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## TRACER STUDY FOR DOCTOR OF PHILOSOPHY MAJOR IN BEHAVIORAL MANAGEMENT

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**Abstract:** The study examines the attributes and skills of graduates from the Doctorate program in Behavioral Management at UNC. The study employed a Descriptive Research Design to describe the status of graduates under the Doctor of Philosophy Major in Behavioral Management. A survey questionnaire was administered through Google Forms, and the samples involved graduates from 2012 to 2020. Data interpretation utilized frequency, percentage, and weighted mean. The results show that graduates demonstrate a strong level of agreement on manifesting expected attributes, with a strong emphasis on social justice and general welfare. The program's educational objectives were largely manifested among graduates, with a strong emphasis on leadership, management, and transformative action. Graduates have a high rate of securing stable, full-time positions, particularly in academic roles, with relatively high incomes. The study also highlights the importance of soft skills, such as Human Relations, in the modern workplace. The study concludes that the university's programs focus more on developing broader, socially conscious skills rather than specific leadership or communication skills. The program should consider integrating entrepreneurial activities, promoting leadership and communication, and encouraging applied research.

*Keywords: Behavioral Management, Graduate Attributes, Program Educational Objectives*

## INTRODUCTION

Ph.D. in Behavioral Management emphasizes collaboration across psychology, marketing, economics, and public policy disciplines. Students are encouraged to work on research projects with multiple faculty members, tailoring their studies to match their unique interests. The essence of these programs lies in equipping graduates with the knowledge and skills to address complex human behavior challenges in academia, research, consulting, and leadership roles. Through active intellectual interchange, students develop the ability to design and evaluate behavioral research, gaining exposure to a wide array of methods, behavioral insights, and research applications.

Behavioral management encompasses various strategies aimed at improving outcomes in different settings. In the context of animal research, behavioral management programs focus on enhancing welfare by providing socialization, environmental enrichment, and opportunities for voluntary participation in research procedures (Block et al., 2022). For children with primary headaches, behavioral headache management is recommended as a first-line preventive intervention to reduce pain frequency, increase control, and limit medication reliance (Schapiro et al., 2021). In organizational settings, Organizational Behavior Management (OBM) targets

performance improvement and organizational change to enhance productivity and employee satisfaction. Time management strategies, such as planning schedules, setting boundaries, and delegating tasks, are crucial for maximizing productivity in busy professions like behavior analysis (Time Management the Behavioral Way, 2022). These diverse approaches highlight the importance of tailored behavioral management techniques across different domains for optimal outcomes.

To assess if these competencies are visible in the workplace, a tracer study is conducted. Tracer studies are an important tool for evaluating the success and impact of graduate degree programs. By surveying alumni about their career paths and outcomes after graduation, tracer studies provide valuable feedback to universities and departments on the relevance and quality of their programs. This information can be used to make improvements and ensure that programs are effectively preparing students for success in their chosen fields.

This tracer study focuses on graduates of the Ph.D. in Behavioral Management program at the University of Nueva Caceres. The Ph.D. in Behavioral Management is an advanced research degree that trains students in applying behavioral science principles to management challenges in organizations. Graduates are prepared for careers in academia as researchers and professors and in applied roles such as organizational consultants, chief behavioral officers, and behavioral design leaders in private companies and public sector organizations.

By surveying graduates about their program experiences and subsequent careers,

this study provides valuable insights to the department and university leadership. The findings will inform efforts to ensure the continued excellence and evolution of the Ph.D. in Behavioral Management program. The study will also highlight the important work being done by program alumni to advance the science and practice of behavioral management in organizations around the world.

### **Statement of the Problem**

This study aims to gather relevant information on the career advancements of graduates of the Doctor of Philosophy in Behavioral Management of the University of Nueva Caceres (2019 to 2022).

Specifically, this aims to answer the following questions:

1. What is the personal and employment profile of the graduates?
2. What are the skills learned by the graduates under the PhD in Behavioral Management program?
3. What is the level of manifestation of graduate attributes shown by PhD in Behavioral management after graduation?
4. What is the level of manifestation of Program Educational Objectives shown by PhD in Behavioral Management after graduation?

