volunteer and who focus on evaluating the doctoral procedure, report greater compliance, prosperity and respect for the school during the graduation procedure.

Writing Skills and Regulatory Strategies

Aitchison & Ali (2012) found the doctoral creative cycle in STEM orders to be related with the possibility of characteristic choice, with those incapable to "have what it takes" to disciplinary composing measures being in danger of not effectively finishing their program. In like manner, these writers discovered doctoral composition to inspire an assortment of feelings, both positive (bliss, delight) and negative (torment, disappointment, perplexity), with the negative feelings overwhelming composing related talk. This inconsistency in the significance of composing was

additionally seen to prompt an absence of help and elevated standards from students, subsequently upgrading students' passionate encounters.

Two investigations have investigated the administrative techniques related with doctoral composition, demonstrating them to be crucial for accomplishing disciplinary measures as well as decreasing tension and negative feelings (Koltz, Odegard, Provost, Smith, & Kleist, 2010). In an exploratory investigation Castelló, Pardo, Sala-Bubaré, & Suñe-Soler (2017) discovered alumni students' battles and methodologies during the creative cycle to happening five phases, with the main stage being the arranging stage in which students make the composing task unequivocal. In the following stage, the structure arrange, students compose the content as per the composing objective, and in the control organize, they intentionally direct their composition to cling to disciplinary benchmarks. At long last, in the voice arrange students fuse individual composing style components that mirror their own point of view and expert character. Studies have additionally investigated the job of community oriented writing in students' composing related feelings and discernments as a differentiation to the single setting in which most doctoral composing happens. Furthermore, though shared composition with peers has been found to make the procedure increasingly pleasant, communitarian composing with students (e.g., co-initiation) can fill in as intellectual apprenticeship in giving significant knowledge into logical composition, developing contentions, and advocating claims with accessible proof (Maher, Ford and Thompson 2004). Additionally, working together with students in the creative cycle can assist with arranging students' writing in a true setting and legitimize them as individuals from their mainstream researchers through spread in peer-checked on diaries. These discoveries in this way feature the error among shared and conventional doctoral desires (i.e., single writing) as far as both expert and self-awareness.

Discoveries from Kwan (2008) on the evolving nature of perusing endeavors all through doctoral projects furthermore recommend that though perusing might be unfocussed and exploratory right off the bat in the degree procedure, it essentially gets specific and conscious as students conceptualize their examination venture. Likewise, powerful perusing endeavors right now organize permit students to create novel and complex thoughts that can be additionally refined by allude ring to the writing all through the creative cycle. Along these lines, discoveries recommend that regardless of an absence of research accentuation on the doctoral perusing process it is in any

case inseparably interlaced with viable composition and warrants more prominent experimental consideration as to its effect on students' character arrangement, academic advancement, and research quality.

Academic Identity

The scholarly personality alludes to the ways in which students see themselves in their communities with insight, existing writing demonstrating students building their scholar character by taking part in various scholarly exercises including socialization (Gardner, 2008; McAlpine, Jazvac-Martek, & Hopwood (2009) inspected the particular occasions and exercises portrayed by doctoral students as adding to their enrollment in scholarly networks. In spite of the fact that exercises, for example, automatic necessities (e.g., completing one's exhaustive test) or students duties (e.g., lab gatherings) were referred to as basic to one's scholarly character, casual exercises (e.g., collaborations with individuals from the disciplinary network) were accounted for as adding to personality arrangement as well as a feeling of scholastic enrollment and having a place. Curiously, students right now peer association as supporting their scholarly character improvement more so than connections with their students or other personnel, featuring the impression of friends as esteemed individuals from their scholastic network.

McAlpine & Amundsen (2009) further developed the job of network in personality arrangement by separating between students' individual and aggregate characters, the two of which are to a great extent formed by collaborations (or scarcity in that department) with their disciplinary and institutional networks. Right now, character was seen to develop essentially through scholastic work (e.g., the thesis), understanding one's job inside their specialty and foundation, and envisioning one's future vocation. Aggregate personality, then again, developed as students became individuals from different networks (e.g., look into gatherings, students associations) and started to recognize factors that separated them from other network individuals.

Self-Worth

In spite of the fact that the idea of doctoral students' self-esteem has gotten meager exact thought to date, scientists speculate that "at the basis of the doctoral students' struggle are the real concerns that challenge the belief that they certainly deserve to go for the doctoral exam" (Di Pierro, 2007). The main topic included

postponed delight, with members revealing their self-esteem to frequently be undermined because of scholarly snags yet upgraded when the objective was achieved. Third, a subject identified with rise/wretchedness cycles was watched, with various students announcing noteworthy changes in self-esteem all through their investigations (e.g., on occasion feeling capable and amazing, at different occasions feeling disappointed and vulnerable). At last, self-esteem was reliably depicted as connected to inward guideline, with students taking note of that as opposed to outer guideline adding to self-esteem as students (e.g., communications with others), their alumni self-esteem was needy for the most part on self-assessments of their work. Several studies continue to recommend graduate students to be overly aggressive in their doctoral program immediately after the wand (Grover, 2007) and to follow these lines more in the broadcasts of their partners' external procedures (e.g. Review Reviewer).

Self-efficacy

The aim of self-efficacy is a broad and consistent sense of an individual ability to effectively deal with a different types of stressful situations (Schwarzer, 1994). Self-efficacy was shown to be related to academic achievements, behaviours and attitudes (Faulkner & Reeves, 2009). Research on self-efficacy has been seen as altogether corresponded with enthusiasm for look into and the expert duction of insightful productions with an examination led by Litalien & Guay (2015) further demonstrating apparent scholarly fitness to be the most grounded indicator of dropout goals among the factors considered (e.g., saw relatedness with partners, distribution rate, and so on.). In addition, saw workforce bolster was found to foresee more elevated levels of self-ruling guideline (e.g., seeing that one has power over their conduct and objective results) that, thus, prompted more noteworthy impression of fitness and discovery. In relation to explicit doctoral student practices that can be delegated inherently self-mutilating, Kearns, Gardiner, and Marshall (2008) recommend the accompanying: over responsibility, hecticness (showing up incredibly bustling when really captivating with low-need errands), compulsiveness, hesitation, disruption, low exertion, and picking execution weakening conditions (e.g., attempting to work in a loud area). Self-efficacy is an attribute that has been proposed as a middle person of the connection among other worldliness and prosperity. Other worldliness may assist a few people with gaining a feeling of command over their

lives. Self-viability decides a person's versatility to difficulty and weakness to stress and wretchedness (Bandura, Caprara, Barbaranelli, Gerbino & Pastorelli, 2003).

2.11 Theoretical Framework

In educational research, it is necessary to provide the theoretical foundations upon which the study will be based. The framework or guideline will channel the activity towards achieving the stated objectives. According to Mojoyinola (2000), a theory is a reasoned supposition put forward to explain facts or events. It can also be defined as a verifiable statement expressing a result of what is most likely to happen if certain conditions are to be met. Cherry (2012) submits that a theory is often used to mean a guess, hunch or supposition.

Miller (2005) argues that, in everyday use, the term "theory" frequently gives the meaning of a tested error or conjecture without supporting evidence. But for scientists, a theory has almost the meaning of antonym. A hypothesis is an all-round grounded explanation of a part of the normal world that can fuse laws, suppositions and realities. Notwithstanding hypothesis, verifiable truths are given, yet it additionally permits analysts to foresee what they ought to follow if the hypothesis is valid. Logical hypotheses are testable. Late proof ought to be good with hypothesis. If not, the hypothesis is refined or dismissed. A few hypotheses are considered for this investigation which are viewed as applicable.

2.11.1 Theory of Resilience

The concept resilience is a derivative from the Latin word *resiliens*, which denotes supple or adaptable feature of a material. It is conceptualized as the natural tendency to encounter and to find solution to the difficulties and the ability to make use of personal or social resources to enhance limited possibilities (Garza, Reyes & Trueba, 2004). According to Richardson, Nelger, Jensen & Kumpfer (1990), resilience refers to managing fun, stressful or challenging life events, in a way that gives the individual extra protection and coping skills before the event occurs. Resilience can be seen as a positive and unexpected result - characterized by specific operational behaviors, despite the risk or by an unstable adaptation process that involves addressing a variety of risks and protective factors (Beasley, Thompson, &

Davidson, 2003). Resilience is viewed as an integral component of a comprehensive risk management strategy. Resilience is the capability of systems to accept changes and still persist. Resilience it includes both the capacity to adjust to "ordinary" or foreseen stresses and endeavors, and to adjust to abrupt stuns and uncommon requests. With regards to dangers, the idea stretches out both to forestall estimates that try to forestall catastrophe harm and to present occasion systems structured on manage and limit the effect of calamities (Tierney 2003). The more the protective factors (or "assets") available, the more a young person will be. This indicates that young academics in colleges of education in southwestern Nigeria are likely to be able to persist more when on PhD programme than the older ones who have spent a longer number of years of work experience. Hazard factors, in light of this hypothesis, are seen as those attributes suspected to be available in a gathering of individuals with high likelihood of an unfortunate result, while defensive components is speculated to be the conditions that moderate the impacts of dangers and improve adjustment (Masten, 1994). Resilience is often looked into in the context of a two-dimensional concept namely: exposure of adversity that is risk-factors and better changing results of such adversity, which is protective factors (Luthar & Cicchetti, 2000). A factor is said to be protective if it truly lessens a risk factor (Rutter, 1990).

Protective factors are grouped into four by Rutter (1990).

- mitigating the impact of a person's risk or exposure,
- limiting negative reactions to the chain as a result of adverse events or experiences,
- individuals who promote self-respect and self-efficacy; and
- foster positive relationships and new opportunities that provide the resources or direction of life.

The advocates of resilience generally concur that the availability of one or more protective factors can lessen the effect of exposure to risk factors. As many as protective factors offered, the more resilient the individual will be. Resilience develops in adult individuals. It includes developmental and ecological views (Walsh, 2006). Developmental perspectives suggest that adults develop endurance, learn to cope and adapt over time through many processes that may change over time, rather than through solid processes facility. In contrast, the ecological perspective consists of

the external environmental impacts of the individual, such as the family, work environment, school or major social systems throughout life.

Bernard (1995) identifies the following attributes that facilitate and sustain resilience in individuals:

- **Social Competence:** The ability to show good responses from others, thus making good relationships with peers and meaningful to others.
- **Problem Solving Skills:** planning to speed up self-control and resourcefulness by asking others for help.
- **Autonomy:** A sense of one's own identity and ability to act independently and exercise control over one's environment, and
- **A sense of purpose and future**: Goals, educational goals, perseverance, hope and a sense of a bright future.

Therefore, resilience is seen as the relationship existing between certain individual attributes and widens the environment, a stable between the ability to cope and a dynamic and developmental process which is crucial to life transition (Masten 1994). Based on this theory, it could be said that individuals will be able to persist and complete their courses of study (Doctor of Philosophy) if they are able to weather the storms of risk factors encountered both at work and in their courses of study, such as work strain, difficult students and family workload, through positive protective and coping skills, like familiar social supports, social competence, autonomy and problem-solving skill.

2.11.2 Tinto's Student Integration Theory

The Tinto model is often referred to as the student integration model of Tinto (1975). It argues that student social integration maximizes their institutional commitment, ultimately reducing the likelihood of learning. Tinto's model states that in order to continue, students need incorporation into formal (scholarly exercises) and casual (workforce/individual associations) scholastic frameworks and formal (extra-curricular exercises) and casual (between bunch connections) social frameworks. He is enthusiastic for students to drop out of advanced education without getting a

certificate due to the nature and nature of their collaborations with the school or college (Long, 2012).

The Tinto model has some fixed key functions. The essence of the model is the degree to which a person is integrated with the social and academic aspects of the university, the degree to which students are committed to their goals (i.e. Achievement level) McCubbin (2003). He explained further that the Tinto model targets a wide variety of special features that may affect student enrollment and participation, both for the purpose and for the school. Factors identified for each person's purpose and institutional commitment are individual characteristics, preschool experiences and the family environment. Preschool experiences encompass social and academic experiences as well as high school and academic and social achievements. Family status incorporates variables in her perspective, such as race, gender and academic ability.

Tinto's model is highly relevant to this study because the demographic variables examined in this study fall under the individual characteristics Tinto points out to be the causes of persistence or attrition. Factors such as gender and marital status determine the level of PhD students' participation, persistence and completion.

2.11.3 Theory of Attribution

An attribution is a casual clarification of an action or behaviour formation; casual attribution is essential for fitting to changing atmosphere and surmounting difficulties human beings encountered in their day-to-day lives. Attribution allows people to understand what causes a desirable outcome in event of life so that those events can be experienced again. In the submission of Manubov & Spitzberg (2008), attribution hypothesis attempts to delineate the psychological and informative methods engaged with ordinary clarification, most particularly that of people and get-togethers. Attribution is the inward (thinking) and outer (talking) procedure of deciphering and understanding what is behind our own and others' practices.

Fritz Heider was the originator of an attribute model. Heider (1958) asserts that individuals are dynamic mediators of the events occurring in their lives and they use predictable and coherent methods of meaning production in their translation. Inside attributions for unwanted occasions are typically conduct that are every now and again connected with self-centered negative feeling, for example, blame and

disgrace. Outer attributions for similar practices and results are for the most part connected with outside centered negative feeling, for example, outrage and disdain (Weiner, 1985; Gundlach, Douglas & Martinko, 2003). Causal attribution can likewise be classified as causes and precarious causes that impact results; practices do so reliably after some time and across circumstances and they are hard to change. Insight and government laws are commonly viewed as moderately stable in nature since they are hard to change. On the other hand, temperamental causes can be changed no problem at all.

Attributing style is defined as the tendency to continually contribute positive and negative results to specific types of causes, either internal or external, stable or unstable. The first configuration style is the optimistic configuration style. This assay style tends to show negative results to an internal factor (Douglas & Martinko, 2001). People with this concept of style feel good about themselves and their ability to succeed. Another set style is the pessimistic dedication style. A person with this configuration style assigns undesirable events to internal and often stable factors. The third trend is a hostile dedication style. This is similar to the optimistic style in that it tends to consistently give external and stable occasional explanations for adverse events at their level. Determination is closely related to the individual's motivational state. After rehashed disciplines and disappointments, individuals for the most part become inactive and unmotivated and remain along these lines, even as nature changes, empowering individual or expert achievement. Indeed undesirable highlights include inspiration; choose inspiration.

The implication of this theory is that the lecturer in colleges of education who are able or unable to complete and participate in doctoral degree programmes will definitely attribute the progress to specific causes, for example demographic variables that are more associated with internal cause or institutional variables, and finance, which also fits into external causes.

Institutional Factors
- Study leave
- Grants
- Scholarship opportunities
- Leadership disposition
- Teaching and Administrative workload

Risk Factors
- Work strain
- Family affairs
- Individual Attributes
- Accessibility
- Inadequate Cohort

DOCTORAL DEGREE PROCESS

Individual and institutional commitments which lead to self-determination

PERCIEVED DOCTORAL DEGREE COMPLETION

Demographic Factors
- Gender
- Age
- Rank
- Marital Status
- Number of children
- Age of last born

Protective Factors
- Family supports
- Social competence
- Autonomy
- Problem solving skills
- Sense of purpose

Fig 2.2: Conceptual Framework

Source: *Author, 2019*

The framework spells out the relationship between institutional and demographic factors in the process of doctoral degree completion. Protective factors (family support, social competence, autonomy, problem-solving skills and sense of purpose) are adequately processed for the completion of PhD programme. The processed factors with protective factors will give individual and institutional commitments, which lead to self-determination. Self-determination leads to outcomes such as reduced attrition rate, reduced time-to-PhD, successful completion of PhD programme, availability of PhD holders in CoE and improvement in the quality of service.

2.12   Appraisal of Literature Reviewed

The chapter focused on literature review, empirical review as well as the theoretical framework. The Literature was reviewed on the concept of doctoral degree, its advantages and some of the issues and challenges of doctoral degree. The review delved into issues of participation, persistence and completion of PhD programme as well as the demographic and institutional factors affecting participation of college of education lecturers in PhD programmes. Among the demographic factors considered were gender and marital status. Institutional factors were also examined. These factors can either facilitate or inhibit lecturer's completion of PhD. Related empirical studies were also reviewed. The relevant theories were examined as well as their application to the study. The study applied the resilience, attribution and Tinto's student integration strategy theories to the data. Resilience Theory was considered relevant to this study because it has clear implications for promoting competence among individuals at risk (Masten, 2001). Academic staff of colleges of education in Southwestern Nigeria would, in the face of all odds, be able to cope and complete their doctoral degrees if they are resilient. Those who lack the ability to recover quickly from difficulties would become devastated as a result of all they are passing through. This is a setback and may lead to further psychological distress.

