

A TRACER STUDY OF THE BACHELOR OF SCIENCE IN NURSING PROGRAM OF LA CONSOLACION UNIVERSITY PHILIPPINES GRADUATES: A REFLECTION ON INSTITUTIONAL GOALS

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Abstract

Background: Every academic institution's goal is to produce competent and highly qualified graduates that can eventually be competitive in a local or global place. This study is a very powerful tool that can provide valuable information for evaluating the whereabouts and performance of the graduates in the workplace. The study conducted was specifically facilitated to the BS in Nursing Graduates of LCUP.

Aim: This study aimed to keep track of the graduates in the La Consolacion University Philippines under Bachelor of Science in Nursing from 2016-2020.

Method: The descriptive type of research was utilized via online survey questionnaires in google form as the main tool to gather the information needed from the respondents. The primary sources of data are the 10 BS Nursing graduates of La Consolacion University Philippines, College of Allied Medical Professions from batch 2016-2020.

Findings: The majority of the graduates are currently working in nursing-related occupations, largely in private institutions, according to the findings. Furthermore, the graduates believe that the BS Nursing program at LCUP has helped them grow emotionally and professionally.

Keywords: Tracer Study, Bachelor of Science in Nursing Graduates, Institutional Goals, LCUP Graduates.

Introduction

Every academic institution's goal is to produce competent and highly qualified graduates that can eventually be competitive in a local or global place. This study is a very powerful tool that can provide valuable information for evaluating the whereabouts and performance of the graduates in the workplace. This study aimed to keep track of the graduates in the La Consolacion University Philippines Allied Health Sciences.

The La Consolacion University Philippines, formerly known as University of Regina Carmeli, is a co-educational Catholic University established and administered by the Augustinian Sisters of Our Lady of Consolation (ASOLC). The school was established in 1937 by Doña Estefanía del Rosario Vda. de Jacinto, a sister of Mother Catalina de Jesus, OSA, donated a property for the education of the children of poor families in Barasoain, Malolos. At that time, it was the only educational institution in the locality. The first formal attempt to apply for a university status took place in 1993. The President sent a formal letter of intent to the Secretary of the Department of Education Culture and Sports, Hon. Isidro Cariño together with a

project proposal for the conversion of the Regina Carmeli College to a University. On June 10, 1993, RCC received the initial findings of the Office of the Secretary of the DECS. More documentary evidence was sought on the human and physical resources of the institution. It was December 4, 1997, when the Commission for the much-awaited decision invited the President and some members of the academic council. Finally, CHED en banc Resolution 144.97 officially converted Regina Carmeli College to a university status under the name University of Regina Carmeli (URC). In January 8, 2011, by virtue of a congregational decision that school being run by the Augustinian Sisters of Our Lady of Consolation would be under one name, "La Consolacion School/College/University", as the case maybe, management applied to the Securities and Exchange Commission for the change of name from URC to LCUP. On March 2, 2011, the commission approved amended articles of incorporation and by-laws of SEC-CR Reg. No. 7797 officially converting University of Regina Carmeli to La Consolacion University Philippines. With this new name, LCUP commits itself even more to become a provider of world class professionally comp

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competent human resources who can ensure the sustainability of a Christo-Centric Stewardship of the community.