### **Scope and Delimitation**

This study sought the relevant information for the graduates of PhD in Behavioral Management of the University of Nueva Caceres. The study was limited by the year in which the respondents graduated, that is from Batch 2019 to 2022. 12 respondents who answered through Google Forms were subjected to the data analysis.

### **Theoretical Framework**

This study is based on the Theory of Employability by Hillage and Pollard, and the Key to Employability Model by Dacre Pool and Sewell.

**Theory of employability.** Hillage and Pollard (1998) defined employability as “the capability to move self-sufficiently and within the labor market to realize potential through sustainable employment.” They suggest that employability is a dynamic concept that depends upon factors such as knowledge, skills, and attitudes, or the Employment Assets; Deployment, or the use of the said skills including career development and awareness both of self and employment opportunities; Presentation, or the ability to secure an appropriate position through competent curriculum vitae writing skills or interview techniques, and Context Factors, which are related with the external socioeconomic factors and personal circumstances of the candidate.

**Key to Employability Model.** Dacre Pool and Sewell (2007) proposed a model that is directly applicable and accessible to all stakeholders in higher education and explained that employability is not only about being successful in the position obtained, but it is also equally important to have satisfaction with the job. Thus, they identified five essential components of

employability anchored on the definition “Employability is having a set of skills, knowledge, understanding, and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful.” These components are students’ expertise, including domain- specific knowledge, understanding, and skills. The second include generic skills or “the skills, which can support study in any discipline, and which can potentially be transferred to a range of contexts, in higher education or the workplace” as defined by Bennett, et al. (1999) in their Model of Course Provision in Higher Education. The third component includes emotional intelligence competencies which entail the employee has the skills to stay motivated and maintain harmonious interpersonal relationships. The fourth component talks about career development learning, for which they explained that the person must take steps in creating and taking advantage of opportunities for reflecting on their abilities and interests to maintain not only their satisfaction but also their success in the job. Lastly, the authors proposed that the workers must bank on their work and life experiences; that is, they must take advantage of these experiences to increase their employability.

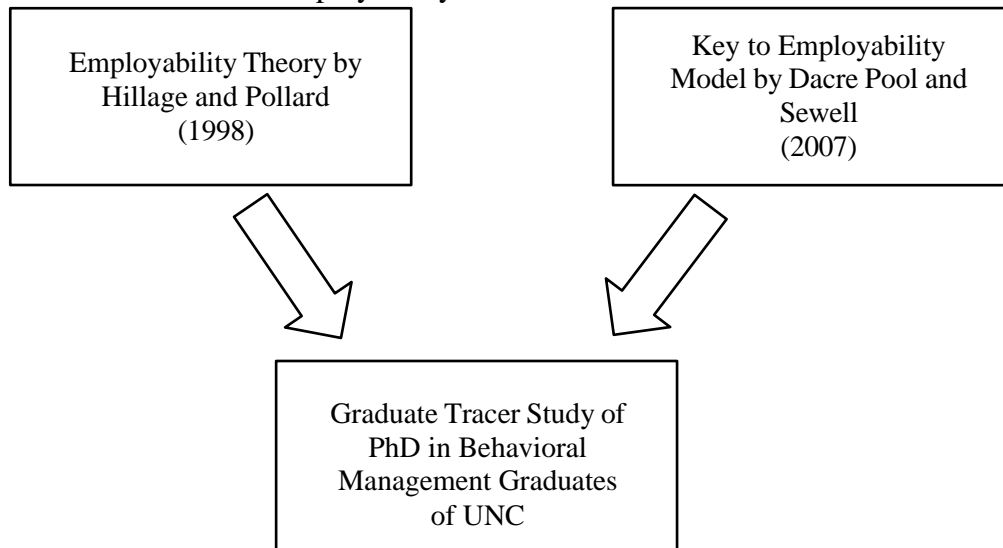


Figure 1. Theoretical framework

## METHODOLOGY

This tracer study employed a Descriptive Research Design to describe the status of graduates under the Doctor of Philosophy Major in Behavioral Management. It also described the graduates' extent of manifestation of the school's graduate attributes and the program's educational outcomes. Also, a survey questionnaire was administered through Google Forms where samples of this study involved graduates from 2012 to 2020. Moreover, data interpretation utilized frequency, percentage, and weighted mean.