The chapter concluded with the conceptual framework relating the independent and the dependent variables with the institutional and demographic factors. The framework indicates the relationship among the variables of this study. According to the theory of attribution, demographic and institutional factors appear to be major factors that could be responsible for completion of doctoral degree programme. According to the theory of resilience during the process of participation,

the adult learner will have to integrate into the institution of study, academically and socially (Tinto's Theory of Students' Integration). If a student is unsuccessful at this stage he or she is not resilient; such will be unable to persist and complete the programme.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The research design adopted for this study was the survey design of correlational type. This design was adopted because the independent variables (institutional and demographic factors) had already occurred and, therefore, the researcher was not in, anyway, to manipulate them. The only thing the researcher did was to test for cause-effect relationship among the independent and dependent variables.

3.2 Population of the Study

The target population for this study comprised academic staff of the six selected public CoE in the Southwestern Nigeria, who have, at one time or the other, enrolled for the doctoral programme regardless of whether they complete it or not.

3.3 Sample and Sampling Techniques

The actual sample size used as respondents in this study were carefully selected to ensure that they had the same characteristics as the main population as true representation of the larger population. Three states of the Southwest were purposively selected, namely, Lagos, Oyo and Ogun States. These states were selected because they have state and federal colleges of education. In each of the three states, the existing federal and one state- owned colleges of education were purposively selected.

The purposive and stratified sampling techniques were used to divide each of the six CoE selected into five strata along the existing schools: School of Art and Social Sciences, Education, Languages, Science, and Vocational and Technical Education. In each school, purposive sampling and total enumeration were used to select all the academic staff who have at one time or the other enrolled for the doctoral programme regardless of whether they completed it or not. A total of 1,091 academic staff out of the 1,850 across the five schools in all the six CoE fulfilled the criteria for the selection in this study. However, only 1039 respondents returned the administered questionnaire.

Table 1: Population and Sample Size Used for This Study - 2017

STATE	Name of Colleges of Education.	Total Number of Lecturers/Sample=	
		Total Number of Lecturers	Lecturers Sampled=PhD holders and those currently running PhD
Oyo	Federal College of Education (Special), Oyo.	420	231
	Emmanuel Alayande College of Education, Oyo.	390	233
Lagos	Federal College of Education, (Technical), Akoka, Yaba.	255	103
	Adeniran Ogunsanya College of Education, Oto, Ijanikin. Lagos.	240	144
Ogun	Federal College of Education, Osiele, Abeokuta.	355	184
	Tai Solarin College of Education, Omu-Ijebu.	190	144
Total		1850	1039

3.4 Instrumentation

The study used three sets of self-developed scales and three inventories for data collection. These were Doctoral Degree Completion Scale, Leadership Disposition and PhD Risk Factors Scale; Teaching and Administrative Workload Inventory, Grants and Scholarship Opportunities Inventory and Study Leave Inventory. These were complemented by nine (9) sessions of In-depth Interview (IDI) Schedule and Guide with academic staff from the six colleges of education.

3.4.1 Doctoral Degree Completion Scale

This was a self-structured questionnaire. It contained items used to collect information on the demography of the respondents, such as age, gender, marital status, among others. It also contained four items that determined the completion status of the doctoral degree programme of the respondents. One of the items was open-ended while others had responses ranging from the level of completion to the years spent in the program.

This instrument was also designed to determine the influence of some demographic variables on completion of doctoral degree programme. This section had five sub-sections with responses in a four-point Likert format: strongly agree, agree, disagree and strongly disagree. The first sub-section was designed to determine the influence of gender on completion and it contained five items. This was followed by a section to determine influence of marital status, which contained six items. Furthermore, the influence of Domestic Responsibilities was also determined in another section with six items. The final section was to determine the influence of the age of last born on the completion status. The content and construct validity of this section on the influence of demographic factors were done by experts in psychometric and was later given to the student. This instrument was administered to lecturers in colleges of education which were not part of the sample of this study. The data collected were analysed and the reliability value of 0.94 was obtained using Cronbach alpha.

3.4.2 Influence of Institutional Variables

This scale was designed to collect information on the influence of institutional variables on the completion of doctoral degree programme. This section had four sub-sections. The first three sections are in the form of inventory (study leave inventory, grants and scholarship opportunities inventory and teaching and administrative workload inventory) with yes or no response. The last section is Leadership Disposition scale with a four-point Likert format response; strongly agree, agree, disagree and strongly disagree. The first sub-section was an inventory to determine whether the respondent enjoyed study leave during his doctoral degree, which contained six (6) items. The second section was an inventory designed to determine whether the respondent benefited from grants and scholarship opportunities during their doctoral degree programme, which contained six (6) items. The third section was an inventory to determine the respondent's teaching and administrative workload in the course of running their doctoral degree, which contained seven (7) items. The last section was used to determine the influence of leadership disposition on completion, which contained six (6) items. This instrument was administered to lecturers in colleges of education which were not part of the sample of this study. The data collected were analysed and the reliability value of 0.88 was obtained using Cronbach alpha.

3.4.3 PhD Risk Factors Scale

This scale contained items used to collect information on doctoral degree risk factors. It contained twenty (20) items with response in four-point Likert format: strongly agree, agree, disagree and strongly disagree. The items were designed to determine the risk factors for the completion of doctoral degree programme. This instrument was administered to lecturers in colleges of education which were not part of the sample of this study. The data collected were analysed and the reliability value of 0.86 was obtained using Cronbach alpha.

3.4.4 In-depth Interview (IDI) Schedule and Guide

The qualitative method of in-depth interview (IDI) was used as supplement to the survey method in order to ensure that some information that might not be captured

by the survey technique was captured through mutual interaction of the researcher with the respondents. Besides, this was essential because most of the respondents had negative research value; hence, the questionnaire alone did not serve the purpose of getting adequate pieces of information from them. A total of eighteen (18) IDI sessions were intended but only nine (9) were conducted with respondents across the six colleges of education. The IDI sessions were conducted with the aid of discussion guide and tape recorder used to store the responses, apart from note taking.

Table 2: Schedule of IDI Sessions Conducted for the Study

Colleges of Education	Location of IDI	No of Sessions	Date	No. of Members Per Session
Federal College of Education (Special) Akinmoorin Oyo	Akinmoorin	1	20 June, 2017	2
Emmanuel Alayande College of Education, Oyo	Erelu and Isokun	1	23 June, 2017	3
Federal College of Education (Technical) Akoka Yaba	Akoka	1	6 July, 2017	1
Adeniran Ogunsanya College of Education, Oto Ijanikin	Oto-Ijanikin	1	7 July, 2017	1
Federal College of Education, Osiele	Osiele	1	18 July, 2017	1
Tai Solarin College of Education Omu-Ijebu	Omu-Ijebu	1	21 July, 2017	1

Source: *Field Survey*, 2017

IDI Guides:

- The time-to-degree among the college of education academic staff for doctoral degrees
- Doctoral degree attrition rate among college of education academic staff
- The risk factors that led to prolonged time-to-degree as well as the high attrition rates
- Demographic factors and college of education academic staff doctoral degree completion
- Institutional factors and college of education academic staff doctoral degree completion
- Doctoral degree completion, and college of education academic staff intention to quit the college
- Doctoral degree completion, and career progression of the academic staff

3.5   Administration of the Instruments

The researcher first sought approval from the authorities of the colleges used. Then, the instruments were administered to the respondents by the researcher with the assistance of six (6) research assistants who were trained to understand the different characteristics inherent in college of education lecturers and the administrative staff. Furthermore, necessary information that aided prompt response and better completion of the questionnaire were given to the respondents.

3.6   Methods of Data Analysis

For the purpose of data analysis, descriptive statistics, Correlational matrix, t-test and multiple regression were used to analyse the quantitative information collected through the three sets of questionnaire. The qualitative data collected through the IDI were subjected to content analysis.

Specifically, the multiple regressions were used for the data collected on the general objective; while the data collected on objectives (iv) and (v) were subjected to correlational matrix using the Pearson Product Moment Correlation. The descriptive statistics of percentages and mean were used for the demographic data and data for objectives (i) to (iii).

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results of the analysis of the data gathered during the field work. Each of the results are presented in tables and figures followed by detailed discussion. The presentation of results is done in two parts; the first part deals with the presentation of the demographic characteristics of the respondents, while the second part deals with the presentation of the results on the research questions and hypotheses. Where appropriate, the quantitative and qualitative results are discussed together.
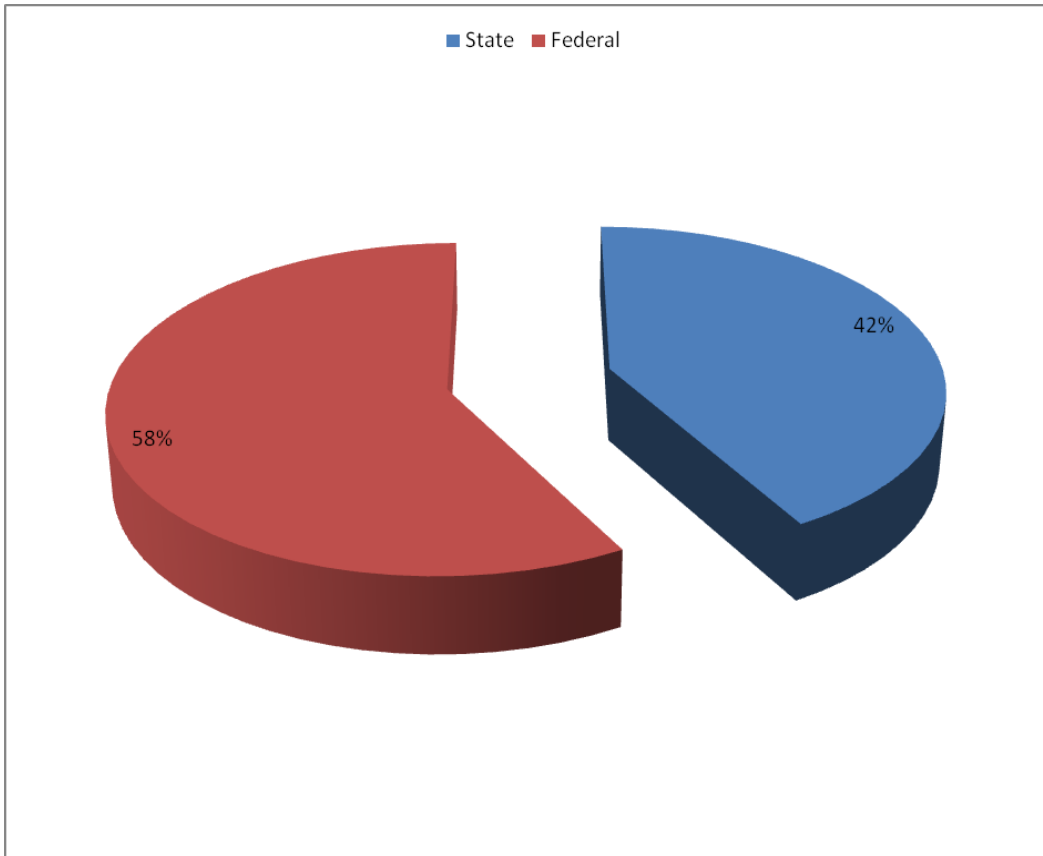
Figure 4.1:   **Distribution of Respondents by Type (Ownership) of Colleges**

Source: *Field survey, 2017*

Fifty-eight percent of the respondents were from federal colleges, while the remaining 42% were from state colleges. This showed that the study covered both state and federal colleges of education. Both the federal and state colleges of education encourage as many of their lecturers to improve themselves to PhD level even with incentives available through TETFund. This fund is available to allow focused research that will not only boost their status but also serve as an avenue to contribute to education and teacher training in order to assist in nation building and achieve the vision 2020 to eradicate illiteracy.
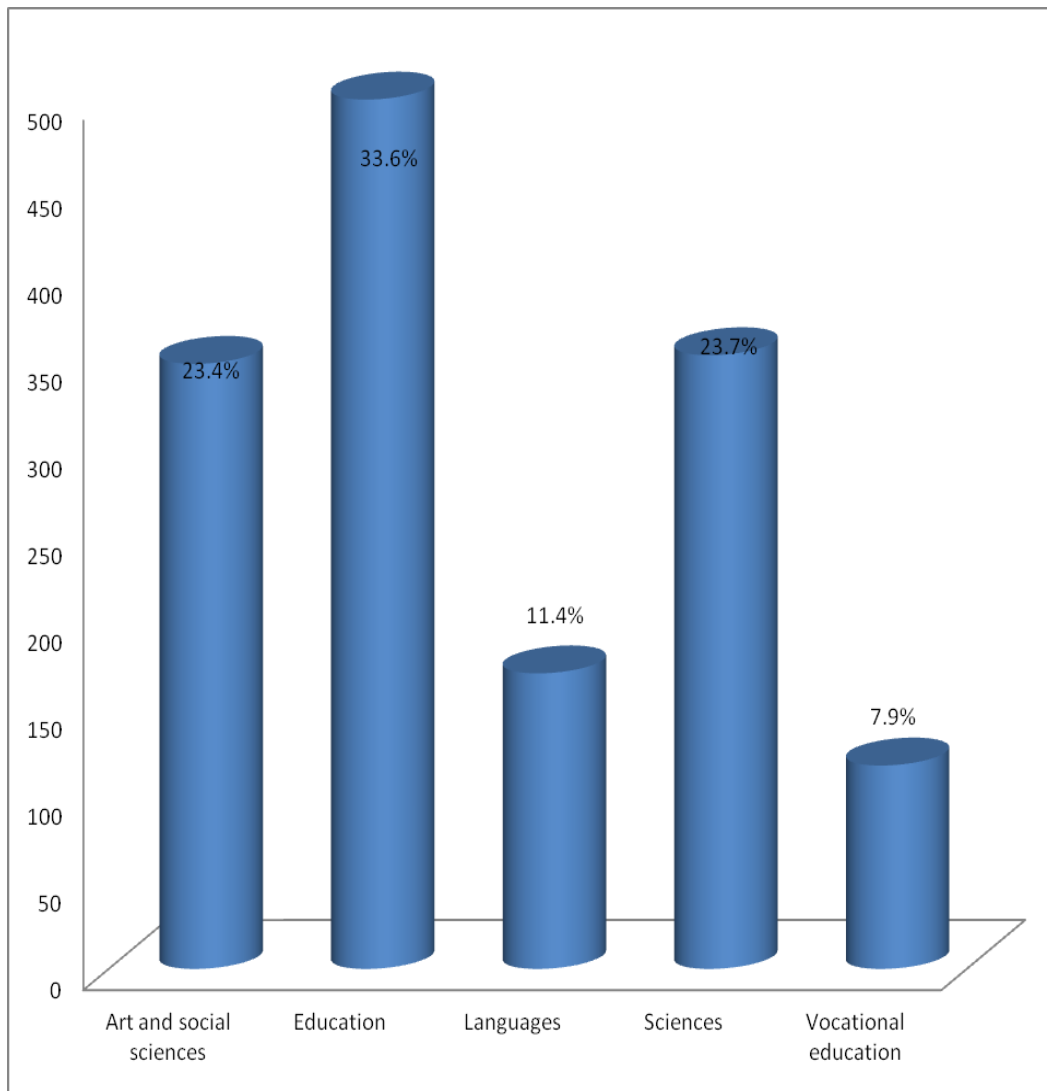
Figure 4.2: **Distribution of Respondents by School**

Source: *Field survey, 2017*

The distribution of the respondents according to school is highlighted in figure 4.2. A total of 33.6% of the respondents were in the School of Education. The result revealed that there were lecturers in the School of Education that were involved in PhD programmes. This group was followed by those in Schools of Sciences, Arts and Social Sciences, Languages and Vocational Education, who respectively had 23.7%, 23.4%, 11.4% and 7.9%. This study covered all the five schools in colleges of education involving all major disciplines.

