

# Sex Disaggregated Data (SDD) Analysis: Unveiling Educational Journeys of BSBA Marketing Management Graduates

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## ABSTRACT

This study determines the differences in profile and academic experiences of BSBA Marketing Management from Mariano Marcos State University (MMSU) from SY 2013-2014 to SY 2017-2018 using Sex Disaggregated Data (SDD) analysis and a descriptive research design. The data for 208 graduates was collected through an online survey. The study shows gender differences in various aspects, including civil status, region of origin, residence, honors, scholarships, and motivations for pursuing the degree.

Male graduates were mainly single and residing in the city, while female graduates demonstrated greater geographic diversity and higher incidences of marital and parental responsibilities. Educational experiences highlighted that female graduates were more likely to receive academic honors (e.g., cum laude) and scholarships, whereas male graduates excelled in extracurricular activities. Motivations for degree pursuit also varied, with peer influence being more significant for males and familial influence being more critical for females.

The findings suggest several strategies to address gender disparities in the BSBA Marketing Management program. These strategies include advanced scholarship programs, support services for female students, promotion of extracurricular activities among female students, career guidance and job networking, and flexible and accessible course offerings. The goal is to create a more equitable educational environment, ensuring equal opportunities and support for both male and female students.

This study contributes to the existing research about gender equality in education by emphasizing the need for strategies to support diverse student needs and an inclusive academic environment.

**Keywords**— Gender Disparities, Academic Experiences, BSBA Marketing Management, Scholarships and Educational Equality

## INTRODUCTION

Marketing professionals continuously evolve in a dynamic and rapidly changing field, continually learning new skills and practices to stay ahead of the ever-evolving marketplace, consumer needs, and trends, ensuring their success in the ever-evolving marketing landscape (Church & Iyer, 2018). Developing effective marketing capabilities significantly enhances a company's competitive advantage, and improves its business performance (Mehta & Hadi, 2020).

BSBA in Marketing Management graduates had various career paths and encountered many issues and challenges in their studies. Gender is one of the many factors that could make these experiences differ so much from each other. Gender disparity in education refers to the differences in access and opportunities for education between males and females, affecting enrollment, completion rates, quality of education, and subject choices (GGI Insights, 2024).

Mehta and Hadi (2020) examine the effect of gender on the learning experiences of students majoring in business. One critical part of the education of business majors is developing the behaviors and attitudes that will

shape the professional practices of graduates. As the use of group work and other forms of innovations to learning grows in business classes, increased acceptance of groups raises the question of whether men's and women's experiences with these assignments differ. From focus-group and survey data, the authors found that the attitudes and experiences of male and female business students were significantly different.

Gender inequalities in schooling have shifted dramatically, with females currently exceeding males in academic performance and graduation rates. Research has investigated the reasons for these disparities, identifying patterns of inequality from kindergarten to college completion (McDaniel & Phillips, 2018). Despite progress toward gender equality, there are still differences in educational experiences and achievements between genders (Nduagbo, 2020).

This study explored these differences using a Sex Aggregated Data (SDD) analysis approach. This study determined how gender affects BSBA Marketing Management graduates' experiences and outcomes at Mariano Marcos State University City of Batac, Ilocos Norte, from SY 2013–2014 to SY 2017–2018, at the College of Business, Economics, and Accountancy. Adopted the gender role-oriented questions from the CHED-Graduate Tracer Study (CHED-GTS) survey questionnaire and utilized it as a research tool.

The findings of this research seek valuable insights for the institution's policymakers and other stakeholders. By understanding the gender-specific experiences and challenges of BSBA Marketing Management graduates from SY 2013-2014 to SY 2017-2018, strategies can be developed to address any identified disparities and ensure an equitable educational environment for all students. Ultimately, this research addresses gender equality in education, particularly within Business Administration.

The study determined the differences in profile and academic experiences between male and female graduates of the Bachelor of Science in Business Administration (BSBA) major in Marketing Management SY 2013-2014 to SY 2017-2018 using sex-disaggregated data (SDD) analysis, and determined strategies that could be employed to address any observed gender disparities in their educational journeys and outcomes.