## RESULTS AND DISCUSSION

### Profile of Behavioral Management Graduates

The employment profile of Behavioral Management graduates shows that the majority are in regular or permanent employment (92%), ranking as the highest employment status, with one being self-employed (8%). The majority of them work within Bicol (92%) while one is working overseas (8%). However, in terms of industry, data shows a high concentration (85%) in the Education sector, with the next highest being Agriculture, Hunting and Forestry, and Research, both at 8%. Furthermore, the data also shows a relatively high income among the graduates, with no individuals earning less than Php 30,001 to Php 40,000 and the highest income reaching a range above Php 80,000 (25%). Table 1 presents the employment profile of the participants.

These results suggest that Behavioral

Management graduates have a high rate of securing stable, full-time positions after completing their studies, specifically within their local area or region. Specifically, the data suggests that the majority of these doctorate holders find the most employment opportunities in academic roles compared to other employment industries. While the table does not directly compare income levels to the general population, the high percentages in the upper-income ranges also imply that doctorate graduates tend to have relatively high incomes compared to the average worker. This aligns with the general understanding that doctorate holders often find success in academic, research, and specialized roles within their local or regional contexts.

Comparing the findings of this data with the literature, doctoral graduates in the West tend to secure non-academic employment, but similar to the results of this study, east Asian nations are less receptive to this trend (Yang & Fumasoli, 2024). Likewise, Huang (2023) found an increase in doctoral graduates finding employment in universities and more private sectors. This preference for academic careers, which are typically more localized, further supports the notion that Asian doctorate graduates are more likely to find employment opportunities within their home regions and communities after completing their studies. But doctorate degrees do not always mean higher pay (Fraguas-Sánchez et al., 2023 )The current data, however, suggests that doctorate graduates can secure jobs with relatively stronger prospects than average. Overall, these indicate that Asian doctorate graduates, such as these graduates, are more likely to be concentrated in the education sector, finding employment opportunities within academia that offer a relatively well-paying prospect.

**Table 1***Employment Profile of Behavioral Management Graduates*

<b>Employment Status</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
Regular or Permanent	12	92%	1
Temporary/Project Based	0	0%	4.5
Casual / Job Order	0	0%	4.5
Contractual	0	0%	4.5
Self- employed	1	8%	2
Piece-Rate / "Pakyaw"	0	0%	4.5
<b>Total</b>	<b>13</b>	<b>100%</b>	
<b>Place of Work</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
Within Bicol	11	92%	1
Outside Bicol	0	0%	3.5
Overseas	1	8%	2
Within Bicol but Clients are Nationwide and/or Abroad	0	0%	3.5
<b>Total</b>	<b>12</b>	<b>100%</b>	
<b>Line of Business</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
Agriculture, Hunting and Forestry	1	8%	2.5
Fishing	0	0%	11
Mining and Quarrying	0	0%	11
Manufacturing	0	0%	11
Electricity, Gas and Water Supply	0	0%	11
Construction	0	0%	11
Wholesale and Retail Trade, repair of motor vehicles, motorcycles and personal and household goods.	0	0%	11
Hotels and Restaurants	0	0%	11
Transport Storage and Communication	0	0%	11
Financial Intermediation	0	0%	11
Real Estate, Renting and Business Activities	0	0%	11
Public Administration and Defense, Compulsory Social Security.	0	0%	11
Education	11	85%	1
Health and Social Work	0	0%	11
Other community, Social and Personal Service Activities	0	0%	11
Private Households with Employed Persons	0	0%	11
Extra-territorial Organizations and Bodies	0	0%	11
Research	1	8%	2.5
<b>Total</b>	<b>13</b>	<b>100%</b>	
<b>Gross Monthly Earning Range</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
Less than P 20,000	0	0%	6.5
P 20,001 to P 30, 000	0	0%	6.5

