

A Tracer Study on the Employment Trends and Decision Drivers of Nursing Graduates (2016-2022) from Cebu Technological University in consortium with Cebu City Medical Center College of Nursing

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Abstract

This tracer study delves into the post-graduation trajectories of Bachelor of Science in Nursing graduates from 2016 to 2022, offering a comprehensive snapshot of their demographics, academic achievements, career choices, and professional development. The majority of respondents, predominantly single females residing in Cebu City, Region 7, were influenced by familial ties to pursue nursing, with a notable absence of academic honors during their college years. A significant proportion exhibited a commitment to continuous learning, engaging in advanced studies for career advancement. The study sheds light on the robust employment rates among graduates, with the majority securing roles as staff nurses in the health and social work sectors of the Philippines. Salaries and benefits emerged as pivotal factors influencing both job acceptance and transitions, underscoring their importance in career decisions. While recommendations played a substantial role in facilitating job placements, the study reveals a trend of relatively short job tenures, often lasting between 1 to 6 months. Graduates expressed a perceived relevance of their college curriculum, citing applied competencies such as communication, human relations, problem-solving, critical thinking, and entrepreneurial skills in

their initial job roles. The findings provide a nuanced understanding of the multifaceted factors shaping the career trajectories of nursing graduates, offering valuable insights for educational institutions, healthcare industry stakeholders, and policymakers.

Keywords: Nursing graduates, Tracer study, Career trajectories, Employment patterns, Professional development, Post-graduation journey

Introduction

In the Philippines, the contribution of higher education institutions to the development of quality nurses cannot be ignored. These institutions must continually inculcate the knowledge, attitudes and skills that enable nursing graduates to make significant contributions to accelerated economic and social development and transform themselves into responsible and productive citizens. Higher education institutions are beginning to focus on training a highly skilled workforce to support the country's development. Thus, the role of higher education as a major driver of economic development is well known, and this role will be further augmented by further technological change and globalization (Zhou & Luo, 2018).

To remain competitive in the face of these changes, Cebu Technological University in consortium with Cebu City Medical Center-College of Nursing (CTU-CCMC-CN) must improve productivity, adopt a spirit of innovation, and possess the necessary competencies, knowledge and research to achieve these goals. CTU-CCMC-CN must remain realistic and flexible to build a skilled nursing workforce that can adapt to changing regional and global healthcare demands. A key approach taken by universities to improve educational services is the conduct of tracer research.

Tracer research surveys are a valuable method used by educational institutions, organizations and industries to track and evaluate the results and impact of programs, courses and training activities (Cuadra, et al., 2019). This includes contacting individuals who have completed a particular program or course to collect information regarding their current status, employment status, and the extent to which the program or course is impacting their personal and professional development includes (Kilag, et al., 2023).

The tracer study serves as a documentary analysis of the need to implement quality improvement of nursing program in CTU-CCMC-CN. It also serves as a benchmark for improving the college to continue to provide a sustainable learning environment for the continued professional development of its graduates.

Research Questions:

This study aimed to trace the graduates of CTU-CCMC-CN batches 2016-2022. Specifically, this study is designed to gather information on the following data:

What is the profile of the respondents in terms of the following:

- 1.1 sex;
- 1.2 civil status;

- 1.3 present location of residence; and
- 1.4 region of origin?
2. What is the educational background of the respondents in terms of the following:
 - 2.1 year of graduation;
 - 2.2 degree/course attainment;
 - 2.3 professional examinations taken/passed;
 - 2.4 factors influencing the choice of their undergraduate program; and
 - 2.5 factors Influencing choice of their graduate program?
3. What training or advanced studies have the respondents attained?
 - 3.1 training attended;
 - 3.2 graduate and post-graduate studies; and
 - 3.2 factors influencing their pursuit of graduate and post-graduate studies?
4. What is the employment profile of the respondents in terms of the following:
 - 4.1 Employment Condition;
 - 4.1a present employment status;
 - 4.1b present occupation;
 - 4.1c nature of career industry;
 - 4.1d place/area of work; and
 - 4.2 Reason/s for unemployment?
5. How do the respondents perceive their job experience in terms of the following:
 - 5.1 first/current job attainment;
 - If positive Response
 - 5.1a reason(s) for staying on the first job;
 - 5.1b perception on the relevance of their course to their present job;
 - Negative Response
 - 5.1c reason(s) for changing the first job;
 - 5.1d length of service in first job;
 - 5.2 first job rank;
 - 5.3 current/present job rank;
 - 5.4 means of acquiring first job;
 - 5.5 length of job searching before employment;
 - 5.6 initial salary;
 - 5.7 perception on the relevance of their curriculum to their present job; and
 - 5.7 a perception on the useful competencies gained at CCMC-College of Nursing?

Literature Review

From a global perspective, economic and social developments are increasingly driven by the advancement and application of knowledge. Education in general and higher education in particular, is fundamental to the construction of a knowledge economy and society in all nations (World Bank, 1999). The ever-changing market for the health care system is having a profound

impact on the employability of its professionals. To produce Quality graduates, schools need to obtain feedback from professional bodies and other industry stakeholders on course curricula in order to ensure that their graduates will meet the ever-changing needs of the industry, especially in the health sector.

In the face of the educational challenges of the 21st century, higher education is one of the most important ways to manage reform through teaching, research, and knowledge dissemination. The implementation of these reforms has become a major challenge for all Philippine universities. One way to address these challenges is to produce well-educated graduates who use what they have learned in school and apply it in their respective work (Commission on Higher Education, 2009).

Compared to other countries in Asia, unemployment and underemployment are one of the main concerns of the Philippine government. The country has been encountering these same issues for many decades. The continual population explosion and labor force growth always outdo formal job creation. This problem has rippled as the Philippine HEIs generate more and more graduates in the field of commerce, engineering, health, sciences, agriculture, and many more, yet the jobs are not really created as quickly as the universities handing out the college diploma (de Ocampo, Bagano, & Tan, 2012).

With this gap, education institutions should work in partnership with the private and the public sectors to guarantee an effective job market placement of fresh graduates. A focus on specific and targeted skills and effective collaboration between universities and companies will lead to a successful transition from education to the labor market (Drine, 2017). Alumni tracking is a topic suitable for assessing the educational and learning outcomes achieved in an academic institution. It provides basic information about the location and employment status of the graduates. The results of such research can shed light on the success of education and training in relation to graduates and employers.

The impact of HEIs in the Philippines is probably tangled with their popularity in producing graduates who could certainly accumulate an excellent and strong process after graduation. Tracer research is not unusual place studies strategies for academic establishments to test the employability of their graduates (de Ocampo, Bagano, & Tan, 2012). Likewise, Rogan and Reynolds (2016) asserted that a Graduate Tracer Study (GTS) is beneficial for coverage and fairness implication in better education. They have advised that guidelines ought to now no longer be simply awareness of presenting interventions for the college but additionally with the aid of concentrating intently on college students from the poorly resourced faculties and on the earliest level in their research. They additionally argued that in place of confronting examine picks to cope with graduate unemployment, it's miles higher to awareness extra on enhancing the match among those graduates and exertions marketplace with the aid of using handling the oversupply-aspect issues, in addition to considering the shaping of exertions call for with the aid of using organization choices and employment practices.

The tracing study as a research strategy shows that educational mismatches appear to cover different aspects of labor pairing accuracy and therefore have different impacts on workers (both monetary and non-monetary). The mismatch between skills and qualifications is recognized by

workers as a more serious contemporary problem than the mismatch between skills and education. The consequences of the mismatch between skills and wages and job satisfaction are strongly negative, while educational inequities have a much weaker effect (Badillo-Amador & Vila, 2013).

The Commission on Higher Education (CHED) in the Philippines commissioned institutions to conduct benchmark research as part of the designation of a Center of Excellence and a Center for Course Development. The graduate profile is also one of the documentation requirements of an accrediting body for higher education, such as the Accrediting Agency for Graduate Colleges and Universities in the Philippines (AACUP), Inc. The data obtained from the study of indicators can reassess the influencing factors and contribute to the employability of graduates. According to the available literature, most graduates found local employment, particularly in the public sector.