Specifically, this study sought to determine the profile of the BSBA Marketing Management graduates in terms of civil status, region of origin, province, and location of residence; determine how male and female BSBA Marketing Management graduates differ in their academic experiences in terms of honors or awards received, scholarship, professional skills, and reasons for taking the course or pursuing the degree; and determine what strategies can be implemented to address any identified gender disparities in the profile and academic experience of BSBA Marketing Management graduates?

This study examines the differences in profile and academic experiences of BSBA Marketing Management graduates from 2013-2014 to 2017-2018 using sex-disaggregated data analysis. Research focuses on civil status, the region of origin, province, and residence, as well as differences in honors, awards, scholarship, professional skills, and reason for pursuing the degree. The study used a descriptive design and an online survey to collect graduates' data, with frequency and percentage as statistical tools. Strategies to address gender disparities in educational outcomes are suggested.

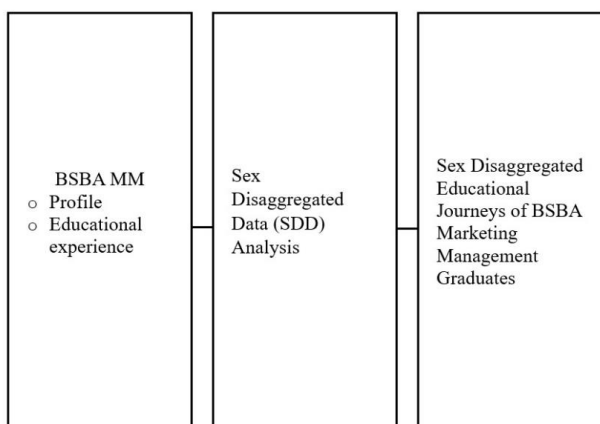


Figure 1. Conceptual Framework

The study used descriptive research to determine the profile and educational experiences of BSBA Marketing Management graduates. The CHED-Graduate Tracer Study (CHED-GTS) instrument was used for the Sex Aggregated Data (SDD) analysis. Google Forms and social media platforms were used to collect data from graduates. The goal was to collect quantitative information on BSBA Marketing Management graduates. The respondents were 208 graduates, representing 37.41% of the 556 graduates from 2013–2014 to 2017–2018. Although the actual respondents fall short of the target sample size of 278 graduates nevertheless, this is within the range of the expected response rate for graduate tracer studies, which is between 30 and 60 percent (Schomburg, 2003).

Year Graduated	N	n	M	F	%
SY 2013-2014	95	35	6	29	36.84%
SY 2014-2015	107	43	13	30	40.19%
SY 2015-2016	122	46	13	33	37.70%
SY 2016-2017	105	45	9	36	42.86%
SY 2017-2018	127	39	8	31	30.71%
<b>Total</b>	<b>556</b>	<b>208</b>	<b>49</b>	<b>159</b>	<b>37.41%</b>

Figure 2. Population of the Study

### The Profile of the BSBA Marketing Management Graduates

The BSBA Marketing Management graduates' general information profile discusses their civil status, the region of origin, the province and location of residence.

Table 1. Civil status of the BSBA Marketing Management Graduates

Profile				
	Male		Female	
Civil Status	<i>f</i>	%	<i>f</i>	%
Single	47	96%	137	86%
Married	2	4%	20	12%
Single Parent	-	-	1	1%
Separated	-	-	1	1%
<b>Total</b>	<b>49</b>	<b>100%</b>	<b>159</b>	<b>100%</b>

Table 1 illustrates the civil status of BSBA Marketing Management graduates by sex. The results show differences in civil status between male and female graduates.

96% of male graduates are single, with just 4% married. There are no single parents or separated people among the male graduates. This high ratio of single male graduates indicates that the majority of male in this cohort

were likely focused on their education and professions during this time, without the added obligations of marriage or family.

In contrast, female graduates have a varied civil status. Most of them, 86%, are single, while 12% are married. In addition, some female graduates are single parents (1%) and separated (1%), each of the female cohort. This could mean that females are juggling many roles and responsibilities with school.

The higher percentage of married female graduates in comparison with their male counterparts possibly suggests that females, at least for this cohort, either marry young or are more likely to take up higher education with marital responsibilities. Secondly, among the female graduates, there are single parents and separated ones, indicating some women students who may be dealing with multiple challenges, raising a child while simultaneously carrying out academic responsibilities, or experiencing the effects of separation.

