

## CAREER TRANSITIONS AMONG NURSING GRADUATES: A TRACER STUDY OF BATCH 2022-2023

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**ABSTRACT** : The transition from student nurse to a professional nurse position had, for many decades, been an important area of research in nursing. During this transition phase, graduate nurses faced transitional hurdles and experiences such as familiarizing themselves with their working environment, developed clinical skills, associated with new co-workers, and adapted to new ward routines (Labrague L.J., McEnroe-Pettite D., Leocadio M.C., 2019, 2019). This study was a descriptive design, specifically a quantitative design that aimed to track the employment status of the nursing graduates from President Ramon Magsaysay State University, exclusively on the batch 2022 and 2023 totaling 191 students. Graduates from other batch or programs were not included. This study was conducted in Zambales through survey questionnaire on Google Forms. The researchers used social networking platforms to contact its target respondents via direct messages with an attached consent form. The researchers chose respondents based on their convenience or availability, under non-probability sampling procedures. Results showed that out of 55 respondents, 22 or 40.0% are regular or permanent, 17 or 30.9% are unemployed, 10 or 18.2% are contract of service, 2 or 3.6% for both full time and no job, and only 1 or 1.8% for part-time employee. A significant proportion of graduates are able to secure a stable employment, passed the board, served one year in the community, do not have more than a specific private sector position, and search for a job through walk-ins for longer than six months. Researchers recommend the college to continue impart valuable knowledge to its students, particularly in enhancing their communication, teamwork, and interpersonal skills in preparing them for employability.

**KEYWORDS:** *Employment, Graduates, Tracer Study, Quantitative, Zambales*

### I. INTRODUCTION

The nursing profession is well-known for its dynamic character, which provides a variety of career paths beyond typical clinical positions. These nursing graduates often face significant career changes due to evolving healthcare demands, technological advancements, and personal goals, leading them to pursue specialized fields like education, management, or research. Post-graduate tracer studies are essential tools for higher education institutions (HEIs) to assess the effectiveness and relevance of their programs. By tracking alumni outcomes, such studies provide valuable feedback on how well graduates are prepared for the workforce, helping universities refine curricula to better align with industry needs. This feedback is especially important for fields like nursing, where rapid changes in healthcare and labor market conditions demand constant program adjustments. Tracer studies also help institutions understand the transition challenges faced by graduates, such as gaps in knowledge and confidence, workload issues, and job satisfaction, which can impact their long-term career success.

In the context of nursing, graduates face unique challenges, such as high burnout rates, inadequate salaries, and work-life balance issues. The COVID-19 pandemic exacerbated these problems, increasing stress and burnout among nurses, particularly in the Philippines, where poor nurse-to-patient ratios led to unsustainable working conditions. Despite these challenges, there has been a recent trend of increased demand for nursing professionals globally, with reforms in nursing education, such as new curricula and exit credentials, aimed at improving employability. However, the disparity in pay and working conditions between domestic and international opportunities continues to drive nurses abroad in search of better prospects.

Understanding the challenges and motives driving these job changes is critical for educators, politicians, and healthcare organizations. This investigation not only demonstrates nursing graduates' adaptability and resilience, but also emphasizes the necessity of supportive frameworks that promote effective transitions in this critical area. The purpose of the study was to determine the employability status of President Ramon Magsaysay University's

nursing graduates for the batch 2022 and 2023. The study focused exclusively on Bachelor of Science in Nursing graduates of President Ramon Magsaysay State University during the batch 2022 and 2023, totaling 191 students. Graduates from other academic years or programs were not included.

The study focuses on understanding how various factors impact graduates' satisfaction, particularly those from the College of Nursing at PRMSU. It examines the respondents' profiles—like age, sex, civil status, education, and employment details— alongside their employability status, including job relevance and income. Additionally, it looks at their satisfaction with the university and its programs, assessing how these elements influence their overall satisfaction. The goal is to provide insights that could help enhance educational programs and support services for future students.