The analysis above showed that, though all the existing schools in colleges of education were covered in this study, the involvement of their lecturers on the PhD programme was not the same. Vocational Education had the least, which can be attributed to the availability of human resources to assist on the programme at the PhD level and the choice of the lecturers involved to take advantage of available opportunities that could help to improve their performance on the job. This can be clearly seen in the economy, whereby the level of vocational involvement is very low. The available resources are obsolete compared to the Humanities, Education and Arts and Social Sciences. The enrolment of lecturers in the School of Languages was also low due to the different languages involved.
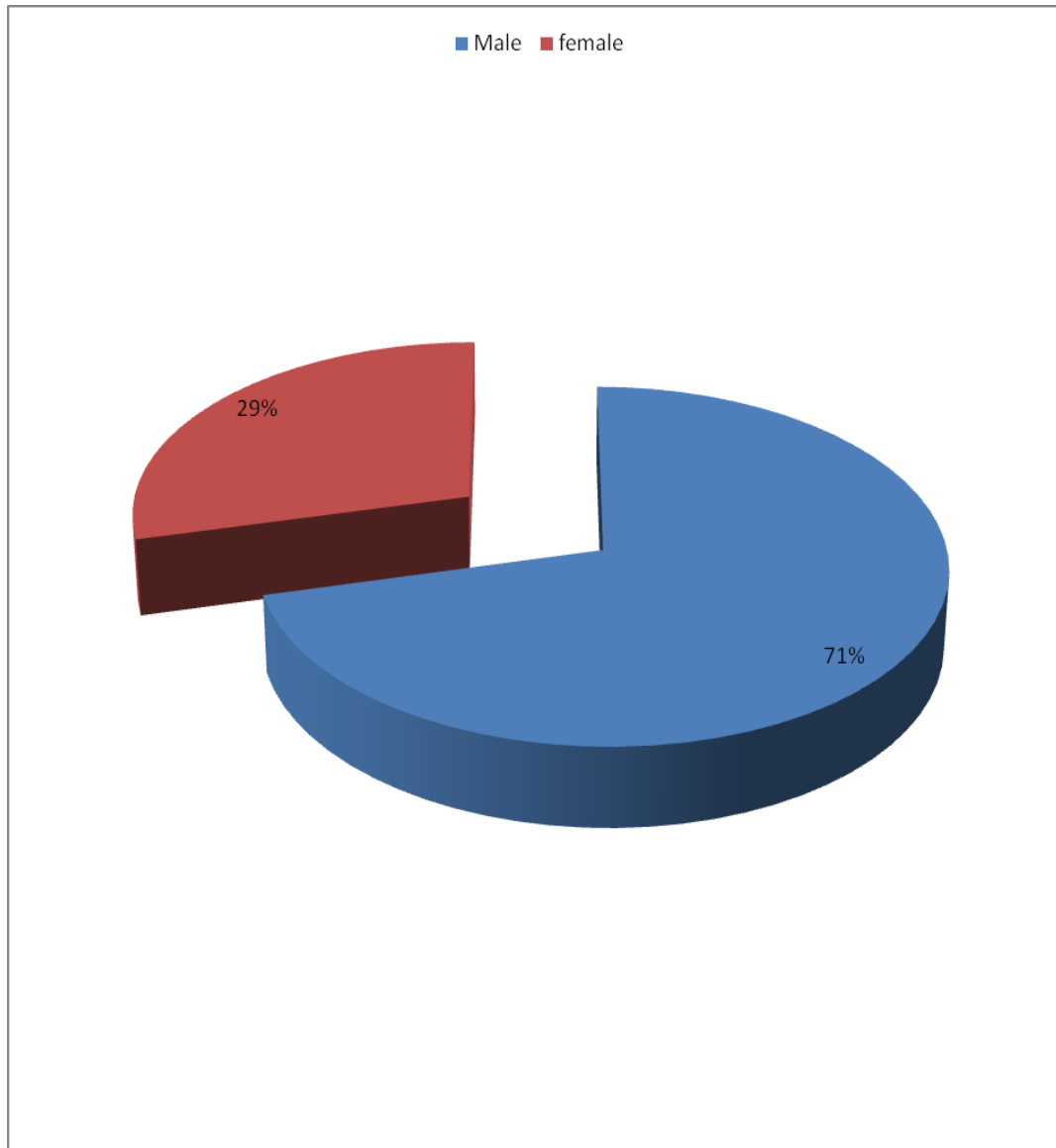
Figure 4.3: **Distribution of Respondents by Gender**

Source: *Field survey, 2017*

Seventy-one percent of the respondents were males, while the remaining 29% were females. Although the males were more than the females, the study covered both genders. Many studies reported that gender distribution in every profession favours the males more than females. Obviously there are more males on PhD programmes than their female counterparts. This is in line with Kester et al (2016) submission, that more males (51.5%) than females (48.5%) finished their programmes. This can be due to the home front challenges of women and the societal view that a woman does not need much education since all will be at the call of her husband and, if otherwise she will be tagged too ambitious and a threat to her home. The result supports the claim of Etejere (2009) that women's postgraduate students are more than their male counterparts. He also explored the causes of female graduate students' immersion in Nigeria. The results showed that the lack of spousal support and inadequate fund were some of the problems that postgraduate female students had during their studies. Family causes also contributed to the high immersion of women in higher education programs. A female participant has additional responsibilities, especially if the last child at a time she is participating in the programme is young.
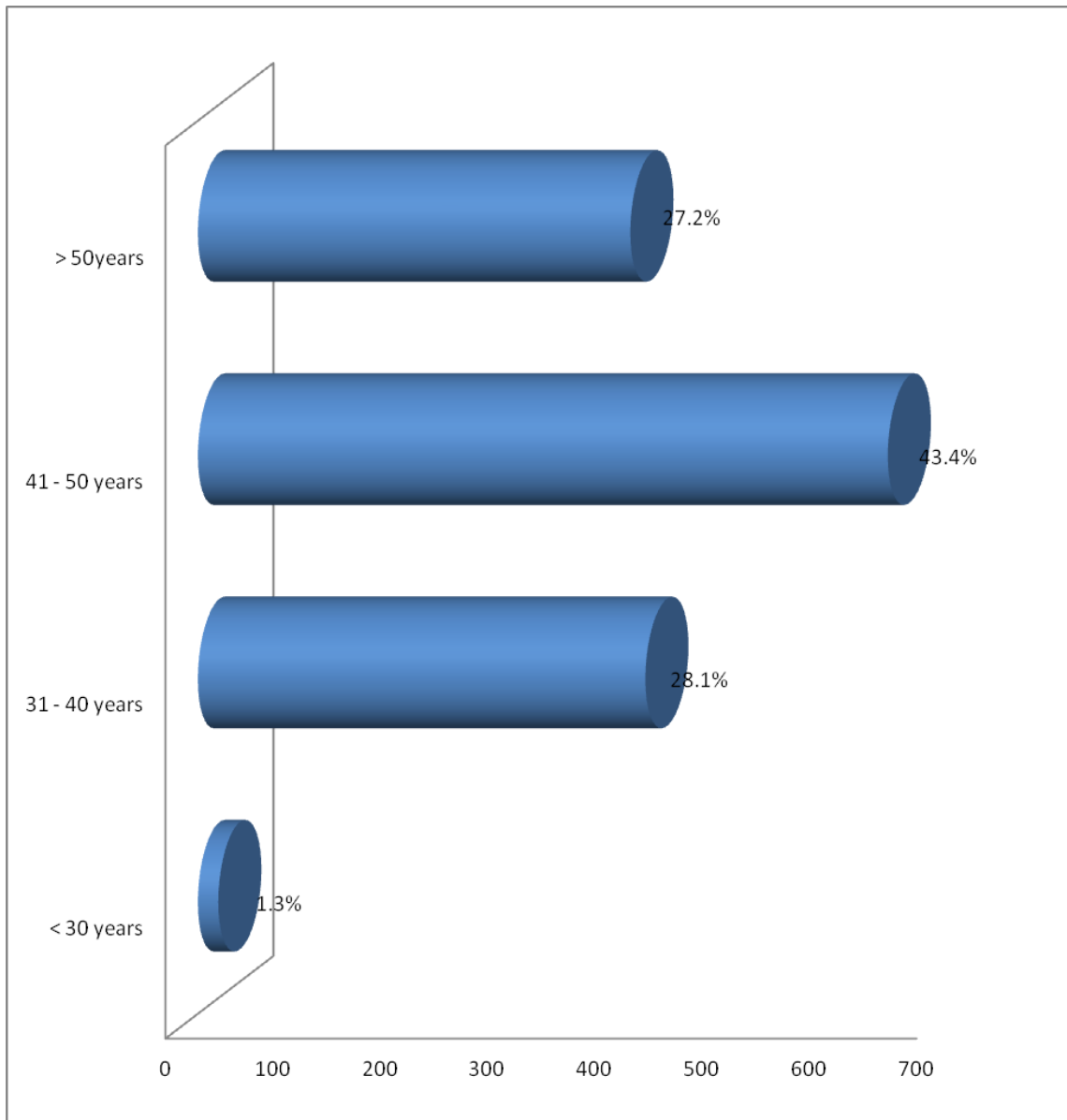
Figure 4.4:   **Distribution of Respondents by Age Group**

Source: *Field survey, 2017*

The age distribution of the respondents is captured in Figure 4.4. The majority (43.4%) of the respondents fell within the 41-50 years age bracket. This group was followed by the age groups 31-40 years, 50 years and above and less than 30 years of age who were 28.1%, 27.2% and 1.3%, respectively. This study covered both relatively young and old lecturers.

Age can be seen as a determinant of completion of PhD programme among lecturers in the colleges of education. The highest distribution was the group between 41 and 50 years; those lecturers who are in their prime in the profession. They have the strength to manage both their primary assignments along with their PhD programme. The result supports the claims of Evans et al. 2014 and Gittings 2010, that starting PhD programme at a younger age could be of advantage and aid timely completion.
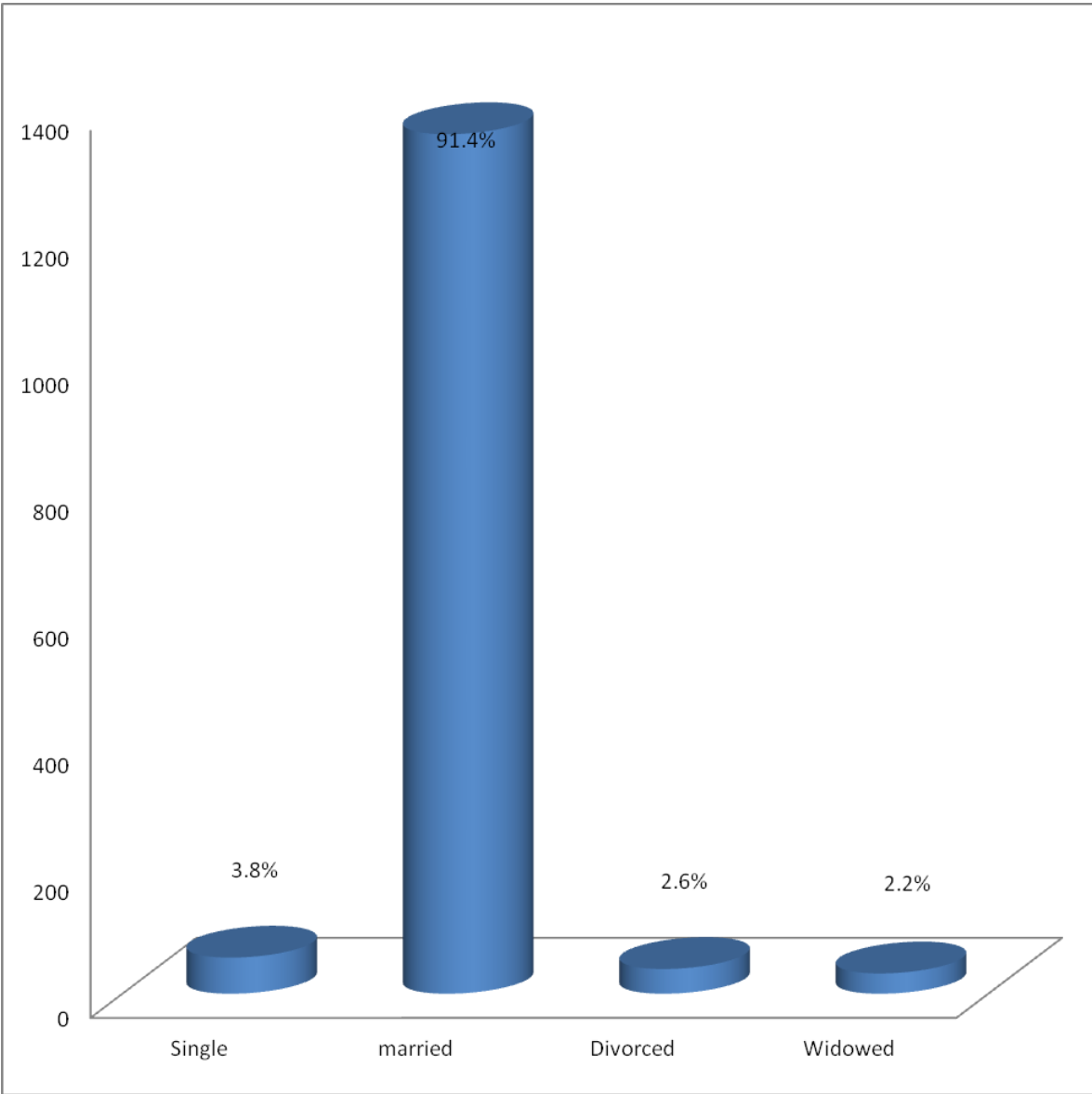
Figure 4.5:   **Distribution of Respondents by Marriage**

Source: *Field survey, 2017*

The results in Figure 4.5 showed that 91.4% of the respondents were married, 3.8% were single, 2.6% were divorced and the remaining 2.2% widowed. Marriage is seen by the Nigerian society as an accomplishment and a good marriage will make the couples to achieve greatly in their careers. It can be deduced from this study that a settled marriage encourages the enrolment for PhD. The support of spouses and society is crucial. Kottler & Swartz (2004) affirm that a strong support system is key to a doctoral student's ability to fulfil the requirements of his programme. Many doctoral students are married and may have children as well. Family members do support through words of encouragement, providing the desired assistance with the time required for the studies, providing financial support and assisting with other responsibilities to minimize outside pressures. All these contribute to the high involvement of married women in the PhD programme.

The lowest ebb can be attributed to emotional instability which the widowed are going through, inability to handle the financial commitments involved, especially with children. This is also applicable to the divorced and the single who may not see a PhD as the next thing in their orders of priority.
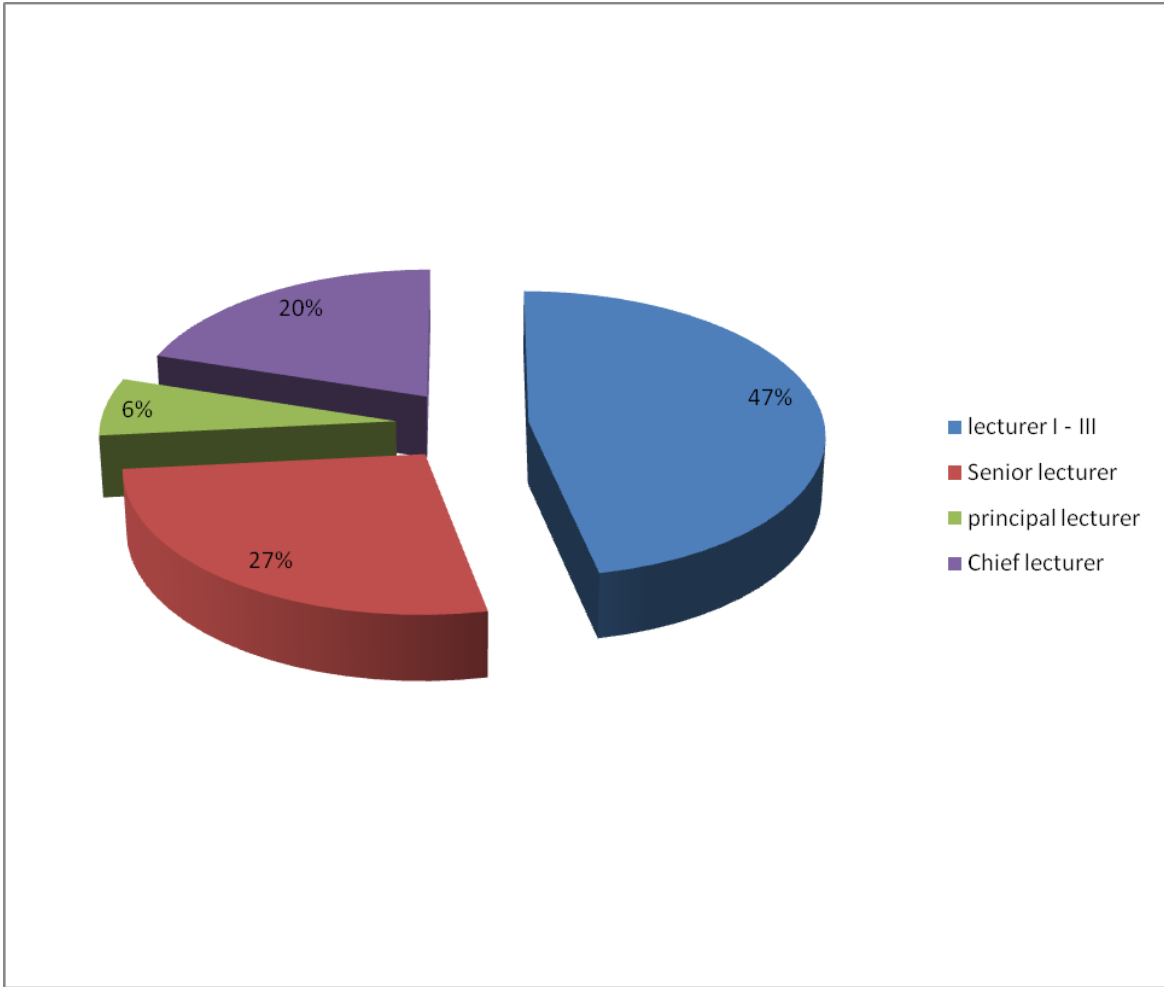
Figure 4.6:   Present Employment Status

Source: *Field survey, 2017*

Figure 4.6 reveals that 47% of the respondents were lecturers I-III, while 27% senior lecturers, 20% chief lecturers and the remaining 6% principal lecturers. This showed that the study covered all categories of qualified academic staff in the colleges of education. The lecturers within levels I-III were conscious of the need and desire to have a PhD early in their careers so as to assist their career progression. They have the zeal to contribute to both the academic environment they belong to and the desire to be fulfilled in their chosen careers.