Table 2. The region of origin of the BSBA Marketing Management Graduates

<b>Profile</b>				
	<b>Male</b>		<b>Female</b>	
<b>Region of Origin</b>	<i>f</i>	%	<i>f</i>	%
Region 1	46	94%	145	91%
Region 2	2	4%	6	4%
Region 4	-	-	1	1%
Region 5	-	-	1	1%
NCR	1	2%	2	1%
CAR	-	-	4	3%
<b>Total</b>	<b>49</b>	<b>100%</b>	<b>159</b>	<b>100%</b>

Table 2 indicates the regional origins of BSBA Marketing Management graduates, disaggregated by sex. Region 1 is home to the majority of male and female graduates, accounting for 94% of males and 91% of females. This dominance of graduates from Region 1 demonstrates the region's significant contribution to the BSBA Marketing Management program at Mariano Marcos State University's College of Business, Economics, and Accountancy, implying that the university is a top choice for students in the region.

The remaining 6% is shared between Region 2 (4%) and the National Capital Region (NCR) (2%). The program has no male graduates from Regions 4 and 5, or even the Cordillera Administrative Region (CAR). This could be a result of higher regional preferences or a lack of opportunities for males from other regions to enroll in the program.

Female respondents, on the other hand, are more geographically diverse. Specifically, 4% are from Region 2, 1% from Region 4, 1% from Region 5, 1% from NCR, and 3% from CAR. It may thus indicate that female students are more likely to come from all across the country, either because they are more mobile or because women are more ready to study outside their home region.

If there were representatives from numerous locations among the graduating females as opposed to the males, this would indicate that the BSBA Marketing Management program has attracted more geographical variety among its female students. This could be due to improved support systems, or even perceived diversity within

the program.

Table 3. Province of the BSBA Marketing Management Graduates

<b>Profile</b>				
	<b>Male</b>		<b>Female</b>	
<b>Province</b>	<i>f</i>	%	<i>f</i>	%
Ilocos Norte	46	94.00%	140	88%
Cagayan	1	2.00%	6	3%
Apayao	-	-	3	1%
Ilocos Sur	-	-	4	2%
Isabela	1	2.00%	1	1%
Metro Manila	1	2.00%	1	1%
Camarines Norte	-	-	1	1%
Cavite	-	-	1	1%
Alberta, Canada	-	-	1	1%
Chilliwack, Canada	-	-	1	1%
<b>Total</b>	<b>49</b>	<b>100%</b>	<b>159</b>	<b>100%</b>

Table 3 shows the province of the BSBA Marketing Management Graduates. Ilocos Norte is home to the vast majority of both male and female graduates, accounting for 94% of males and 88% of females. This dominance highlights the important role that Ilocos Norte plays in the BSBA Marketing Management program at the College of Business, Economics and Accountancy, Mariano Marcos State University, implying that the university is a top choice for students from this province.

The remaining 6% of male graduates are spread among Cagayan (2%), Ilocos Sur (2%), Isabela (2%), and Metro Manila (2%). This indicates a strong regional preference or fewer possibilities for males from other provinces to participate in the program.

In contrast, female graduates have a more diversified regional distribution. Aside from the majority from Ilocos Norte, 3% come from Cagayan, 2% from Apayao, 2% from Ilocos Sur, 1% from Isabela, 1% from Metro Manila, 1% from Camarines Norte, 1% from Cavite, and 1% from Alberta and Chilliwack, Canada. The distribution of students appears to be more diversified among females, which might be attributed to increased mobility or a preference for pursuing education beyond their native province.

Table 4. Location of residence of the BSBA Marketing Management Graduates

<b>Profile</b>				
	<b>Male</b>		<b>Female</b>	
<b>Location of Residence</b>	<i>f</i>	%	<i>f</i>	%
City	30	61%	71	45%

Municipality	19	39%	88	55%
<b>Total</b>	<b>49</b>	<b>100%</b>	<b>159</b>	<b>100%</b>

Table 4 shows the location of residence of the BSBA Marketing Management graduates. Of the 49 male graduates, 61% live in cities and 39% in municipalities. In comparison, just 45% of the 159 female graduates live in cities, with the majority (55%) living in municipalities.

