

<https://helda.helsinki.fi>

---

## What disengages doctoral students in the biological and environmental sciences from their doctoral studies?

Virtanen, Viivi

2017-03

---

Virtanen , V , Taina , J & Pyhältö , K 2017 , ' What disengages doctoral students in the biological and environmental sciences from their doctoral studies? ' , Studies in Continuing Education , vol. 39 , no. 1 , pp. 71-86 . <https://doi.org/10.1080/0158037X.2016.1250737>

---

<http://hdl.handle.net/10138/310684>

<https://doi.org/10.1080/0158037X.2016.1250737>

---

unspecified

acceptedVersion

---

*Downloaded from Helda, University of Helsinki institutional repository.*

*This is an electronic reprint of the original article.*

*This reprint may differ from the original in pagination and typographic detail.*

*Please cite the original version.*



**What disengages doctoral students in the bio- and environmental sciences from their doctoral studies?**

Journal:	<i>Studies in Continuing Education</i>
Manuscript ID:	Draft
Manuscript Type:	Original Article
Keywords:	attribution theory , STEM disciplines, disengagement, doctoral students, postgraduate education

SCHOLARONE™  
Manuscripts

## Introduction

Disengagement is widely considered a serious problem among doctoral students, a significant number of whom experienced distress, exhaustion and inadequate supervisory support (e.g., Appel and Dahlgren 2003; Kurtz-Costes, Helmke and Ulku-Steiner 2006; Protivnak and Foss 2009), and show astonishingly high attrition rates. Estimates indicate that 30-50% or more doctoral students (depending on the contexts and countries) abandon their studies (e.g., Golde 2005; McAlpine and Norton 2006).

Previous research on doctoral students has shown a relationship between negative mental states and disengagement (Lovitts and Nelson 2000). Also, a variety of reasons for doctoral students' disengagement reports have been identified, including lack of a sense of belonging to the scholarly community, an external locus of control (Anderson 2011), and a reduced sense of competence to conduct doctoral work (Authors 2013b). Studies have also shown that destructive frictions in student-environment dynamics may reduce student persistence and engagement (e.g., Gilbreath, Kim and Nichols 2011; Golde 2005).

However, the evidence for disciplinary differences in terms of doctoral student disengagement is somewhat contradictory. Some have suggested that doctoral students in STEM disciplines (Science, Technology, Engineering, Mathematics) are more likely than students in the humanities to complete their PhDs. Studies have also shown doctoral students in STEM disciplines to have higher completion rates and faster completion times than their counterparts in the humanities (Seagram, Gould and Pyke 1998; Wright and Cochrane 2000). On the other hand, evidence indicates that doctoral students in the bio- and environmental sciences suffer more from lack of interest in their studies, are less satisfied with their doctoral

1  
2  
3 studies and supervision, and are more likely to abandon their studies than students in the  
4  
5 humanities (Saari and Moilanen 2011). Evidence also indicates that graduates in the  
6  
7 biological sciences may experience greater difficulty finding employment and with further  
8  
9 career development after earning their PhD (Yerkes, van de Schoot and Sonneveld 2012).  
10  
11 Accordingly, our understanding of what causes doctoral students in the bio- and  
12  
13 environmental sciences to disengage from their thesis journey is insufficient; hence, the need  
14  
15 to obtain a deeper understanding of the nature and sources of this disengagement.  
16  
17  
18  
19

20  
21 This study aims to investigate the anatomy of doctoral students' disengagement by exploring  
22  
23 the forms of and reasons for it. Analysing doctoral student disengagement enables one to  
24  
25 identify the central developmental objectives of doctoral education and to further develop  
26  
27 more engaging learning environments for doctoral students and even to prevent dropouts due  
28  
29 to disengagement.  
30  
31  
32  
33

### 34 *Disengagement*

35  
36  
37  
38 Conducting doctoral research can be reflected in terms of both academic work and studying.  
39  
40 Students take their first steps as professional researchers by carrying out doctoral research  
41  
42 while at the same time being trained to become researchers (Authors et al. 2013a; Authors  
43  
44 2012c). This is particularly true in Finland, where doctoral studies focus heavily on  
45  
46 conducting research, rather than on coursework. The doctoral degree entails a doctoral thesis,  
47  
48 seminars, coursework, and a public defence. No extensive separate coursework need be  
49  
50 completed before undertaking doctoral research. Coursework (from 40 to 60 ECTS,  
51  
52 depending on the discipline) in doctoral studies is usually individually designed to support  
53  
54 the thesis project and is based on personal study plans. Because of this duality, this study  
55  
56  
57  
58  
59  
60

1  
2  
3 draws on research from both work (e.g., Schaufeli et al. 2002) and student engagement (e.g.,  
4  
5 Fredricks, Blumenfeld and Paris 2004).  
6  
7

8  
9  
10 *Disengagement* refers to low involvement or passivity in the particular task or activity (e.g.,  
11  
12 Fredricks et al. 2004; Reeve et al. 2004). It often stems from prolonged work-related stress  
13  
14 and is characterised by mental strain, anxiety, distress, and feeling overwhelmed by one's  
15  
16 work (Lazarus 1966). Prior research on doctoral experiences shows that many doctoral  
17  
18 students face such challenges (Hyun et al. 2006). Disengagement entails emotional,  
19  
20 cognitive, and behavioural components, such as negative emotions, reduced levels of effort,  
21  
22 and adopting cynical attitudes towards one's work in general (e.g., Demerouti et al. 2001;  
23  
24 Schaufeli et al. 2002), and is characterised by low energy, reduced involvement, and  
25  
26 experiences of inefficacy (e.g., Maslach and Leiter 2008). Stress typically encompasses  
27  
28 feelings of strain and exhaustion resulting from experiencing one's work as overly demanding  
29  
30 (e.g., Schaufeli et al. 2002). This feeling may further cause a sense of inefficacy, which  
31  
32 relates to the experience of incompetence in one's work (e.g., Schaufeli et al. 2002). Losing  
33  
34 interest in one's work and feeling that one's work has lost its meaning often follows reduced  
35  
36 involvement. Still, the primary form of disengagement may vary in terms of the context and  
37  
38 object of activity. Doctoral students in the behavioural sciences, for example, reportedly  
39  
40 experience inefficacy more often than exhaustion from their studies (Authors 2013b). At its  
41  
42 worst, disengagement may lead to burnout, which consists of all three assumptions: low  
43  
44 energy, cynicism, and experiences of inefficacy (e.g., Maslach, Schaufeli and Leiter 2001).  
45  
46  
47  
48  
49 Studies suggest that disengagement yields several outcomes, such as lower levels of  
50  
51 commitment (Hakanen, Bakker and Williams 2006) and achievement (Carini, Kuh and Klein  
52  
53 2006; Fredricks et al. 2004), as well as turnover intentions (Fredricks et al. 2004; Schaufeli  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 and Bakker 2004). Consequently, disengagement may prevent doctoral students from  
4  
5 becoming energetically involved in effective and meaningful thesis work.  
6  
7

### 8 9 10 11 *Attributions and disengagement* 12

13  
14  
15  
16 The problems doctoral students face during their studies are not necessarily negative; in fact,  
17  
18 solving complex problems is an essential part of creating new knowledge (Hakkarainen et al.  
19  
20 2014). Such challenges may, however, become stressors if the student receives no adequate  
21  
22 support. Some evidence indicates that problems in doctoral studies often originate not from  
23  
24 the research process itself, but from the dynamics between the doctoral student and the  
25  
26 scholarly community (Hoskins and Goldberg 2005; Authors 2011). In particular, doctoral  
27  
28 students' sense of lack of belonging to their scholarly communities (e.g., Deem and Brehony  
29  
30 2000; Moss and Kubacki 2007) has reportedly led to disengagement and even attrition from  
31  
32 doctoral studies (e.g., Authors 2012b; Golde 2005). Poor atmosphere, isolation, lack of  
33  
34 feedback, and destructive friction within the community are all serious causes of  
35  
36 disengagement among doctoral students.  
37  
38  
39