CTU-CCMC-CN a purpose-driven school that is dedicated to producing globally competitive nurses who are aligned with the mission and vision of the school. Nurse graduates nowadays can be employed not just in a hospital setting, can anywhere, as customer representatives, works on Business Process Outsourcing, others as nurse entrepreneurs, any work wherein they can be financially stable. Regardless if it's in connection with their Profession as a nurse or not. As long they are employed.

This tracer study has covered the graduates from 2016 to 2022 and track the employability rate of CTU-CCMC-CN graduates. According to Sunday Essay: The Surplus in Nurses with increased number of nurses produced in the Philippines, most of them are unemployed, underemployed, or chose another career path (Dimandal, et al., 2018). However, most of the CTU-CCMC-CN nursing graduates not landed a nursing related career. With the article of Soriano of Milan (2010) that vast majority of graduates will remain underemployed, for the country is producing too many nursing graduates.

The preparation of nursing academe grooms the nursing graduate to embrace the clinical practice. According to DOH secretary Enrique Ona, the program opens a wide range of opportunities and improves employability of the nurses who have been certified 'competent' under this initiative and they found it in the field of clinical practice as the table reflected. O'Brien Duffield and Hayes (2006) states that nursing students often enter their program with preconceived ideas of where they want to work following graduation which normally be in large urban hospitals were favoured.

The theories and literatures served as a guide for the researcher in developing the research paradigm. It will also guide in the development of the problem, methodology and in the interpretation of the findings.

Methodology

Research Design

This study utilized the descriptive design using quantitative approach. This research approach is deem appropriate as this study determined the profile of the graduates, track their educational

background, post-college education and training, employment data, and their suggestions for further improvement of the nursing curriculum as applicable to CTU-CCMC College of Nursing.

Research Environment

The study was conducted at the Cebu Technological University – Cebu City Medical Center – College of Nursing, specifically in the registrar department where secondary data was collected prior to proper data collection.

Research Respondents

This study utilized complete enumeration technique of data collection. There was a total of 208 nursing graduates who was invited as participants from the academic year 2016 to 2022, to wit, twenty-seven respondents from the batch 2016 group, twenty-six respondents from 2017, forty-one from 2018, thirty-three from 2019, and eighty-one from 2022.

Research Instruments

The instrument to be used in the study will be adopted from the Commission for Higher Education (CHED) standardized tracer survey questionnaire. The tool is design to collect data and information on graduates from higher education institutions in the Philippines and their transition from school to work. All questions are closed-ended and consist of the following parts: Part I deal with the profile of the respondents, which included age, marital status, gender, date of birth, region of origin, province and place of residence. Part II look at education, including educational background, graduation year, awards/honors received, professional exam passed, date, and rating. This also included reasons for attending a nursing course. Part III focuses on post-college education and why they continued with the course. Finally, Part IV looks at employment data and a guiding question for graduates to list their suggestions for further improvements to the nursing curriculum.

The CHED Tracer Study Tool is carefully structured and validated to ensure accurate and reliable data collection. Researchers and experts from higher education are involved in the development and improvement of the tool according to the objectives of the study. This ensures that the data collected provides valuable insights into how higher education institutions are performing and informs decision-making processes for improvement.

Research Procedures

Data Gathering

Prior to the start of the study, written approval was obtained from the dean of the college of nursing where the study will be conducted. Once approved, another transmittal letter was sent to the registrar asking for a list of alumni groups from 2016 to 2022.

The tool is typically administer through a combination of online and offline methods, depending on graduate availability and preferences. Personal distribution, telephone/mobile connection, email addresses and Facebook messages will also be used for distribution of the survey questionnaire with a letter informing the alumni of the purpose of the study and asking for their participation. The voluntary participation of the identified student respondents was guaranteed.

In addition, the researcher used a Google form to facilitate the completion of the online questionnaire. The data collection process was started from August 2023 to September 2023.

After which, the data was collected, tallied, and subjected to statistical analysis for further interpretation of data.

Data Analysis

After data collection, the data was collated, tabulated, and stored for analysis. The researcher utilized descriptive statistical measures such as frequency count, simple percentage, and frequency count ranking to examine the distribution of respondents by profile, educational background, post-college education, prior studies, and employment data.

Ethical Consideration:

In conducting the tracer study on nursing graduates from 2016 to 2022, the researchers adhered to ethical principles. Beneficence was ensured by protecting respondents from harm, utilizing only a standardized tracer study questionnaire with no treatment involved. Respect for autonomy was upheld through informed consent, granting respondents the freedom to choose participation. Justice was maintained by treating all respondents with politeness and appreciation, providing the same standardized questionnaire regardless of affiliations. The study involved 208 nursing graduates, emphasizing confidentiality with unique codes and assuring no public reporting of respondent identities.

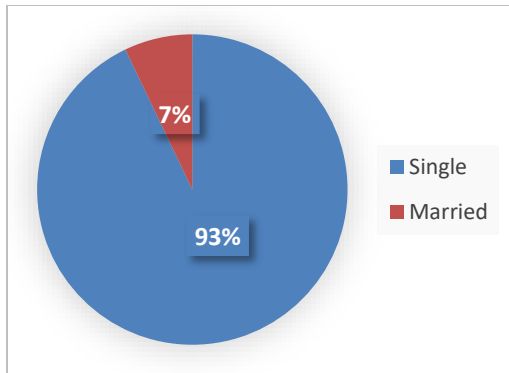
The data collection, spanning from August to September 2023, included both online and offline methods, with a focus on participant convenience. No physical harm or foreseeable side effects were associated with the study. While the research had no direct benefits for respondents, it aimed to assess nursing graduates' development and job prospects for the school. Incentives or compensation were not provided, and confidentiality was rigorously pledged, with data access limited to the research team. Respondents could withdraw without penalty, and contact information was provided for queries. The study's ethical commitment extended to debriefing, addressing queries, and ensuring no conflict of interest or involvement with vulnerable groups. In case of publication, all contributing researchers would be acknowledged as authors.

Results and Discussion

A. General Information

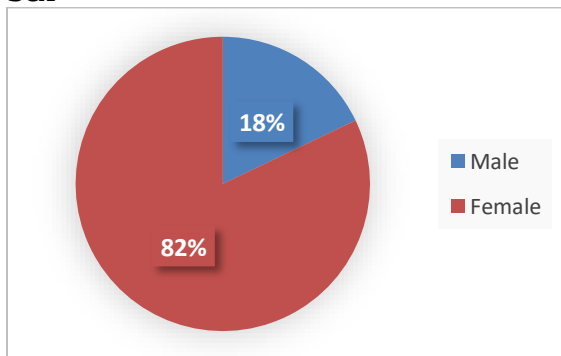
This section presents general information characteristics of the graduates in terms of civil status, sex, region of origin, province, and location of residence.

Civil Status



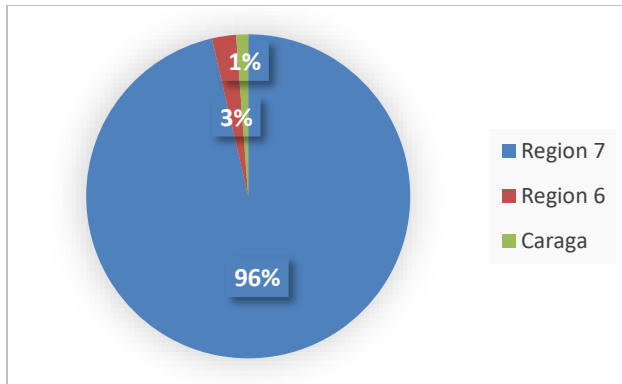
The data from Figure 1 reveals that the majority of graduates from Batch 2016 to 2022, accounting for 93%, are single. Conversely, only 7% of the total population is married, indicating that a significant portion of the respondents is currently unmarried or not in a legally recognized union. This demographic trend aligns with the characteristics of Generation Z, as noted by Brunson (2023), where marriage is not a priority, and individuals are more likely to be single, choosing to delay marriage. This is further supported by national statistics from the Philippine Statistics Authority (2020), which reported a significant decrease in registered marriages in 2020 compared to the previous year, suggesting a broader societal shift away from early marital commitments.