The University conducts this evaluation of the impact of BSN Curriculum on the graduates as one of its research priorities. This shows LCUP's accountability to its stakeholders. Part of this is LCUP's current initiatives to revise, improve and develop the program it offers and specifically to have an initial basis for the development of nursing curriculum in the 4.0 industry. Most do not yet know just how it will unfold, but one thing is clear: the response to it must be integrated and comprehensive, involving all stakeholders of the global polity, from the public and private sectors to academes and civil society. There are three reasons why today's transformations represent not merely a prolongation of the Third Industrial Revolution but rather the arrival of a Fourth and distinct one: velocity, scope, and systems impact. The speed of current breakthroughs has no historical precedent. When compared with previous industrial revolutions, the Fourth is evolving at an exponential rather than a linear pace. Moreover, it is disrupting almost every industry in every country. And the breadth and depth of these changes herald the transformation of entire systems of production, management, and governance. According to the world economic forum, the Fourth Industrial Revolution represents a fundamental change in the way people live, work and relate to one another. It is a new chapter in human development, enabled by extraordinary technology advances commensurate with those of the first, second and third industrial revolutions. These advances are merging the physical, digital and biological worlds in ways that create both huge promise and potential peril. The speed, breadth and depth of this revolution is forcing individuals to rethink how countries develop, how organizations create value and even what it means to be human. The Fourth Industrial Revolution is about more than just technology-driven change; it is an opportunity to help everyone, including leaders, policy makers and people from all income groups and nations, to harness converging technologies in order to create an inclusive, human-centered future. The real opportunity is to look beyond technology and find ways to give the greatest number of people the ability to positively impact their families, organizations and communities. The world is experiencing an era of the fourth industrial revolution characterized by a fusion of disruptive technologies like cyber-physical systems, cloud technology, cognitive computing, robotic process, artificial intelligence, and the Internet of Things, which impact every health care industry in both developing and developed countries, from being manpower-intensive to being technology-centric.

The example of the health care delivery model driven by technology changes today can be seen from customers who often use online consultations to healthcare professionals to get the treatment (Milton, 2018). In some countries, for example, Japan has been developing various types of humanoid nursing robots for delivering nursing care (Tanioka et al., 2017), which poses a challenge for nurses around the world, and changes how they work, live and play. In addition, this era is considered a threat for unskilled workers or new graduates who are at a high risk of being left unemployed. Therefore, there is a need to be able to prepare graduates to establish the impacts on nursing practice and patient outcomes.

Moreover, it intends to determine if the curricular programs are being implemented appropriately at the classroom level and if it is eliciting the desired effect on student achievement and employability. As a means of curriculum evaluation, tracer studies also help identify curriculum weaknesses and strengths. Some judgments about what aspects of the curriculum can be retained, enhanced or written off can be made if there is an evaluation data on which such decisions are based. Schools have to provide the training that meets the standards of employers set for their workforce. Industries may have different standards, but they always have a set of characteristics they expect for their applicants to possess that would boost institutional objectives. Whether employers seek graduates whose skills are, either, related or not aligned to their field of specialization, they will always look for their standards. Further findings of tracer studies can be used to define or redefine higher education institutions' mission and market niche and show how academic programs and course offerings can be adjusted to reflect institutional goals. Findings can also be used by stakeholders in deciding where to look for skills. Lastly, the evaluation shall provide a basis for further improving existing and or developing a new BS Nursing curriculum and implementation process.

In addressing the emerging and complex nature and challenges of the 21st century, higher education stands out as one of the major keys to cope with reforms. Standing on the brink of a technological revolution that will fundamentally alter the way people live, work, and relate to one another. In its scale, scope, and complexity, the transformation will be unlike anything humankind has experienced before. The Commission on Higher Education was created with a vision to become the key leader of the Philippine higher education system to work effectively in partnership with the major higher education stakeholders in building the country's human capital and innovation capacity toward the development of a Filipino nation. This, in effect,

mandates CHED to promote relevant, efficient and quality higher education. Additionally, the collected data is an important indicator of the quality of higher education. In the Philippines, the Commission on Higher Education requires all HEIs to conduct a tracer study and is equally reflected as one of the required documents by any higher education accrediting body such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCU), Inc. for government and for private sector is Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU).

By conducting a survey on the cohort of graduates from a specific institution, profession, discipline, level of education, their employment characteristics, competencies and skills development, and have a comparative analysis, the information gained from these can be used by the graduate's alma mater and other education stakeholders for curriculum development and other emerging reforms. Because of their nature, graduate tracer studies typically have similar objectives, such as to find out the results of higher education and training in terms of employment outcomes to improve higher education provision. In this study, a couple of steps further to get a sense of the broader college experience and how it relates not just to employment outcomes but to socio-civic participation and overall life satisfaction. Lastly, the evaluation shall provide a basis to further improve the existing BSN curriculum to successfully implement the program for the students to obtain a good scholastic performance. This study aimed to assess the educational experiences, employment, and achievements of graduates of the Bachelor of Science in Nursing Program of LCUP Allied Health Sciences from batch 2016 – 2020.