## II. METHODOLOGY

This study was a descriptive-correlational design, specifically a quantitative design that aimed to track the employment status of graduates from the Bachelor of Science in Nursing, batches 2022 and 2023, in Zambales. Conducted via a Google Forms survey, the researchers reached out to participants through social media, using direct messages along with a consent form. Respondents were selected based on availability, following a non-probability sampling approach. The questionnaire was adapted from guidelines set by the Commission on Higher Education (CHED) and was reviewed by the researchers' adviser. Reliability was ensured through a Cronbach's alpha analysis, leading to necessary revisions. Data collected was carefully analyzed for patterns and trends, maintaining accuracy and objectivity. To protect privacy, all survey instruments were discarded after the study, and respondent anonymity was upheld throughout the process. Statistical and text analysis methods were applied to interpret the data effectively. To ensure ethical research practices, participants received a clear explanation of the study's purpose before voluntarily agreeing to take part. This followed the principles of informed consent, ensuring they understood their involvement. In line with the Data Privacy Act (RA 10173), all collected data was kept confidential. Anonymity was prioritized, with no names or identifying information disclosed, protecting respondents from any potential risk.

## III. RESULTS AND DISCUSSIONS

### 1. Profile of the Respondents

**Age.** Out of 55 respondents, 27 or 49.1% are 23 years old, followed by the age of 22 years old with 11 or 20.0%, 24 years old with 10 or 18.2%, 25 years old with 2 or 3.6%, and the ages 26, 29, 30,31, & 38 years old got the same frequency or 1 or 1.8%. This indicate that most of the respondents' age belongs to the age of 23 years old which categorized as young adult. This imply that the population sampled is skewed towards individuals who are likely in similar life stages, which indicate that they are recent graduates. Schoon and Lyons- Amos (2016) classify the pathways pertaining to young adult development according to the age at which emerging adults leave formal education and begin work, and by their level of job security. This is a period often associated with significant life changes, including completing higher education, starting new careers, and increased independence.

**Sex.** Out of 55 respondents, 42 or 76.4% are female while 13 or 23.6% are male respondents. The table revealed that the majority of the nursing graduates are female. The data reflects a well-documented trend in the nursing profession, where females traditionally make up the majority. This is consistent with global trends in healthcare professions, especially nursing, where women are more prevalent. This is supported by the study of Landau & Henle (2014), that the nursing has been portrayed as a feminine occupation ever since the appearance of Nightingale nursing training style in the mid- nineteenth century.

**Civil Status.** Out of 55 respondents, 54 or 98.2% are single while only 1 or 1.8% is single. This indicate that majority of the respondents are single, which aligns with typical life stages and career priorities of young professionals. People perceive single people to be able and willing to work longer hours than married people, according to Evangelista et al. (2015), because married people may have duties outside of work, which may contribute to people favoring singles in job decisions. Graduates may even desire to work outside of the country, depriving them of the opportunity to settle down.

**Religion.** Out of 55 respondents, 33 or 60.0% are Catholic, 10 or 18.2% are Iglesia ni Cristo, 6 or 10.9% are Born Again, 4 or 7.3% with no answer, and only 1 or 1.8% for Aglipay and Protestant. The table shows that most of the respondent religion is Catholic. The number of Filipinos who identified as Roman Catholic in the latest census rose by around five million to over 85 million people, representing 78.8% of the over 108 million people who were counted in 2020 (PSA, 2020 Census of Population and Housing).

**Year Graduated.** Out of 55 respondents, 40 or 72.7% graduated in 2023 and 15 or 27.3% graduated in 2022. This table shows that majority of the respondents are from the batch of 2023. This indicate that the respondents are recent batch of nursing graduates, and it also reflects an increasing number of nursing students completing their studies in PRMSU.