Sex



In Figure 2, the data illustrates the gender distribution among graduates from Batch 2016 to 2022. Approximately 18% of the population comprises men, while the majority, accounting for 82%, consists of women. This distribution highlights a substantial gender disparity, with a significantly higher representation of women compared to men in the studied population. Vadivala (2022) explains that the nursing profession historically leans heavily towards women, and men face challenges entering the field due to stereotypes. The imbalance in the nursing workforce, influenced by cultural perceptions, contributes to a stigma that associates compassion more strongly with female caregivers, potentially dissuading men from pursuing careers in nursing.

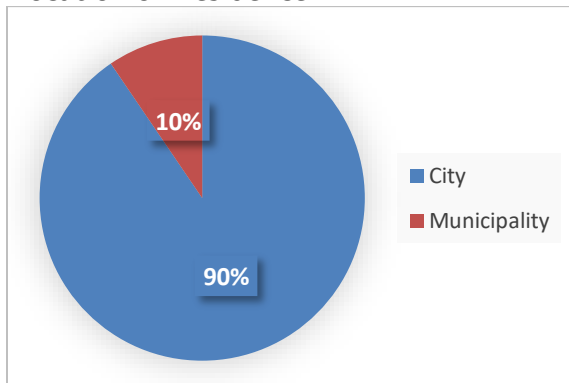
Region of Origin



In Figure 3, the data reveals a pronounced regional concentration of nursing graduates from Batch 2016 to 2022, with a significant majority (96%) originating from Region 7. This dominance indicates a considerably higher number of nursing graduates in Region 7 compared to other regions. In contrast, Region 6 contributes a much lower share, accounting for 3%, and Caraga's contribution is even lower at just 1%, implying that some respondents were already settled in their respective regions or provinces during the data collection period.

The data also underscores the connection between the alumni and the Cebu City Government's scholarship program. The requirement for scholarship recipients to be residents of Cebu City aligns with the large number of graduates from Region 7, where Cebu City is located. This suggests that a significant portion of Region 7 graduates may be eligible for the scholarship due to their residence status in Cebu City.

Location of Residence



In Figure 4, the data discloses that 90% of the surveyed population resides in cities, while 10% resides in municipalities. This distribution suggests a predominant urban dwelling trend, with cities offering various benefits such as developed infrastructure, access to amenities, and numerous opportunities. Urban areas typically boast high population densities, extensive business and educational facilities, healthcare services, cultural and recreational options, and efficient transportation networks. The prevalence of urban residence aligns with admission criteria for nursing applicants, which includes being a resident of Cebu City (CTU-CCMC Student Handbook, 2020).

Conversely, the 10% residing in communities may encompass smaller cities, suburbs, or rural areas, characterized by lower population densities and less developed infrastructure compared to cities. Residents in such areas may prioritize a quieter lifestyle, proximity to nature, or a stronger

sense of community. Some individuals may choose these locations due to a lower cost of living or job opportunities available in nearby cities.

B. Educational Background

This section primarily describes the educational attainment, honor(s)/award(s) received, and reasons of the graduates for taking the BSN course

Educational Attainment (Baccalaureate Degree)

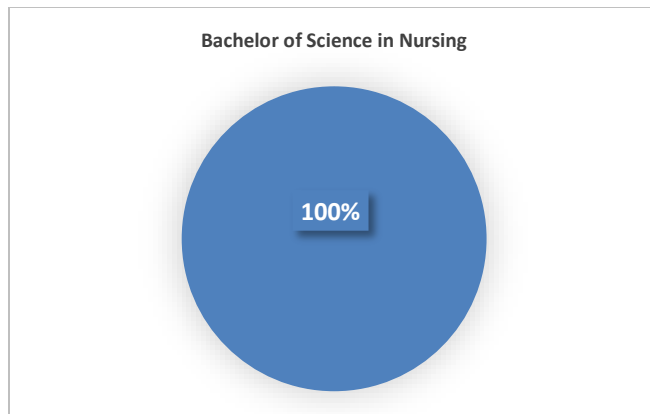


Figure 5. Percentage distribution of graduates Batch 2016 to 2022 by educational attainment (Baccalaureate Degree)

The data on the education level of graduates indicates that 100% of the surveyed individuals have successfully obtained a bachelor's degree in nursing. This signifies that all graduates have completed their nursing studies and none lack this particular degree. The Cebu City Medical Center-College of Nursing (CCMC-CN) exclusively offers a Bachelor of Nursing program, reflecting the institution's commitment to maintaining high academic standards. The program's longevity, dating back to June 1971, and its consortium agreements with educational institutions like Cebu Normal University and Cebu Technological University highlight the university's dedication to providing the necessary support and resources for student success. The CCMC-CN's adherence to quality standards, as recognized by the Accrediting Authority for Chartered Colleges and Universities of the Philippines (AACCUP) in 2020, further underscores the institution's commitment to academic excellence.

Honor(s)/Award(s) received

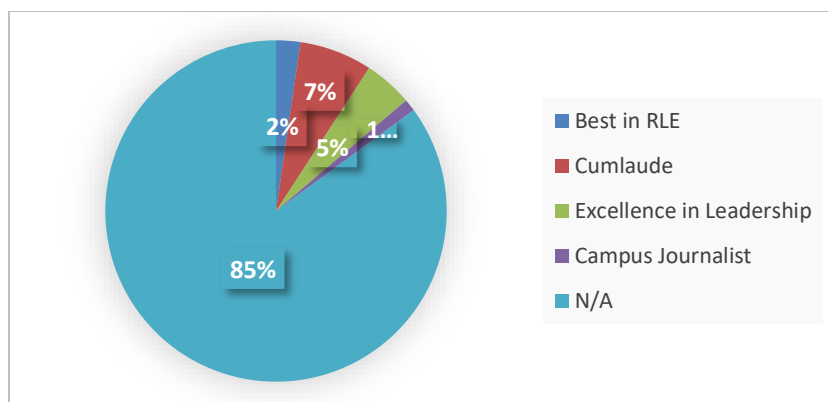


Figure 6. Percentage distribution of graduates Batch 2016 to 2022 by honor(s)/award(s) received

The data on honors and awards received by respondents indicates that the majority, 85%, did not receive any formal recognition. This may suggest a lack of available information or the absence of honors for the individuals or group analyzed. Among the recognized achievements, 7% of the data includes cases where graduates were awarded Cum Laude, signifying exceptional academic performance. The criteria for this honor at CTU-CCMC College of Nursing include a bachelor's degree and a GPA between 1.46 to 1.75.

Furthermore, 5% of the data reflects the presence of "Leadership Awards," indicating that some graduates were honored for their outstanding leadership skills demonstrated during their time in college. Another 2% received "Best in Clinical Practice" recognition for exceptional performance in a clinical setting, highlighting their expertise and contributions. Additionally, 1% of instances involved individuals recognized as the "Campus Journalist of the Year," acknowledging exemplary skills in journalism and contributions to the campus community.