Olukoju (2014) claims that academic staff build their academic careers on a strong PhD, which is critical to career progression of committed academics. Hence, lecturers within levels I-III in colleges of education participated in PhD programmes for security and sustenance of their jobs, enhancement of their status and desire to enjoy the benefits of opportunities within and outside their immediate working environment. Chief lecturers in Colleges of Education are the academic staff who has reached the peak of their careers. These categories of academic staff in this study are those who had started doctoral degree programme long ago and were not willing to abandon it. They were persisting to complete it. Too many of them, even after their retirement the prestige would still be there. They could serve as consultants in their various fields. The principal lecturers (6%) might have not gone far and might be considering spending their time on some businesses.
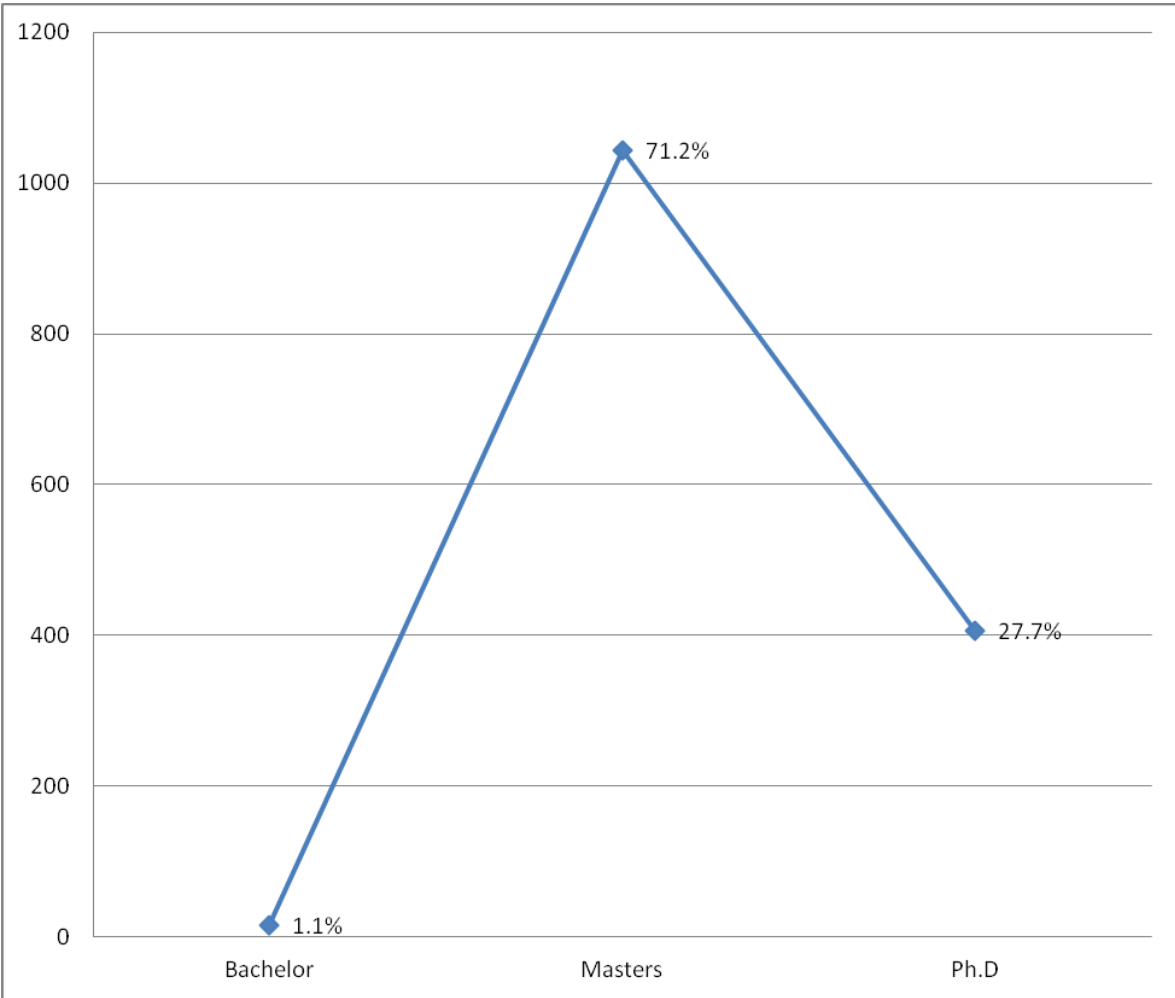
Figure 4.7: **Highest Educational Qualification**

Source: *Field survey, 2017*

As seen in Figure 4.7, 71% of the respondents had master's degree, which is the highest; while 27.7% had PhD and the remaining 1.1% had bachelor's degree. This study showed that the highest percentage of academic staff had the required qualification to teach in colleges of education. Although in times past a first degree was a criterion to be able to teach in colleges of education, the need to improve the worth of students produced made the federal government to introduce incentives for lecturers to improve themselves, which brought up the TETFund programme.
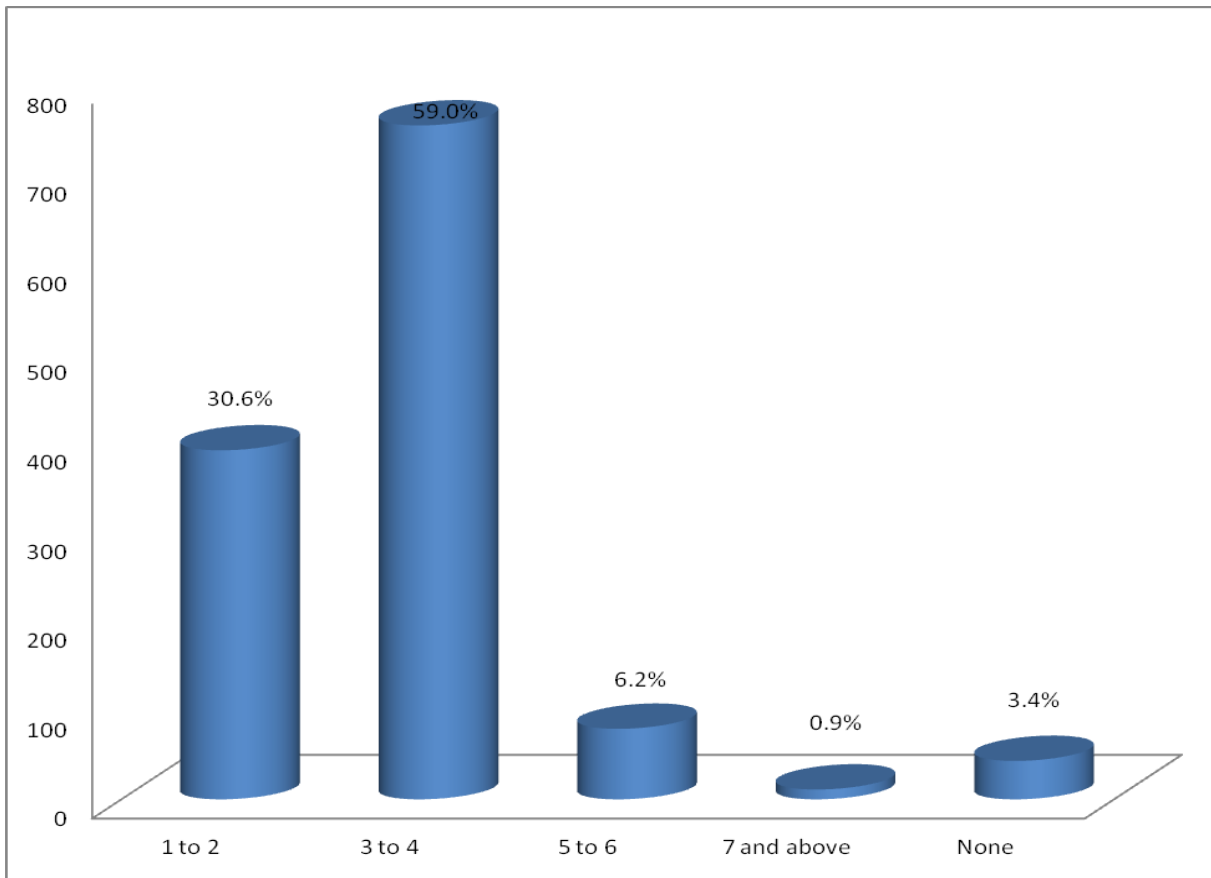
Figure 4.8:   **Domestic Responsibilities**

Source: *Field survey, 2017*

Figure 4.8 reveals the Domestic Responsibilities as follows: 59% (3 to 4 children), 30.6% (1 to 2 children) and 6.2% (5 to 6 children). While 3.4% had none, the remaining 0.9% had 7 and above. This study showed the population of children in each family of the respondents.

Children are blessings and they add up to one's achievement. In the pursuit of a PhD, the Domestic Responsibilities of the respondents contributed to their enrolment for the programme. The participants with 3-4 children tended to be able to cope well with their children and their programme. Their responsibilities are social, emotional, educational, moral, economic and cultural. The entire burden rest on the breadwinner of the family, who, in most cases is an individual expected to participate and complete an academic degree qualification required of him or her as a lecturer in the college. There are various expectations on him, such as settlement of children's school fees, ensuring their medical care, payment of house rent, provision of domestic needs and other personal needs of the members of the family. As for those with 1-2 children, this situation could be attributed to their desire and anxiety of having more children which could cause them distractions. More children with greater responsibilities with meagre salaries affected those with 5 and more children to attend to their needs, in addition to enrolling for a PhD programme.
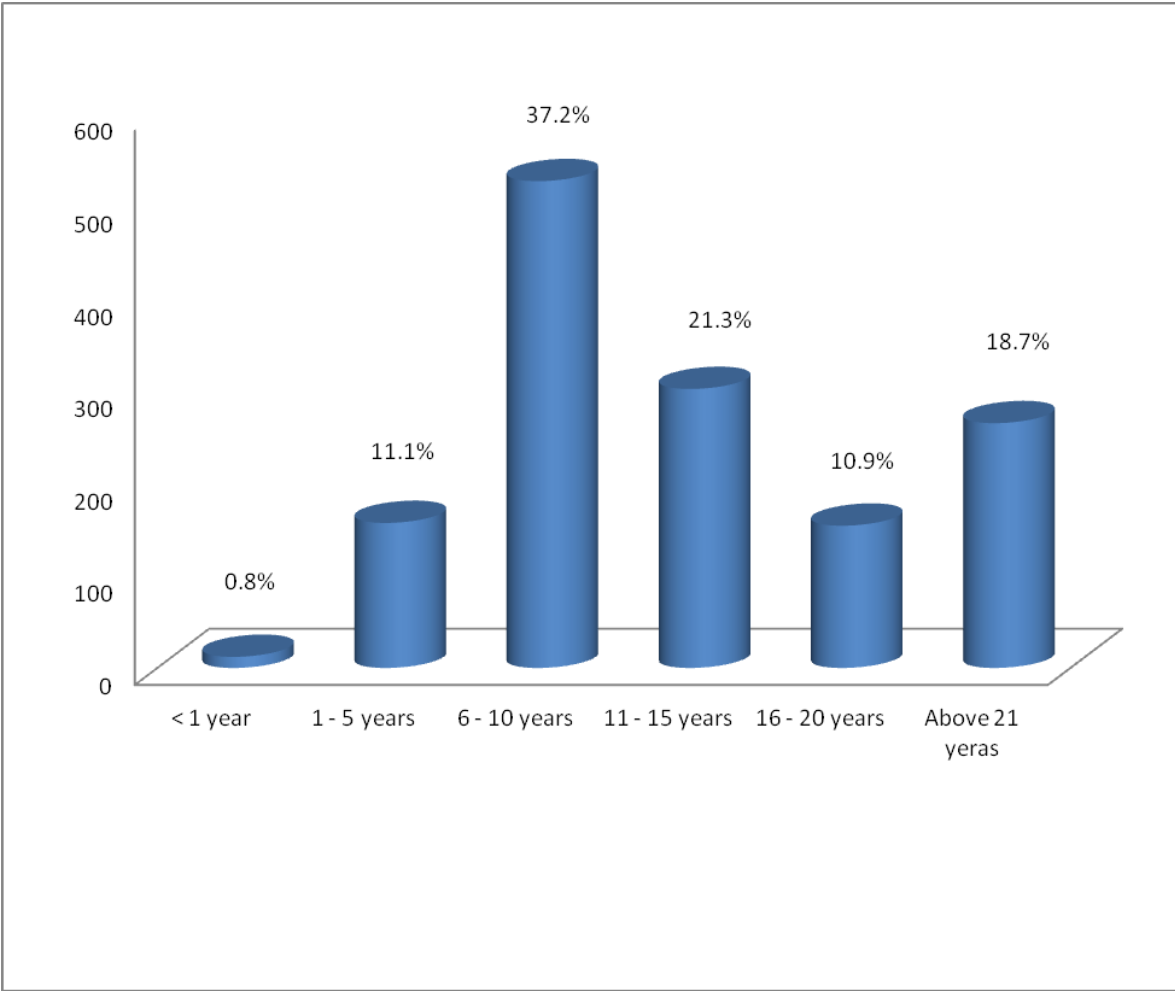
Figure 4.9: **Years on Present Job**

Source: *Field survey, 2017*

The distribution of the respondents according to years on present job revealed that 37.2% of the respondents had spent 6-10 years, 21.3% had spent 11-15 years and 18.7% had spent above 21 years. While 11.1% had spent 1-5 years, 10.9% had spent 16-20 years, the remaining 0.8% had spent less than 1 year. The majority (37.2%) of the college of education lecturers in this study had spent 6-10 years on the job and therefore had the required experience to give information regarding the focus of the study.

The lowest percentage of the respondents, those within a year of employment, could be attributed to the desire of those people to get used to the new system before they start a time-consuming programme like a PhD. They desire a level of job security and want grow confidence within the system. The respondents that had spent 6-10 were more. This can be attributed to their commitment on the job, experience, ability to build a career, and encouraging and satisfying career progression. They have during the years been able to serve in different offices and also understand the challenges in the job and their involvement in a PhD programme. The diminishing percentage of those that had spent 11-15 years could be attributed to the desire to have a PhD to boost their career and because it could be an opportunity for appointments in the system. Those who have spent 16-20 years are vast in experience and they desire to occupy their time with challenging achievements, like a PhD programme. The respondents with work experience of above 21years are at the peak of their career; for job security, especially with regular accreditation in higher institutions, they are encouraged to also enroll for a PhD programme.