Methodology

1.1 Research Design

This research study applied the descriptive method of research. Graduate Tracer Study (GTS) adopted from the Commission on Higher Education (CHED) was the data-gathering tool. An online survey was used to collect the data from the graduates. The initial target population was all students who completed their studies in La Consolacion University Philippines (LCUP) with Bachelor of Science in Nursing degree in the years 2016 to 2020. The researchers had a total of 10 respondents. In line with this, the data that were gathered were organized, tabulated, analyzed using descriptive statistics, specifically Likert Scale. It was used to collect respondents' attitudes and opinions.

1.2 Description of Respondents

The primary sources of data are the 10 BSN graduates of La Consolacion University Philippines

Allied Health Sciences from batch 2016-2020. Their general profile, and employment status are primarily considered in the set of questionnaires provided.

1.3 Instrumentation

The study used an online survey questionnaire to gather the necessary data for this study. The questionnaire is composed of four main parts: the demographic profile of the respondents, educational background, the post-college programs, and their employment data.

1.4 Data Gathering Procedure

To reach out to the target respondents, the study used social networking platforms. The questionnaire was distributed through email by the researchers. The researchers were able to understand and analyze the data collected from the BSN graduates' batch 2016-2020 after the survey.

1.5 Research Locale

The study was conducted at the La Consolacion University Philippines with their respective BS Nursing alumni as the respondents.

1.6 Statistical Treatment

This study used percentile and frequency distribution methods to analyze and interpret the data.

Percentage This was employed to determine frequency counts and percentage distribution of personal related variables of the respondents. To determine the extent of the responses, since each task is composed of several different activities, a 4-point scale was used to rate the usefulness of the degree, satisfaction of the current job, contribution of the program to personal and professional growth and the impact of the degree program to BS Nursing graduates. Thus, the rating of each task was determined by taking the mean of all the activities for each task.

The descriptive interpretation of the mean ratings are as follows:

1.7 Likert Scale

Scale	Range Scale	Interpretation
4	3.28 - 4.0	Very Highly
3	2.52 – 3.27	Highly
2	1.76 – 2.51	Fairly
1	1.00 – 1.75	Poorly

3.28-4.0 Very Highly(VH), 2.57-3.27 Highly(H), 1.76- 2.51 Fairly(F), 1.00- 1.75 Poorly (P)

Results

Table 1: Educational Attainment of The Respondents

Educational Attainment	Frequency	Percentage
BSN-RN	9	90
Masters	0	0
Doctorate	1	10
TOTAL	10	

The educational attainment of the respondents seeking postgraduate degrees is shown in Table 1. Nine (9) of the respondents had earned a Bachelor of Science in Nursing degree, accounting for 90 percent of the total. The stated number of respondents completed their degree and took the license exam in order to practice or use what they had learnt and gain some experience in order to improve their success. Currently, one (1) out of every ten (10) respondents is pursuing a Doctorate in Nursing Education. The respondent wants to educate others and has a lot of potential in the field of nursing, both in terms of teaching and personal and professional development.

Table 2: Distribution of Respondents

Academic Year	Frequency	Percentage
2020	3	30
2019	2	20
2018	2	20
2017	2	20
2016	1	10
TOTAL	10	100

Table 2 shows the distribution of respondents based on the academic year in which they received their diploma. One respondent, accounting for 10% of the total, graduated in 2016. In the survey, two (2) respondents from each academic year (2017, 2018, and 2019) took part. Three (3) respondents graduated in 2020, accounting for 30% of the total. Prior to 2016, nursing and health care were in crisis due to a continuous drop in nursing school enrolment and a nursing shortage. This table suggests that there was an increase in student enrolment between 2017 and 2020. To help ease the situation, collaboration has been established to promote understanding and awareness of the profession's prospects. Nurses took special measures to improve the public's perception of nursing and reinvigorate interest in such a dynamic and crucial vocation.