P 30,001 to P 40,000	1	25%	2.5
P 40,001 to P 50,000	0	0%	6.5
P 50,001 to P 60,000	1	25%	2.5
P 60,001 to P 70,000	1	25%	2.5
P 70,001 to P 80,000	0	0%	6.5
Above P 80,000	1	25%	2.5
<b>Total</b>	<b>4</b>	<b>100%</b>	

Table 2 presents the personal profiles of the participants. Results show that a majority of them are married (67%), most of whom are male (33%). Furthermore, the majority of participants graduated from the year 2020, while the least number of participants

graduated from 2017. Overall, the results indicate that most of the behavioral management graduates are married men who graduated in 2020.

**Table 2**

*Personal Profile of Behavioral Management Graduates*

<b>Civil Status</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
Single	4	33%	2
Married	8	67%	1
<b>Total</b>	<b>12</b>	<b>100%</b>	
<b>Gender</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
Male	7	58%	1
Female	5	42%	2
<b>Total</b>	<b>12</b>	<b>100%</b>	
<b>Year Graduated</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
2020	4	33%	1
2019	3	25%	2.5
2018	3	25%	2.5
2017	2	17%	4
<b>Total</b>	<b>12</b>	<b>100%</b>	

These results suggest a strong disparity in civil status, with marriage being the dominant status among those who graduated. This reflects that those who take doctoral degrees tend to be individuals who are already married. Men also tend to take up the degree more than women, which can be connected to women being more associated with familial roles, especially in cultures with stronger patriarchal affinity. As a result, women may tend to pursue higher education less due to these responsibilities. Furthermore, the largest population of graduates being 2020 can be attributed to several factors, such as a lower enrollment rate during the previous years or the higher graduation rates specifically during that year.

Indeed, Rockinson-Szapkiw and Watson (2020) generated findings that doctoral students tend to have family responsibilities, whether as spouses or parents. Furthermore, their findings also suggest that women tend to have poorer academic-family balance, as well as more desire to set boundaries between

their academic pursuits and family life. This could similarly explain why fewer women finished the doctoral program. On the other hand, data from the Philippine Statistics Authority (2023) points to higher educational attainment in 2020, with Management and Administration being among the most popular majors. Aside from reflecting the higher number of graduates that year, this data also suggests that management is among the main learning interests of Filipinos, which can further explain the higher number of graduates of the program.

**Skills Learned under Behavioral Management**

The graduates of a behavioral management degree are expected to learn several skills. Table 3 presents the skills learned under the University of Nueva Caceres' (UNC) doctoral program. Results show that the most promoted skill is Human Relations (10%),



while the lowest with equal percentages are Entrepreneurial Skills and Math Functional Skills (both 0%). The results highlight a

strong learning promotion of interpersonal skills compared to more technical skills under the program.

**Table 3**

*Skills Learned under Behavioral Management*

<b>Promotion</b>	<b>f</b>	<b>%</b>	<b>Rank</b>
Communication Skills	7	7%	6
Human Relations Skills	10	10%	1
Entrepreneurial Skills	0	0%	21.5
Creative Problem-Solving Skills	8	8%	3
Critical Thinking Skills	7	7%	6
Innovation	5	5%	9
Problem Sensitivity	1	1%	19
Planning & Organizing	8	8%	3
Decision Making	8	8%	3
Multi-tasking	3	3%	15
Work Standards	4	4%	12.5
Math Functional Skills	0	0%	21.5
English Functional Skills	1	1%	19
English Comprehension	2	2%	16.5
Self-Motivation	4	4%	12.5
Stress Tolerance	5	5%	9
Social Perceptiveness	2	2%	16.5
Teamwork	7	7%	6
Leadership Skills	4	4%	12.5
Customer Service	1	1%	19
Technical Skills	4	4%	12.5
Time Management Skills	5	5%	9
<b>Total</b>	<b>96</b>	<b>100%</b>	

The higher promotion of Human Relations suggests that there is a stronger emphasis on interpersonal skills compared to more technical competencies. This aligns with a growing emphasis on “soft skills” in the modern workplace, wherein employers seek professionals who can navigate complex situations involving other people adapt to change, and work well with others. In

contrast, the low promotion of entrepreneurial and math skills can suggest that the program focuses more on the operational efficiencies that can result from human relation skills as opposed to data analysis and idea generation that could be from entrepreneurial tendencies. Alternatively, this also highlights potential

skill gaps that can be addressed under the program.