This data shows a considerable difference in residential patterns among male and female graduates. Males are more likely to live in city areas than females. The larger proportion of males living in cities (61%) than females (45%) shows that males may have more access to urban-based educational or career options, which may affect their decision to reside in cities. On the other hand, the fact that the majority of female graduates live in municipalities (55%) may indicate that females prefer or have greater possibilities in rural or suburban settings, or it may represent socioeconomic or cultural factors influencing their residential choices.

These differences in residential locations could have implications for their educational and professional experiences. For example, living in a city may give more access to different career options, professional networks, and additional schooling, perhaps providing male graduates an edge in these fields. Female graduates living in municipalities, on the other hand, may confront unique obstacles and possibilities, such as deeper community ties and diverse employment marketplaces, which may impact their career pathways and professional growth

### Educational Experience of the BSBA Marketing Management Graduates

This section describes the educational experiences of BSBA Marketing Management graduates, including the year they graduated, honors or awards received, scholarship, professional skills, and reason for taking the course or pursuing the degree.

Table 5. Honors or awards received by the BSBA Marketing Management graduates

Educational Experiences				
	Male		Female	
Honors or Awards Received	<i>f</i>	%	<i>f</i>	%
Cum Laude	-	-	6	4%
Most Promising Marketing Manager	1	2%	-	-
Mr. University	1	2%	-	-
Leadership Award	-	-	1	1%
Varsity Award	1	2%	-	-
None	46	94%	152	95%
<b>Total</b>	<b>49</b>	<b>100%</b>	<b>159</b>	<b>100%</b>

Table 5 illustrates the educational experiences of BSBA Marketing Management graduates, specifically the honors and awards they received, disaggregated by sex. Among the male graduates, the majority, or 94%, did not receive any honors or awards, with a small fraction (2%) each receiving titles such as Most Promising Marketing Manager, Mr. University, and Varsity Award. Conversely, 95% of the female graduates did not receive any honors or awards, but a notable 4% graduated *cum laude*, and 1% received a Leadership Award.



This data reveals that a small percentage of the male and female graduates received honors or awards, indicating that the majority did not attain such recognitions. However, there are marked differences in the types of honors and awards received between the sexes. The presence of female graduates achieving *cum laude* status (4%) stands out, as no male graduates attained this distinction. This suggests that, within this sample, female graduates may have exhibited higher academic performance than their male counterparts.

On the other hand, male graduates received numerous awards related to extracurricular and leadership activities, such as Most Promising Marketing Manager, Mr. University, and Varsity Award. These awards, although not academic, highlight that male graduates may have been more involved or recognized in activities outside the classroom. The absence of similar awards among female graduates could indicate a lower participation rate in these areas.

The significant finding here is the gender-based distinction in the types of honors and awards received. Female graduates tend to excel academically, as indicated by the *cum laude* honors, while male graduates are more likely to receive awards related to extracurricular achievements. This suggests that male and female students might have different focuses or strengths during their academic journeys, with males possibly leaning more towards extracurricular involvement and females towards academic excellence.

Table 6 Scholarships received by the BSBA Marketing Management graduates.

Educational Experiences				
	Male		Female	
	<i>f</i>	%	<i>f</i>	%
Batac City Scholar	-	-	7	4%
Barangay Scholar	-	-	1	1%
CHED	1	2%	1	1%
College Scholar	1	2%	5	3%
Laoag City Scholar	1	2%	-	-
Manag Imee Scholar	-	-	6	3%
Municipal Scholar	-	-	4	2%
NCIP EAP	-	-	1	1%
Provincial Scholar	4	8%	2	1%
SIRIB Scholar	1	2%	8	5%
SK Scholar	-	-	1	1%
SUC DTP	-	-	1	1%
Varsity	1	2%	3	2%
None	40	82%	119	75%
<b>Total</b>	<b>49</b>	<b>100%</b>	<b>159</b>	<b>100%</b>

An overview of the scholarship distribution by gender among BSBA Marketing Management graduates is shown in Table 6. Of the 49 male grads, 82% had received no other scholarship. However, 75% of the female graduates received no scholarships, suggesting that the percentage of female graduates who received scholarships is greater than that of male graduates.