Table 3: Frequency, Percentage and Rank Distribution in Terms of Sex

Sex	Frequency	Percentage	Rank
Female	6	60	1
Male	4	40	2

Total	10	100	
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In this study's graduate sampling, gender is not considered a significant variable. However, data on respondents' sex is supplied here to give a more detailed picture of the study's participants based on this characteristic. The gender breakdown of responses is seen in Table 3. The bulk of responses are female (60%) and male (40%) respectively. As shown in the table, males are still employed in culturally bound masculine jobs, although the discipline is dominated by female graduates. As personal professional pathways, men disdain care-oriented vocations such as nursing (Croft, 2015). Men care less about nurturing and connection when it comes to roles in society that provide care to others, according to a study by Block (2018). Furthermore, people who strongly embraced agentic concepts tended to give health professions a lower societal value. Nursing is still mostly a female-dominated profession, as the table indicates, but this is slowly changing.

Table 4: Frequency, Percentage and Rank Distribution in Terms of Age

Age	Frequency	Percentage	Rank
21 and less than	1	10	3.5
22-25	3	30	2
26-29	4	40	1
30>	1	10	3.5
TOTAL	10	100	

Table 4 shows the age distribution of respondents. Because they graduated based on their expected age or timeline as regular students, the majority of Nursing graduates (40 percent) are in their mid- to late-twenties. Between the ages of 22 and 25, 30% of those polled are between the ages of 22 and 25. 10% of those who responded are under the age of 21, while another 10% are above the age of 30. College students often graduate between the ages of 20 and 21, after which they begin working, a phase during which they concentrate on personal and professional development as well as pursuing greater job or academic status, which might take many years.

Table 5: Frequency, Percentage and Rank Distribution in Terms of Civil Status

Civil Status	Frequency	Percentage	Rank
Married	2	20	2
Single	8	80	1
TOTAL	10	100	

According to the data, single status outnumbers married status, indicating that most Nursing grads desire to concentrate on work in order to attain their objectives. Employers prefer to hire single

people because they believe they are more dedicated to their careers and more willing to take on challenges and responsibilities than married people.

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. This conclusion is consistent with a 2017 report from the Philippine Statistics Authority (PSA), which reported a 3.60 percent reduction in weddings between 2014 and 2015, and a 20.10 percent reduction within a decade (Lazatin, 2018).

Table 6: Frequency, Percentage and Rank Distribution in Terms of Working while Studying

	Frequency	Percentage	Rank
Yes	1	10	2
No	9	90	1
TOTAL	10	100	

Table 6 reveals that (90%) of respondents wanted to concentrate on studying first, and (10%) preferred to study while working. Educational characteristics appear to have a significant impact on professional competence. According to the data, the majority of graduates are full-time students, meaning they have the financial means or ability to pay tuition fees and graduate on time, while some decided to study while working owing to financial constraints. According to the findings of a study done by Williams (2014), students work for a variety of reasons, including fiscal necessity, meeting a fast or fundamental need, and assisting understudy in achieving their future goals. This is corroborated by the findings of Furr and Elling (2002), who found that students work part-time due to financial constraints.

Table 7: Frequency, Percentage and Rank Distribution in Terms of Seeking Job After Obtaining The Degree

Timeline	Frequency	Percentage	Rank
<Year	4	40	2
>Year/s	6	60	1
TOTAL	10	100	

According to the data, (60 percent) of the respondents were able to find work years after receiving their degree, and (40 percent) were able to find work in less than a year after completing their degree/course. Low pay, a desire to take a break, a lack of benefits, long working hours, a

heavy task, and the COVID 19 pandemic are just a few of the reasons for the time gap between graduation and employment. After graduation, some of the respondents considered taking language classes and studying overseas.