Bhati's (2022) highlights the professional importance of soft skills in the workplace, with findings suggesting that these were professionally beneficial not only for social aspects but for one's advancement in the workplace. An article in the World Journal of Advanced Research and Reviews further emphasizes the importance of this trend towards the application of soft skills in the workplace (Vasanthakumari, 2019). The article concludes that although hard skills can help an individual secure employment, soft skills are what ensure a person's employability. This focus on interpersonal skills is also reflected in the current findings, which reflect human relations as being the highest among the promoted skills. Because this is the highest-promoted skill, it also suggests that the graduates are more equipped with skills that could help them secure promotions in the workplace.

### **Manifestation of Graduate Attributes**

Certain attributes are expected from the graduates in the doctorate programs of UNC. The findings on the Behavioral Management graduates show the strongest tendency toward being a socially conscious and just individual. "I am aware and committed...to the promotion of social justice and general welfare" ranked as the highest attribute with a weighted mean of 4.92. All attributes showed a strong level of agreement among the participants; however, being a good leader (4.50), finding it easy to express oneself (4.50), and embodying the traits (4.50) were among the lowest of these attributes. Table 4 presents the manifestation of graduate attributes.

The relatively low ranking of the previously mentioned attributes indicates that the

university's programs focus more on developing broader, socially conscious skills rather than specific leadership or communication skills. These imply that graduates can still perceive themselves as leaders, but not the necessary specific skills or experiences that would be expected of a leader, and neither the communication skills typically expected of one, at least when compared to the higher-ranked attributes. This can result from several reasons, fewer opportunities to lead in different settings and the experiences in communication or training that come with it. In contrast, the top-ranked attribute shows the school's strong promotion of social justice and its successful promotion. This can reflect the university's strong emphasis on social responsibility carried over through the program, as evident in the responses of the graduates. Overall, a strong level of agreement indicates that the graduates can strongly manifest these expected attributes.

With many students having graduated under the new normal of COVID-19, there have been new expectations in workplace conditions and an emphasis on social justice. Peredo et al. (2022) highlight the critical importance of integrating social justice in behavioral management, not just in education but practice. The article argues that by integrating social justice into the curriculum, these programs can empower graduates as catalysts for positive transformation in the workplace and community. UNC's current program aligns with the wider call for business education to be more responsive to pressing social changes and call for social awareness. On the other hand, the low-ranking attributes can highlight areas that need development within the program. While graduates demonstrate positive attributes, the university has more room to strengthen the development of specific skills like leadership,

communication, and self-awareness. By integrating more leadership development in the program, graduates can gain significant improvements in this area, similar to how

Uaikhanova et al. (2022) highlight the importance of developing leadership and management skills in modern education conditions.

**Table 4**

*Graduate Attributes Behavioral Management Graduates*

Attributes	Weighted Mean	Rank	Interpretation
I am driven to be excellent in school, work, and life.	4.58	5	SA
I can say that I am culturally-rooted and has good foundation on multiculturalism.	4.75	3	SA
I have good collaboration and team-building skills in my field of study/ work.	4.75	3	SA
I apply reason, logic, resourcefulness, imagination, and innovation in school, work, and everyday life.	4.75	3	SA
I consider myself as a good leader and possess vital leadership skills.	4.50	7	SA
I find it easy to express myself vocally, written, visually, or non-verbally in school and/or work.	4.50	7	SA
I am aware and committed to align my actions in school/ work to the promotion of social justice and general welfare.	4.92	1	SA
Through UNC, I was became aware of and embody the traits as described in this section	4.50	7	SA
<b>Total</b>	<b>4.66</b>		SA

*Note.* SA = Strongly Agree.