40  
41  
42  
43 However, individual differences have also been found in the ways in which doctoral student  
44  
45 adapt and cope (Amini et al. 2008; Baker and Pifer 2011) with the challenges they encounter  
46  
47 in their studies. Yet, research on doctoral education is a poor predictor of this variation. One  
48  
49 reason for the variation between the disengagement that doctoral students experience may be  
50  
51 that they perceive such challenges differently, which is likely to compel them to employ  
52  
53 various strategies for coping with the challenges. For example, some evidence indicates that  
54  
55 doctoral students relatively seldom take an active stance in their scholarly community by, for  
56  
57  
58  
59  
60

1  
2  
3 instance, actively seeking opportunities to participate and contribute, by offering feedback to  
4  
5 supervisors or by trying to change practices that they find problematic (O'Meara and  
6  
7 Campbell 2011; Authors 2012a). Doctoral students' attribution of the nature of the problems  
8  
9 they encounter may contribute to individual differences in the disengagement they experience  
10  
11 and to additional ways in which they try to solve their problems.  
12

13  
14  
15  
16 *Causal attribution* refers to post hoc interpretations or redefinitions of what caused an event  
17  
18 (Weiner 1985, 1986). Attributions are significant in terms of doctoral student disengagement,  
19  
20 because they provide means to both explain and understand an event that causes  
21  
22 disengagement and to guide future student behaviour. Some have suggested that attributions  
23  
24 have both a direct and indirect effect on individual adjustment to such challenges (Amirkhan  
25  
26 1998). Research has shown attributions to directly affect individual psychological adjustment  
27  
28 and indirectly affect an individual's use of various coping methods (Folkman et al. 1998). In  
29  
30 general, prior research on attributions indicates that positive attribution styles are associated  
31  
32 with greater use of problem solving and coping styles that involve cognitive restructuring and  
33  
34 less use of coping styles that involve reluctance to handle such challenges (Armstrong-  
35  
36 Stassen 2004; Park and Adler 2003; Webourne et al. 2007).  
37  
38  
39  
40  
41  
42

43 In this study, we draw on Weiner's (1985; 1986) attribution theory, which comprises three  
44  
45 attribution dimensions: *locus of causality*, *stability* and *controllability*. Some evidence  
46  
47 suggests that an internal locus of control and self-direction is essential for making the most of  
48  
49 doctoral education (Anderson and Anderson 2012). For example, in a previous study, the  
50  
51 authors (2012) found that doctoral students who felt they had an opportunity to participate in  
52  
53 and contribute to their scholarly community (i.e., had some measure of control over their  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 working environment) were less likely to drop-out and to suffer from lack of interest in their  
4  
5 studies.  
6  
7

### 8 9 *The aim*

10  
11  
12 This study focuses on how and what causes students in the bio- and environmental sciences  
13 to disengage from their doctoral studies, and poses the following research questions:  
14  
15

- 16  
17 1. What forms of disengagement arise among doctoral students of bio- and  
18 environmental sciences?  
19  
20
- 21  
22 2. Which kinds of academic activities entail disengaging experiences?  
23  
24
- 25  
26 3. To what do doctoral students attribute their disengaging experiences?  
27  
28
- 29  
30 4. Did the attributions of doctoral students who were still finishing their doctoral studies  
31 differ from those of students who had already completed their doctoral degree?  
32  
33  
34  
35  
36

37  
38 The present investigation is a part of larger national study of doctoral education: “From  
39 doctoral student to scientific expert” (Authors 2009).  
40  
41  
42  
43  
44  
45  
46

### 47 **Methods**

#### 48 *Participants*

49  
50  
51 This study included interview data collected from doctoral students in the biosciences at a  
52 major research-intensive university in Finland. We interviewed a total of 40 doctoral students  
53  
54  
55  
56  
57 (male = 15, female = 25) who had either finished their studies three years before the  
58  
59  
60



1  
2  
3 interview (n = 20; mode 31 years) or were third-year PhD students (n = 20; mode 26 years)  
4  
5 and thus had the most recent experience of doctoral studies. The participants represented all  
6  
7 majors, namely, Aquatic Sciences (n = 5), Biochemistry (n = 3), Ecology and Evolutionary  
8  
9 Biology (n = 9), Environmental Sciences (n = 10), General Microbiology (n = 2), Genetics (n  
10  
11 = 4), Physiology (n = 4), and Plant Biology (n = 3). All the participants wrote their doctoral  
12  
13 dissertation in English as a summary of articles, which comprised four to five internationally  
14  
15 refereed journal articles, an introduction, and a summary.  
16  
17  
18  
19  
20

### 21 *Interviews*

22  
23  
24 The data were collected in 2009 with a semi-structured theme interview. The interview was  
25  
26 designed to investigate students' conceptions of conducting their research, their thesis  
27  
28 process, and how they saw themselves in it. The interview included questions about how the  
29  
30 participants became doctoral students, their motivation, their experiences (both positive and  
31  
32 negative) during their doctoral journey, and their experiences of supervision. The students  
33  
34 were also asked background questions about the subject and form of their thesis, the time  
35  
36 spent in doctoral studies, the estimated duration of the process, and whether they were  
37  
38 working on their thesis full- or part-time. The interviews were digitally audio-recorded and  
39  
40 transcribed to text files by a trained research assistant.  
41  
42  
43  
44  
45

### 46 *Analysis*

47  
48 We used an abductive strategy to analyse the data. At the beginning of the analysis, we  
49  
50 developed a functional coding procedure. The data analysis employed the grounded theory  
51  
52 approach, which emphasises the constant comparative method for assuring the accuracy of  
53  
54 incident codes within each category and for generating the theoretical properties of each  
55  
56 category (Harry, Sturges and Klingner 2005). At first, all text segments in which doctoral  
57  
58  
59  
60

1  
2  
3 students referred to disengaging experiences, including dissatisfaction, frustration, anger, and  
4  
5 any negative emotions, were coded into the same hermeneutic category. The data were then  
6  
7 coded into three exclusive main categories: 1) a sense of stress, including feelings of  
8  
9 exhaustion and feelings of anxiety; 2) a sense of cynicism, including feelings that their work  
10  
11 had lost its meaning; and 3) experiences of inefficacy, including feeling incompetent in one's  
12  
13 work. The main categories reflected the sources of disengagement reported by doctoral  
14  
15 students and were classified into six basic categories that constituted the primary context in  
16  
17 which the disengaging events occurred: a) formal studies, such as doctoral course work; b)  
18  
19 external resources; c) research activities; d) the scholarly community; e) the supervisory  
20  
21 relationship; and f) time management. The last step served to show how the participants  
22  
23 themselves explained their negative emotions by offering explanatory attributions for the  
24  
25 particular disengaging experiences. Accordingly, we analysed each disengaging experience  
26  
27 across three bipolar attribution dimensions created for the analysis: a) locus of causality  
28  
29 (internal-external), b) stability (unstable-stable), and c) controllability (uncontrollable-  
30  
31 controllable). We used cross-tabulations and  $\chi^2$ -tests (significance level  $p \leq .05$ ) to measure  
32  
33 the relationship between the attribution given for the disengaging experience and the student  
34  
35 group (A = post docs, and, B = doctoral students).  
36  
37  
38  
39  
40  
41  
42

43 At the end of each phase of analysis, the research group validated the categories resulting  
44  
45 from the content analysis (Miles and Huberman 1994). In cases of disagreement, we reached  
46  
47 consensus on the final categorisation in discussions between the researchers.  
48  
49  
50  
51  
52  
53  
54

## 55 **Results**

56  
57  
58  
59  
60

1  
2  
3 The doctoral students described a variety of disengaging experiences ( $f = 240$ ) embedded in  
4 their doctoral studies and which originated from a variety of sources, including both the  
5 research process itself as well as the relationship between the student and the academic  
6 environment. The experiences ranged from occasional episodes to prevailing practices in the  
7 academic environment and fell into three primary forms of disengaging experiences: stress,  
8 cynicism, and experiences of inefficacy (Figure 1).  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18