Table 8: Frequency, Percentage and Rank Distribution in Terms of Employment Status

Employment Status	Frequency	Percentage	Rank
Full-time	7	70	1
Self-employed	2	20	2
Not working and looking for a job	1	10	3
TOTAL	10	100	

As seen in Table 8, the majority of respondents (70%) are full-time employees. Self-employed people make about 20% of the total number of responses. Only one (1) respondent, accounting for 10% of the total, is currently unemployed and seeking for work. 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.

Table 9: Frequency, Percentage and Rank Distribution in Terms of How They Found Their Job.

Age	Frequency	Percentage	Rank
Written Inquiry	2	20	2.5
Advertisement in Media	1	10	5
Through relatives	3	30	1
Through friends	2	20	2.5
Others	2	20	2.5
TOTAL	10	100	

According to the data, the biggest number (30%) of respondents claimed that they found their work through their relatives. And three of them (20%) discovered their work through written inquiry, acquaintances, and other channels, while the remaining ten percent (10%) obtained their work through media advertisements. It only goes to show that a referral from a family member may be a huge help while looking for a job.

Table 10: Frequency, Percentage, and Rank Distribution in Terms of Relatedness of Current Job to Degree Obtained

	Frequency	Percentage	Rank
Yes	7	70	1
No	3	30	2
TOTAL	10	100	

According to Table 10, seven out of ten respondents (70%) have a job that is connected to the degree they earned. And thirty percent of them were employed, but not in a position relevant to their degree. The majority of respondents said they intended to put their degree into practice in order to improve their skills and knowledge. Additionally, they desired to put their theoretical knowledge into reality and gain confidence in their professional performance. Students enroll in college and choose degree fields in the hopes of finding work. One facet of labor market success is the ability to put one's education to work in the future.

Table 11: Frequency, Percentage, and Rank Distribution in Terms of Degree Earned from Lcup Provided The Needed Technical Know-How of The Job

	Frequency	Percentage	Rank
Yes	9	90	1
No	1	10	2
TOTAL	10	100	

As demonstrated in Table 11, the majority of respondents (90 percent) stated that their LCUP degree provided them with the necessary technical knowledge for their professions. Only one respondent (ten percent) disagreed. They claim that the college has prepared them in accordance with their expectations, not only in terms of competence, but also in terms of values that they will need in their everyday dealings with patients or clients.

Table 12: Extent of The Usefulness of The Degree to The Present Job

Task	1	2	3	4	5	6	7	8	9	10	Mean Rating
Knowledge and skills	3	3	3	4	4	4	4	4	4	4	3.7
Mean rating	3	3	3	4	4	4	4	4	4	4	3.7
Descriptive Interpretation	H	H	H	VH	VH	VH	VH	VH	VH	VH	VH

Verbal Interpretation: 3.28-4.0 Very Highly(VH), 2.57-3.27 Highly(H), 1.76- 2.51 Fairly(F), 1.00- 1.75 Poorly (P)

Table 12 reveals that seven (7) out of ten (10) respondents chose 4 (very high), while three (3) chose 3 (moderately high) (high). This indicates that the majority of nursing graduates consider their degree to be quite useful in their present position.

Because they're putting what they've learnt into practice. The undergraduate competencies supplied are outstanding learning in terms of having a large impact on the labor market.

Table 13: Extent of Satisfaction on The Current Job

Task	1	2	3	4	5	6	7	8	9	10	Mean Rating
Satisfaction	3	3	3	3	3	4	4	4	4	4	3.5
Mean rating	3	3	3	3	3	4	4	4	4	4	3.5
Descriptive Interpretation	H	H	H	H	H	VH	VH	VH	VH	VH	VH

Verbal Interpretation: 3.28-4.0 Very Highly(VH), 2.57-3.27 Highly(H), 1.76- 2.51 Fairly(F), 1.00- 1.75 Poorly (P)

Table 13 reveals that five (5) out of every ten (10) respondents chose 4 (very high), while the other half chose 3. (high). In order to obtain increased productivity, job satisfaction is critical. The average rating is very good, indicating that graduates are happy and pleased in their current position. There are a variety of reasons why an employee would like to stay with a company, but most of the time, there

is no reason to leave if their work is adequately compensated and their welfare is taken care of. Compensation, workload, management perceptions, flexibility, teamwork, and resources are all factors that influence employee happiness.