Reason(s) for taking the BSN Course

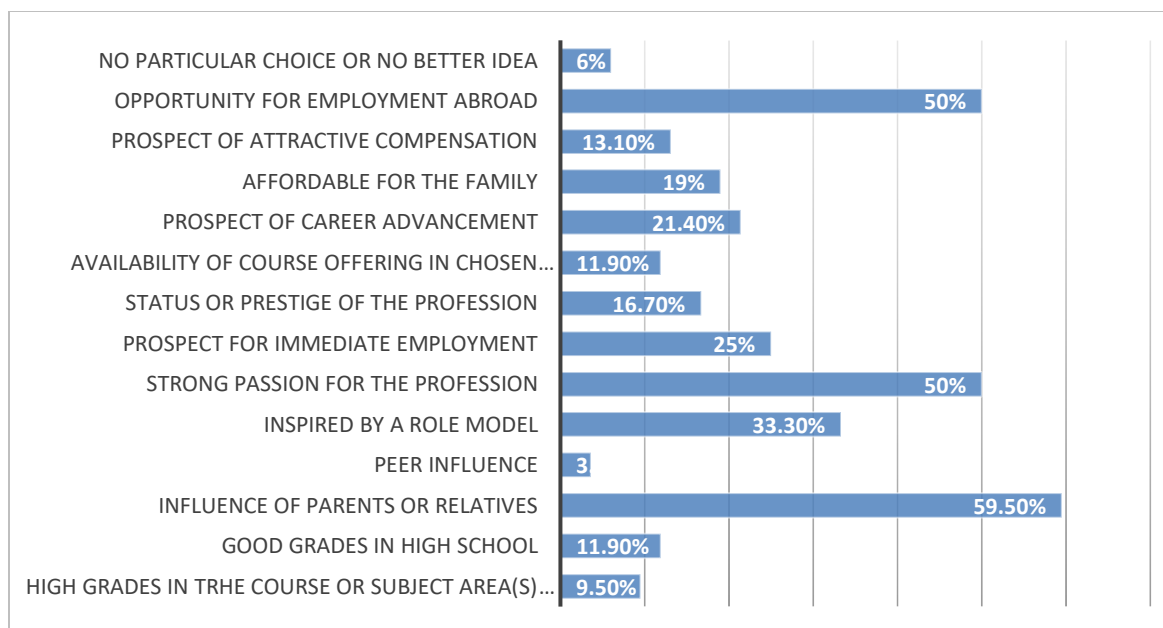


Figure 7. Percentage distribution of graduates Batch 2016 to 2022 by reasons for taking the BSN course

The data on reasons for pursuing a nursing course reveals various motivations among respondents. A significant proportion (59.5%) cite family influence, with parents or relatives in the nursing profession serving as role models. Half of the respondents (50%) express a genuine passion for nursing, driven by a desire to help others and positively impact lives. Another 50% are attracted by the opportunity to work abroad, recognizing the global demand for nursing professionals.

Some graduates (33.3%) aspire to become role models in nursing, inspired by famous nurses or individuals whose dedication to medicine they admire. Immediate employment prospects post-graduation (25%) appeal to those seeking stability and demand in the job market. Career advancement opportunities (21.4%) within nursing, such as becoming a nurse manager or educator, motivate a subset of respondents.

Practical considerations also play a role, with 19% citing the affordability of a nursing degree as a factor influencing their decision. Others (16.7%) see nursing as a prestigious career, valuing the respect and recognition associated with the profession. Attractive compensation (13.1%) for experienced and specialized nurses is a motivating factor for some. Academic excellence in high school (11.9%) and proficiency in related subjects such as biology, chemistry, and anatomy contribute to the decision for 9.5% of respondents.

Peer influence is noted, with 3.6% choosing nursing due to colleagues' career choices. Finally, a minority (6%) opt for nursing as a default option, possibly due to a lack of concrete career alternatives or clearer ideas. The data reflects a diverse range of motivations driving individuals to pursue a nursing career.

C. Training(s)/Advanced Studies Attended After College

This section describes the duration and credits earned for training or advanced studies. And also, the reasons the graduates that made them pursue advanced studies.

Duration and Credits Earned of Training or Advanced Studies

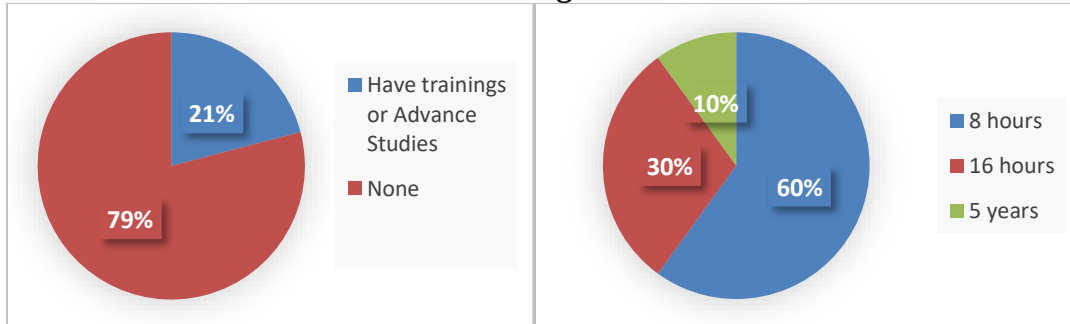


Figure 8. Percentage distribution of graduates Batch 2016 to 2022 by Duration and Credits Earned of Training or Advanced Studies

The data on the length of time and credits earned by nursing graduates during training or further study reveals that approximately 21% of graduates have pursued additional training. Notably, this includes specific types of training such as work-related BLS, IV, and LMET. A small but noteworthy 2.27% of graduates completed a 36-credit master's program, indicating that some entered higher education immediately after obtaining their nursing degree. In contrast, the majority, accounting for 79%, did not pursue any additional training or further study. This suggests that a significant portion of nursing graduates entered the workforce directly after completing their nursing programs without seeking additional education.

For those who participated in training, the data indicates that most of these courses typically lasted between 8 and 16 hours, providing insights into the duration of these supplemental educational activities.

Reasons that made the graduates pursue advanced studies

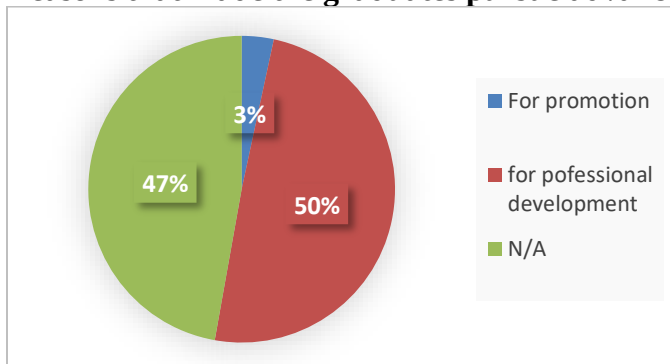


Figure 9. Percentage distribution of graduates Batch 2016 to 2022 by reasons that made the graduates pursue advanced studies

The data on motivations for nursing graduates to pursue further study indicates that a small percentage, approximately 3%, opt for additional education primarily for career advancement within their field of expertise. This suggests a strategic approach, where individuals see further

training as a means to climb the nursing career ladder by acquiring valued qualifications and skills.

A notable majority, constituting 50% of nursing graduates, choose further studies for the purpose of professional development. This category encompasses those aiming to enhance their knowledge, skills, and expertise within the nursing profession, demonstrating a strong commitment to continuous learning and professional growth.

Surprisingly, an equal percentage of 47% falls into the "N/A" category, implying "not applicable" or "no response." This suggests that a significant proportion of nursing graduates may not have clear or concrete reasons for pursuing further study.

D. Employment Data

This section presents the current employment status, present occupation, nature of career industry, place of work, reasons for unemployment. It also presents the graduates perceived job experiences in terms of current job attainment, job rank, present job rank, means of acquiring first job, length of job searching before employment, and their initial salary.

Current employment status

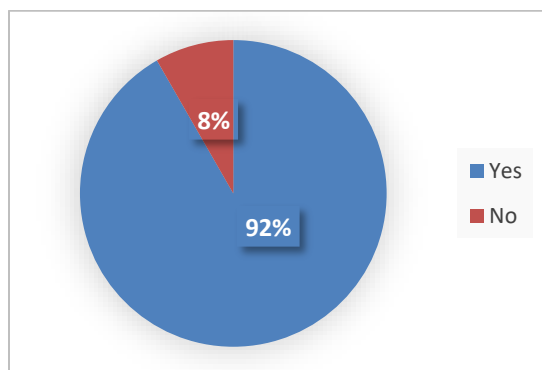


Figure 10. Percentage distribution of graduates Batch 2016 to 2022 by current employment status

The data on graduates' current employment status reveals that a significant majority, almost 92%, are currently employed, while 8% are not. This high employment rate suggests a positive outcome for the graduates. The relatively low proportion of those not currently employed implies that the unemployment rate among the respondents may be lower. Various factors, such as pursuing higher education, family responsibilities, health concerns, or waiting to apply for overseas opportunities, could contribute to the lower percentage of graduates currently inactive in the workforce.