19 Figure 1 shows that the most typical form of student disengagement was stress (55%),  
20 characterised by feelings of either strain or anxiety. For example, the doctoral students  
21 reported that their work was too demanding and stressful. They also described experiences of  
22 exhaustion when they did not know how to proceed in their research process, what to do next,  
23 or how to resolve problems with their thesis work. These negative emotions, reflecting stress,  
24 often occurred during unsuccessful periods at work:  
25  
26  
27  
28  
29  
30  
31

32 *What can't be clear to outsiders is how much your stress level can rise when*  
33 *you think about the second year of research, the time when you feel that nothing*  
34 *was going right. (Student B7)*  
35  
36  
37  
38  
39  
40

41 Work-related stress was also considered as a source of anxiety (13%), often due to perceived  
42 mismatches between one's own personal aims and practices and those of the academic  
43 community. Some students felt that they were under considerable external pressure to  
44 succeed in their research. Sometimes the students' distress stemmed from a troublesome  
45 colleague or lack of confidence between the supervisor and the student him- or herself:  
46  
47  
48  
49  
50  
51

52 *And when I started working on my thesis, well, I came under such discipline*  
53 *and rebuke that there was absolutely no limit to it; the email control was*  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 *something utterly terrible, and I always felt that they don't trust me, that they*  
4  
5 *have no faith in me. (Student B6)*  
6  
7

8  
9  
10 About one third of the students' experiences of disengagement took the form of cynicism  
11 (29%). Characteristic of such cynicism was that students felt their thesis work had lost its  
12 meaning or that they had lost interest in their work. Often the cynicism seemed connected to  
13 ethical issues related to ways of thinking and working in the academic environment. Some  
14 students reported negative feelings because they had put so much effort and invested so much  
15 into their work and yet, for some reason, their research failed. Consequently, the students  
16 reported that their work had lost its meaning:  
17  
18  
19  
20  
21  
22  
23

24  
25 *Mostly, it is just that you lose faith in your project, that none of this has any*  
26  
27 *value. (Student B4)*  
28  
29

30  
31  
32 A minority of disengaging experiences were related to students' sense of inefficacy (17%). In  
33 these episodes, students often described not knowing how to proceed in their research  
34 because they do not know how to do their work. Thus, the students described their lack of  
35 knowledge or skills needed in the various steps of conducting research, such as designing the  
36 laboratory experiments or analysing the data:  
37  
38  
39  
40  
41  
42

43 *It was the first time I somewhat felt that I was really lost and wondered how I*  
44 *would get out of this mess that I was in, and how I could write an article about*  
45 *this. Well, I had no actual research question when I went to take them (the*  
46 *samples). (Student B12)*  
47  
48  
49  
50  
51

52  
53  
54  
55  
56 ***The contexts of disengaging experiences***  
57  
58  
59  
60

1  
2  
3 The disengaging episodes were embedded in various activities of academic life, ranging from  
4  
5 unsuccessful experiments, when irreplaceable laboratory samples went down a drainpipe, to a  
6  
7 lack of scholarly discussions in everyday working life. The disengaging experiences reported  
8  
9 (Figure 2) often occurred while conducting research (30%), within the supervisory  
10  
11 relationship (18%), or in the scholarly community (16%). Disengaging episodes took place  
12  
13 less often during formal doctoral studies (9%) or in relation to external resources (7%) such  
14  
15 as funding.  
16  
17  
18  
19  
20  
21

22 The participants described having disengaging experiences, such as failure in laboratory  
23  
24 experiments while conducting research, carrying out fieldwork, or calculating statistics. They  
25  
26 also described various aspects of scholarly communities, ranging from lack of discussions  
27  
28 and meetings with other academics to an excessively competitive academic atmosphere.  
29  
30 Problems with the supervisory relationship, such as receiving overly critical feedback, lack of  
31  
32 emotional support, and discouragement from the supervisor, were considered the main  
33  
34 sources of disengagement. Some students described disengaging experiences embedded in  
35  
36 the formal coursework or institutional activities of their doctoral studies. Only a few of the  
37  
38 participants regarded financial resources and structures as significant contributors to their  
39  
40 disengagement. These students often reported investing lots of energy in worrying and  
41  
42 applying for resources. Table 1 shows the contexts of these disengaging experiences in order  
43  
44 of frequency within the forms of disengagement identified in this study.  
45  
46  
47  
48  
49  
50  
51

52 In many cases, *the research process* itself was a source of doctoral students' negative  
53  
54 emotions (N = 36%). These experiences, ranging from difficulties in data collection to  
55  
56 completion of the thesis for the dissertation, occurred throughout the study process. Students  
57  
58  
59  
60

1  
2  
3 often felt they lacked the ability to perform a task properly, especially at the beginning of the  
4  
5 doctoral process. They also suffered stress and feelings of inefficacy while preparing their  
6  
7 first manuscript, designing their study plan, compiling their research questions, or solving  
8  
9 methodological problems in conducting their laboratory work:  
10

11 *Well, there was difficult, difficult stuff – technical problems. When we did*  
12 *something, we went through a very frustrating period of a few months before we*  
13 *got things working ... (Student A2)*  
14  
15  
16  
17  
18  
19

20 Students also reported difficulties related to publishing, which evoked feelings of strain.  
21  
22 Research-related problems, such as rejection from the journal editor, induced stress, even if  
23  
24 they successfully completed the process later. However, the students also described deep  
25  
26 dissatisfaction with common practices within the academic community, which evoked  
27  
28 cynicism. Sometimes, these practices involved ethical issues in the publishing process:  
29  
30

31 *With one manuscript in particular, I had the same anonymous reviewer arguing*  
32 *about every version. And sometimes, sometimes I think it eventually led to a*  
33 *completely irrelevant or even inappropriate critique. Yes, it was a bit like that. I*  
34 *got the feeling that the reviewer's opinions were biased... Well, I got a feeling*  
35 *that this reviewer was unqualified to do the review, that he or she had an*  
36 *agenda and our manuscript didn't fit into his or her worldview, and that that*  
37 *was the problem. (Student B15)*  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48

49 Sometimes the prolonged difficulties concerned common research practices. Such episodes  
50  
51 seemed to evoke negative emotions because the students had no control over their own work  
52  
53 and could therefore not know whether, how, or when they could proceed with their research.  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 Some students even reported intentions to abandon their studies due to practical difficulties in  
4  
5 conducting their research;

6  
7 *Well, I had problems gathering data because most of it happened abroad and*  
8  
9 *we, or I, depended on that guy abroad and on how well we could co-operate*  
10  
11 *with him on tasks. Well, at times I felt that none of this makes any sense and*  
12  
13 *that I should just quit; I seriously considered giving all this up. Yes, it was*  
14  
15 *because it was just so difficult to implement it. (Student A18)*  
16  
17  
18  
19

20  
21 Further investigation showed that *supervision* was also a source of disengaging experiences  
22  
23 (19%). Dissatisfaction with supervision often entailed expertise-related deficiencies, such as a  
24  
25 supervisor's lack of understanding of the methodology or research topic. On the other hand,  
26  
27 personality conflicts also emerged from the descriptions, such as a mismatch in working  
28  
29 patterns between the student and the supervisor. Some students considered their supervisors  
30  
31 good on a personal level, but still felt dissatisfied because of their lack expertise on the topic.  
32  
33 Sometimes the supervision was interrupted because of maternity leave, and once due to the  
34  
35 death of the supervisor. That seemed to cause problems for the students, who felt they had to  
36  
37 struggle alone with their research:  
38  
39

40  
41 *I got partial support, and it was sort of relevant, but then what happened is that*  
42  
43 *every time I needed more support – well, sort of – I would only get cold*  
44  
45 *water poured on me and very negative feedback. (Student A5)*  
46  
47  
48

49  
50 In addition, students often described *the scholarly community* as a source for disengaging  
51  
52 experiences (N = 15%). Many students reported feeling that they did not belong to their  
53  
54 scholarly communities. These students often felt alone in conducting their research, and some  
55  
56 described having no one with whom to discuss their research topic, either due to lack of  
57  
58  
59  
60