**Term of Graduation.** Out of 55 respondents, 49 or 89.1% who graduated in year-end graduation, 5 or 9.1% for mid-year graduation, and only 1 or 1.8% doesn't recall the term of his/her graduation. The table demonstrated that majority of the respondents graduated during year end graduation.

**Awards Received.** Out of 55 respondents, 54 or 98.2% answered that they have no award received while only 1 or 1.8% answered for best in thesis award. This data reveals that the majority of respondents did not receive awards during their school years. This may be because the respondents are more focused on academic rather than extracurricular activities. Academic success is a complex construct about the student's experience (York et al., 2019), regarding the following aspects: academic achievements, measured through grades (for courses or tasks) and GPA (Grade Point Average); satisfaction with the course and the university; career aspiration; acquisition of skills and competences; persistence related to staying in the course (retention); and reaching the learning outcomes predicted by the course.

**Credentials.** Out of 55 respondents, 46 or 83.6% have credentials from a board examination, while 9 or 16.4% answered they have no credentials. This indicates that the majority of the respondents are board passers. The high number of board passers reflects positively on the quality of education and preparation provided by the nursing program at MSU – CON. It shows that the curriculum, faculty, and support systems effectively equip students to meet the standards required for professional licensure. Based on the performance in the November 2023 Philippine Nurses Licensure Examination, 30 out of 35 first-time takers from the PRMSU passed the board exam, got a passing rate of 85.71%.

**Leadership Experience.** Out of 55 respondents, 34 or 61.8% answered that they have no leadership experience, 12 or 21.8% with a leadership experience for CSBO, 8 or 14.5% for RCY, and only 1 or 1.8% for SSG. This indicates that the majority of the respondents did not have leadership experience during their school years.

**Scholarship Grants.** Out of 55 respondents, 17 or 30.9% have a scholarship grant from CHED, 13 or 23.6% from Academic, 9 or 16.4% from LGU, 7 or 12.7% have no scholarship grant, 5 or 9.1% from DSWD, 3 or 5.5% from TDSP, and only 1 or 1.8% from ZMDC. This data shows that most of the respondents received a scholarship from CHED. This indicate that the CHED are providing financial support to the students of PRMSU - CON, this support alleviates the financial burden on the students, allowing them to focus more on their studies. The Unified Financial Assistance System for Tertiary Education Act, or UniFAST — also known as Republic Act No. 10687, appropriated a billion pesos budget for tertiary education financial aid. Under this act is the Tertiary Education Subsidy (TES). This Act's potential effects go beyond economic efficiency and targeting specific economic groups. It sends a powerful signal, particularly to poor and struggling students, that higher education is accessible to all. In principle, the Act allows all Filipinos to access quality tertiary education and commits to "provide adequate funding," potentially establishing universal access (Lim, M. A., Lomer, S., & Millora, C., 2018).

## 2. Employability Status of the Respondents

**Type of Tenure.** Out of 55 respondents, 22 or 40.0% are regular or permanent, 17 or 30.9% are unemployed, 10 or 18.2% are contract of service, 2 or 3.6% for both full time and no job, and only 1 or 1.8% for part time employee. The table revealed that most of the respondents are regular or permanent employee. This indicate that a significant proportion of graduates are able to secure a stable employment. Employees put on different attitude at the workplace partly due to the category of employment conditions they find themselves. A permanent employee is more likely to be satisfied than a contract employee. Permanent employees enjoy statutory benefits like pension, insurance, paid leave which culminate into a positive work outcome, commitment and behavior (Tinuke, 2012; Ofosuhene, & Sammo, 2020). This can however not be said for the contract employees. These contract employees may not be motivated as compared to permanent employees. Some organizations see contract employees as peripherals and as such do not invest so much in training these employees.

**Length of Tenure.** Out of 55 respondents, 27 49.1% with a length tenure for less than 1 year, 19 or 34.5% for none, and 9 or 16.4% for 1 to 3 years. The table shows that most of the respondent have a length of tenure for less than one year.