Research Question One: What is the yearly PhD enrolment by college of education academic staff in southwestern Nigeria?
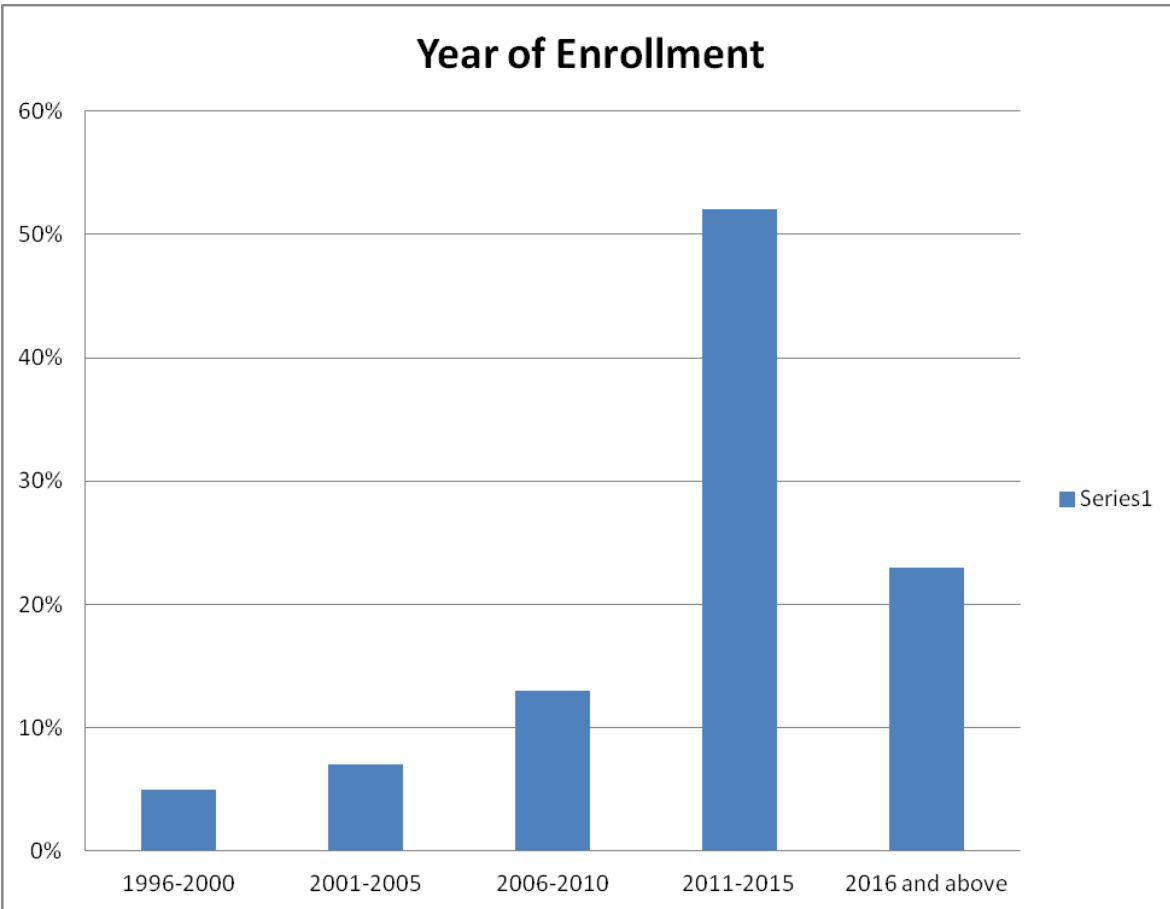
Figure 4.10:   **Doctoral Degree Programme Enrollment**

Source: *Field survey, 2017*

Figure 4.10 reveals that the respondents' doctoral degree programme enrolment was as follows: 52% (2011-2015), 23% (2016 and above), 13% (2006-2010), 7% (2001-2005) and 5% (1996 -2000). This showed the enrolment of academic staff of colleges of education in doctoral degree programme in a period of five (5) academic sessions. The enrolment within 2011-2015 was the highest. This could be attributed to grants opportunities available for PhD degree programme in the colleges of education as at that time. The grants, opportunity for better responsibilities, job security, ability to contribute to research, the prestige and honour, career progression and boosting the college's number of PhD holders all aided this figure. It is clear from Figure 4.10 that the enrolment in doctoral degree programme among lecturers in the colleges of education increased consistently within the range of years under consideration.

The 5% rate in 1996-2000 was due to the desire of many lecturers in colleges of education to change to the university. Although a great number were not employed into the universities, there was increment of 2% in 2001 to 2005 (7%); in 2006-2010 (13%) enrolment increased by 6%. The highest rate of enrolment was recorded in 2011-2015 (52%). There was a pattern in Colleges of Education in southwestern Nigeria between 2011-2015. This time, there was an accreditation exercise as a result of which many young academic staff were employed, many of whom have commenced doctoral degree programmes before they were appointed.

In the period 2006-2010, there was general zeal among the lecturers for self-improvement, particularly because of the availability of TETFund scholarship for PhD. Most lecturers across the colleges opted for the grant with a view to obtaining the PhD. Both young and old academic staff applied for the TETFund grant; some genuinely because they actually wanted and desired to have the PhD, and some because of the amount of money involved in the grant. So it became common to see almost all academic staff in colleges of education enrolling for the PhD programme during this period.

From 2016 to date, the enrolment rate was 23%, which was a decrease from the previous range, could be due to the number of new staff employed during this period by different colleges of education without a PhD who desire to be gainfully

employed and then improve themselves on the job. The enrolment drive from 2016 arose because of the various accreditation exercises in the different colleges of education. Besides, those who had earlier applied for PhD programmes because of TETfund grants but later realised that they could not cope started withdrawing from the programmes.

Fund as one of the factors causing setback for academic staff to enrol for PhD programmes was corroborated by an IDI participant:

> I have started PhD programme long ago but due to lack of fund, I could not complete it. Three out of my five children are in the universities. One of them is a medical student, another one in Engineering department. These require a lot of money every year. Also, the conditions attached to TETFund grant could not make me to apply for it because it could take me more than required number of years to complete the programme. I could not risk it; so I decided to drop out and face my children's educational pursuit.
> (Abeokuta, 18 July, 2017, Male, IDI Discussant)

Another IDI respondent submitted thus:

> I enrolled for the programme with the aim that my Local Government will finance it. All arrangements had been made to qualify me for Local Government sponsorship for PhD. This did not come to reality. I had to drop out after spending four years because I could not cope with the expenses again. May be in future.
>
> (Omu-Ijebu, 21 July, 2017, Female, IDI Discussant)

Research Question Two: What is the exact time-to-degree for doctoral degree among the academic staff of CoE in southwestern Nigeria?

Table 4.2: Exact time – to degree

	Year into doctoral degree (in years)				Total (%)	Average
	1 – 3	4 – 6	7 – 10	Above 10 years		
Completed	29 (11.74%)	158 (63.96%)	55 (22.27%)	5 (2.024%)	247 100%	6.639 years
Running	300 (49.66%)	260 (43.05%)	35 (5.79%)	9 (1.49%)	604 100%	4.839 Years
Abandoned	168 (89.36%)	14 (7.45%)	0	6 (3.19%)	188 (100%)	3.48 years

Doctoral Degree Completion Time

63.96%
22.27%
2.02%

43.50%
49.60%
5.49%

7.45
3.19%

Completed   Currently Runing   Abandoned

◆ 1-3years   ■ 4-6year   ▲ 7-10 years   ✕ 10 years and above
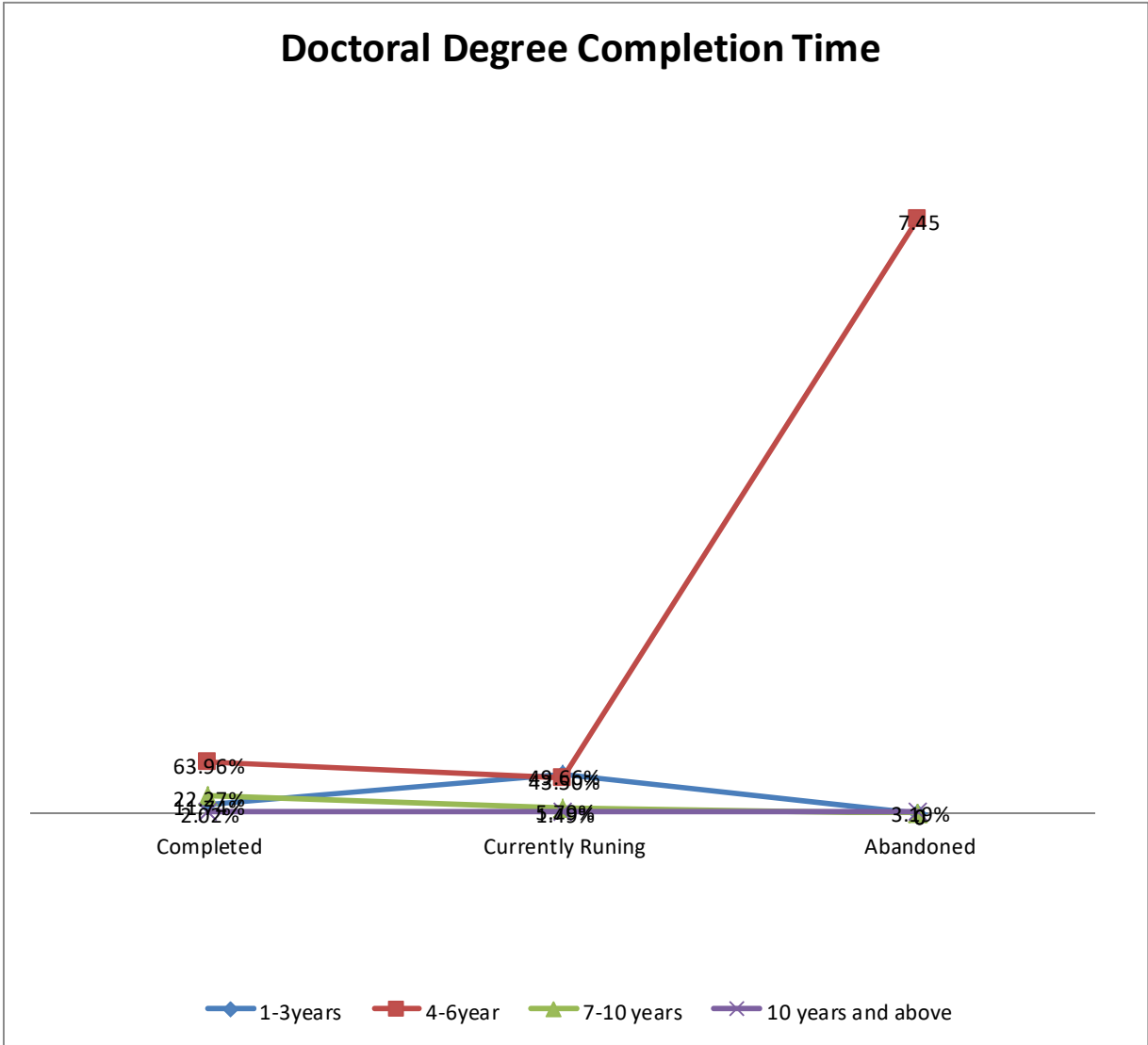
Figure 4.11:   Exact time – to degree

Source: *Field survey, 2017*

Interpretation and Discussion

Figure 4.11 reveals the respondents' exact time-to-degree values: Those who completed it in 3 years were 11.74%.This can be referred to as a fast track PhD programme but it is not common. The few that attained this feat were highly committed, focused and had supporting students. This shows that a PhD programme can be completed within 3 years. An average period for a PhD programme was 63.96% (4-6 years), with both the students and students working within this period. The 22.27 % (7-10years) and 2.024 % of the respondents that spent above 10 years could be attributed to the findings of Nwadiani & Otakhor (2011) of the determinants of doctoral degree programme completion time in southern Nigerian universities. They concluded that PhD students do not complete the programme in time due to decaying institutional/environmental factors, poor student- supervisee relations and students' noncommittal characteristics, and most lecturers participating in PhD not showing serious commitment. Some students even concluded that the supervisees did not really need the degree. Duze (2010) found that postgraduate students in most Nigeria Universities are experiencing serious challenges that have results in significant barriers to early completion of the programme. Problems related to lack of equipment were the main obstacle to further studies at Nigerian universities, while personality issues were the least important.

This finding partly agrees with Nwadiani's (2011) conclusion that decaying institutional/ environmental factors contribute to late completion of PhD. The findings agree with the view of Kester et al. that various reasons are responsible for high time-to-degree and attrition rates in Adult Education. The major ones are students' inability to cope effectively with the demands of the doctoral programme, study-family-work conflicts, procrastination and financial challenges. The majority of the recipients concluded that the greatest challenge on the doctoral programme was fund, particularly when a candidate does not have a grant or scholarship to rely on.

The average number of years for completion was 6 years and 6 months. This implies that the majority of the doctoral degree holders in the colleges of education spent between 4 to10 years to complete the doctoral degree programme. For those currently on the programme, 49.66% had spent 1-3 years, 43.05% had spent 4-6 years, 5.79% had spent 7-10 years and 1.49% had spent above 10 years. The lecturers who

abandoned their doctoral degree programmes spent some time before dropping out: 1-3years (89.36%), 4-6 years (7.45%) and 10 years and above (3.19%). The average number of years for those currently running the doctoral degree programme was 4.83 years and those who could not persist dropped out after the average of 3.47 years.

The findings of this study revealed that the average time to degree completion of the majority of the lecturers sampled was 6.639 years, which is approximately seven (7) years. The findings of this study is close to that which Flaherty (2014) reported: the average doctoral student spend a median of 5.9 years to complete their PhD in all fields of study combined between 2003 to 2012 in the leading universities in America and Europe. The findings are also close to that of Kester et al. (2016) which revealed that the average degree attainment of students admitted between 1999 and 2011 and graduated between 2009 and mid-2016 was eight years. This means the students spent an average of eight years to complete their programmes which ordinarily should have been completed between four and five years. The findings of their study revealed that doctoral degree completion in the department of Adult Education, University of Ibadan is higher than the attrition rate of those who could not complete their doctoral programmes. On unit basis in the department of adult education, their study showed that all doctoral students in the Communication Arts attained their doctoral degree without any attrition but it took an average student in that unit nine years to complete his/her doctoral degree programme. The Adult-Adult unit, which is the core unit of the department, had the highest attrition rate and the least completion rate also spent up to nine years to complete the doctoral programme like the Communication Arts unit. Furthermore, their study revealed that both the Industrial Education and Community Development unit spent an average eight years while the Social Welfare unit had the least doctoral degree attainment rate of seven years which is the same as in this study. The reasons attributed to the lengthy time-to-degree attainment in the department were classified into two broad categories; lecturers and students' related factors.

Those who dropped out of the doctoral degree programme were found to drop out after spending an average of 3.47 years in the programme. This implies that the college of education lecturers who could not persevere dropped out at the very early stage of the programme. The inability to persevere during the first three years could

be traced to the fact that many of the college of education lecturers never expected that during the programme the field work requires so much commitment, such as course work, unit and departmental presentations, strict attendance during seminars, which may clash with their primary assignments.

Research Question Three: What is the actual doctoral degree attrition rate among the academic staff of CoE in southwestern Nigeria?
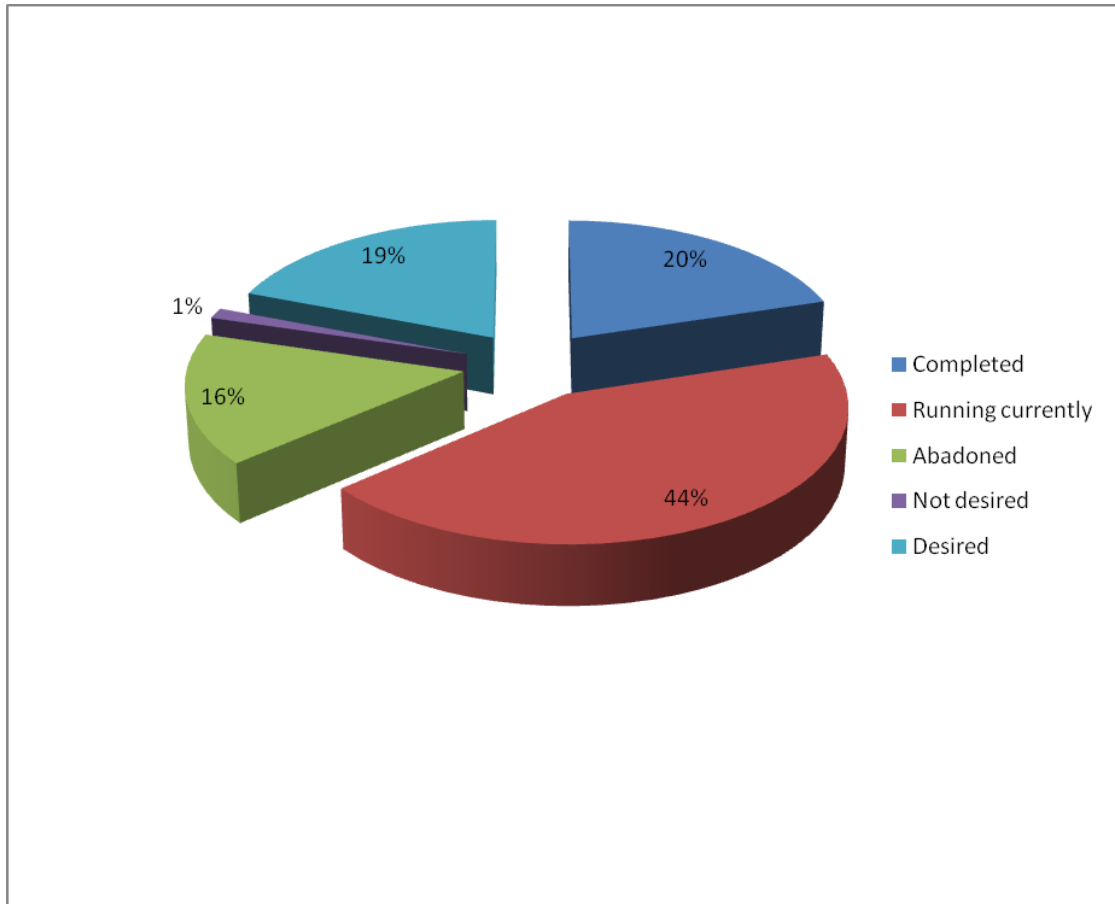

Figure 4.12:   Doctoral Degree Attrition

Source: *Field survey, 2017*

Interpretation and Discussion

The results in Figure 4.12 showed that 16% of the respondents had abandoned the programme. This revealed the attrition rate among academic staff of CoE. This means among one hundred lecturers who commence a PhD programme, sixteen of them will likely abandon the programme. Also 44% of the respondents had their doctoral degree programmes running, 20% had completed their programmes, 19% desired it, 16% had abandoned the programme, and only 1% did not desire it. The findings of the study revealed that sixteen percent (16%) of the respondents abandoned their doctoral degree programme. This implies that close to two out of every ten college of education lecturers who start a doctoral degree programme are likely not to complete the programme.