1  
2  
3 expertise or lack of interest among nearby academics. Some students pointed out that the  
4  
5 strain or stress stemmed from a negative atmosphere in their academic environment. They  
6  
7 found the academic culture, with its corrosive criticism and excessive competition,  
8  
9 unappealing, or the students own views generally contradicted common thinking and  
10  
11 practices in the academic environment:  
12

13  
14 *When he praised this new doctor, in all these years this person had asked only*  
15  
16 *five questions, all of which were pretty good. Well, I remember thinking that I*  
17  
18 *don't want this, that I don't want it to be like this, that learning just can't be*  
19  
20 *like 'you don't ask anything'. Instead, shouldn't you ask at least five questions*  
21  
22 *each day? I never forgot this, and it was typical of the atmosphere where I*  
23  
24 *worked, that asking questions was considered a sign of weakness in learning.*  
25  
26

27  
28 (Student A8)  
29  
30

31  
32 Problems with *time management* (N = 12%) seemed to result in feelings of exhaustion due to  
33  
34 a heavy workload. In some cases, the stress originated from difficulty in finding the balance  
35  
36 between work and, for instance, family life. In other cases, the negative feelings stemmed  
37  
38 from unsuccessful experiments in the research process. Then, the students had to recall the  
39  
40 experiments under an undefined timeframe. The students often felt that any investment in  
41  
42 their work was insufficient to stay on schedule:  
43  
44

45  
46 *That it somehow left – felt that it left – you permanently in some kind of delay*  
47  
48 *mode, like, with your own tasks. Because writing the summary and other parts*  
49  
50 *took so much time, I should have had a chance to somehow separate it fully*  
51  
52 *from the other tasks. So I guess it was one thing that still made life tough -*  
53  
54 *endless stress - to some extent. (Student A15)*  
55  
56  
57  
58  
59  
60



1  
2  
3 Negative emotions were seldom related to *resources* (N = 11%), such as problems with  
4  
5 funding or the poor outlook for one's career. For instance, students described frustration due  
6  
7 to the paucity of career choices. Students also described different funding situations which  
8  
9 led to inequality among the doctoral students. They felt that one's competence and salary  
10  
11 were completely unrelated to each other. Some of these students mentioned that they  
12  
13 considered whether to leave the doctoral study process altogether:  
14

15  
16 *And, and since then, perhaps a few years ago or so, it was clear to me that my*  
17  
18 *future may not be as bright as it first looked; where should I go from here?*

19  
20 *When we began our studies, nobody told us how we would find work, about*  
21  
22 *future requirements, or how difficult finding employment would be. But in*  
23  
24 *recent years, or perhaps during this last year, I have realised that that is what*  
25  
26 *is next, and I still have no clue what I'm going to do, and that is a pretty*  
27  
28 *horrible thought. (Student B19)*  
29  
30  
31

32  
33  
34 *The formal studies* included in the doctoral programme were reportedly a source of negative  
35  
36 emotions (N = 7%). Students frustrated with their studies reported receiving no planning or  
37  
38 guidance about what courses to include in their degree. Some of the participants took random  
39  
40 courses which they later found to be of no use in their studies, creating a sense of cynicism.  
41  
42 Some claimed that they received only useless information and could not apply their  
43  
44 knowledge in their research projects at all. They felt frustrated having invested time in  
45  
46 something that they found had no value. Some described having no intrinsic interest in  
47  
48 participating in the course, and moreover, their participation was sometimes troublesome in  
49  
50 practice due to long distances or other difficulties with time management. In general, their  
51  
52 descriptions about their formal studies seemed to evoke feelings of cynicism among the  
53  
54 doctoral students:  
55  
56  
57  
58  
59  
60

1  
2  
3 *For four years I was at the graduate school... I don't think I got anything out of*  
4 *it except funding. I think that their co-ordinator sucked big time; it was like a*  
5 *total waste of time. I understand that they meant well, networking and other*  
6 *things, but they didn't implement them the way that you could by meeting after*  
7 *the working day and going for a cup of coffee together or something. Then,*  
8 *closer to the end of the schooling, we had mandatory get-together days where*  
9 *everyone was supposed to be present for networking. I don't like that students*  
10 *should have to plan what the school programme should be. I think it should be*  
11 *the other way round: they develop something, and based on that, we improve it.*  
12 *They had some courses, but I found those that I participated in to be of poor*  
13 *quality. I could have just taken a commercial catalogue and flipped through it,*  
14 *and I would have got the same information. (Student A3)*  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34

### ***The reasoning behind disengaging experiences: the attribution dimensions***

35  
36  
37  
38 Further investigation revealed that the explanatory attributions students gave for their  
39 disengaging experiences varied in terms of their locus of causality, stability, and  
40 controllability. Figure 3 shows that the students most often perceived the causes of their  
41 disengaging experiences as external. Thus, the students blamed others, bad luck, or any  
42 element of chance for the disengaging experiences. In turn, an internal attribution, meaning  
43 that the students assigned the cause of their negative experiences to their own personal  
44 characteristics, such as their ability, moods, or efforts, was rare.  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54

55  
56 Only external attributions were identified in disengaging experiences originating from the  
57 relationship between the student and the scholarly community. Similarly, all the negative  
58  
59  
60

1  
2  
3 emotions described in the contexts of resources, formal studies, or supervision were  
4  
5 explained as the result of factors other to the student him- or herself. Only one student  
6  
7 attributed to that he or she may have influenced his or her own experiences of supervision:  
8

9  
10 *This last year was the first where I realised I should to ask for guidance; that at*  
11  
12 *first I just thought that someone would ask, like, "Hey what is new with your*  
13  
14 *thesis?" Then nobody asked (laughs), which sort of made me lonely. (Student*  
15  
16 *B14)*  
17

18  
19  
20 The attribution dimension of instability typically emerged in the students' negative  
21  
22 experiences of the research process itself. Their difficulties, with experiments as well as with  
23  
24 the whole writing process, created stressful moments, but only occasionally. On the other  
25  
26 hand, problems with funding or with the academic environment, if they occurred, often  
27  
28 seemed to persist throughout the doctoral study process. When comparing the attribution  
29  
30 dimensions of controllability and uncontrollability, a negative experience was often  
31  
32 considered outside one's locus of control in the context of resources, formal studies,  
33  
34 supervision, or the relationship between the student and the academic environment. But in the  
35  
36 research process, students seemed to have some control even if they found it difficult at that  
37  
38 moment to carry on:  
39  
40  
41

42  
43 *The most difficult thing ... that you really have to redo and redo and redo the*  
44  
45 *same thing. Like windmills, they never stop... You really have to fight for it...*  
46  
47 *You submit the paper and it is returned, and you edit it and resubmit it, and so*  
48  
49 *on ... and it takes maybe a year and a half, and then it is returned once again,*  
50  
51 *and you wonder: "What was I doing with this?" You dig up some old papers*  
52  
53 *and you cannot remember anything ... and you start studying/learning all over*  
54  
55 *again ... (Student B13)*  
56  
57  
58  
59  
60

1  
2  
3  
4  
5 The three attribution dimensions seemed to form a continuum with qualitative differences  
6  
7 such that at one end of the continuum were disengaging experiences considered external-  
8  
9 stable-uncontrollable, and at the other end of the continuum were the internal-unstable-  
10  
11 controllable experiences. The former experiences seemed to promote severe malcontent and  
12  
13 dissatisfaction, engendering feelings of cynicism among students. In such cases, the students  
14  
15 often mentioned feeling that they had no control over their own working process and  
16  
17 generally felt totally frustrated doing their research:  
18  
19