Reasons for unemployment

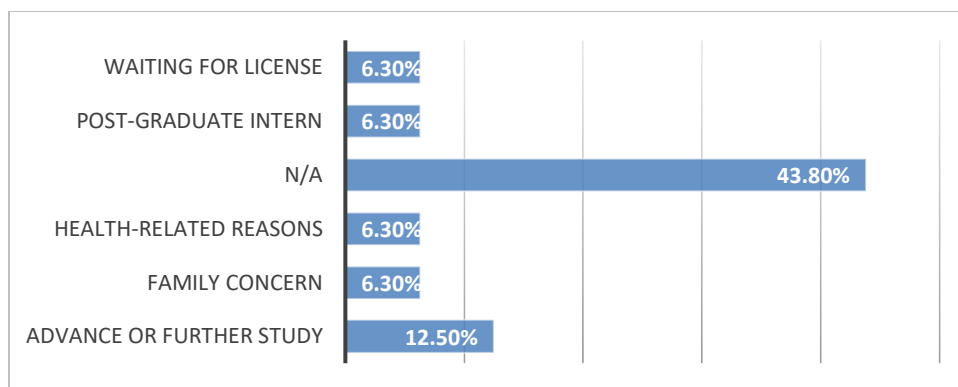


Figure 11. Percentage distribution of graduates Batch 2016 to 2022 by reasons for unemployment

The data on reasons for graduates not being employed yet reveals diverse factors influencing their current status. Approximately 6.3% of graduates are pursuing further education beyond their undergraduate studies, enrolling in master's or doctoral programs, or obtaining professional qualifications to enhance their knowledge and skills. This group likely believes that additional education will improve their career prospects and competitiveness in the job market.

Another 6.3% of graduates cite personal or family reasons, such as caring for family members, meeting family obligations, or prioritizing personal commitments, as hindrances to immediate employment. Health problems contribute to a similar percentage (6.3%) of graduates delaying their job search, requiring time for physical or mental health recovery before entering the workforce.

Similarly, 6.3% of graduates who recently passed the nursing licensure exam choose to temporarily postpone their job search to focus on obtaining professional qualifications or meeting other requirements in their field. This group prioritizes necessary paperwork and preparations before actively seeking employment as licensed nurses.

A substantial portion of graduates, 43.8%, provides no information about their employment status, marked as "non-responses." This lack of information may stem from uncertainty about career plans, difficulty finding suitable jobs, or a preference not to disclose their reasons for not being employed. Without further details, the specific circumstances of this category remain unclear.

Present Employment Status

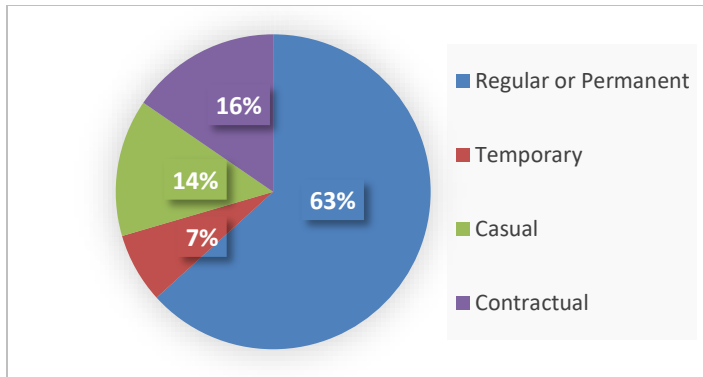


Figure 12. Percentage distribution of graduates Batch 2016 to 2022 by present employment status

The data on the employment status of graduates indicates a diverse distribution in terms of job arrangements. Approximately 63% of graduates hold regular or permanent positions, suggesting a significant portion enjoys stable, long-term employment with associated benefits like job security, consistent work hours, and various perks.

Contractual employees account for 16%, often hired for specific time-bound projects or temporary roles, providing companies with flexibility in acquiring specific skills without committing to permanent positions. These employees typically have clear contracts outlining the terms, duration, and scope of their employment.

Casual employment constitutes 14%, with these employees engaged for tasks peripheral to the core business of the employer. In the Philippine government, casual employees are appointed for essential and necessary services where regular staff is insufficient, typically for emergency cases and intermittent periods not exceeding one year.

Additionally, 7% of graduates hold temporary/probationary positions, commonly found in industries with fluctuating workforce demands. Temporary employees often have flexible schedules but may not receive the same benefits as full-time employees. The probationary period serves as a trial, during which the employee's performance and suitability for full-time employment are assessed. After this period, a decision is made regarding permanent employment based on work performance evaluations.

Skills acquired in college were able to apply in your work

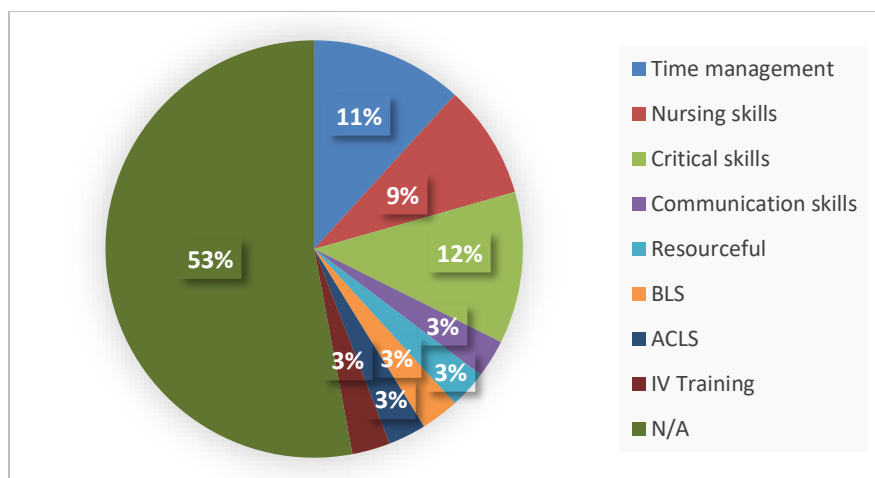


Figure 13. Percentage distribution of graduates Batch 2016 to 2022 by skills acquired in college applied to work

The data reveals that graduates effectively apply the skills acquired during their studies to their professional roles. Critical thinking skills, reported by 12% of respondents, showcase the ability to analyze information objectively, evaluate evidence, and make informed decisions. These skills prove crucial in healthcare, aiding professionals in clinical decision-making, problem-solving, and patient care prioritization.

Time management skills, accounting for 11%, are deemed essential for efficient healthcare delivery. Graduates with effective time management skills can organize work, meet deadlines, and allocate appropriate time for patient care, reducing stress, increasing productivity, and enhancing patient outcomes.

Nursing skills, reported by 9%, indicate that graduates can practice a comprehensive range of clinical competencies acquired during their higher education. This proficiency, encompassing patient assessment, medication management, and infection control, positions graduates to provide high-quality patient care and adapt to diverse healthcare environments.

Effective communication skills (3%) are crucial in healthcare, encompassing both oral and written communication. Strong communication fosters patient safety, builds trust, and supports effective teamwork. Resourcefulness, reported by 3%, highlights the ability to find creative solutions, adapt to challenges, and utilize available resources effectively, particularly relevant in healthcare settings with unexpected situations and limited resources.

Basic life support (BLS) and advanced cardiovascular life support (ACLS) skills, each reported by 3%, signify graduates' readiness to respond to emergencies. IV training skills (3%) showcase proficiency in administering intravenous treatments. However, the majority, 53%, responded as "Not applicable/No response," suggesting that certain skills may not have been reported or included in the data.