The Provincial Scholar Award was the most availed scholarship among male graduates, accounting for 8% of all male graduates. A total of 2% of male graduates availed other scholarships, such as CHED, College Scholar, Laoag City Scholar, SIRIB Scholar, and Varsity awards. Notably, no scholarships were given to male graduates under the SUC DTP, SK Scholar, NCIP EAP, Municipal Scholar, Barangay Scholar, Manag Imee Scholar, or Batac City Scholar programs.

The distribution of scholarships among female graduates was more diverse. The scholarships that female graduates most frequently applied for were the SIRIB Scholar (5%) and the Batac City Scholar (4%) awards. Some scholarships, including CHED, College Scholar, Manag Imee Scholar, Municipal Scholar, NCIP EAP, SK Scholar, SUC DTP, and Varsity awards, were received by 1% to 3% of female graduates. It's noteworthy to note that more male grads than female graduates received scholarships, such as the Laoag City Scholar and Provincial Scholar.

The results of this data show that there is a gender difference in the types and frequencies of scholarships that were awarded. Compared to their male counterparts, female graduates have more access to scholarships. Given that only female graduates received scholarships such as the SIRIB Scholar, Batac City Scholar, and Manag Imee Scholar, there are likely opportunities or privileges in scholarship programs specific to gender.

The higher percentage of female graduates who received scholarships may be due to better academic standing, a more active search for financial help, or specifically designed scholarship programs that support female students. However, the percentage of male graduates who were awarded the Provincial Scholar title can be the result of unique programs or resources that support male students.

Gender-specific requirements and possibilities in scholarship programs should be considered, as these differences highlight. Ensuring equal access to financial aid for male and female students not only lowers financial obstacles but also supports the development of a diverse and inclusive academic environment. Additionally, by understanding the reasons behind these variations, more efficient scholarship programs that cater to the unique needs of both genders can be created.

Table 7 Reason for taking or pursuing the degree as BSBA Marketing Management

<b>Educational Experiences</b>				
	<b>Male</b>		<b>Female</b>	
<b>Reason(s) for Taking or Pursuing the Degree*</b>	<i>f</i>	%	<i>f</i>	%
High grade in the course or subject area (s) related to the course	6	12%	7	4%
Good grades in high school	7	14%	9	6%
Influence of parents or relatives	10	20%	41	26%
Peer influence	19	39%	38	24%
Inspired by a role model	7	14%	23	15%
Strong passion for the profession	15	30%	46	29%
Prospect for immediate employment	25	51%	80	50%



Status or prestige of the profession	11	22%	11	7%
Availability of course offering in the chosen institution	18	37%	47	30%
Prospect of career advancement	20	41%	59	37%
Affordable for the family	13	27%	39	25%
Prospect of attractive compensation	11	22%	25	16%
Opportunity for employment abroad	8	16%	23	15%
No particular choice or no better idea	3	6%	7	4%
Others	1	2%	1	1%
<i>*Multiple Response</i>				

Table 7 shows the reason for taking or pursuing the degree as BSBA Marketing Management. The data shows that male and female students have different reasons for wanting to pursue degrees based on their gender. Males are more likely than female to mention peer influence as a factor (39% vs. 24%). This implies that when it comes to choosing an educational path, men are more likely to be affected by their friends. However, compared to just 20% of men, 26% of women said they had been influenced by their parents or other family members, suggesting that women are more likely than men to be influenced by their peers when making educational decisions.

Both genders highly value the prospect of immediate employment, with 51% of males and 50% of females citing it as a reason. This similarity underscores the importance of job security and employability in educational choices for both genders. Additionally, the availability of course offerings in the chosen institution is more significant for females (30%) than males (37%), suggesting that females are more pragmatic in their educational choices, prioritizing the availability of courses.

Both genders highly value the prospect of immediate employment, with 51% of males and 50% of females citing it as a reason. This similarity underscores the importance of job security and employability in educational choices for both genders. Additionally, the availability of course offerings in the chosen institution is more significant for females (30%) than males (37%), indicating that women are more practical in their educational decisions and give course availability a higher priority.

Career advancement prospects are equally important for both genders, with 41% of males and 37% of females considering it a key factor, reflecting a shared ambition for career growth and future opportunities. A strong passion for the profession is similarly important for both genders, with 30% of males and 29% of females identifying it as a key motivator, indicating a shared intrinsic motivation in pursuing their chosen fields.

