Graduate Tracer Study on Neust Bachelor of Science in Nursing Academic Year 2022-2023

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ABSTRACT

This study is a tracer survey that assessed the employability and professional competence of Bachelor of Science in Nursing (BSN) graduates from the Nueva Ecija University of Science and Technology (NEUST), General Tinio Campus, Academic Year 2022–2023. Using the USEM model (Understanding, Skills, Efficacy, and Metacognition), the study aimed to determine how effectively the BSN curriculum prepared graduates for work in healthcare. Out of 281 graduates, 132 responded to an online survey. The study used purposive sampling and a structured questionnaire based on the CHED Graduate Tracer Study framework. Results showed that 89.39% of the respondents were employed, and 98.31% of those were in healthcare-related jobs. Among the employed, 94.53% secured work within 6 months of graduation, indicating a quick transition into the workforce. Graduates generally rated themselves as competent in understanding core nursing concepts and performing clinical skills, but scored themselves lowest in leadership and management, pointing to a potential area for curriculum enhancement. This study benefits students by giving insights into career paths, helps the university improve its program based on graduate feedback, and provides valuable data for employers and policymakers in workforce planning. It also highlights the importance of continuous tracer studies and recommends maintaining an updated alumni database, strengthening RLE activities, and improving leadership training to further develop graduate readiness.

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1. INTRODUCTION

As living examples of a university's success, graduates demonstrate how well higher education shapes capable professionals. In an era of rapidly changing global industries, employability is the ultimate assessment of how effectively Higher Education Institutions (HEIs) prepare students for the demands of the real world. According to Žalėnienė and Pereira (2021), higher education institutions play an essential, transformational role

in embedding sustainability—by shaping organizational culture, curricula, and mindsets—to equip future leaders with the values and capacity to drive meaningful societal change. This is particularly important in professions such as nursing, where graduates are expected not just to enter the workforce but also to be adept at managing the ever-changing problems of modern healthcare.

Given the vital role nurses play, nursing programs must continually examine their curriculum to ensure they produce competent, flexible practitioners (McGarity et al., 2023). One of the most efficient instruments for achieving this objective is a tracer study, which investigates graduates' career routes, job outcomes, and the relevance of their academic training (Hapsari & Putra, 2022). The Commission on Higher Education (CHED) describes a tracer study as an instrument used by HEIs to monitor their graduates' professional pathways and job results. It is part of CHED's Outcomes-Based Education (OBE) initiative, which aims to assess the impact of academic programs on graduate employability, career relevance, and work performance. Tracer studies analyze the success of educational programs by gathering data on curriculum consistency with industry demands, employer satisfaction, and graduates' overall job readiness (CHED, 2012, Sections IV–VI).

Tracer studies have been effectively used across fields. For instance, Tun (2020) demonstrated their utility in adapting business administration curricula to market trends, while Heriyadi (2021) explored their role in aligning education programs with the Fourth Industrial Revolution. In nursing, researchers like Dzomeku et al. (2024) and Austria (2023) emphasize the importance of tracer studies in refining curricula to prepare graduates for complex professional roles.

In the Philippines, CHED mandates that universities conduct tracer studies as part of quality assurance and curriculum development. This is outlined in CHED Memorandum Order No. 46, s. 2012, which emphasizes outcomes-based education to ensure graduates meet employer expectations. Nueva Ecija University of Science and Technology (NEUST), in compliance with this directive, has consistently used tracer studies to identify areas for improvement, intending to maintain high academic standards and produce graduates who excel in their fields (CHED, 2012, Sections IV–VI).

The nursing program at NEUST, in particular, understands the potential of these studies to not only improve the curriculum but also to nurture excellence, which might lead to high-performing board pass rates. Even though NEUST has previously conducted tracer studies, ongoing evaluations are essential to track long-term trends and graduate career development. Using data from past tracer studies and improving its methods, this study aims to evaluate the employment status, career relevance, and work satisfaction of NEUST nursing graduates. It also aims to update the alumni database built by the previous tracer study group, adding new elements such as an interactive digital map. By routinely reviewing these aspects, NEUST can guarantee that its graduates are well-prepared and competitive in meeting the ever-changing needs of the medical profession.

In conclusion, tracer studies are an important tool for bridging the gap between academic preparation and professional needs, providing significant insights into nursing education and preparing graduates to face both clinical and social challenges. By conducting this study, NEUST not only maintains its dedication to academic quality but also assures its competitiveness in a rapidly changing global context. This initiative represents the university's commitment to developing a responsive and future-ready nursing workforce capable of flourishing in today's complex healthcare environment.