Table 14: Frequency, Percentage, and Rank Distribution in Terms of Intention to Stay in The Job

	Frequency	Percentage	Rank
Yes	7	70	1
No	3	30	2
TOTAL	10	100	

As seen in Table 14, the majority of respondents (70%) intend to stay in their current position. Thirty percent of them say they won't stay on the job for some reason. Among the reasons given by respondents are the desire to be an entrepreneur, the want to apply to another field of competence, the desire to graduate medical school and run their own business, and the want to work abroad. Some respondents claimed that they wanted to continue their career abroad and start their own business, but the majority of them answered that they wanted to stay in their current position since they are used to it and comfortable there.

Table 15: Frequency, Percentage, and Rank Distribution in Terms of The Type of Organization Applied

Type of Organization	Frequency	Percentage	Rank
Private	6	60	1
Public	2	20	2
Self-employed	1	10	3.5
Government	1	10	3.5
TOTAL	10	100	

Table 15 shows that 60% of respondents are linked with a private organization, 20% are linked with a public institution, 10% are self-employed, and 10% are linked with the government. This means that the vast majority of graduates preferred to work for a private company rather than for the government or for themselves.

Table 18: Frequency, Percentage and Rank Distribution in Terms of The Job Title

Job related to nursing	F	%	Rank	Job not related to nursing	F	%	Rank
Quarantine nurse	1	33.33	1.5	Social Media Representative	1	33.33	1.5
Nursing Level Coordinator	1	33.33	1.5	Content Gaming Creator	1	33.33	1.5
Hemodialysis Nurse	1	33.33	1.5	Investment Trading, E-commerce	1	33.33	1.5
TOTAL	3	100			3	100	
No Response	4						
TOTAL	6				100		

Current Employment Status
Table 16: Frequency, Percentage, and Rank Distribution in Terms of Occupational Classification

Classification	Frequency	Percentage	Rank
Nurse I	4	40	1
Nursing Director	1	10	3.5
Nursing Professor/Lecturer	1	10	3.5
Assistant Nursing Superintendent	3	30	2
Nurse VI	1	10	3.5
TOTAL	10	100	

As shown in Table 16, 40% of the respondents are employed as Nurse I, indicating that continual learning may be required to advance in their careers, 30% are Assistant Nursing Superintendents, and the remainder are Nursing Director (10%), Nursing Professor/Lecturer (10%), and Nurse VI (10%). (10 percent).

Table 17: Frequency, Percentage, and Rank Distribution in Terms of Job Status

Classification	Frequency	Percentage	Rank
Permanent	6	60	1
Job Order/Casual	1	10	3.5
Temporary	1	10	3.5
Self-employed	2	20	2
TOTAL	10	100	

In terms of their job status, table 17 demonstrates that the majority of the respondents, or 60%, are permanent. They are self-employed 20% of the time, have a job order 10% of the time, and are on temporary status 10% of the time. This means that the vast majority of graduates are committed to their current positions, whether they are in public or private organizations.

The respondents' employment titles are listed in Table 18. Because four (4) respondents did not respond, their percentage was not taken into account. As shown in the table, three (3) respondents had nursing-related employment, including quarantine nurse, nursing level coordinator, and hemodialysis nurse. The other three (3) respondents work in fields other than nursing, such as social media representative, content gaming creator, and investment, trading, and e-commerce job.