This means that lecturers in the colleges of education who are on their doctoral degree programme have a higher completion rate compared to those reported in the developed nations, like United States of America. D'Andrea (2002) reported a higher attrition rate of about fifty percent. Perhaps, the lower attrition rate reported in Nigeria could be traced to the fact that the economic diversity and institutional policy in the developed nation do not attach much significance to a doctoral degree. In most studies, attrition rates were reported based on disciplines. To corroborate this (attrition by discipline), Kester et al. (2016) submit that, out of the five units in the Department of Adult Education, University of Ibadan, Adult-Adult, the core unit of the department experienced more attrition than the other units, with 39.3% attrition; followed by the Industrial Education Unit, with 25.0%; Social Welfare Unit (21.4%) and Community Development Unit (14.3%). No attrition was experienced in the Communication Arts Unit over the period studied. Also, Ochsner, Hug & Daniel (2012) reported 58%, 60%, 65% attrition rates in mathematics and physical sciences, engineering and social sciences. The result obtained in this study reported a lower attrition rate. This then implies that the conditions of having a PhD in Nigeria are more favourable than those in America. It will be unwise for anyone who starts a PhD in Nigeria not to finish it.

Research Question Four: What are the risks factors that lead to prolonged time-to-degree as well as the high attrition rates among the academic staff of CoE in southwestern Nigeria?

Table 4.3.: **The Risks Factors That Lead to the Prolonged Time-–to-Degree among Academic Staff of CoE in Southwestern Nigeria**

Items	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Rank
Work strain involved in doctoral degree activities	54(5.3)	714 (68.7)	257 (24.8)	13(1.2)	2.89	0.53	4th
Family affairs hinder completion of doctoral degree	136(13.0)	855(82.3)	46(4.4)	2(0.2)	3.10	0.50	1st
Individual attributes	101(9.7)	738(71.1)	188(18.1)	11(1.1)	2.96	0.75	3rd
Accessibility can hinder completion	243 (23.3)	540(52.0)	229(22.0)	27(2.6)	2.68	0.67	5th
Inadequate role of cohort partnerships and groups and peer-peer support	85(8.2)	573(55.1)	347(33.4)	33(3.2)	2.98	0.53	2nd

SA= Strongly Agree, A = Agree D = Disagree, SD = Strongly Disagree
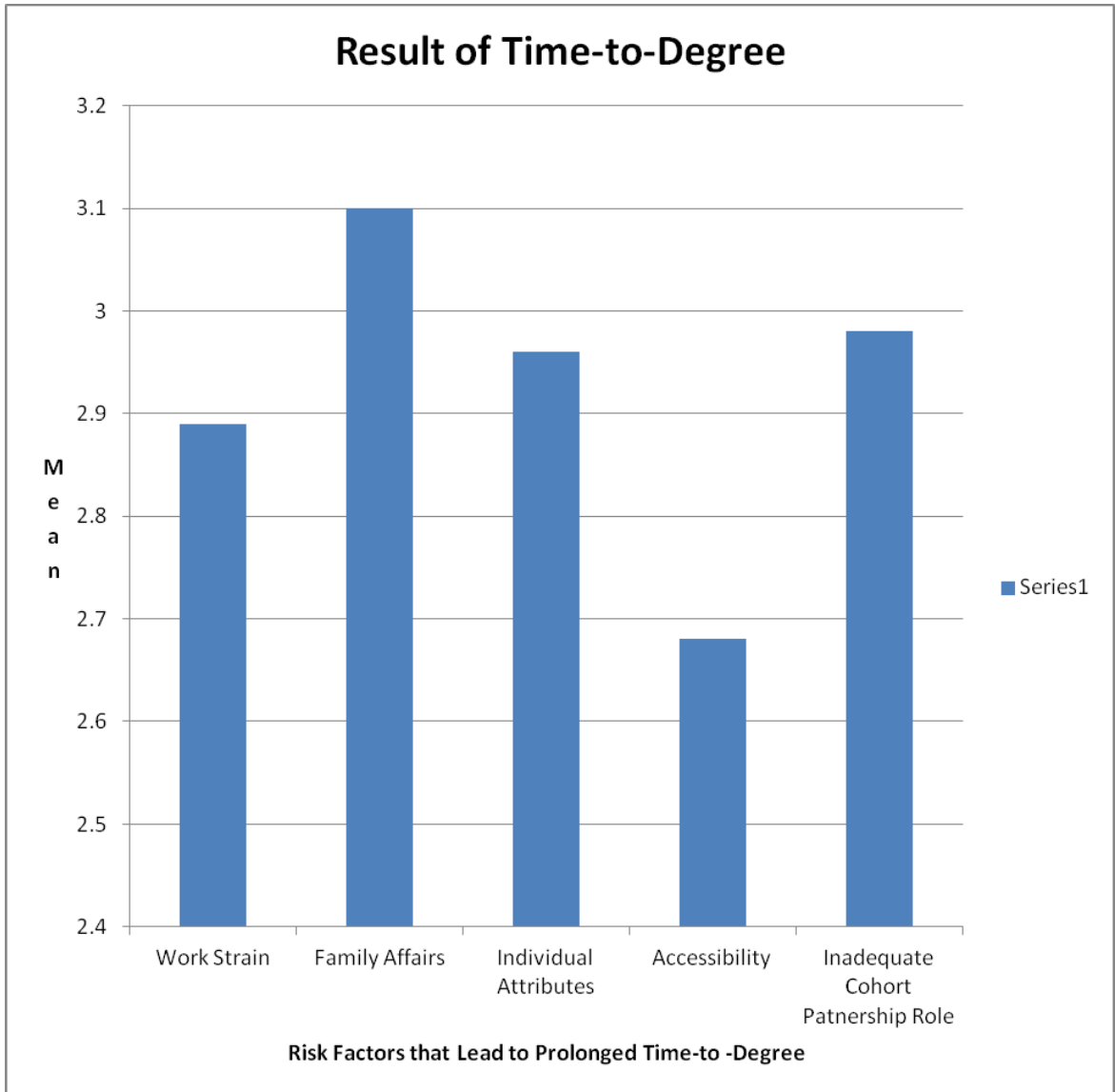
Figure 13:   **Risk Factors that leads to Prolonged Time-to-Degree**

Source: **Field Survey, 2017.**

Interpretation and discussion

Table 4.3 reveals that "family affairs" (3.10 ±0.50) was the leading risk factor of prolonged time to degree completion among the lecturers in southwest of Nigeria. An emotionally stable person can achieve a lot and this stability is usually from the home front. When there are challenges at home, which may be from the spouse, the children or finance, there could be a long degree completion period. The desire to attain such a feat in one's life against all the family troubles will definitely cause a prolonged period of completion for a PhD programme. This factor was followed by inadequate role of cohort partnerships and peer-peer support (2.98 ±0.53). Achieving a PhD among colleagues that are not on the programme or not even interested in attaining one could be a stumbling block for someone who is ambitious to attain such a feat. Such colleagues will not want to cover up neither will they encourage one while on the programme. Individual attributes that constituted 2.96 ±0.75 was due to the ability of the person that desires to have a PhD. Some of the attributes necessary for good completion of a PhD programme is ability to conceptualise a title, bringing out the gap for the research, and ability to study. Desiring to be called a "Dr" will develop such attributes on the programme but when the person is finding it difficult to adjust definitely the period to complete the programme will be affected. Work strains ranked fourth (2.89 ±0.53) because, on a PhD programme, one will have to make several adjustments on the work which should not affect your primary assignment.

An IDI participant responded to the issue of whether work strain involved in doctoral degree activities contribute to prolonged time-to-degree among academic staff of colleges of education in southwestern Nigeria:

> I started the programme enthusiastically, but things are not going on smoothly. Workload on me in my college becomes so tedious for me. I was appointed a head of an academic unit. This, in addition to teaching responsibility, become a difficult task. I hardly had time for my PhD programme. This is my sixth year on it; I have not gone so far. Only God can help me to complete it before the expiration of my studentship.
> (Oyo Town, Erelu, 23 June, 2017, Male, IDI Discussant)

In the same vein, another respondent submitted thus:

> I enrolled for doctoral degree programme after three years that I was appointed as Lecturer III. I was on it till I became a Lecturer I. I became serious with it but when I became a

> Senior Lecturer, my department was short of staff, I became the HOD, a sandwich degree coordinator, as well as a course lecturer, it became difficult for me to concentrate on my PhD programme, eventually my studentship lapsed. That really pained me, I summoned courage and re-applied, I later decided to abandon it after several years that I could not complete the programme.
> (Akinmoorin, Oyo, 20 June, 2017. An IDI Male Discussant)

The leading risk factor of prolonged time to degree this study found out was "family affairs". The majority of the respondents agreed that family affairs lead to prolonged time to degree. The findings is in line with the assertion of Schramm, Marshall and Lee (2009), that conflicts as a result of marriage, balancing work and family commitments and frequency of sexual relations often lead to prolonged stay on a postgraduate programme.

Furthermore, among the challenges raised by the interviewees during the IDI was finance. Almost all of those interviewed emphasized that "financial constraints" is a major factor that caused setback and made them to stay longer than necessary on the programme. Some even claimed to postpone the programme due to lack of fund.

Another risk factor identified was "individual attributes". This also agrees with the findings of Dlaskova & Mirosa (2008), who profiled factors that affect completion of doctoral degree of postgraduate students in the University of Otago. The result revealed that the attributes which lead to timely completion and satisfactory progress are intelligence, confidence, commitment, literacy, numeracy, time management, organisational skills, curiosity, ability to learn, enthusiasm and passion, ability to think and diligence. In the same vein, the excerpt from the IDI below reveals that some PhD holders did not complete the programme on time as a result of their inability to conceptualize the title of their thesis on time.

> At the end of the coursework, I expected a lot of support from my student like I enjoyed during the undergraduate and master's programmes. There were no timeline to complete anything, I was left alone. He only ask" how far?" after we both determined the topic. The topic which we agreed upon was not of interest to me. Apart from this, there were several changes on the topic and I have begun to lose my focus. I spent about two years trying to conceptualize the topic.
> (Oyo, Erelu, 23 June, 2017, Male, IDI Discussant)

This is in line with one of the views gathered by Kester et al. (2016), in which a PhD holder submitted that "at the beginning of my programme, I taught the doctoral programme will be as easy as the master's degree programme but I later discovered they are miles apart. It took me about 2½ to 3 years before I could conceptualize my research focus. Even after getting the focus, writing out the thesis draft became a big challenge."

Inadequate role of cohort partnerships and groups and peer-peer support was another risk factor which the study established. At the end of the coursework, which is usually the same for doctoral degree students in the same department, peer-peer support decreases. The major reason for the reduced cohort partnership is that the research work is not similar and it is already a challenge for those who are very bright, how much more those who are not bright. PhD students could easily finish their research degrees if they have strong connections with their peers which will help in the development of professional identity as researcher by providing opportunities for support socially and learning in an informal way (Timothy, 2018).

In response to one of the IDI questions on the role of cohort partnerships and groups and peer-peer support, a participant had this to say:

> I quite understand my style of learning during undergraduate and master's degree programme. I used to benefit a lot from my colleagues. We used to form discussion groups. In each group, topics on each course used to be distributed among members to prepare from home. This will be discussed when we get to the group. Every member of the group will participate, that is, contribute to the discussions. Vogue topics will be explained and made clearer to all of us. When I started this programme, it was "OYO", "On Your Own". Firstly, titles of the research are diverse, study areas are different. Secondly, most participants are from different places. Immediately after the seminar which usually brings us together fortnightly, everybody will just disperse. Nobody to discuss your topic with except your student with whom you might not be very free. This prolonged the completion time. I am still battling with it."
> (Akinmoorin, Oyo, 20 June, 2017, Male IDI Discussant)

Accessibility from the place of work and where the programme is taking place ranked the least among the risk factors. This means that distance between the workplace and institution in which the doctoral degree is being run is a mild risk

factor which can be attributed to prolonged completion. The excerpt from the IDI below depicts this:

> The distance between my place of work and the institution in which I am running my doctoral degree programme. I work in Oyo town and the institution is far away in the eastern part of the country. I am not certain of what is happening to my husband and children any time I travel. I am also worried about the accident which I see on the road and other hazards like armed robbery and kidnapping on a frequent basis. I attempted to look for institutions which run doctoral degree in my course in the southwestern geopolitical zone but to no avail. I eventually spent seven years before completing the programme. On the other hand, many of my colleagues in the east were able to complete the programme before me.
> (Oyo Town, Isokun, 23 June, 2017, A female, IDI Discussant Married with three children)

Another respondent had this to say:

> I live here in Lagos and had admission for PhD programme in the University of Ilorin, Kwara State. I am no buoyant enough to go by air. It is always stressful each time I travel to Ilorin. After about three years, I decided to stop going. If I gained admission to Lagos or at least Ibadan, I will re-enrol; otherwise byebye to PhD programme after all I am almost at the bar of my career in the College.
> (Oto-Ijanikin, Lagos, 7 July, 2017, Male, IDI Discussant)

From the result of the IDI, it is evident that distance between the workplace and the university where the programme is being run hindered timely completion of doctoral degree of some completers. Some claimed that some of their colleagues who were resident in the town where the universities are located had easier access to the department and their students than those outside the university environment. Moreover, unavailability of study leave with pay could not allow them to stay within the university environment; thus this prolonged the time to complete the programme.

Research Question Five: To what extent do institutional and demographic factors correlate with doctoral degree completion among academic staff of colleges of education in southwestern Nigeria?

Table: 4.4a: Multiple Regression Analysis Showing Joint Contribution Of All Institutional Factors To Doctoral Degree Completion among Academic Staff of College of Education in Southwestern Nigeria

Source of variation	Sum of squares	Df	Mean square	F	Sig
Regression	20478.533	4	5119.633	289.359	.000
Residual	26238.773	1034	17.693		
Total	46717.306	1039			

Source: *Field survey, 2017,*   *R= .662, R^2=.438, Adjusted R^2= .437, Std. Error=4.206*
Dependent variable: DDC,

Predictors: (Constant), LD, GSO, TAW, SL

Interpretation and Discussion

The results in Table 4.4a revealed that all the institutional factors contributed jointly in a significant way to doctoral degree completion among academic staff of CoE in southwestern Nigeria ($F_{(4, 1039)}$ = 289.359, $p < 0.05$). Hence, the institutional factors jointly predict the doctoral degree completion among the academic staff of CoE in southwestern Nigeria at 0.05 level of significance.

The findings of the study revealed that there is a significant composite contribution of institutional factors to college of education lecturers' completion of doctoral degree programme. This implies that teaching their primary assignment in the colleges of education and administrative workload, grant and scholarships, study leave are good predictors of doctoral degree completion. The findings of this study negate those of Wasburn-Moses (2008), which revealed that many doctoral degree students are satisfied combining work with their programme and do not consider work as a risk factor.

