

Understanding the Support Received by K-12 Administrators who Complete their Doctor of Education

Goal

The purpose of the research was to gain an understanding of the support (or not) K-12 administrators received in completing their doctor of education program

Introduction

Given the large percentage of EdD students who do not complete their degree (Loftis, 2001) it is important to understand the aspects of the EdD students' experiences that supported them (or not) in earning their degree. This research will be used to inform the scholarly and practical community to best serve K-12 administrators who wish to pursue their doctor of education.

Abstract

This research was conducted to gain an understanding of the experiences of K-12 administrators who complete their doctor of education program in a College of Professional Studies. The research seeks to understand what aspects of students' experiences supported them (or not) in earning their degree.

Acknowledgement

Thank you to Northeastern University College of Professional Studies EdD program for their willingness to support my research. As well as my participants whose time, effort and insights made this study possible.

Outcomes

Areas of Support	Areas of Needed Support
Family	Flexibility in taking courses
Professional	Flexibility in taking a term off
Themselves – determination & ability to make sacrifices	
Connection with at least 1 faculty member	
Connection with fellow students	

Approximately 50% of doctoral students across disciplines *do not* complete their degree!

Participants

- Completed EdD in the same College of Professional Studies within the past twelve months
- Held positions as K-12 administrators the entire time they were completing their degrees. (Superintendent, Principals, Assistant Principal, Director of Human Resources)
- Held their professional positions for at least 3 years prior to reaching the doctoral thesis phase
- Married and had children under the age of 18

References

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