2. RESEARCH METHOD

This study employed a descriptive quantitative research design to evaluate the professional outcomes and educational relevance of the NEUST College of Nursing graduates from the academic year 2022-2023. The descriptive quantitative approach allowed for the collection of structured data through surveys, enabling the researchers to quantify key variables such as employment status, job satisfaction, job-role relevance, and the pursuit of additional credentials. This method is particularly effective in capturing detailed and standardized data that reflects the graduates' experiences and perceptions (Hapsari & Putra, 2022).

In this study, the researchers aimed to evaluate the employment status, career relevance, and work satisfaction of NEUST nursing graduates. The respondents of this study were graduates of the Bachelor of Science in Nursing at NEUST who finished their degree in the academic year 2022-2023. The overall population of the graduates reached 281. The researchers made use of various sampling techniques in selecting the respondents, such as person-to-person referrals or snowballing techniques with the aid of Facebook, emails, and other social sites to get in touch with the intended respondents. Purposive sampling was utilized in determining the respondents from the directory of graduates for the school year 2022-2023, who were included in this study. The inclusion criteria for the respondents were: (1) they must have graduated with a Bachelor of Science in Nursing degree from NEUST during the Academic Year 2022–2023; (2) they must be willing to participate and respond to the survey; and (3) they must be accessible through online means of communication such as email or social media. Total enumeration was applied as the researchers made use of all their ways to contact the overall population of the graduates, yet the retrieval rate appears to be 132 (46.98%) out of 281 graduates. The researchers sought statistical consultation and approval from the Nueva Ecija University of Science and Technology - College of Arts and Sciences - Mathematics and Science Department. This study employed the following statistical

treatments for the independent and dependent variables involved, such as frequency counts, percentages, means, and inferential analyses. The most commonly used descriptive statistics, frequency and percentage, were applied to summarize categorical data across all relevant areas of the study. These are standard tools in statistical research, widely recognized for presenting data distributions in a clear and concise manner.

For Statement of the Problem (SOP) 1, which deals with the demographic profile of the respondents, the researchers utilized frequency and percentage distribution to describe variables such as civil status, sex, region of origin, home province, and current location of residence. The percentage was computed using the formula $P = (F / N) \times 100$, where F represents the frequency of responses, N is the total number of respondents, and P denotes the computed percentage. This formula determines the proportion of respondents who selected a particular response in relation to the total number of participants, expressed as a percentage.

For SOPs 2 to 7, covering the respondents' educational background, licensure examinations passed, reasons for pursuing the nursing course, training and advanced studies, employment details, and perceived college competencies, the same descriptive statistics (frequency and percentage) were used. These helped in identifying patterns in the respondents' academic and employment experiences, as well as the skills considered useful in their current jobs.

Additionally, for SOP 6, which focused on employability, the study computed mean scores and standard deviations to determine the respondents' level of agreement on various employability-related domains such as understanding, skills, efficacy, and metacognition. These values were interpreted using verbal descriptors based on a predefined scale, allowing a more meaningful understanding of perceived employability.

To address SOP 8, which examined differences in perceived employability based on selected demographic variables, inferential statistics—specifically Analysis of Variance (ANOVA)—were utilized. This statistical method was appropriate for comparing mean scores across more than two groups (e.g., regions, civil status), with results reported through F-values, degrees of freedom (df), and p-values. This added rigor to the analysis by ensuring that observed differences were statistically significant.

Lastly, for SOP 9, which dealt with the recommendations of the graduates to further enhance the nursing curriculum, the study employed thematic analysis. This qualitative technique involved a close examination of textual responses to identify recurring themes, patterns, and ideas. Thematic analysis enabled the researchers to capture meaningful insights from the graduates' experiences and suggestions.

3. RESULT AND DISCUSSION

This chapter presents the data gathered in the study, the results of the statistical analysis, and the interpretation of the research findings. The findings relate to the research questions that guided the study, which were analyzed and presented in tables following the research sequence.

3.1 General Information

The first part of the study focused on the description of the respondents' general information. The tables below present the data gathered from the profile of the NEUST- BSN Batch 2022 - 2023 graduates. The respondents' profiles were tabulated and computed according to civil status, sex, region of origin, province, and residence location.

Table 1
Respondents' Profile

Variables	Frequency (n=132)	Percentage (%)
Civil Status		
Single	130	98.48
Married	2	1.52
Sex		
Female	100	75.76
Male	32	24.24
Region of Origin		
Region 3	130	96.21
Outside Region 3	2	1.52
NCR	(1)	(0.76)
Region 4a	(1)	(0.76)
Home Province		
Nueva Ecija	117	88.64
Aurora	8	6.06
Bulacan	3	2.27

Variables	Frequency (n=132)	Percentage (%)
Pampanga	2	1.52
Cavite	1	0.76
NCR	1	0.76
Location of Residence		
Municipality	70	53.03
City	62	46.97

Table 1 presents the demographic profile of the 132 responders. The results show that 130 responders (98.48%) were single and 2 (1.52%) were married. Further, 100 responders (75.76%) were female and 32 (24.24%) male. In terms of region of origin, the majority of responders (130 or 96.21%) were from Region III and 2 responders (1.52%) from outside Region III but one each from NCR (0.76%) and Region IV-A (0.76%). Then, for the home province, the majority were from Nueva Ecija with 117 respondents (88.64%). The other provinces included were Aurora with 8 (6.06%), Bulacan with 3 (2.27%), Pampanga with 2 (1.52%), and Cavite and NCR with each one (0.76%) respondents. Finally, for the residence, 70 (53.03%) of the respondents stayed in municipalities and 62 (46.97%) in cities.