20  
21 *Each and every project was like banging your head against a wall. Well, closer to*  
22  
23 *graduation, it certainly, like, changed my way of thinking, that it would, like, no longer,*  
24  
25 *well – how do you call it – fancy. Well, it certainly lost any glory in the long run, at*  
26  
27 *least in my case, and perhaps I can see that it has also affected my post doc thinking.*  
28  
29 *That perhaps... I don't know if I burned out or what, but my enthusiasm for the job*  
30  
31 *ended, and perhaps I have a sort of a mental hangover from it. (Student A4)*  
32  
33  
34

35 However, if the challenge did not persist, and the student received sufficient support to  
36  
37 manage, the result was less extreme malcontent and fewer long-standing consequences. In  
38  
39 such cases, the negative emotions were also attributed to internal factors. These explanations  
40  
41 mostly involved negative emotions linked to the research process itself, such as misfortune in  
42  
43 doing one's laboratory experiments, difficulties in writing manuscripts, or other challenges of  
44  
45 the learning process in doctoral studies. Typical of these descriptions was that negative  
46  
47 emotions and disengaging experiences promoted only occasional distress; the students  
48  
49 seemed to manage through the difficulties thanks to various coping strategies. For example,  
50  
51 students explained that they studied the subject more or found a person to help them or took  
52  
53 an international course to learn the methods. Thus, the students themselves could control the  
54  
55 working process, which, after improving their initial lack of competence, led to success:  
56  
57  
58  
59  
60

1  
2  
3 *And then it was, like, really difficult. Statistics is perhaps like this; there are no unique*  
4 *solutions where you do this or you do that. And then you get, like, different viewpoints*  
5 *and no personal advice, like, “Do this.” Instead, advice was general, and there was*  
6 *even a person whose advice I didn’t understand at all. Perhaps statistics was difficult*  
7 *for me, but really, I couldn’t understand at all what one scholar was talking about, and*  
8 *what I did understand, well it sort of fell to the wayside. Perhaps that is just the way it*  
9 *is, that it is impossible to get specific advice about what you can and can’t do. It was*  
10 *more like “I will mimic other similar results and how they have got them and then*  
11 *somehow apply them”, which I also did. (Student A7)*  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26

### 27 ***Are there differences in attribution between post docs and doctoral students***

28  
29 Further analysis showed mostly no statistically significant differences in attributions for the  
30 disengagement that the post docs and doctoral students experienced during their doctoral  
31 studies. Both the post docs and doctoral students primarily felt that the problems in their PhD  
32 studies were due to external factors and that they had little control over them.  
33  
34  
35  
36  
37  
38  
39

40 The only minor difference was on the controllable-uncontrollable axis, in which cross-  
41 tabulations and  $\chi^2$ -tests showed a relationship between the post docs (Group A) and doctoral  
42 students (Group B) ( $\chi^2 = 5.591$ ,  $df = 1$ ,  $p = 0.02$ ). Even there, participants who graduated  
43 found that they had a little *less* control over their problems than did the doctoral students.  
44  
45  
46  
47  
48

49 Accordingly, it appears that completing a PhD degree in the bio- and environmental sciences  
50 does not positively affect one’s opinion about one’s studies. It even appears that earning the  
51 degree fails to bring the satisfaction typical of new doctors.  
52  
53  
54  
55  
56  
57  
58  
59  
60

## Discussion

### *Methodological reflections*

In this study, we collected semi-structured interview data to capture the narratives of episodes that described doctoral students' experiences of disengagement. The aim was thus to identify the kinds of events that promoted student disengagement. However, we were careful not to characterize individual doctoral students in terms of their disengagement experiences, since the focus of this study was to identify the events that contribute to student disengagement rather than to identify students who experience disengagement. The reflective and process-oriented research design gave the doctoral students an opportunity to reflect on various aspects of their work and thus the opportunity to study their perceived disengagement. However, further research, especially research with a longitudinal design, is needed to examine the development of disengagement over an extended period of time.

We collected the interview data from 40 doctoral students in the bio- and environmental sciences at a large research-intensive Finnish university. Because of the distinctive features of the discipline (McCune and Hounsell 2005; Lindblom-Ylänne et al. 2006) and the limited sample size, one should exercise caution when generalising the results to other disciplines and to other countries. All the same time, the semi-structured interviews provided a wealth of data to identify and analyse the narratives of episodes that promoted doctoral student disengagement from their thesis work. Accordingly, this study explored episodes of

1  
2  
3 disengagement embedded in a variety of academic practices. These findings are therefore  
4  
5 transferable to other studies in the field of doctoral student disengagement research.  
6  
7  
8  
9

### 10 11 *Findings in the light of existing literature* 12

13  
14  
15  
16 The present investigation aimed to advance our understanding of the basic components of  
17  
18 disengagement among doctoral students in the bio- and environmental sciences by exploring  
19  
20 the episodes that contributed to their disengagement from their thesis work. The study  
21  
22 showed that feelings of stress, cynicism and inefficacy were central elements in doctoral  
23  
24 students' disengagement from their doctoral work, which may further predict doctoral  
25  
26 students' lower studying persistence, as well as higher burnout and even drop-out rates.  
27  
28 Accordingly, drawing on recent literature on work and studying engagement (Fredricks et al.  
29  
30 2004; Schaufeli and Bakker 2004) provided functional tools for exploring doctoral student  
31  
32 disengagement. The findings also support previous research on doctoral experiences (Authors  
33  
34 2013b), suggesting that doctoral student disengagement is not a single entity and can thus  
35  
36 appear in different forms.  
37  
38  
39

40  
41  
42 Students emphasised stress and cynicism in particular as disengaging experiences, but less  
43  
44 often reported episodes causing inefficacy. In particular, students often reported episodes that  
45  
46 cause stress, including a sense of strain, anxiety and exhaustion due to lack of progress in  
47  
48 their research, problems in their supervisory relationships, and poor time management. Our  
49  
50 findings partly contradict the findings of previous studies which suggest that the primary  
51  
52 form of doctoral student disengagement is inefficacy (Authors 2012 a, b). Contradictory  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 evidence of the primary form of doctoral student disengagement may partly stem from the  
4  
5 different knowledge practices adopted by research communities in different domains.  
6  
7  
8  
9

10 This study showed that doctoral studies provided multiple contexts for disengagement.  
11  
12 Disengaging experiences varied between the different activities that were part of the doctoral  
13  
14 studies. Doctoral students in the bio- and environmental sciences, for example, perceived  
15  
16 isolation, indifference, and lack of support and constructive feedback to be sources of  
17  
18 cynicism. This is in line with the conclusions of prior studies which suggest that supervision  
19  
20 (Brailsford 2010; Scaffidi and Bergmna 2011) and a sense of belonging to the scholarly  
21  
22 community (Lovitts 2001; Amini et al. 2008; Spaulding and Rockinson-Szapkiw 2012) are  
23  
24 central determinants of the doctoral experience. In our study, stress and inefficacy were more  
25  
26 often related to failure or lack of progress in research. Our results indicate that both the  
27  
28 context and content of disengaging experiences can vary.  
29  
30  
31  
32  
33  
34

35 Further investigation showed that doctoral students typically attributed disengaging events to  
36  
37 external factors. External attributions were often related to perceiving the source of  
38  
39 disengagement as uncontrollable and somewhat stable. The students, for instance, attributed  
40  
41 their negative experiences to lack of support or feedback from their supervisors or other  
42  
43 members of the scholarly community and felt that they had little or no control over the course  
44  
45 of events, which they considered unavoidable and permanent. External-uncontrollable-stable  
46  
47 attributions were typical of the disengaging experiences embedded in supervision and the  
48  
49 activities of the scholarly community. This may explain why doctoral students have  
50  
51 reportedly failed to perceive themselves as active relational agents in their own communities  
52  
53 (Authors 2012a). In the literature on negative outcomes, external-uncontrollable-stable  
54  
55 attributions are often related to less efficient psychological adjustment, including  
56  
57  
58  
59  
60



1  
2  
3 experiencing more distress and the use of avoidance coping (see, e.g., the meta-analysis by  
4 Roesch and Weiner 2001). Accordingly, the use of external-uncontrollable-stable attributions  
5 in negative experiences embedded in the scholarly community and supervisory relationship  
6 may lead to less active coping, and thus more disengagement and even dropping out. For  
7 example, evidence indicates that doctoral students in the behavioural sciences, humanities  
8 and medicine who perceive themselves as passive in the scholarly community were more  
9 likely to abandon their doctoral studies (Authors 2012a).  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19