**Reason for Unemployability.** Out of 55 respondents, 40 or 72.7% answered none, 5 or 9.1% answered for engaged in additional educational courses and recently passed the PNLE, 2 or 3.6% for Preparing for board exam, 1 or 1.8% for the reasons of Reviewing, about to take the PNLE, and not interested personally in getting a job. The table indicate that most of the respondent's reason why they are unemployed is because they engaged in additional educational courses and recently passed the PNLE.

**Place of Work.** Out of 55 respondents, 30 or 54.5% are domestic, 22 or 40.0% are none, and 3 or 5.5% for overseas. The table revealed that the majority of the respondents' work place are in the country. This indicates that a significant portion of the graduates have found employment opportunities locally.

**Sector.** Out of 55 respondents, 26 or 47.3% are from private sectors, 18 or 32.7% answered none, and 11 or 20.0% for government sector. The table demonstrated that majority of the respondents are from the private sector. This is similar on the findings of Hipona, Cuevas, & Martinn (2021) on a tracer study of the Bachelor of Science in nursing program of La Consolacion University Philippines graduates, they also found out that majority of nursing graduates preferred to work for a private company rather than for the government or for themselves.

**Monthly Income.** Out of 55 respondents, 18 or 32.7% answered that they have no Monthly income, 14 or 25.5% have a monthly income of 10, 000 to 19, 000, 10 or 18.2% for the monthly income 20, 000 to 29, 000, 6 or 10.9% for 30,000 to 39, 000, 4 or 7.3% for below 10,000, and 3 or 5.5% for more than 50, 000 pesos. This data reveals that most respondents have a monthly income in the range of 10,000 to 19,000 pesos. Similar on the study conducted by Austria, (2023) about Tracer Study of the Nursing Graduates in a State College, the study revealed that majority of the participants were employed in various Philippine settings with a salary ranging from 5,000 to 25,000 pesos and above.

**Position in Current Job.** Out of 55 respondents, 28 or 50.9% answered that they have no specific position, 22 or 40.0% are rank and file, 3 or 5.5% are supervisors, and 2 or 3.6% are managers. This indicate that the respondents full time to their job and do not hold a specific position in their current job. This result simply indicates the high demand for nursing employment in the labor market. There are a range of new growing vocations for nurses, including medical tourism, medical transcriptionist, home care, and entrepreneurship, in addition to the conventional sought-after employment in health institutions such as hospitals, community health centers, and private clinics Hipona, Cuevas, & Martinn (2021).

**Span of Job Seeking.** Out of 55 respondents, 36 or 65.5% sought a job for 6 months to below, 17 or 30.9% never sought a job, 2 or 3.6% sought a job for 1 year. This data shows that the majority of respondents spent 6 months or less before finding a job. Similar to the study conducted by Hipona, J. B., Cuevas, J. E. T., & Martin, J. A. (2021), the data revealed that most of the nursing graduates were able to find work years after receiving their degree.

**Securing Initial Job.** Out of 55 respondents, 16 or 29.1% obtained their initial job through walk-ins, 9 or 16.4% through referrals, 6 or 10.9% via employment agency, 5 or 9.1% through direct job offer, and only 3 or 5.5% through advertisement. Also, 16 or 29.1% answered none. This data reveals that the majority of respondents who secured a job did so through walk-ins. Similar on the study conducted by it can therefore be deduced that walk-in application is still the most used method in looking for a job. Walk-in job search involves actively visiting businesses, organizations, or job centers to inquire about job opportunities or submit applications in person. Similarly, attending job fairs exposes individuals to a wide range of employers and job openings within a condensed period, thereby increasing their exposure to the labor market (Beam, 2013).