Table 19: Frequency, Percentage and Rank Distribution in Terms of Number of Years As Self-Employed

Classification	Frequency	Percentage	Rank
Below 1	4	40	2
1-5	5	50	1
11-15	1	10	3
TOTAL	10	100	

As shown in Table 19, the majority of respondents (50%) have been working for 1 to 5 years, owing to factors such as a lack of promotion or wage increase. Only one respondent (10%) has been employed for more than ten years and 40 percent have been worked for less than a year, possibly because they are seeking higher salary.

Table 20: Frequency, Percentage and Rank Distribution in Terms of Monthly Income Range

Classification	Frequency	Percentage	Rank
Below 10,000	1	10	3.5
10,000-20,000	4	40	1
21,000-30,000	2	20	2
31,000-40,000	1	10	3.5
51,000-60,000	1	10	3.5
71,000	1	10	3.5
TOTAL	10	100	

In terms of current monthly income, graduates receive barely enough to meet their basic needs, as seen in Table 20. Because the majority of them have already committed to their existing position, their pay is ideal. 40% of them make 10,000-20,000 per month, 20% make 21,000-30,000, and 10% make less than 10,000 per month. Others earn 71,000 (10%), 51,000-60,000 (10%), 31,000-40,000 (10%), and 10% earn less than 10,000 per month.

Table 21: Extent on the Contribution of the Program to Personal and Professional Growth

Skills	Weighted Mean	Descriptive Interpretation	Rank
Enhance academic profession	3.4	VH	5.5
Improved problem-solving skills	3.5	VH	1.5
Improved research skills	3.3	VH	11.5
Improved learning efficacy	3.4	VH	5.5
Improved communication/interpersonal skills	3.4	VH	5.5
Improved information technology skills	3.3	VH	11.5
Improved team spirit/people skill	3.5	VH	1.5
Meeting present and future professional skills	3.4	VH	5.5
Exposure to local community within field of specialization	3.4	VH	5.5
Exposure to International community within the field of specialization	3.2	H	13.5
Critical thinking skill	3.5	VH	1.5
Salary Improvement and promotion	3.2	H	13.5
Opportunity abroad	3.4	VH	5.5
Personality Development	3.5	VH	1.5

Verbal Interpretation: 3.28-4.0 Very Highly(VH), 2.57-3.27 Highly(H), 1.76- 2.51 Fairly(F), 1.00- 1.75 Poorly (P)

Table 21 depicts the program's impact to the respondent's personal and professional

development. Because the descriptive interpretation of the bulk of the skills is Very High, the

respondents believe the program has had a substantial impact on their personal and professional growth. With a weighted mean of 3.5, increased problem-solving skills, better team spirit/people skills, and critical thinking ranked

very high. Salary, as well as exposure to the international society within the field of expertise With a weighted mean of 3.2, improvement and advancement came in last.

Table 22: Degree of Satisfaction of The Degree Program Finished at LCUP

	Weighted Mean	Descriptive Interpretation	Rank
Range of subjects offered	3.6	VH	10.5
Relevance of the program to professional requirements	3.8	VH	1.5
Extra-curricular activities	3.3	VH	14
Problem solving	3.8	VH	1.5
Premium given to research	3.7	VH	6.5
Interdisciplinary learning	3.7	VH	6.5
Teaching and learning environment	3.7	VH	6.5
Quality of instructions	3.8	VH	1.5
Teacher-Student relationship	3.8	VH	1.5
Library Resources	3.7	VH	6.5
Laboratory resources	3.6	VH	10.5
Class size	3.6	VH	10.5
Infrastructures and facilities	3.8	VH	1.5
Professor's knowledge of major subjects	3.6	VH	10.5

Verbal Interpretation: 3.28-4.0 Very Highly(VH), 2.57-3.27 Highly(H), 1.76- 2.51 Fairly(F), 1.00- 1.75 Poorly (P)

Respondents rated the degree program completed at LCUP highly, as seen in Table 22, with the weighted mean ranging from 3.3 to 3.8 for all of the categories included. With a weighted mean of 3.8, the most important factors were relevance of the curriculum to professional requirements, problem solving, quality of instruction, teacher-student connection, and infrastructures and facilities. With a weighted mean of 3.3, extracurricular activities came in last.