The demographic statistics provide a typical student profile for a nursing student—early in career, female, and young. The large proportion of Region III respondents, namely Nueva Ecija, could be indicative of a localized student population, possibly because the institution is located and the extent of its recruitment efforts. The urban-rural distribution indicates a fairly balanced access to educational opportunities across different types of communities.

These results are consistent with wider trends in nurse education. Kandil et al. (2021), reported that most nursing students were single, consistent with their education and working life stage. The gender distribution aligns with global patterns—Antiporda et al. (2024) note that only 25.9 % in the Philippines are men, with women comprising 74.1 % of the nursing workforce The regional focus is consistent with the service area of the institution and consistent with Falguera and Sana (2023), who reported that Region III has a high proportion of health professionals. Additionally, the balance between urban and rural residences may influence access to healthcare facilities and clinical training, further supporting the importance of equitable resource distribution across regions.

3.2 Educational Background
This part focused on the description of the respondents' educational background. The tables below present the data gathered from the profile of the NEUST- BSN Batch 2022 - 2023 graduates. The respondents' profiles were tabulated and computed according to educational background, college or university, year graduated, honors or received awards, reason for taking the course, name of examination taken, date of examination taken, and the passing rate.

Table 2
Respondents' Educational Attainment

Variables	Frequency (n=132)	Percentage (%)
Degree or Program		
Bachelor of Science in Nursing	132	100.00
College or University Attended		
Nueva Ecija University of Science and Technology	132	100.00
Year of Graduation		
2023	132	100.00
Honor or Awards Received		
None	96	72.72
with Academic Distinction	28	21.21
Loyalty Award	2	1.52
Cum Laude	2	1.52
Leadership Award - Gold	1	0.76
Best in Head Nursing & Student Exchange Recipient	1	0.76
Student Exchange Recipient & Academic Distinction Awardee	1	0.76
Academic Distinction Awardee, Best in Clinical, Leadership Award	1	0.76

Table 2 displays the data of the Educational Attainment of the respondents. All of the 132 respondents (100%) graduated with a degree of Bachelor of Science in Nursing from Nueva Ecija University of Science and Technology which shows that they have a uniformity in terms of academic background. As for honors and awards, 96 respondents (72.72%) did not receive any type of recognition. Meanwhile, 28 respondents (21.21%) graduated with academic distinction. Others got special awards, e.g., Loyalty Award (1.52%), Cum Laude (1.52%), Leadership Award – Gold (0.76%), and special combinations like Best in Head Nursing & Student Exchange (0.76%), Student Exchange and Academic Distinction (0.76%), and Academic Distinction, Best in Clinical, and Leadership Award combination (0.76%).

The data suggest that while all of the graduates met the academic standards for graduating from the nursing program, few were recognized for academic or extracurricular excellence. The distribution of awards reflects varying levels of engagement and achievement among students, with a few demonstrating excellence across multiple domains. This variation points to differing levels of academic motivation, leadership involvement, and extracurricular participation.

The presence of students who earned academic distinctions and special awards indicates that the program supports opportunities for exceptional performance. According to Redley (2021), graduates who complete honors or receive academic awards often develop stronger research, communication, and leadership skills—attributes linked to higher employability and preparedness for advanced roles in healthcare. The achievements observed in this group suggest that, while most students attain baseline competencies, those who engage deeply in academic and leadership activities may be better positioned for long-term career advancement.