These insights suggest that educational institutions and policymakers should consider these gender differences when designing programs and support systems to better cater to the distinct needs and motivations of male and female students.

### **Strategies for Addressing Gender Disparities in the Profile and Academic Experience of BSBA Marketing Management Graduates**

Based on an analysis of the profiles and academic experiences of BSBA Marketing Management graduates, several strategies have been identified to address gender disparities.

#### **1. Advanced scholarship programs**

There is a need to set up targeted scholarship programs in universities for male students to remedy the disparity in scholarship distribution. This would include creating specific scholarships for males that have excelled in

academics or in extracurricular activity and increasing awareness and making more widely known existing scholarships for which students of both sexes could compete.

## 2. Support Services for Female Students

Keeping in mind that female students have to play more roles simultaneously, pertaining to their status either as a single parent or managing marital responsibilities within the family, the universities should ensure comprehensive support services. Those could include providing child care, flexible scheduling, counseling services, workshops in time management, and stress relief. All these services would enable female students to better manage school and life issues.

## 3. Promotion of Extracurricular Activities among Female Students

The need is to actively promote, create an enabling environment that puts more females in leadership and other extracurricular activities. This can be further enhanced with the help of mentorship, wherein successful females, alums from the university, guide the present students to bring out more participation.

## 4. Career Guidance and Job Networking

Career counseling, responsive to certain needs and aspirations of both genders, would be very instrumental for male and female students. In the light of this fact, universities should provide networking arrangements for workshops and internship opportunities so that both sexes have equal opportunities in professional growth. Special attention can be paid to the development of pathways in career advancement for female students who, more than men, base their educational choices on this issue.

## 5. Flexible and Accessible Course Offerings

Providing flexible course scheduling and online learning at the universities would be in line with the diversity of students' backgrounds and needs. This would be done to the great advantage of female students—housebound or with geographic constraints. When course offerings are outreached and are inoffensive to all, there is a window open toward helping male and female students to make practical and better-informed educational decisions.

These strategies, if implemented, would bring more balance and support into the educational setting. This is directly related to eradicating gender disparities and facilitating class success among BSBA Marketing Management graduates.

## CONCLUSIONS

The study determined the differences in the profile and academic experiences of BSBA Marketing Management graduates from 2013-2014 to 2017-2018 using sex-disaggregated data analysis. The results of the graduates' profiles revealed disparities between genders. A higher percentage of male graduates were single, compared to females. Contrarily, a number of females were either married, single parents, or separated. A majority of the graduates, both male and female, were from Region 1 and Ilocos Norte. However, female graduates showed greater geographic diversity. Moreover, male graduates were primarily residing in cities, while female graduates were more prevalent in municipalities.

Educational experiences also varied by gender. Female graduates were more likely to have received academic honors such as *cum laude*, while male graduates were more frequently noted for extracurricular accomplishments. In addition, more female graduates received scholarships compared with graduated males. For the motives, both gender respondents claimed that job security and available course offerings highly influenced them in pursuing their degrees. On the other hand, peer pressure had a greater effect on male graduates, and parents or relatives on female graduates.

Addressing the gender disparity in scholarship distribution requires the creation of scholarships specifically for male students and increasing awareness of existing scholarships available to all genders. To help female students juggle their multiple roles and responsibilities, comprehensive support services such as childcare, flexible

scheduling, counseling, and workshops should be implemented. It is also crucial to encourage and facilitate greater participation of female students in leadership and extracurricular activities through mentorship programs and supportive environments. Additionally, providing gender-responsive career counseling and networking opportunities can support the professional growth of both male and female students, with a particular focus on career advancement for female students. Lastly, offering flexible course scheduling and online learning options can accommodate the diverse needs of students, especially female students who may face geographic or familial constraints.

This study brings attention to the substantial gender disparities found in the profiles and academic experiences of BSBA Marketing Management graduates. By recognizing and understanding these differences, the university can develop strategies to establish a fairer and more equal academic environment. The implementation of targeted scholarship programs, support services, and flexible course offerings can effectively mitigate these disparities, leading to a more inclusive and supportive educational landscape for all BSBA Marketing Management students.

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