### 3. Satisfactory Level on Factors Affecting the Employability of the Respondents

**Instructions and Practices.** The respondents perceived "excellent" with four key indicators of satisfactory level on factors affecting the employability of the 62 respondents in terms of instructions and practices. Both indicators "Enhanced communication and interpersonal abilities," and "Strengthened teamwork and interpersonal abilities" got the highest mean score of 3.38 (Rank 1.5). Followed by "Fulfillment of current and future professional skills" with a mean score of 3.33 (ranked 3), and "Improved effectiveness in learning," with a mean score of 3.29 (ranked 4). While the respondents perceived "Very Effective" on the remaining indicators. Indicators, "Enhanced academic profession" and "Development of one's personality" got the same mean of 3.25 (rank 5.5), "Enhancement of critical thinking skills" with a mean of 3.24 (rank 7), "Enhanced problem-solving abilities" with a mean of 3.16 (rank 8), "Advancements in information technology proficiency" with a mean of 3.07 (rank 9), "Exposure to local community within the field of specialization" with a mean of 3.05 (rank 10), "Improved research skills" with a mean of 3.02 (rank 11), and "Overseas opportunities" with a mean of 2.91 (rank 12).

Overall, the computed weighted mean for satisfactory level on factors affecting the employability of the respondents in terms of instructions and practices is 2.92, which is interpreted as very satisfactory. This suggests that respondents believe they have developed strong communication skills essential for effective interaction in professional settings and the respondents feel confident in their ability to work collaboratively in team settings. Communication in the workplace is important because it boosts employee morale, engagement, productivity, and satisfaction. Communication is also key for better team collaboration and cooperation. Ultimately, effective workplace communication helps drive better results for individuals, teams, and organizations. Good



communication needs more than just transferring information. It all comes down to finding out what feelings and motivations lay underneath the numbers. You should be able to successfully transmit a letter while also listening to ensure that you fully comprehend what has been said and that the other people do as well. It indicates that effective communication is a natural propensity (Mahajan 2015).

Hafaz (2022), focuses on the importance of nursing collaboration in creating a positive work environment within healthcare organizations. The results indicated that a majority of participants agreed on listening to each other's opinions and suggestions, but a notable percentage disagreed on the ease of sharing ideas with one another. Open-mindedness is the willingness to consider new ideas, even those that may be contrary to your own beliefs. Being open-minded doesn't mean that you have to agree with everything; it simply means that you're willing to listen and consider other points of view. When nurses have excellent communication skills, it helps patients feel safe and welcome. As a result, they're more likely to be cooperative. This can help build cordial nurse-patient relationships. Additionally, the nurses are more likely to understand the patients' needs, leading to a better overall experience. Communication is a core component of sound relationships, collaboration, and co-operation, which in turn are essential aspects of professional practice. The quality of communication in interactions between nurses and patients has a major influence on patient outcomes. Increases in nursing communication can lessen medical errors and make a difference in positive patient outcomes (Sibiya, 2017).

**Degree Program.** The respondents perceived "excellent" with four key indicators of satisfactory level on factors affecting the employability of the respondents in terms of degree program. Indicator "Relevance of the program to your professional requirements," got the highest mean score of 3.44 (Rank 1) and "Courses offered" got a mean score of 3.33 (ranked 2). While the respondents perceived "Very Effective" on the remaining indicators. Indicators, "Skills Performance" with a mean of 3.25 (rank 3), "Clinical Exposure", "Professor's knowledge of major subjects", and "Interdisciplinary learning" got the same of mean of 3.24 (rank 4), "Teacher-student relationship" with a mean of 3.22 (rank 7), "Problem solving" 63 with a mean of 3.18 (rank 8), "Extra-curricular activities" with a mean of 3.16 (rank 9), "Teaching and learning environment" with a mean of 3.15 (rank 10), "Quality of instruction" with a mean of 3.09 (rank 11), "Class Size" with a mean of 3.07 (rank 12), "Infrastructure and facilities" with a mean of 3.02 (rank 13), "Laboratory Resources" with a mean of 2.96 (rank 14), "Library Resources" with a mean of 3.89 (rank 15), and "Community Exposure" with a mean of 2.78 (rank 16).