20 Students seldom used internal attributions. However, characteristic of the use of internal  
21 attributions was their combination with perceptions of problems as both controllable and  
22 unstable. Such attributions were related primarily to conducting doctoral research. Prior  
23 research on causal attributions in negative events suggests that internal-controllable-unstable  
24 attributes are related to not only adaptive coping with stressors, but also to a decrease in self-  
25 esteem and more frequent feelings of guilt from not doing enough to solve problems  
26 (Greenglass and Fiksenbaum 2009; Schwarzer 1993). An internal locus of control and self-  
27 direction has also proved essential in making the most of doctoral education (Anderson and  
28 Anderson 2012). These findings suggest that perceiving a negative event as controllable,  
29 internal, and unstable facilitates active, motivated coping, which in turn leads to better  
30 adjustment, more effective problem solving, and reduced disengagement despite any possible  
31 short-term negative effects.  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48

49 Studies have shown that successful students generally take more responsibility for their  
50 failures and feel that they can manage their problems (Authors 2012a). We therefore assumed  
51 that post docs who had already successfully completed their doctoral studies would employ  
52 more internal and controllable attributions. However, we found no such differences when  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 comparing post-doctoral student attributions of disengaging experiences to doctoral student  
4 attributions during their doctoral journey.  
5  
6  
7  
8  
9

### 10 11 *Educational implications* 12

13  
14  
15  
16 Our results showed that the forms of disengagement ranged from stress to a sense of  
17 inefficacy. In terms of developing more engaging learning environments for doctoral students  
18 in the bio- and environmental sciences, these results suggest that the cures for disengagement  
19 must also be individually tailored depending on whether the student is experiencing stress  
20 caused by poor time management, cynicism caused by a lack of experienced supervisory  
21 support or inadequacy resulting from a lack of methodological know-how. These cures  
22 presume that the form of disengagement is known. For instance, taking time off may reduce  
23 stress, but reducing cynicism is likely to require changes in supervisory practices.  
24  
25  
26  
27  
28  
29  
30  
31  
32

33  
34  
35  
36 The results also showed that disengaging experiences depend on context. Accordingly, a  
37 student may simultaneously experience both inefficacy, due to a lack of needed know-how,  
38 and stress resulting from a heavy workload. This implies that the source of disengagement  
39 may vary not only between individuals, but also between the academic activities at hand.  
40  
41  
42  
43 Thus, while promoting an engaging doctoral experience, awareness of what typically triggers  
44 disengagement in one's doctoral journey is central.  
45  
46  
47  
48  
49  
50

51  
52 Our study showed that students often favoured external and uncontrollable attributions of  
53 negative experiences, whereas the existing literature indicates that the most influential  
54 attributions of negative experiences are controllable and internal. And because attributions  
55  
56  
57  
58  
59  
60

1  
2  
3 are always learned, more attention should focus on processing and revising doctoral student  
4 attributions of negative experiences (i.e., facilitating one's learning of controllable and  
5 unstable attributions) if we seek to reduce student disengagement. This may help students to  
6 avoid the disengaging experiences that can cause delays and even drive students to abandon  
7 their doctoral studies.  
8  
9  
10  
11  
12

### 13 14 15 16 17 18 **References** 19

- 20  
21  
22  
23 Amini, M., M. R. Dehghani, J. Kojuri, A. Mahbudi, L. Bazrafkan, M. Saber, M., and G. D. S  
24 Arekain. 2008. A qualitative study of factors associated with medical students' academic  
25 success. *Journal of Social Science* 4: 247–351.  
26  
27  
28  
29  
30 Amirkhan, J. H. 1998. Attributions as predictors of coping and distress. *Journal of*  
31  
32 *Personality and Social Psychology Bulletin* 24: 1006–18.  
33  
34  
35  
36 Anderson, B. 2011. *Predictive relationships among learner characteristics, academic*  
37 *involvement, and doctoral education outcomes*. Dissertation Prepared for the Degree of  
38 Doctor of Philosophy. Department of Counseling and Higher Education: University of  
39 North Texas, USA.  
40  
41  
42  
43  
44  
45 Anderson, S., and B. Anderson. 2012. Preparation and socialization of the education  
46 professoriate: Narratives of doctoral student-instructors. *International Journal of Teaching*  
47 *and Learning in Higher Education* 24 no.2: 239–51.  
48  
49  
50  
51  
52  
53 Appel, M., and L. Dahlgren. 2003. Swedish doctoral students' experiences on their journey  
54 towards a PhD: Obstacles and opportunities inside and outside the academic building.  
55  
56  
57 *Scandinavian Journal of Educational Research* 47 no. 11: 89–110.  
58  
59  
60

- 1  
2  
3 Armstrong-Stassen, M. 2004. Managers' perceptions of their work group and their own  
4 performance and well-being following a job transfer. *Public Personnel Management* 33 no.  
5 1: 47–60.  
6  
7  
8  
9  
10 Austin, A. E. 2002. Preparing the Next Generation of Faculty. *Journal of Higher Education*  
11 73: 94–122.  
12  
13  
14  
15 Baker, V. L., and M. J. Pifer. 2011. The role of relationships in the transition from doctoral  
16 student to independent scholar. *Studies in Continuing Education* 33 no. 1: 5–17.  
17  
18  
19  
20  
21 Brailsford, I. 2010. Motives and aspirations for doctoral study: Career, personal, and inter-  
22 personal factors in the decision to embark on a history Ph.D. *International Journal of*  
23 *Doctoral Studies* 5: 15–27.  
24  
25  
26  
27  
28 Carini, R. M., G. Kuh, and S. P. Klein. 2006. Student engagement and student learning:  
29 Testing the linkages. *Research in Higher Education* 47 no. 1: 1–32.  
30  
31  
32  
33  
34 Deem, R., and K. J. Brehony. 2000. Doctoral students access to research cultures—Are some  
35 unequal than others? *Studies in Higher Education* 25 no. 2: 149–65.  
36  
37  
38  
39 Demerouti, E., A. B. Bakker, F. Nachreiner, and W. B. Schaufeli. 2001. The Job Demands—  
40 Resources Model of burnout. *Journal of Applied Psychology* 86 no. 3: 499–512.  
41  
42  
43  
44 Folkman, S., R. S. Lazarus, R. J. Gruen, and A. DeLongis. 1986. Appraisal, coping, health  
45 status, and psychological symptoms. *Journal of Personality and Social Psychology* 50: 571–  
46 80.  
47  
48  
49  
50  
51 Fredricks, J. A., P. C. Blumenfeld, and A. H. Paris. 2004. School engagement: Potential of  
52 the concept, state of the evidence. *Review of Educational Research* 74 no. 1: 59–109.  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 university students: A response surface methodology study. *Research in Higher Education* 52  
4  
5 no. 1: 47–62.

6  
7  
8 Golde, C. M. 2005. The role of department and discipline in doctoral student attrition:  
9  
10 Lessons from four departments. *Journal of Higher Education* 76 no. 6: 669–700.

11  
12  
13 Greenglass, E. R., and L. Fiksenbaum. 2009. Proactive Coping, Positive Affect, and Well-  
14  
15 Being. Testing for Mediation Using Path Analysis. *European Psychologist* 14 no. 1: 29–  
16  
17 39.

18  
19  
20 Hakanen, J. J., A. B. Bakker, and W. B. Williams. 2006. Burnout and work engagement  
21  
22 among teachers. *Journal of School Psychology* 43: 495–513.

23  
24  
25 Hakkarainen, K., S. Wires, J. Stubb, S. Paavola, P. Pohjola, K. Lonka, and K. Pyhältö. 2013.  
26  
27 On personal and collective dimensions of agency in doctoral training: Medicine and natural  
28  
29 science programs. *Studies in Continuing Education* 36 no. 1: 83–100.