Present Occupation

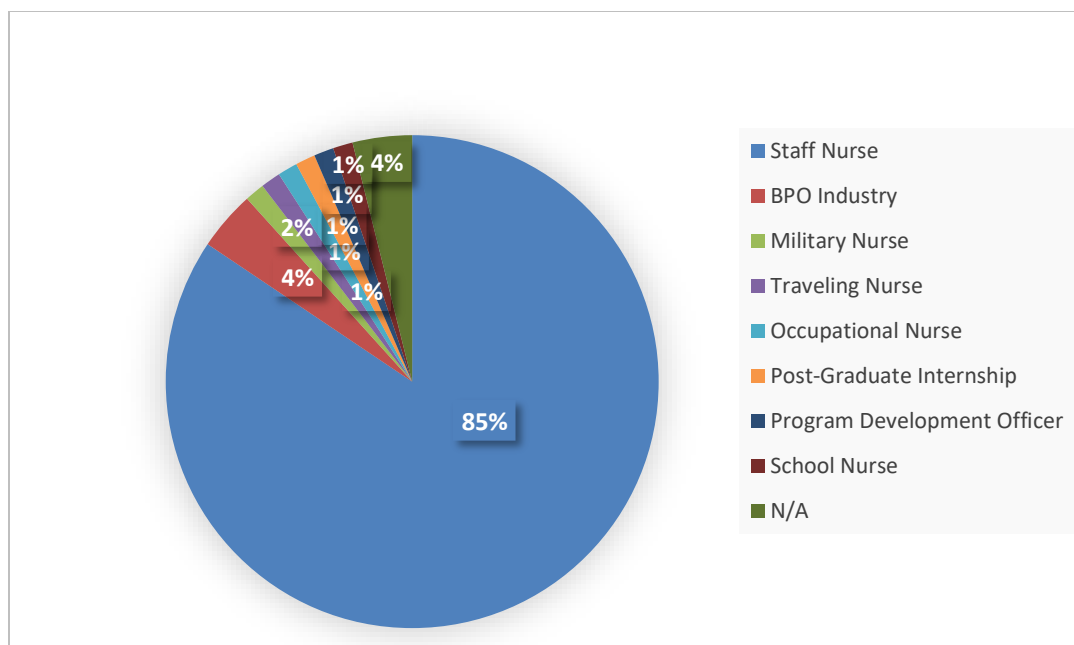


Figure 14. Percentage distribution of graduates Batch 2016 to 2022 by present occupation

The majority of graduates (85%) pursued careers as nurses, playing vital roles in healthcare facilities by providing direct patient care, administering medications, and supporting physicians in medical procedures. Around 4% entered the Business Process Outsourcing (BPO) industry, working in roles such as customer support, technical assistance, and data entry. Another 4% became clinical or medical analysts, contributing to evidence-based decision-making in healthcare through data analysis. A small percentage (2%) chose the challenging path of military nursing, serving in military hospitals and combat zones. Additionally, 1% opted for roles as traveling nurses, delivering healthcare to underserved populations in various settings. Other paths include occupational nurses (1%) focusing on workplace health and safety, graduates in graduate internships or training programs (1%), program development officers (1%) involved in planning and implementing initiatives, and school nurses (1%) providing healthcare services in educational institutions. The "N/A" category (4%) includes individuals not currently employed, those continuing education, taking a gap year, or facing challenges in securing suitable employment.

Nature of Career Industry

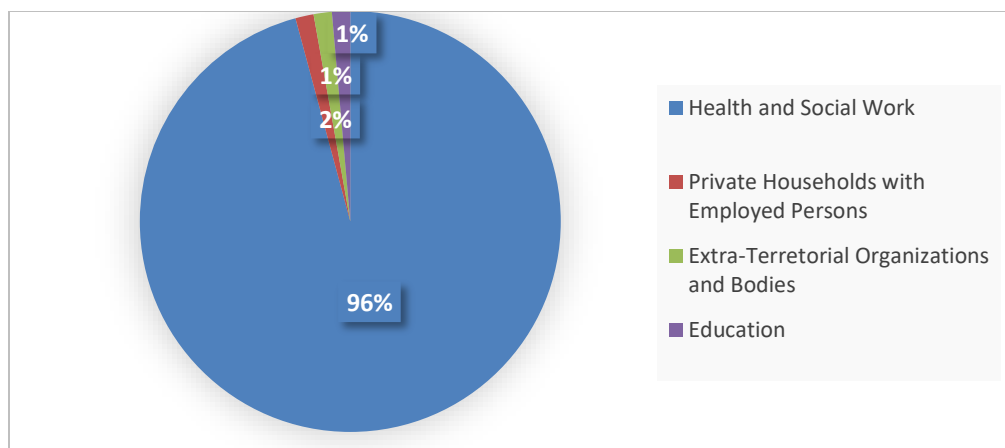


Figure 15. Percentage distribution of graduates Batch 2016 to 2022 by nature of career industry

The data reveals that a substantial 96% of graduates are employed in companies primarily engaged in the health and welfare field, underscoring their significant role in delivering crucial healthcare and social assistance services. This encompasses diverse sectors like hospitals, clinics, social services, psychiatric services, rehabilitation centers, and elderly care, reflecting a broad spectrum of health and social care activities. The company's pervasive presence in this sector implies involvement in direct patient care, medical treatment, counseling, therapy, case management, community outreach, and the development of social programs. Despite a low presence, each constituting 1%, in other sectors like private households with employees, extraterritorial institutions and enterprises, and education, these categories provide insights into the company's diverse activities. The involvement with private households suggests specialized services for homebound individuals, while the reference to extraterritorial organizations implies collaborations with international entities. The inclusion of 1% related to education indicates the company's provision of educational services, potentially encompassing training programs, educational support, vocational training, or specialized health and social care courses.

Place of Work

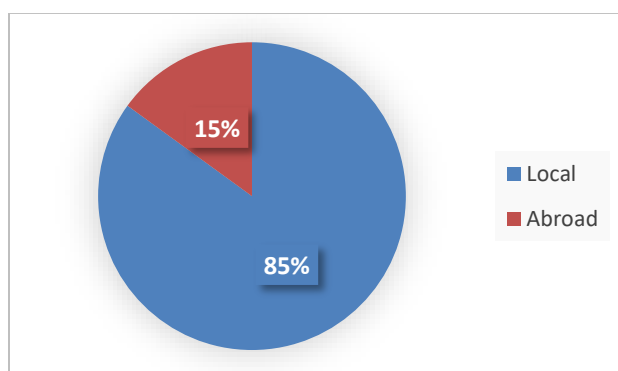


Figure 16. Percentage distribution of graduates Batch 2016 to 2022 by place of work

The data indicates that a substantial 85% of graduates work in their home countries, highlighting significant employment within local contexts. This prevalence may be influenced by factors such

as a robust local labor market, economic stability, favorable business conditions, and the convenience of proximity to home and family. The availability of jobs in specific regions, especially in industries like manufacturing, healthcare, and retail, could contribute to the high percentage of individuals working locally. Additionally, language barriers and cultural differences may pose challenges for those considering employment abroad, limiting the number of individuals opting for international work.

Conversely, 15% of graduates have chosen to work abroad, showcasing a noteworthy number seeking employment opportunities beyond their home countries. Factors driving this trend include the perception of improved career prospects, higher wages, and increased professional opportunities in certain industries or foreign labor markets. The global interconnectedness of economies has led to expanded operations by companies across borders, providing individuals with opportunities for international careers, particularly in sectors like technology, finance, consulting, and research. The desire for cultural exchange, personal development, adventure, and exposure to new environments also contributes to the decision to work abroad. Additionally, teaching or research opportunities, especially in academic fields, may lead individuals to work in research centers, universities, or institutes in different countries throughout their careers.

First Job Attainment

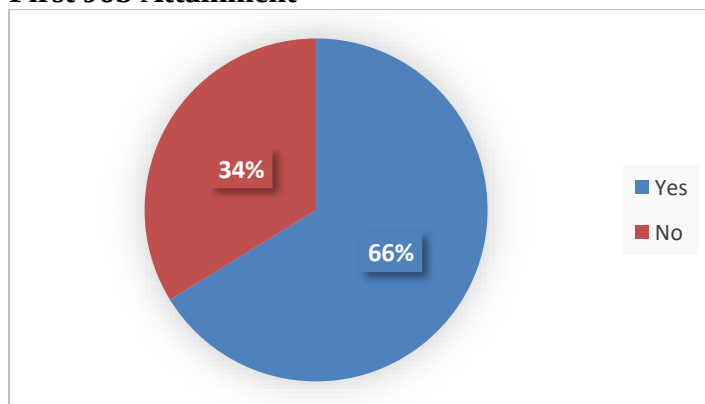


Figure 17. Percentage distribution of graduates Batch 2016 to 2022 by first job attainment

The data reveals that 66% of graduates successfully secured their first job, indicating a favorable outcome for the majority and underscoring the market demand for their skills. This positive finding suggests that a significant proportion of graduates were able to effectively leverage their education to secure employment opportunities. However, the remaining 34% who did not secure their first job raises concerns about the challenges faced by some young graduates in entering the workforce. Various factors, such as competitive labor markets, local economic conditions, industry-specific demands, and individual circumstances, may contribute to the difficulties experienced by this portion of graduates in finding employment.