Overall, the computed weighted mean for satisfactory level on factors affecting the employability of the respondents in terms of degree program is 2.92, which interpreted as very satisfactory. The result indicates the program's effectiveness, quality, and its impact on students' employability and career readiness. It emphasizes the significance of offering programs closely aligned with industry needs and expectations. Ensuring this alignment is crucial for preparing students to succeed in their chosen careers and fostering their satisfaction with their educational experience. Filipino nurses are globally in high demand because of the standardized and unified curriculum on Bachelor of Science in nursing. This globalized demand gives to mushrooming of nursing schools which gives a threat to the image of Filipino nurses abroad. Furthermore, this also worsens the quality of provision of health service and nursing education in the country (Crisostomo, 2013; Palomeno, Perez, Pesigan, & Piamonte, 2014).

**Knowledge And Skills Acquired.** Out of 55 respondents, 34 or 61.8% answered very effective, 13 or 23.6% answered Extremely Effective, 7 or 12.7% for moderately Effective, and only 1 or 1.8% answered slightly effective. The data revealed that the majority of the respondents answered very effective on the knowledge and skills they acquired during their school years. This indicates a high level of confidence in the relevance and utility of their education in real- world contexts. This reflects a strong sense of confidence in the quality and relevance of their educational experiences. This confidence can positively influence their career prospects and readiness for the workforce. Preparing students to be successful in their employment or job is basic to be highly competitive (Rosenberg, Heimler, & Morote, 2012) particularly now that organizations define the quality of workforce they need. For example, in other countries, employers expect graduates to be competent in specific soft skills like high quality communication or interpersonal skills, foreign language acquisition and proficiency, ICT or technical skills, high spirit of teamwork, and specific personal attributes to achieve personal and professional objectives (Shafie & Nayan, 2010; Efendi, Chen, Nursalam, Indarwati, & Ulfiana, 2016). A recent systematic review (Stacey Rogers, Jerry Lai, Arlene Walker, Helen Rawson, Bernice Redley, 2021) reported that graduate nurses undertaking transition to practice programs showed greatest increases in competence in the first 6 months of professional practice, but findings regarding further improvements beyond 6–12 months were variable. The external validity of studies was limited by inconsistent understanding of work readiness, and the lack of standardized approaches to measurement (Rogers et al., 2021). As TPPs are expensive and resource-intensive for organizations to implement, it is imperative programs are optimized to effectively assist graduates to become work- ready.

#### 4. Significant Difference between the factors affect the employability of the respondents when grouped according to profile variables.

**Instructions and Practices.** The computed significance values for age (0.47), sex (0.14), civil status (0.96), religion (0.07), and year graduated (0.93), term of graduation (0.08), academic awards (0.72), credentials (0.58), leadership experience (0.26), name of organization (0.31) and scholarship grant (0.16) are higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the factors affect the employability in terms of instructions and practices of the respondents when grouped according to age, sex, civil status, religion, year graduated, term of graduation, academic awards, credentials, leadership experience, name of organization and scholarship grant. Therefore, there is no significant difference on the factors affect the employability in terms of instructions and practices of the respondents when grouped according to profile variables.

**Degree Program.** The computed significance values for age (0.70), sex (0.31), civil status (0.94), religion (0.08), and year graduated (0.70), term of graduation (0.06), academic awards (0.27), credentials (0.36), leadership experience (0.44), name of organization (0.44) and scholarship grant (0.15) are higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the factors affect the employability in terms of degree program of the respondents when grouped according to age, sex, civil status, religion, year graduated, term of graduation, academic awards, credentials, leadership experience, name of organization and scholarship grant. Therefore, there is no significant difference on the factors affecting the employability in terms of degree program of the respondents when grouped according to profile variables.