**Manifested Program Educational Objectives**

Out of the Behavioral Management program’s educational objectives, four of these ranked equally as highest with a weighted mean of 4.92 (see Table 5). All of these objectives resulted in a strong level of agreement with the participants, but only one

remained as the least manifested, resulting in a weighted mean of 4.83: *I pursue lifelong learning...through continuous search for knowledge or through research.* These results show that the majority of the program’s educational objectives were manifested among the graduates, as indicated by a consistently strong level of agreement with each educational objective and its overall manifestation.

**Table 5**

*Program Educational Objectives*

PEOs	Weighted Mean	Rank	Interpretation
I apply the philosophies, principles and theories of leadership and behavioral management in my work and in my relations with the communities that I deal with.	4.92	2	SA
I pursue lifelong learning on the application of these principles through continuous search for knowledge or through research.	4.83	4	SA
I possess usable skills and competencies in leading people mindfully, managing processes efficiently and transforming professional contexts creatively.	4.92	2	SA
I continuously endeavor to become an agent of change, transforming local, national and global professional landscapes.	4.92	2	SA
<b>Overall</b>	<b>4.90</b>		SA

Note. SA = Strongly Agree.

These results indicate that the program is effectively able to equip the students with the skills and mindset to make meaningful impacts. The doctorate program demonstrates a strong emphasis on leadership, management, and transformative action. In contrast, the graduates are least able to manifest the application of their learning through research. Despite the inclusion of research in the curriculum, many students can still face many difficulties in conducting research. The lower ranking for this objective can be attributed to various factors, such as lack of feedback or support, less development of research competencies or preparation compared to other skills, and negative external conditions, among others.

Falk et al. (2019) found that there is a need for strong leadership and supervision to support doctoral students. Supervisors have a strong responsibility and influence on the

work environment of doctoral students; they need strong leadership and support from these instructors or supervisors to perceive good working conditions that can help them complete their research studies. On the other hand, Bøgelund et al. (2015) explored how the changes in educational culture which result in less supervision and stricter deadlines can make the transition from student to scholar more difficult. Their study concludes that similarly to Falk et al., the way supervisors respond to current trends plays a strong role in a doctoral student’s journey. It was also found that students may or may not fit with a school’s current research practices. Although UNC’s doctoral program resulted in strong agreement that the educational objectives were met, such similar reasons can be attributed to the “search for knowledge or research” ranking lower among the achieved objectives. Ultimately, a school’s practices and a supervisor’s involvement play important roles in this objective.

## CONCLUSIONS

1. Results suggest that Behavioral Management graduates have a high rate of securing stable, full-time positions after completing their studies, specifically within their local area or region.
2. The majority of doctorate holders find the most employment opportunities in academic roles compared to other employment industries.
3. The high percentages in the upper-income ranges also imply that doctorate graduates tend to have relatively high incomes compared to the average worker.
4. The higher promotion of Human Relations suggests that there is a stronger emphasis on interpersonal skills compared to more technical competencies.
5. There is low promotion of entrepreneurial and math skills which can suggest that the program focuses more on the operational efficiencies that can result from human relation skills as opposed to data analysis and idea generation that could be from entrepreneurial tendencies.
6. The school has a strong promotion of social justice and its successful promotion. This reflects the university's strong emphasis on social responsibility carried over through the program, as evident in the responses of the graduates.
7. The doctorate program demonstrates a strong emphasis on leadership, management, and transformative action. In contrast, the graduates are least able to manifest the application of their learning through research.

## RECOMMENDATIONS

1. The program should consider the integration of entrepreneurial activities for doctorate students. This will allow the department to encourage its graduates to have a stable source of income aside from being fully employed. Moreover, there are opportunities where a Ph.D. in Behavioral Management can apply their competencies in running a business.
2. There should be stronger promotion of leadership and communications under the program. Organizational case studies can be utilized to further enhance these skills for future graduates of the program.
3. Students should be encouraged to pursue the conduct of research in their own organizations. Applied research should be prioritized over basic research to emphasize the value of data-driven solutions to identified organizational and community problems.

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