30  
31  
32 Harry, B., K. M. Sturges, and J. K. Klingner. 2005. Mapping the process: An exemplar of  
33  
34 process and challenge in grounded theory analysis. *Educational Researcher* 34: 3–13.

35  
36  
37 Hyun, J. K., B. C. Quinn, T. Madon, and S. Lustig, S. 2006. Graduate student mental health:  
38  
39 Needs assessment and utilization of counseling services. *Journal of College Student*  
40  
41 *Development* 47 no. 3: 247–66.

42  
43  
44 Kurtz-Costes, B., A. L. Helmke, and B. Ulku-Steiner. 2006. Gender and doctoral studies: The  
45  
46 perceptions of PhD students in an American university. *Gender and Education* 18 no. 2:  
47  
48 137–55.

49  
50  
51 Lazarus, R.S. 1966. *Psychological Stress and the Coping Process*. New York: McGraw-Hill.

52  
53  
54 Lindblom-Ylänne, S., K. Trigwell, A. Nevgi, and P. Ashwin. 2006. How approaches to  
55  
56  
57  
58  
59  
60

1  
2  
3 teaching are affected by discipline and teaching context. *Studies in Higher Education* 31:  
4  
5 285–98.

6  
7  
8 Lovitts, B. E., and G. Nelson. 2000. The hidden crisis in graduate education: Attrition from  
9  
10 Ph.D. programs. *Academe* 86 no.6: 44–50.

11  
12  
13 McAlpine, L., and J. Norton. 2006. Reframing our approach to doctoral programs: An  
14  
15 integrative framework for action and research. *Higher Education Research and*  
16  
17 *Development* 25 no.1: 3–17.

18  
19  
20 Moss, G., and K. Kubacki. 2007. Researchers in Higher education: a neglected focus of  
21  
22 study. *Journal of Further and Higher Education* 31 no. 3: 297–310.

23  
24  
25  
26 McCune, V., and D. Hounsell. 2005. The development of students' way of thinking and  
27  
28 practicing in three final-year biology courses. *Higher Education* 49: 255-89.

29  
30  
31 Miles, M.B, and A. M. Huberman, A. M. 1994. *Qualitative data analysis: An expanded*  
32  
33 *sourcebook*. Thousand Oaks, CA: Sage.

34  
35  
36  
37 Maslach, C., and M. P. Leiter. 2008. Early predictors of job burnout and engagement. *Journal*  
38  
39 *of Applied Psychology* 93 no. 3: 498–512.

40  
41  
42 Maslach, C., W. B. Schaufeli, and M. P. Leiter. 2001. Job burnout. *Annual Review of*  
43  
44 *Psychology* 52 no. 1: 397–422.

45  
46  
47 O'Meara, K., and C. M. Campbell. 2011. Faculty sense of in Decisions abpit work and  
48  
49 family. *Review of Higher Education* 34 no.3: 447–76.

50  
51  
52 Park, C. L., and N. E. Adler. 2003. Coping Style as a Predictor of Health and Well-Being  
53  
54 Across the First Year of Medical School. *Health Psychology* 22 no. 6: 627–31.

55  
56  
57  
58 Protivnak, J. J., and L. L. Foss. 2009. An exploration of themes that influence the counselor  
59  
60

1  
2  
3 education doctoral student experience. *Counselor Education and Supervision* 48 no.4:  
4  
5 239–56.  
6

7  
8 Authors 2012a.  
9

10  
11 Authors 2012b.  
12

13  
14 Authors 2009.  
15

16  
17 Reeve, J., H. Jang, D. Carrell, S. Jeon, and J. Barch. 2004. Enhancing students' engagement  
18  
19 by increasing teachers' autonomy support. *Motivation and Emotion* 28 no. 2: 147–69.  
20  
21

22  
23 Roesch, S. C., and B. Weiner. 2001. A meta-analytic review of coping with illness: do causal  
24  
25 attributions matter? *Journal of Psychosomatic Research* 50 no. 4: 205–19.  
26  
27

28  
29 Saari, S., and M. Moilanen. 2011. *International Evaluation of Research and Doctoral*  
30  
31 *Training at the University of Helsinki 2005–2010 : RC-Specific Evaluation of BIOSYST –*  
32  
33 *Biological Systematics and Taxonomy*. University of Helsinki: Administrative Publications  
34  
35 80/19, Evaluations. pp.1–100.  
36

37  
38 Scaffidi, A. K., and J. E. Bergman. 2011. A positive postdoctoral experience is related to  
39  
40 quality supervision and career mentoring, collaboration, networking and a nurturing  
41  
42 research environment. *Higher Education* 62 no.6: 685–98.  
43  
44

45  
46 Schaufeli, W. B., and Bakker, A. B. (2004). Job demands, job resources, and their  
47  
48 relationship with burnout and engagement: A multisample study. *Journal of*  
49  
50 *Organizational Behavior*, 25(3),293–315.  
51

52  
53 Schaufeli, W. B., M. Salanova, V. González-Romá, and A. B. Bakker. 2002. The  
54  
55 measurement of engagement and burnout: A two sample confirmatory factor analytic  
56  
57 approach. *Journal of Happiness Studies* 3: 71–92.  
58  
59  
60

Schwarzer, R. 1993. *Measurement of perceived self-efficacy. Psychometric scales for cross-cultural research*. Berlin, Germany: Freie Universitat Berlin.

Seagram, B. C., J. Gould, and S. W. Pyke. 1998. An Investigation of Gender and Other Variables on Time to Completion of Doctoral Degrees. *Research in Higher Education* 39 no. 3: 319–35.

Spaulding, L. S., and A. J. Rockinson-Szapkiw. 2012. Hearing their voices: Factors doctoral candidates attribute to their persistence. *International Journal of Doctoral Studies* 7: 199–219.

Authors 2011.

Authors 2013a.

Authors 2013b.

Authors 2012c.

Welbourne, J.L., D. Eggerth, T. A. Hartley, M. E. Andrew, and F. Sanchez. 2007. Coping strategies in the workplace: Relationships with attributional style and job satisfaction. *Journal of Vocational Behavior* 70 no. 2: 312–25.

Weiner, B. 1985. An Attributional Theory of Achievement Motivation and Emotion. *Psychological Review* 92 no. 4: 548–573.

Weiner B. 1986. *An attributional theory of motivation and emotion*. New York, NY: Springer.

Wright, T., and R. Cochrane. 2000. Factors influencing successful submission of PhD Theses. *Studies in Higher Education* 25: 181–95.



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

Yerkes, M.,R. van de Schoot, and H. Sonneveld. 2012. Who are the Job Seekers? Explaining Unemployment among Doctoral Recipients. *International Journal of Doctoral Studies* 7: 153–16.

For Peer Review Only

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

Figure 1. Percentages of the forms of doctoral students' disengaging experiences (f = 240).

Figure 2. Percentages of disengaging experiences (f = 240) taking place during various activities of academic life.

Figure 3. Attribution dimensions of students' disengaging experiments (f = 240).

Figure 4. The attribution dimensions of Groups A and B.