**Knowledge and Skills Acquired.** The computed significance values for age (0.83), sex (0.55), civil status (0.88), religion (0.31), and year graduated (0.14), term of graduation (0.07), academic awards (0.88), credentials (0.62), leadership experience (0.20), name of organization (0.60) and scholarship grant (0.73) are higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the factors affect the employability in terms of knowledge and skills acquired of the respondents when grouped according to age, sex, civil status, religion, year graduated, term of graduation, academic awards, credentials, leadership experience, name of organization and scholarship grant. Therefore, there is no significant difference on the factors affecting the employability in terms of knowledge and skills acquired of the respondents when grouped according to profile variables.

#### 5. Significant Difference between the Factors Affect the Employability of the respondents when grouped according to Employability Status

**Instructions and Practices.** The computed significance values for type of tenure (0.66), length of tenure (0.65), reason for unemployment (0.36), place of work 65 (0.71), sector of current job (0.39), monthly income (0.15), position or designation (0.49), span of job seeking (0.35) and securing the initial job (0.07) are higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the factors affect the employability in terms of instructions and practices of the respondents when grouped according to employability status. Therefore, there is no significant difference on the factors affect the employability in terms of instructions and practices of the respondents when grouped according to employability status.

**Degree Program.** The computed significance values for type of tenure (0.87), length of tenure (0.72), reason for unemployment (0.53), place of work (0.57), sector of current job (0.57), monthly income (0.17), position or designation (0.66), span of job seeking (0.42) and securing the initial job (0.11) are higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the factors affect the employability in terms of degree program of the respondents when grouped according to employability status. Therefore, there is no significant difference on the factors affect the employability in terms of degree program of the respondents when grouped according to employability status.

**Knowledge and Skills Acquired.** The computed significance values for type of tenure (0.53), length of tenure (0.28), reason for unemployment (0.15), place of work (0.11), sector of current job (0.30), monthly income (0.59), position or designation (0.10), span of job seeking (0.47) and securing the initial job (0.60) are higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the factors affect the employability in terms of knowledge and skills acquired of the respondents when grouped according to employability status. Therefore, there is no significant difference on the factors affect the employability in terms of knowledge and skills acquired of the respondents when grouped according to employability status.

#### IV. CONCLUSIONS

Based on the summary of the investigations conducted, the researchers have arrived to conclude that:

1. Majority of the respondents are young-female adults, single, Catholic, from batch 2023, who graduated in the middle of their academic year without receiving any awards, never held a leadership position while in school, passed the board, served one year in the community, and are CHED scholars.
2. Majority of the respondents are employed, do not have more than a specific private sector position, earn less than 10,000 pesos per month, and search for a job through walk-ins for longer than six months.
3. The respondents perceived excellent in all key variables of satisfactory level on factors affecting the employability of the respondents in terms of instructions and practices and degree program. And, very effective on the knowledge and skills they acquired during their school years.
4. There is no significant difference on the factors that affect the employability of the respondents when grouped according to profile variables
5. There is no significant difference on the factors that affect the employability of the respondents when grouped according to employability status.

#### Recommendations

Based on the summary of the investigations and the conclusions arrived at, the researcher offers the following recommendations:

1. The respondents are recommended to take the Board exam and ready themselves to find a job for their professional development.
2. The college can continue to impart valuable knowledge to its students, particularly in enhancing their communication, teamwork, and interpersonal skills in preparing them for employability.
3. The college of nursing may also continue to enhance their degree program by exposing their students to the community and having proper and well-organized scheduling to maximize the students' limited time. This will help them gain real world experience and develop essential skills in patient care and communication.
4. The college of nursing may also continue to provide sufficient knowledge and skills, particularly in critical thinking, communication, leadership, and clinical expertise, to ensure that their graduates are well-prepared to meet the demands of the healthcare industry and make a positive impact in their communities.
5. To the future researchers, you may use qualitative research design and conduct interview in a larger sample size of nursing graduates to gain a more comprehensive understanding of their experiences in the job market and focus on the graduates from 3 to 5 years ago, to assess the long-term impact of their education and training on their career success. Future researchers can also include the years 2020-2021.

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