Reasons for staying on the job

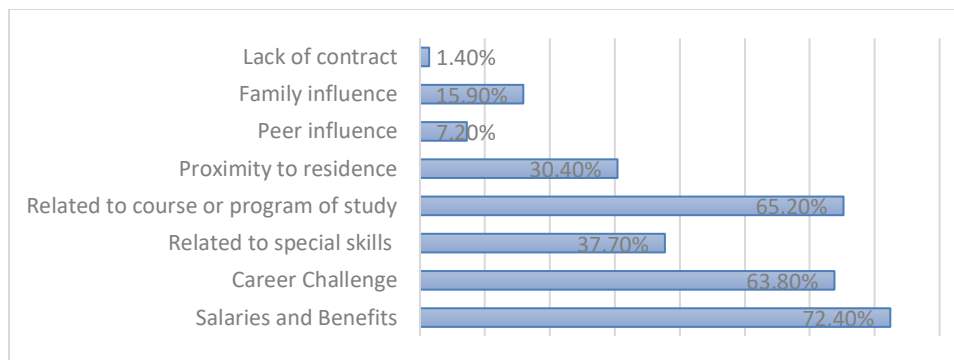


Figure 18. Percentage distribution of graduates Batch 2016 to 2022 by reasons for staying the job

The data highlights various factors influencing graduates' decisions to remain in their jobs. A predominant factor is salary and benefits, with 72.40% of respondents citing financial rewards and comprehensive benefits as crucial elements for employee retention. Competitive pay, bonuses, health insurance, and retirement plans significantly contribute to overall job satisfaction. Additionally, 65.2% of graduates emphasize the relevance of their course to their work, underscoring the value of aligning one's educational background with job responsibilities for a sense of purpose. Occupational challenges, mentioned by 63.8% of respondents, indicate the importance of growth opportunities, advancement, and engaging work for retaining talent. Leveraging special skills (37.7%) and proximity to home (30.4%) also play significant roles, emphasizing the recognition of unique skills and the impact of commute convenience on job satisfaction. Family influences (15.9%) and peer influence (7.2%) contribute to the decision-making process, while the presence or absence of a contract appears less influential (1.4%). Overall, the data reflects the multi-faceted nature of employee retention, encompassing financial, professional, personal, and interpersonal considerations.

First Job Alignment to the Nursing Course

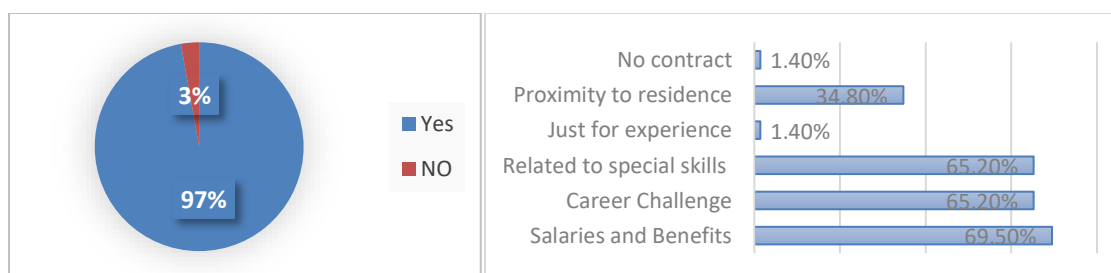


Figure 19. Graduates' first job alignment and Job acceptance reasons

The data indicates that a significant majority of graduates (97%) reported that their first job was related to the course they took at university. This high percentage suggests a positive correlation between educational background and career paths, with graduates effectively applying the knowledge and skills acquired during their higher education to secure positions in their chosen fields. This alignment is particularly pronounced in professions like engineering, medicine, nursing, and accounting, where specialized training is often directly linked to job opportunities.

Furthermore, the reasons for accepting a job are multifaceted. Salary and benefits play a crucial role, with 69.5% of graduates highlighting financial security as a key factor. Professional challenge is also significant (65.2%), indicating that many graduates seek roles that provide growth opportunities and ongoing learning experiences. Matching one's specific skills to a job (65.2%) is another motivator, allowing individuals to excel in their chosen fields. Proximity to home is a consideration for 34.8% of graduates, emphasizing the importance of work-life balance and convenience in commuting. While a small percentage accept jobs for the sake of gaining experience (1.4%), the lack of a formal contract (1.4%) is a less influential factor for most, with job seekers generally valuing the stability and legal protection offered by employment contracts. Overall, individual priorities and circumstances, including company culture, flexibility, and personal values, contribute to the diverse reasons behind job acceptance decisions.

Reasons for changing first job

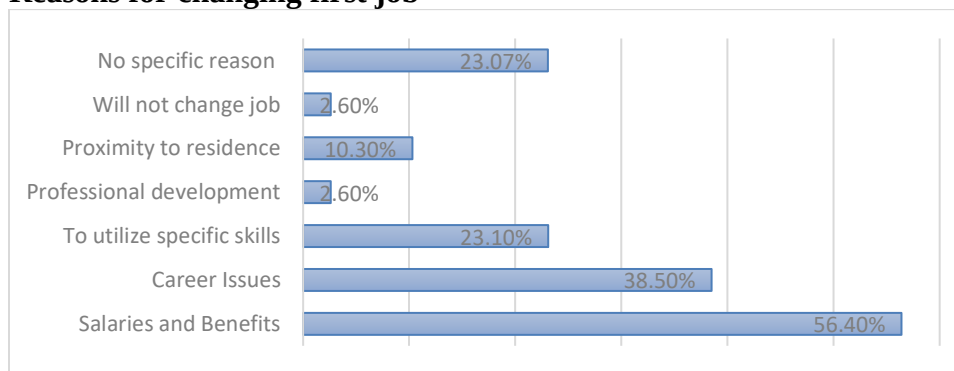


Figure 20. Percentage distribution of graduates Batch 2016 to 2022 by reasons for changing first job

The data reveals key motivations for graduates changing jobs. A notable 56.4% cited salaries and benefits, emphasizing the significant role financial considerations play in job decisions. Career issues were mentioned by 38.5%, underlining the importance of personal and professional development, challenging projects, and advancement opportunities. Additionally, 23.1% indicated a desire to utilize specific skills, highlighting the value individuals place on contributing meaningfully in their chosen fields. While proximity to home influenced 10.3%, showcasing the relevance of location and commute time, a minority (2.6%) sought career changes for higher education opportunities. Interestingly, 2.6% expressed satisfaction and had no plans to change jobs, underscoring contentment in their current roles. Approximately 23.07% cited no specific reason for changing jobs, suggesting either satisfaction or a lack of compelling reasons for a shift. Employers can address these dynamics by ensuring competitive compensation, fostering a culture of continuous learning, recognizing and leveraging employees' expertise, and considering location-related preferences.

Length of Service in First Job; Means of Acquiring First Job; Length of Job Searching Before Employment

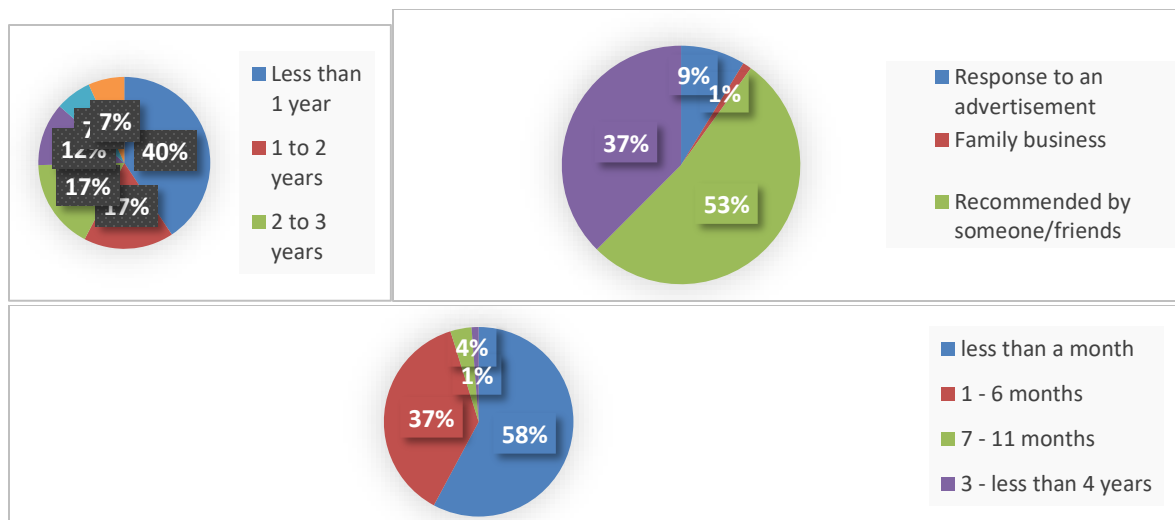


Figure 21: Graduates' first job service length, Job acquisition means, and Job search duration.