Responses in Pursuing Further Study in Any Educational Institution

Table 23: Frequency, Percentage, and Rank Distribution in Terms of Number of Years/Months in Pursuing Further Studies

Classification	Frequency	Percentage	Rank
2017	1	25	1.5
June	1	25	1.5
September	1	25	1.5
August	1	25	1.5
TOTAL	4		
No response	6		
TOTAL	10	100	

Table 23 shows how many years/months the respondent has spent seeking further education. Because six (6) respondents did not respond, their percentage was not taken into account. In 2017, one respondent (25%) enrolled in graduate school. The remaining three respondents indicated that they would like to enroll in June, August, and September, respectively.

Table 24: Frequency, Percentage, and Rank Distribution in Terms of Program in Pursuing Further Studies

Degree Program	Frequency	Percentage	Rank
Ph D in Nursing Education	1	25	2.5
Medicine	2	50	1
MAN	1	25	2.5
TOTAL	4		
No response	6		
TOTAL	10	100	

Table 24 reveals that just four (4) out of ten (10) respondents wish to enroll in a degree program to continue their education. Six (6) of them haven't responded at all. A PhD in Nursing Education was chosen by one respondent, accounting for 25% of the total. The majority of responders (50%) desired to study medicine, while the remaining 25% desired to pursue a Master of Arts in Nursing. Some of the reasons why respondents intended to pursue graduate courses were career advancement and development, greater work possibilities, a higher wage and position, and self-fulfillment.

Table 25: Frequency, Percentage, and Rank Distribution in Terms of Where to Take The Program in Pursuing Further Studies

Institution	Frequency	Percentage	Rank
Holy Angel University	1	25	1.5
Malolos Bulacan	1	25	1.5
University of Alberta Canada	1	25	1.5
La Consolacion University Philippines	1	25	1.5
TOTAL	4		
No response	6		
TOTAL	10	100	

Table 25 displays the graduate schools where they are enrolled or would like to enroll. Because six (6) respondents did not respond, their percentage was not taken into account. One of the interviewees is pursuing a PhD in Nursing Education at Holy Angel University. The remaining three (3) respondents intend to enroll in other universities to further their education. Malolos Bulacan, University of Alberta Canada and La Consolacion University were the respondent's answers.

Conclusion

The findings show how in-demand nurse jobs are in the labor market. Aside from the usual sought-after professions in health institutions such as hospitals, community health centers, and private clinics, nurses can pursue a number of new emerging vocations such as medical tourism, medical transcriptionist, home care, and entrepreneurship. Students enroll in college and choose degree fields in the hopes of finding work. One facet of labor market success is the ability to put one's education to work in the future. The college has prepared them to meet their expectations, not only in terms of competence, but also in terms of the values they will need in their

daily interactions with their patients or clients. This indicates that the majority of nursing graduates consider their degree to be quite useful in their present position. Because they're putting what they've learnt into practice. The undergraduate competencies supplied are outstanding learning in terms of having a large impact on the labor market. The majority of respondents felt that the program they completed had a significant impact on their personal and professional growth.

Recommendations

Make it a system-wide practice to undertake tracer studies every other school year, with respondents including not just graduates but also employers. Increased marketing of the BSN program to attract more students and produce more graduates. In order for the university to generate successful graduates, it must educate students for a world in which these cyber-physical systems are common, including teaching students about technological advancements as part of the curriculum and leveraging technology to improve the university experience. A career development program for students to help them build career strategies and provide the information they need to make educated career decisions. It is necessary to investigate the creation of a system that can aid employed graduates in attaining further education. The institution should encourage tracer studies like this one so that it can keep track of how its graduates perform and what efforts may be made to improve the curriculum and teaching techniques in order to generate more productive and deserving graduates.

Conflicts of Interest

The authors declare that there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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