Forms of disengagement				
Contexts of disengagement	Stress f (%)	Cynicism f (%)	Inefficacy f (%)	Total f (%)
Research process	45 (19%)	13 (5%)	30 (12%)	88 (36%)
Supervision	25 (11%)	15 (6%)	4 (2%)	44 (19%)
Scholarly community	17 (7%)	18 (7%)	3 (1%)	38 (15%)
Time management	26 (11%)	-	3 (1%)	29 (12%)
Resources	15 (7%)	8 (4%)	-	23 (11%)
Formal studies	3 (1%)	15 (6%)	-	18 (7%)
Total	131 (54%)	69 (29%)	40 (17%)	240 (100%)

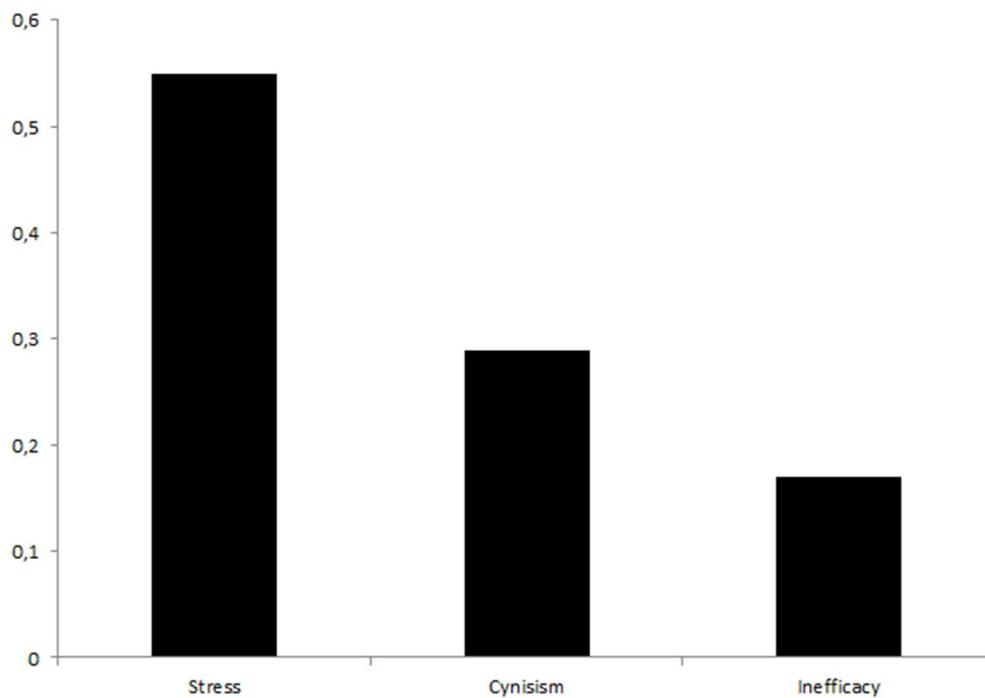


Figure 1. Percentages of the forms of doctoral students' disengaging experiences (f = 240).  
132x93mm (120 x 120 DPI)

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

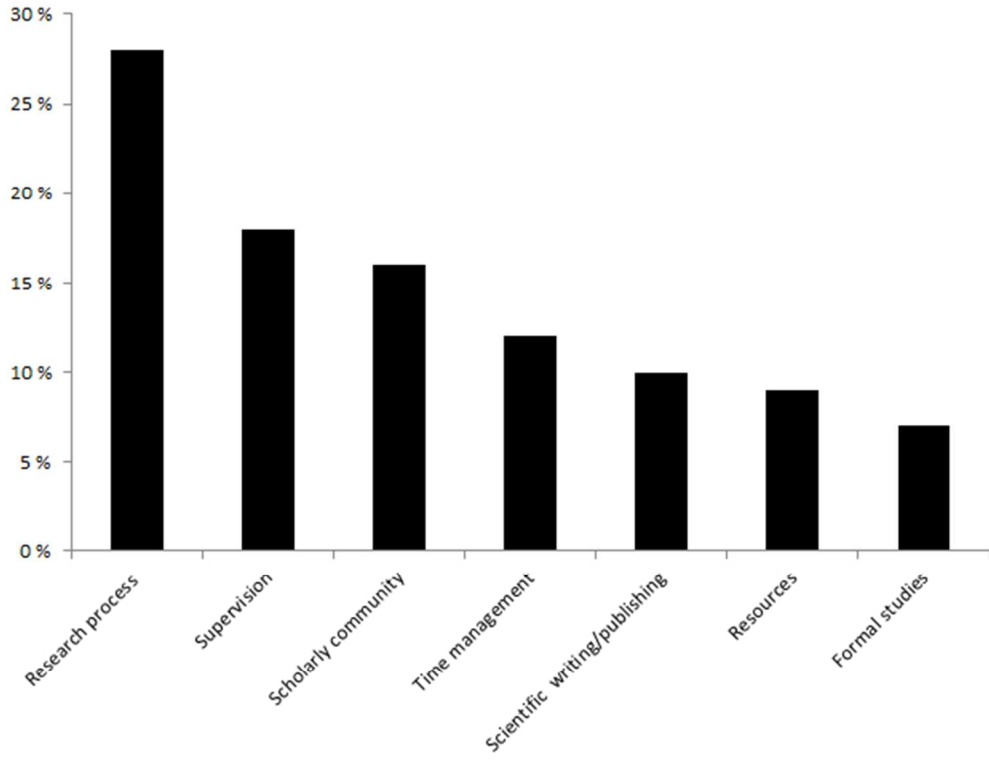


Figure 2. Percentages of disengaging experiences (f = 240) taking place during various activities of academic life.  
132x102mm (120 x 120 DPI)

Pre-View Only

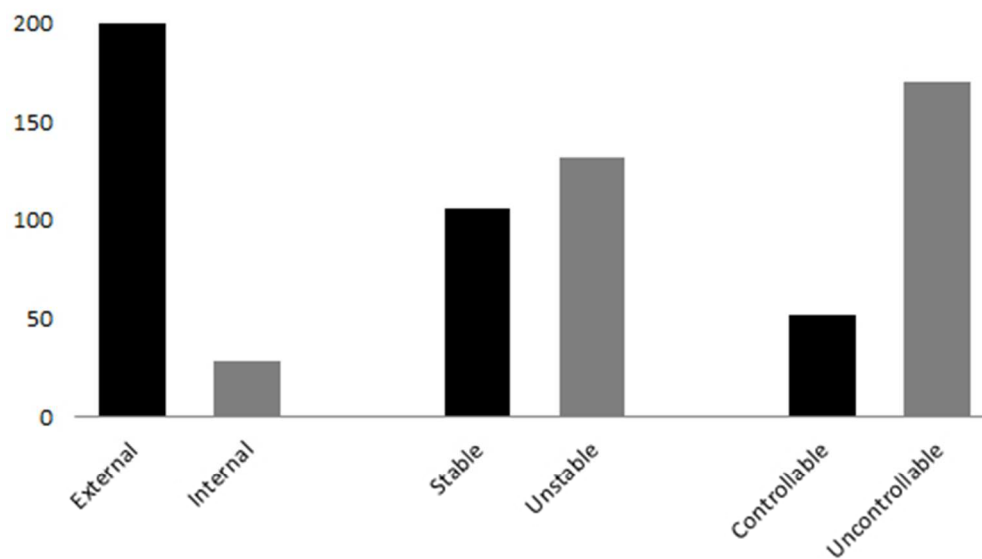


Figure 3. Attribution dimensions of students' disengaging experiments (f = 240).  
110x66mm (120 x 120 DPI)

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

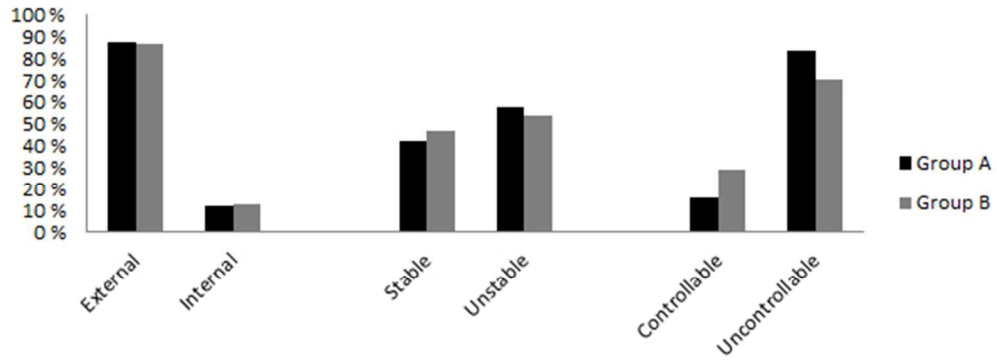


Figure 4. The attribution dimensions of Groups A and B.  
126x47mm (120 x 120 DPI)

Peer Review Only