Table: 4.4b: **Multiple Regression Analysis Showing Relative Contribution of All Institutional Factors with Doctoral Degree Completion among Academic Staff of College of Education in Southwestern Nigeria**

Model	Unstandardized CoEfficients		Standardized CoEfficients		T	Sig
	B	Standard Error	β	Rank		
(constant)	20. 356	1.426			14.271	.000
SL	.094	.061	.035	4th	1.544	.029
GSO	.132	.065	.044	3rd	2.027	.043
TAW	.262	.044	.126	2nd	5.978	.000
LD	1.632	.052	.622	1st	31.327	.000

Source: *Field survey, 2017:* $R= .662$, $R^2=.438$, *Adjusted* $R^2= .437$, *Std. Error=4.206*

Interpretation and Discussion

The regression model also reveals the relative contribution of each of the institutional factors to the prediction of doctoral degree completion among academic staff of CoE in southwestern Nigeria. Since the regression weight indicates the relative contribution of each of the predictors, the result in Table 4.4b shows that, among the institutional variables, leadership disposition (LD) was the most significant predictor of doctoral completion (β = 0.622, t =31.327, $p < 0.05$), followed by teaching and administrative workload (TAW), (β = 0.126, t =5.978, $p < 0.05$), grants and scholarship opportunities (GSO) (β = 0.044, t =2.027, $p < 0.05$) and study leave (SL) (β = 0.035, t =1.544, $p < 0.05$), with CoEfficient of determination of R^2 = 0.438. This means that any variation of doctoral degree completion is accounted for by 43.8% variation in a combination of the predictor variables. Institutional and demographic factors are significant joint predictors of doctoral degree completion. This could be represented using the prediction equation (model) below:

DDPC = **a** + $\beta_1 X_1$ + $\beta_2 X_2$ + $\beta_3 X_3$ + $\beta_4 X_4$

DDPC = **20.356** + 0.622**LD** + 0.126**TAW** + 0.044**GSO**+ 0.035**SL,**

where: **a** = constant, **X_1** = Leadership disposition (LD), **X_2**= teaching and administrative workload (TAW), **X_3**= grants and scholarship opportunities (GSO) **X_4**= study leave (SL)   DDC = Doctoral Degree Completion

Table: 4.5a: **Multiple Regression Analysis showing joint contribution of all demographic factors with doctoral degree completion among academic staff of College of Education in the Southwestern Nigeria**

Source of variation	Sum of squares	Df	Mean square	F	Sig
Regression	11513.809	5	2302.762	96.942	.000
Residual	35203.497	1087	23.754		
Total	46717.306	1091			

Source: *Field survey, 2017,   R= .496, R^2=.246, Adjusted R^2= .244, Std. Error=4.874*
Dependent variable: **DDC,**

Predictors: (Constant), AOLB, Gender, Age, DR, MS

Interpretation and Discussion

As captured in Table 4.5a, all the demographic factors (gender, sex, age, number of children, present rank and marital status) were jointly significant to doctoral degree completion (DDC) among the academic staff of CoE in southwestern Nigeria ($F_{(5, 1087)}$ = 96.942, $p < 0.05$). This shows that all the demographic factors jointly influenced the attainment of PhD for the lecturers, which will afford them the opportunities that come to them at their place of work or the society at large. Also important is the prestige that the supportive family enjoys after the completion of the programme. Hence, the demographic factors jointly predicted the doctoral completion among academic staff of CoE in southwestern Nigeria at 0.05 level of significance.

The findings of this study revealed that there is a significant composite contribution of age at the period of the PhD programme. Younger lecturers can handle some of the challenges experienced on the programme that are not fully academic. Domestic Responsibilities contributed to the enrolment and completion of the programme. Age of last born that is old enough to take care of himself or herself also contributed to the completion of doctoral degree programme. This finding is in support of Wao & Onweiegbuzie (2011), who revealed that demographic variables which relate to persistence include age, gender, ethnicity and marital status.

This finding is also in support of Nairaland Forum (2019) which revealed the recent trends in PhD holders in their very young age and gave five examples, thus, Drs. Nkemehule Karl Omebere – Iyari, Olaoluwa Hallowed Oluwadara, Salihu Dasuki Nakande, Opeyemi Shodipe and Olabisi Adeyemi. In the same vein, Yusuf & Aina 2018 had it that older students at the commencement of PhD programme complete later than the younger ones and that higher rate of completion was prevalent among those who started at younger ages in Australia and UK.

Table: 4.5b: Multiple Regression Analysis Showing Relative Contribution of All Demographic Factors to Doctoral Degree Completion among Academic Staff of Colleges of Education in Southwestern Nigeria

Model	Unstandardized CoEfficients		Standardized CoEfficients		T	Sig
	B	Standard Error	β	Rank		
(constant)	29. 797	1.380			21.596	.000
Gender	.321	.046	.158	2nd	6.933	.029
Age	.406	.075	.142	3rd	5.404	.043
MS	.331	.083	.120	4th	3.995	.000
DR	.986	.069	.361	1st	14.219	.000
AOLB	-.115	.058	-.053	5th	-1.978	.048

Source: *Field survey, 2017: R= .496, R^2=.246, Adjusted R^2= .244, Std. Error=4.874*

Interpretation and Discussion

The regression model also revealed the relative contribution of each of the demographic factors to the prediction of doctoral completion among academic staff of CoE in southwestern Nigeria. Since the regression weight indicates the relative contribution of each of the predictors, the result in Table 4.5b showed that, among the demographic variables, Domestic Responsibilities (DR) was the most significant predictor of doctoral completion ($\beta = 0.361$, t =14.219, $p < 0.05$), followed by gender ($\beta = 0.158$, t =6.933, $p < 0.05$), age ($\beta = 0.142$, t =5.404, $p < 0.05$), marital status (MS) ($\beta = 0.120$, t =3.995, $p < 0.05$) and age of last born (AOLB) ($\beta = -0.053$, t =-1.978, $p < 0.05$), with Coefficient of determination of $R^2 = 0.246$, which means that any variation of doctoral completion was accounted for by 24.6% variation in a combination of the predictor variables. Since all demographic factors are significant joint predictors of doctoral completion, this could be represented using the prediction equation (model) below:

DDC = **a** + $\beta_1\mathbf{X_1}$ + $\beta_2\mathbf{X_2}$ + $\beta_3\mathbf{X_3}$ + $\beta_4\mathbf{X_4}$ + $\beta_5\mathbf{X_5}$,

where: **a** = constant**, X1**= Domestic Responsibilities **(DR), $\mathbf{X_2}$** = Gender**, $\mathbf{X_3}$** = Age,
$\mathbf{X_4}$ = Marital Status **(MS) and $\mathbf{X_5}$** = Age of last born **(ALOB)**
DDC = Doctoral Degree Completion
DDC = **29.797** + 0.361**DR** + 0.158 **Gender** + 0.142**AGE**+ 0.120**MS** + 0.053**AOLB**

Except for age of last born, which had a significant negative contribution, all other demographic factors had a positive significant relative contribution to doctoral degree completion of the academic staff of colleges of education.

The Domestic Responsibilities had the highest beta weight value. This implies that this factor influenced completion of doctoral degree programme in a crucial way. The excerpt from the IDI below buttresses this.

> I can say that the major challenge I had during the programme was finance and family burden. My four children school fees, house rent, and other family expenses compete with the financial demands of the doctoral degree programme. At a point, I had to suspend the programme and when the financial burden on my kids reduced, I continued the programme.
>
> (Akoka, Yaba, Lagos, 6 July, 2017, Male, IDI Discussant)

The Domestic Responsibilities influences the financial burden of the family. A good example is the male lecturer in the IDI who had to stop the doctoral degree programme for a while so as to attend to children's school fees. Hence, it can be deduced that females who are not having very supportive spouses when it comes to catering for the children needs will find it more difficult. This was followed by age of the lecturers in colleges of education. It means the older lecturers are more likely to complete their doctoral degree programmes. They are likely to persist more than their younger ones. Perhaps, the older lecturers are likely to be at the peak of their careers. Their children are older and the family responsibilities are not taxing. At that level, fewer courses are given to older lecturers; so they have more time for their doctoral programmes. This is in line with the observation of schul (2016), who claims that many people enroll for the doctoral degree programme when they are above forty and fifty years of age and they are able to complete it.

Marital status is another factor. Married people are more able to complete their doctoral degree programme than the unmarried. Age of the last born ihas a negative relative contribution on the completion of doctoral degree

Null hypothesis One (H$_0$1): There is no significant relationship between the demographic factors. (Age, MS, DR, AOLB,**)** and DDC.

Table 4.6a: (PPMC) Correlation Matrix between the Three Related Demographic Factors (Age, DR, AOLB) and Doctoral Degree Completion (N = 1488)

Variable	DDC	AGE	DR	AOLB
DDC	1			
AGE	.300**	1		
DR	-.428**	.298**	1	
AOLB	.186**	.264**	.343**	1
Mean	59.07	12.33	16.75	13.41
Std. Deviation	5.61	1.96	2.04	2.59

Source: *Field survey, 2017 ** Significant at .05*

Doctoral Degree Completion= **(DDC),**
Age = **(Age),**
Domestic Responsibilities = **(DR)**
Age of Last born = **(AOLB)**

The correlation matrix result in Table 4.6a shows correlation Coefficients between three demographic factor variables (age, domestic responsibilities and age of last born) and doctoral degree completion among academic staff of CoE in southwestern Nigeria. The results in the table showed that doctoral degree completion among academic staff of CoE in southwestern Nigeria mostly correlated with domestic responsibilities, with correlation coefficient r = -0.428. This showed that domestic responsibilities was perceived as the dominant demographic factor variable and significantly negatively correlated with doctoral degree completion. The less the domestic responsibilities, the more the time available to attend to a PhD programme is. The programme is usually done faster than when the children are many. Age (r = 0.300) and age of last born (r= 0.186) were significant and positively correlated with doctoral degree completion, respectively. The age of the last child also contributed positively since a child that can take care of himself/herself to a certain level affords the parents the opportunity to move on in their career progression. The child enjoys it more when the dividend of a PhD starts to roll into the family. Hence, doctoral degree completion is associated with age, Domestic Responsibilities and age of last born.

What is the influence of gender on doctoral degree completion by college of education staff in southwestern Nigeria?

Table 4.6b: T-test Analysis of Significant Influence of Gender on Doctoral Degree Completion of Doctoral Degree among College of Education Staff in Southwestern Nigeria

Variable	Mean	N	t-value	Df	p-value	Remarks
Male	58.90	724				Not Sig.
			-1.841	1039	0.066	
Female	59.49	315				

Source: *Field survey, 2017; Dependent variable: DDC*

The t-test result in Table 4.6b showed that there was no significant influence of gender on doctoral degree completion by the college of education academic staff in southwestern Nigeria (t-value = -1.841; df=1039, P=0.066). Since the p > 0.05, the null hypothesis was not rejected. This meant there is no significant influence of gender on doctoral degree completion. However, the female lecturers had a slightly higher completion mean score (59.49) which is higher than their male counterparts (58.90). This result is slightly different from that of Kester et al. (2016), where male completion rate was higher (51.5) than that of females (48.5). This could be attributed to the economic situation in the country. Males are responsible for the upkeep of the family.

What is the influence of marital status on doctoral degree completion by college of education staff in southwestern Nigeria?

Table 4.6c: ANOVA (Marital Status: Doctoral Degree Completion)

	Sum of squares	Df	Mean square	F	Sig	Remark
Between Groups	328.596	3	109.532	3.503	.015	Sig
Within Groups	46311.382	1035	31.270			
Total	46639.978	1038				

Table 4.6d: Group Mean

Marital Status	N	Mean	Std. Deviation	Std. Error
Single	42	56.86	11.07	1.47
Married	995	59.21	5.34	0.15
Divorced	30	58.46	2.68	0.43
Widowed	24	58.08	3.84	0.68

Table 4.6c reveals a significant influence of marital status on doctoral degree completion (DDC) among the sampled academic staff ($F_{(3, 1038)}$ = 3.503, $p < 0.05$). Hence, marital status significantly influenced the doctoral degree completion among the academic staff at 0.05 level of significance. Also, Table 4.6d reveals the mean and standard deviation values of (56.86 ±11.07) (59.21 ±5.34), (58.46 ±2.86) and (58.08 ±3.84) for single, married, divorced and widowed, respectively. From the mean score of doctoral degree completion obtained, it is evident that married lecturers have the highest degree to completion score, followed by the divorced, widowed and the single lecturers.

The findings of the study revealed that the age of college of education lecturers, gender, marital status, domestic responsibilities had a significant relative contribution to the completion of doctoral degree. The findings of this study on gender were further investigated through a t-test and the result showed that gender had no significant influence on doctoral degree. This finding is not in line with the report of Sowell, Zhang, Redd & King (2008), which summarized the doctoral degree completion rates of several institutions under the council of graduate schools for twelve years (1992-1993 through 2003-2004). The report revealed that male persisted and completed doctoral degrees in the fields of Engineering, Life Sciences, and Mathematical and Physical Sciences. Conversely, female persisted in doctoral degree in the field of Social Sciences and Humanities.

In terms of Domestic Responsibilities the findings of the study revealed that having more children can contribute to attrition. This is in line with the findings of Van de Schoot, Verkes, Mouw & Sonneveld (2013), which revealed that male doctoral students with children are likely to drop out of the programme. The findings on marital status in this study are also in line with those of Van de Schoot et al. (2013), which revealed that married females are unable to complete their doctoral degree programmes compared to their unmarried counterparts.

Null hypothesis Two (H$_0$2): There is no significant relationship between institutional factors **(SL,** GSO, TAW, LD**)** and doctoral degree completion (DDC)

Table 4.7:   (PPMC) Correlation Matrix between Four Related Institutional Factors (SL, GSO, TAW, LD**) and Doctoral Degree Completion (N =1488)**

Variable	DDC	SL	GSO	TAW	LD
DDC	1				
SL	.384**	1			
GSO	. 495**	.464**	1		
TAW	.556**	.350**	.765**	1	
LD	.746**	.771**	.698**	.620**	1
Mean	59.07	13.02	16.34	18.76	18.64
Std. Deviation	5.61	2.06	1.88	2.69	2.13

Source: *Field survey, 2017 ** Significant at .05*
Doctoral Degree Completion= **(DDC),**
Study Leave **= SL**
Grant and Scholarship Opportunities = **GSO**
Teaching and Administrative Workload = **(TAW)**
Leadership Disposition **= (LD)**

Interpretation and Discussion

The correlation matrix result in Table 4.7 showed correlation CoEfficients between the four institutional factor variables (study leave, grant and scholarship opportunities, teaching and administrative workload and leadership disposition) and doctoral degree completion among academic staff of CoE in southwestern Nigeria. The results indicated that doctoral degree completion among academic staff of CoE in southwestern Nigeria mostly correlated with leadership disposition, with correlation CoEfficient r = 0.746. This showed that leadership disposition was perceived as the dominant institutional factor variables and it significantly positively correlated with doctoral degree completion. Teaching and administrative workload (r = 0.556) and grant and scholarship (r = 0.495) were significant and positively correlated with doctoral degree completion, respectively; while study leave (r= 0.384) had the least CoEfficient and also significantly positively correlated with doctoral degree completion. Hence, doctoral degree completion is associated with study leave, grant and scholarship opportunities, teaching and administrative workload and leader disposition.

Null Hypothesis Three (H_{o3}): There is no significant relationship between doctoral degree completion and intention of the academic staff to quit the college

Table 4.8: **Pearson Product Moment Correlation Showing Significant Relationship between Doctoral Degree Completion and Intention of the Academic Staff to Quit the College**

Variable	Mean	Std. Dev.	N	R	P	Remark
Doctoral degree completion	59.07	5.61	1039	.328	.000	Sig.
Intention of the academic staff to quit the college	15.6	2.18				

Source: *Field survey, 2017, Sig. at 0.05level*

Interpretation and Discussion

It is shown in Table 4.8 that there was significant relationship between doctoral degree completion and intention of the academic staff to quit the college ($r = -.328$, N=1039, $p < .05$). It could be inferred that the intention of the academic staff to quit positively influenced the doctoral degree completion. This is due to greater and wider opportunities that a PhD affords whoever persisted to complete it. The host college of education sees the person as an asset that needs to be guarded jealously so that a better offer will not cause the college brain drain if not well recognized and accepted in their host college. Although the intention of the academic staff to quit has influenced that attainment of the certificate, the college can still boast of the number of their PhD awardees that are contributing to knowledge in their institutions.

The findings of this study revealed that intention to seek a university lecturing job after completion had a positive weak relationship with the college of education lecturers' doctoral degree completion. This is in line with the findings of Cardona (2013), which established that postgraduate employment opportunity is the main extrinsic motivation for completion of doctoral degree

Null Hypothesis four (H$_{o4}$): There is no significant relationship between doctoral degree completion and career progression of the academic staff in CoE.

Table 4.9: **Pearson Product Moment Correlation Showing Significant Relationship between Doctoral Degree Completion and Progression in CoE**

Variable	Mean	Std. Dev.	N	R	p	Remark
Doctoral degree completion	59.07	5.61	1039	.311	.000	Sig.
Intention of the academic staff progression in CoE	12.22	2.32				

Source: *Field survey, 2017, Sig. at 0.05level*

Table 4.9 indicates that there was significant relationship between doctoral degree completion and career progression of academic staff in CoE (r =-.311, N=1488, p<.05). It could be inferred that the intention of the academic staff on career progression in CoE positively influenced the doctoral degree completion. The desire of everyone going through the rigour of a PhD is not only to have the prestige of the certificate. The desire for career progression is paramount and any institution that does not recognize the certificate will let go whoever has it to move on in their career so that the attainment will not be a waste of time, energy and human resources.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter basically presents the summary, conclusion and recommendations of the study. Limitations to the study are also discussed and suggestions for further studies are made.

5.1   Summary

The study's main objective was to determine the influence of institutional and demographic variables on doctoral degree completion and attrition among academic staff in colleges of education in southwestern Nigeria. The importance of doctoral degree was highlighted, most especially among academic staff in colleges of education, given the fact that most colleges of education are now running degree programmes in affiliation with universities within the geographical zones. The study determined doctoral degree completion rate among college of education lecturers. The demographic and institutional variables were discussed in the background of the study. The problem, statement of the study, the objectives, the research questions, significance and scope of the study were also presented. At the end of the chapter one, the key terms used in this study were operationally defined.