The data on the length of service in the first job reveals that 40% of nursing graduates held their initial positions for less than a year, suggesting early challenges and transitions. Approximately 17% remained employed for 1-2 years, 17% for 2-3 years, and 12% for 3-4 years, with 7% staying for over 5 years, reflecting stable, long-term employment. Another 7% marked "Not applicable," likely graduates without immediate job placement, continuing education, or taking a break.

Additionally, graduates utilized various means to acquire their first job. Notably, 52.5% secured employment through recommendations, emphasizing the significance of personal networks. Additionally, 37.5% employed a proactive approach by personally visiting companies, and 8.75% found opportunities through advertising. Only 1.2% entered family businesses, showcasing unique opportunities.

Regarding the length of job searching before employment, a substantial 58% found their first job within a month, with 37% taking 1-6 months. A small 4% faced a more extended search of 7-11 months, and only 1% found employment in less than 3-4 years, potentially indicating significant challenges in their job search.

First Job Rank and Present Job Rank

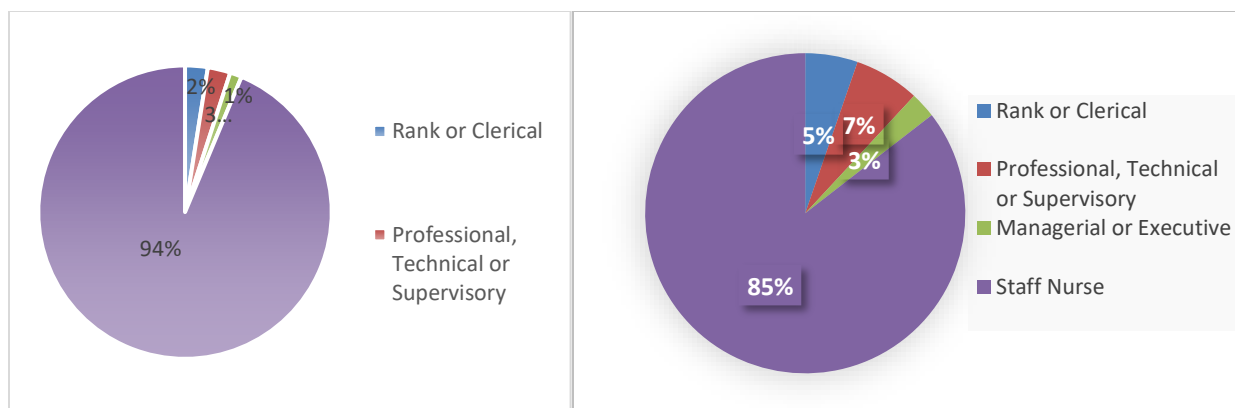


Figure 22. First and current job ranks for graduates, Batch 2016-2022.

The data on graduates' first job-level positions reveals that 93.7% started as nurses, emphasizing the strong representation of nursing as a popular career choice. This high proportion indicates a substantial demand for nursing professionals, reflecting the importance of this role in healthcare. A small percentage (2.5%) held entry-level positions involving administrative or clerical tasks, highlighting early career experiences. Additionally, an equivalent percentage worked in positions requiring specialized knowledge or technical expertise, showcasing graduates with specific qualifications. Managerial or supervisory roles were held by a modest 1.3%, indicating a smaller proportion in senior-level positions.

Examining the current job-level positions, 85% of graduates are nurses, reinforcing the prevalence of nursing careers. The 7% in professional, technical, or managerial roles signifies graduates with specialized knowledge and supervisory responsibilities. A 5% share is in clerical or administrative positions, while civil service jobs make up a relatively small portion. Moreover, only 3% occupy managerial positions, indicating a limited number of graduates in senior leadership roles.

Initial salary perception, curriculum relevance, and college competencies,

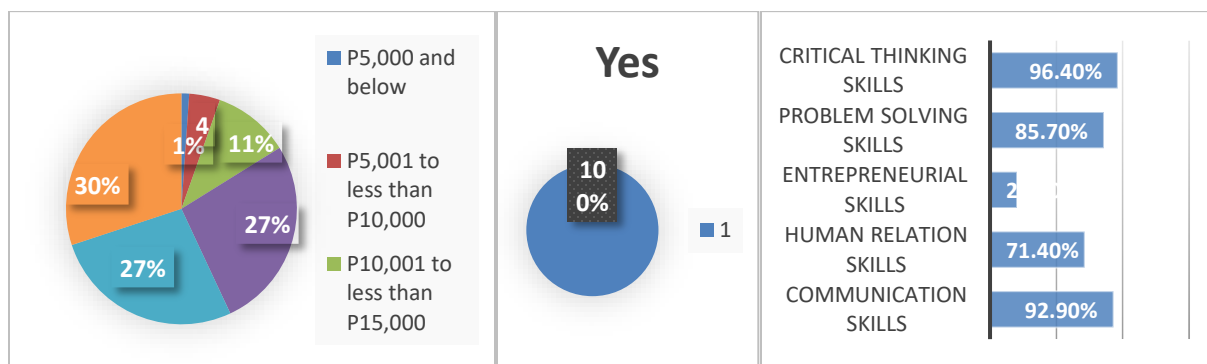


Figure 23. Initial salary, curriculum relevance, and useful competencies perception.

The income distribution among graduates' first jobs reveals that 54% earn between 15,000 to 25,000, indicating a common salary range. Furthermore, 30% earn above 25,000, reflecting positive prospects. Only 1% falls below 5,000, a minority with lower incomes. Over time, an

increasing proportion of individuals are found in higher income ranges, suggesting career advancement.

In terms of curriculum relevance, an impressive 100% of nursing graduates perceive the curriculum as relevant, reflecting a well-designed program aligning with workplace needs. This indicates high job satisfaction, confidence, and employer desirability. While positive, continual curriculum review is crucial for maintaining relevance and ensuring graduates remain well-prepared.

Regarding useful competencies gained in college, graduates exhibit high percentages in critical thinking (96.4%), communication (92.9%), problem-solving (85.7%), and interpersonal skills (71.4%). These competencies contribute to effective workplace performance, showcasing graduates as well-prepared and adaptable. Entrepreneurial skills, though at 20.2%, hold value in certain roles, emphasizing adaptability and innovation.

Conclusion

This study presents a comprehensive portrait of Bachelor of Science in Nursing graduates from 2016 to 2022, revealing a predominant demographic of single females in Cebu City, Region 7. The decision to pursue nursing was often influenced by familial connections within the profession, and while academic honors were limited, a considerable number sought advanced studies for professional growth.

Notably, the majority of graduates are actively employed, predominantly as staff nurses in the health and social work sectors of the Philippines. Salaries and benefits emerged as pivotal factors influencing both job acceptance and changes, with recommendations playing a significant role in swift job placements. However, the duration of job tenures tended to be relatively short, ranging from 1 to 6 months.

Examining the skills applied in their work, graduates found their college curriculum to be highly relevant, citing proficiency in communication, human relations, problem-solving, critical thinking, and entrepreneurial competencies. The study underscores the multifaceted dynamics influencing the career trajectories of nursing graduates, providing valuable insights for both educational institutions and the healthcare industry.

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