A comprehensive review of the literature related to this study was carried out in order to establish the nature of the existing problem as well as to have a deeper insight into the problem. The conceptual review of the institutional factors identified in this study as well as the demographic factors; the concepts of doctoral degree attrition and completion were also reviewed. The theory of attrition, Tinto's student integration theory, theory of resilience and theory of attribution which anchored the study, was also discussed; while empirical literature that showed the relationship between each of the dependent (doctoral degree completion) and independent (institutional and demographic) variables of the study were also reviewed.

The study adopted a research design of the correlational type. The population, sample and sampling technique and instrument for the study were also presented. The reliability of the instrument designed by the researcher was determined.   The procedure for data collection, along with the method of data analysis, were presented.

The estimators used were Pearson Product Moment Correlation, t-test, analyses of variance and descriptive analysis of mean and frequency counts.

Data collected were analysed and results were presented according to the research questions raised. The research questions were answered and based on the interpretation; the inferences were made for the purpose of discussion.

The findings of the study were summarised as follows: The average exact time to degree for college of education lecturers who had already completed their doctoral degree programme was 6.639 years. Those currently running the programme had put in an average of 4.839 years. Those who experienced attrition did so after an average of 3.48 years. The attrition rate found among the college of education lecturers was sixteen per cent. By deduction, the completion rate is eighty-four per cent. The leading risk factors which the respondents adduced to prolonged time-to-degree among the academic staff were family affairs, followed by inadequate role of cohort partnership and groups and peer-peer support, individual attributes, work strain and accessibility to the institution where the degree is being run.

The institutional factors had a significant composite contribution to college of education lecturers' completion of doctoral degree. The institutional variables accounted for about 43.8% of the total variance completion. The demographic factors had a significant composite contribution to college of education lecturers' completion of doctoral degree. The demographic factors accounted for about 24.6% of the total variance completion of doctoral degree. Age, number of children and age of last born had significant relationship with completion among the academic staff of colleges of education. Gender had no relationship and influence on completion of doctoral degree. Conversely, marital status on the other hand had a significant influence on completion of doctoral degree. Married academics in colleges of education had a higher mean score. Except for age of last born, which had a significant negative contribution, all other demographic factors had a positive significant relative contribution to doctoral degree completion of the academic staff of colleges of education.

There was a significant relationship between each of study leave, grant and scholarship opportunities, teaching and administrative workload and leadership disposition and doctoral degree completion among the participants. Leadership disposition had the highest strong positive relationship. This was followed by teaching and administrative workload and grant and scholarship. However, the relationship of

study leave was positive but weak. All the institutional factors had a positive significant relative contribution to doctoral degree completion of the academic staff of colleges of education. There was also a significant positive weak relationship between doctoral degree completion and intention of the lecturers in colleges of education to search for a university employment. There was equally a significant positive relationship between doctoral degree completion and intention of the academic staff to progress in the college of education.

5.2   Conclusion

The doctoral degree is essential to acquiring capital by human beings as well as the overall development in every discipline. Completion of such degree is always seen as a significant accomplishment that is associated with personal and professional rewards. However, there is a degree of uncertainty about doctoral degree completion, unlike other degrees. It is evident from this study that the enrolment for the PhD degree programme by the academic staff of colleges of education in southwestern Nigeria increased between 1996 and 2010. However, there was an astronomical increase between 2011 and 2015 due to the availability of TETFund grants. But by the turn of 2016, this increasing trend declined drastically, with about 16% attrition yearly within the first three years of starting the programme, with an average of 6 years and 6 months' time-to-degree completion.

There are certainly some risk factors that prolong the time-to-degree as well as the non-completion of the programme among those who enrolled. It is obvious that teaching and administrative workload, grants and scholarship, study leave, number of children, age and marital status of each of any lecturers predicted their abilities to complete the PhD degree programmes. Nevertheless, it is also evident that, once the programme is completed, most of the academic staff (especially the young ones) are desirous of leaving for a better opportunity where they could put their degrees to better use.

5.3   Recommendations

In view of the findings of this study, the under mentioned recommendations are made:

- Authorities of colleges of education should adopt a very favourable leadership disposition towards lecturers who are currently running a doctoral degree programme so as to ensure that lecturers persist and complete their programmes.

- Since the attrition takes place during the first three years among college of education lecturers, who are unable to persist and complete their doctoral degree programme, there is the need for the institutions to give leave of absence during the first two or one year. Adequate motivation, periodic career talk and attachment of students to serious-minded and progressive mentors could reduce the attrition rates.

- The heads of department should also reduce the workload and administrative functions of the lecturers in colleges of education who could not get study leave from the management so as to cope well on their PhD programmes.

- Counseling unit should be available in the postgraduate schools in the universities so as to give psycho-emotional support for doctoral students. Although the college of education lecturers running doctoral degree programmes are adult, they also require counseling services that will give them the skills required to cope with family and personal issues which cause prolonged time-to-degree and attrition.

- Signing of bond with the college could be a measure to check academic staff from immediately quitting the college on completion of the PhD degree programme.

- The doctoral students should be encouraged to form informal cluster study groups where they can meet regularly to share experiences, and discuss issues that affect them. In this process they will be serving as peer mentors to one another.

- Doctoral students who are not on scholarship or study leave should be encouraged to run their programmes on the part-time-mode.

5.4   Contributions to Knowledge

This study's contributions to knowledge include the following:

- Adequate grants and scholarship, good leadership disposition would enhance the ability of academic staff in colleges of education to complete their PhD programmes.
- Attrition comes very earlier in the PhD programmes within the first three years
- Time-to-degree for PhD doctoral programmes among the colleges of education is about 6 years and 6 months.
- Once college of education lecturers completed their doctoral degrees, they are eager live for better opportunity.
- Gender is not a factor that influences the completion of doctoral degree among lecturers in colleges of education.

5.5   Limitations to the Study

In this work, there were some restrictions, some of which are presented below:
- The researcher could not provide the disciplines or the departments in which the colleges of education lecturers are running their doctoral degree programmes in the universities so as to determine whether there is any variance in the doctoral degree completion between those running their doctoral degree in the Faculty of Education and other Faculties.
- The study was also restricted to lecturers in colleges of education in the Southwest only and the type of college is not a variable so as to understand if there are any disparities in terms of the types of college of education.

5.6   Suggestions for Further Studies

- There is the need to carry out the same studies among lecturers in other colleges other than colleges of education, for example colleges of agriculture, cooperative colleges, polytechnics, technical colleges and monotechnics.
- There is also the need to replicate this study among college of education lecturers in other geopolitical zones, like South-South, South-East, North Central, North-West and North-East.

- In any geopolitical zone where this study will be replicated, it is important to introduce the type of school as a variable in order to determine whether there is variance in terms of the type of the college.

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UNIVERSITY OF IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF ADULT EDUCATION

Questionnaire on:

Institutional and Demographic Factors as Correlates of Doctoral Degree Completion among Academic Staff of Colleges of Education in Southwestern Nigeria.

Dear Respondent,

This questionnaire is designed specifically for the purpose of exploring information on Institutional and Demographic Factors as Correlates of Doctoral Degree Completion among Academic Staff of Colleges of Education in Southwestern Nigeria. You are kindly requested to supply all relevant information at your disposal by ticking the correct column that represents your opinion most closely.

To maintain ethical standard, any information supplied will be treated with uttermost confidentiality and strictly used for the purpose of this research.

Thank you Sir/Ma.

APPENDIX II

Instruction: Please kindly read each statement and give your opinion by ticking (√) the most appropriate column against each statement as:

SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

Demographic Data

1.   College of Education: State [   ]   Federal [   ]

2.   School: Art and Social Sciences [   ]Education [   ]   Languages [   ]

        Sciences [   ]   Vocational Education [   ]

3.   Gender: Male [   ]   Female [   ]

4.   Age: Less than 21[   ]   21-30 [   ]31-40 [   ]

5.   Present Marital Status: Single [   ] Married [   ] Divorced [   ] Widowed [
]

6.   Present Employment Status: Lecturer I-III [   ]   Senior Lecturer [   ]

                        Principal Lecturer [   ] Chief Lecturer [   ]

7.   Highest Education Level: Bachelor [   ] Master [   ] PhD [   ]

8.   Number of children: 1-2 [   ]   2-4 [   ]   5-6 [   ]   7+ [   ]
        None [   ]

9.   What is the age of your last born? _____

10.   Years on present job: Less than 1 year [   ] 1-5 years [   ] 6-10 years [   ]
        11-15 years [   ]   16-20 years [   ] above 21 years [   ]

11.   Tick the status of your doctoral degree programme: Completed [   ] Running
        currently [   ] Abandoned [   ] Not desired [   ] Desired [   ]

12.   If your response to question 11 is abandoned or not desired, state your
        reason(s).
        _____
        _____
        _____
        _____
        _____

13.   I have put _____ years into my doctoral degree programme:
        1-3 years [   ] 4-6 years [   ]   7-10 years [   ] Above 10 years [   ]

14.   When did you first enroll for doctoral degree programme?
        Month [   ]   Year [   ]

APPENDIX III

DOCTORAL DEGREE COMPLETION SCALE

Instruction: Please kindly read each statement and give your opinion by ticking (√) the most appropriate column against each statement as:

SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	SEX / GENDER				
1.	Male candidates are more persistent than female in the completion of doctoral degree programme.				
2.	The level of dedication and commitment is more notable in female than their male counterparts.				
3.	Male candidates face more family and economic rigours than female in the conduct of their doctoral degree programme.				
4.	Male participate more in doctoral degree progra7mme than female.				
5.	Completion and commitment to doctoral degree programme can be rated as equibalance between male and female candidates.				
	AGE				
6.	Candidates above the age of 40 are not strong enough to cope with the challenges of doctoral degree programme.				
7.	Below age 40 is more appropriate for doctoral degree programme for the purpose of rationality.				
8.	Over age of candidates will make the pace of doctoral degree process slow.				
9.	Over age of candidate at completion makes the attained success less rewarding.				
10.	Teaching experiences associated with age of academic staff can be an added advantage.				

	MARITAL STATUS				
11.	Singles participate and complete doctoral degree programme earlier than married.				
12.	Marriage is a setback to the completion of doctorate degree programme.				
13.	It is easier for married men to complete doctoral degree than married women.				
14.	My spouse does not show understanding when I fail in my responsibility at home as a result of trying to complete my doctoral degree programme.				
15.	My spouse understands when I fail in my responsibility at home as a result of trying to complete my doctoral degree programme.				
16.	Family formation negatively affects women's completion of doctoral degree programme.				
	DOMESTIC RESPONSIBILITIES				
17.	Coping with higher Domestic Responsibilities can be too difficult in the running of doctoral degree hence inability to complete the programme.				
18.	Economic rigours can be much with higher Domestic Responsibilities for candidates in doctoral degree programme.				
19.	Children schooling and well-being can pose a challenge to completion of doctoral degree programme.				
20.	Moral and emotional care for the children demands time and availability of the parents which hinders completion of doctoral degree programme.				
21.	Breadwinner of a family would not be able to complete doctoral degree due to burdens of responsibilities.				
22.	Having more than two children makes completion of doctoral degree programme difficult.				

23.	Raising children under five years of age makes completion of doctoral degree difficult.				
24.	The age of last born in the family influence completion of doctoral degree programme.				
25.	Care of last born interferes with time schedules of doctoral degree candidates and creates a gap toward completion.				
26.	Health demands of the last born can affect completion of doctoral degree programme.				
27.	Attention devotion to last born child can affect the level of completion.				

INFLUENCE OF INSTITUTIONAL VARIABLES QUESTIONNAIRE

Instruction: Please kindly read each statement and give your opinion by ticking (√) the most appropriate column against each statement as:

Yes or No in sections A, B and C. The last section indicate by SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

S/N	Study Leave Inventory Subscale	Yes	No
1.	I applied for study leave when I enrolled for my doctoral degree programme.		
2.	I did not apply for study leave because I know I will not be given.		
3.	The current policy of study leave in my institution discourages/disallows/hinders completion of doctoral degree programme.		
4.	The mode of study leave (without pay in my college) hinders successful completion of doctoral degree.		
5.	Deprivation of study leave with or without pay hinders completion of doctoral degree.		

S/N	Grants And Scholarship Opportunities Inventory Subscale	Yes	No
1.	Finances are the major restriction to completion of doctoral degree programme.		
2.	Apart from TETFund, no other source of scholarship in my institution.		
3.	The amount given by TETFund is insufficient to run a doctoral degree programme to completion.		
4.	TETFund scholarship is difficult to access.		

S/N		Yes	No
5.	My state gives me bursary and scholarship to complete doctoral degree programme.		
6.	My institution of learning/study provides scholarship for doctoral degree programme.		
S/N	**Teaching And Administrative Workload Inventory Subscale**	**Yes**	**No**
1.	Heavy teaching and tutorial workload lead to occupational pressure which can affect completion of doctoral degree programme.		
2.	Time for conducting researches and writing of academic papers can influence successful completion of doctoral degree negatively.		
3.	Supervision of projects, teaching practice, and marking of examination scripts hinder successful completion of doctoral degree.		
4.	Appointments to duty posts for administrative responsibilities delay timely completion of doctoral degree programme.		
5.	My organization is willing to reduce teaching workload of academic staff who starts PhD (doctoral degree)		
6.	My organization is willing to reduce the administrative workload of lecturers who start PhD.		
7.	Administrative workload does not affect completion of doctoral degree programme.		

S/N	**Leadership Disposition Subscale**	**Yes**	**No**
1.	Negative attitude of employer can hinder successful completion of doctoral degree programme.		
2.	Unwanted threats from the organization or occupational managers can negatively affect completion of doctoral degree programme.		

3.	Heads of Department's unfriendly behaviour towards academic staff can affect smooth running and completion of doctoral degree negatively.		
4.	Fear of loss of job in the face of high handed authority can hinder completion of doctoral degree programme.		
5.	Lack of support for staff development by some students in the place of work hinders completion of doctoral degree.		
6.	High handed leaders in places of work contribute to abandonment of doctoral degree.		

PhD RISK FACTORS QUESTIONNAIRE

Instruction: Please kindly read each statement and give your opinion by ticking (√) the most appropriate column against each statement as:

SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

S/N		SA	A	D	SD
1.	Work strain involved in doctoral degree research activities makes it difficult to complete doctoral degree programme.				
2.	Family affairs hinder completion of doctoral degree.				
3.	Heavy workload of doctoral degree participants negatively affects completion of the programme.				
4.	Family supports aid completion of doctoral degree.				
5.	Social competence (positive relationship with peers and significant others) assist in timely completion of doctoral degree programme.				
6.	Autonomy of a candidate facilitates completion of doctoral degree.				
7.	Possession of adequate problem solving skills can help doctoral degree students to complete the programme at the stipulated time.				
8.	A sense of purpose and future is helpful in completing doctoral degree programme.				
9.	Family background hinders timely completion of doctoral degree.				
10.	Individual attributes (e.g. procrastination) contribute to abandonment of doctoral degree programme				

11.	Precollege experience such as grade point average (GPA) can hinder completion of doctoral degree programme .				
12.	Academic quality i.e. intellectual standard of a student can hinder completion of doctoral degree programme.				
13.	Pessimistic attribution style of some doctoral degree students leads abandonment of the programme.				
14.	Lack of confidence on chances of success negatively affects completion of doctoral degree programme.				
15.	Lack of supportive student can lead to abandonment of doctoral degree programme.				
16.	Inability of the candidate to make the dissertation a top priority can affect timely completion of doctoral degree programme.				
17.	Accessibility (i.e. living far to the university) can hinder completion of doctoral degree.				
18.	Unsuitable programme environment can lead to abandonment of doctoral degree.				
19.	Inadequate role of cohort partnerships and groups and peer-peer support hinder completion of doctoral degree.				
20.	The topic of the student's thesis in relation to their work experience can aid timely completion of doctoral degree programme.				

APPENDIX VI

INTENTION TO QUIT QUESTIONNAIRE

Instruction: Please kindly read each statement and give your opinion by ticking (√) the most appropriate column against each statement as:

SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

S/N		SA	A	D	SD
1.	Doctoral degree is the basic requirement to work in the university				
2.	Those who are not willing to change job to the university require no doctoral degree qualification				
3.	I will complete my doctoral degree because I want to take up appointment in the university				
4.	I need not a doctoral degree because I can reach the peak of my career with master's degree				
5.	My intention to quit the college for a university motivates me to complete the programme				
6.	I can be appointed to work in the university without doctoral degree.				

APPENDIX VII

CAREER PROGRESSION QUESTIONNAIRE

Instruction: Please kindly read each statement and give your opinion by ticking (√) the most appropriate column against each statement as:

SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

S/N		SA	A	D	SD
1.	Some academic staff are not satisfied with teaching alone as a means of livelihood				
2.	At the completion of my doctoral degree, I will enroll for another career and change to it				
3.	People who aim at career progression struggle to complete doctoral degree				
4.	Qualities of a doctoral degree holder assist recipients to progress to another career				