Table 3
Respondents' Professional Qualifications

Variables	Frequency	Percentage (%)
Name of Examinations		
Philippine Nursing Licensure Examination (PNLE)	129	97.73
National Council Licensure Examination (NCLEX)	1	0.76
Not Applicable (Not Taking Any Exam Yet)	2	1.52
Date Taken the Exam		
PNLE		
November 11-12, 2023	114	86.36
May 6-7, 2024	9	6.82
November 6-7, 2024	6	4.55
NCLEX		
August 12, 2024	1	0.76
Not Applicable (Not Taking Any Exam Yet)	2	1.52
Rating		
PNLE		
Passed	128	96.97
Failed	1	0.76
NCLEX		
Passed	1	0.76
Not Applicable (Not Taking Any Exam Yet)	2	1.52

The respondents' professional qualifications according to their licensure examinations are shown in Table 3. Of the 132 respondents, 129 of them (97.73%) took the Philippine Nursing Licensure Examination (PNLE) and only 1 respondent (0.76%) took the National Council Licensure Examination (NCLEX). There were two (1.52%) respondents who reported that they had not taken any licensure examinations. The majority of respondents (114 or 86.36%) took the PNLE on November 11–12, 2023. A small group of 9 respondents (6.82%) sat the May 6–7, 2024 exam and 6 respondents (4.55%) sat the Nov 6–7, 2024 exam. In the case of the NCLEX, a total of 1 respondent (0.76%) responded he/she had taken the exam on August 12, 2024 while the same 2 respondents (1.52%) who did not take any licensure exams, responded non-applicability as well. In terms of licensure exam results, 128 respondents (96.97%) passed the PNLE and 1 respondent (0.76%) failed. The lone respondent who took the NCLEX passed it (0.76%) Two (1.52%) of the respondents who had not studied any were classified in the "Not Applicable" category.

These findings suggest that the majority of respondents are licensed nurses in the Philippines and have successfully passed their licensure exam, with most taking it in late 2023. The small number of NCLEX takers may reflect limited current aspirations for international employment or may be influenced by timing and

preparation factors. The overall high pass rate implies that the respondents were well-prepared for entry into the nursing profession.

The quality of nursing education, including faculty qualifications and teaching strategies, significantly affects PNLE outcomes (Appiah, 2020; 2021; Madayag et al., 2024; Pulgarinas, 2022). Systematic insights into exam success factors can help improve certification pass rates, highlighting that enhanced curricula and structured review practices contribute meaningfully to better outcomes (Spohn et al., 2021; Kuhutan et al., 2024), while academic support systems help build student competency and confidence (Pantaleo et al., 2023; Butcon et al., 2021). Additionally, factors like the timing of licensure exams and migration aspirations influence participation in international exams such as the NCLEX-RN (Ortiga & Macabasag, 2020; Sawey-Ognayon & Afalla, 2022). Overall, high pass rates among nursing graduates are linked to effective education, faculty involvement, and innovative teaching methods (Madayag et al., 2024; Sawey-Ognayon & Afalla, 2022; Salvosa & Malijan, 2023).

Table 4
Respondents' Reasons for Pursuing the Program

Reasons*	Frequency	Percentage (%)
Influence of parents or relatives	74	56.06
Strong passion for the profession	48	36.36
Good grades in high school	37	28.03
Opportunity for employment abroad	36	27.27
High grades in the course or subject area(s) related to the course	29	21.96
Prospect for immediate employment	18	13.63
Prospect of career advancement	17	12.88
Inspired by a role model	15	11.36
Prospect of attractive compensation	14	10.60
Availability of course offering in chosen institution	12	9.09
Peer influence	11	8.33
Status or prestige of the profession	9	6.82
Affordable for the family	6	4.46
No particular choice or better idea	4	3.03

*Legend: *-allowed multiple responses*

The reasons reported for pursuing the program are described in Table 4. The most commonly discussed influence was that of parents or relatives (N = 74, 56.06%). This was followed by a strong personal passion for the profession, marked by 48 respondents (36.36%). Good high school grades (28.03%), employment abroad opportunities (27.27%), and high grades in relevant subjects (21.96%) were other significant motivators. Less common reasons were immediate job opportunities (13.63%), career growth (12.88%), role model inspiration (11.63%), possible compensation (10.60%), available courses (9.09%), influence from peers (8.33%), prestige of the profession (6.82%), affordability (4.46%), and no particular preference (3.03%).

The data indicate that most students were influenced by external factors—particularly family—when choosing nursing as a career. However, a considerable portion also cited intrinsic motivators like passion and academic aptitude. The varied sets of responses testify to a mixture of individual ambition, academic preparation, and realities dictating choices of students.

The choice to study nursing is shaped by a mix of internal motivations (e.g., passion, desire to help) and external influences (e.g., family and social support). Recent work shows that parental authority and family advice remain influential: Alboliteeh et al. (2022) found that parental authority mediates nursing students' career decision-making toward choosing nursing; Ivziku et al. (2024) reported role models and family advice as positive drivers of Gen-Z students' nursing choice; and in the Philippines, Fontanilla et al. (2023) identified interpersonal relationships among the top motivators cited by Manila freshmen nursing students.

3.3 Training (s)/Advanced studies attended after college

This part includes the training(s)/advanced studies attended after college of the respondents, such as title of training or advance study, duration and credits earned, name of training institution/college/university, and reasons for pursuing advance studies that the NEUST- College of Nursing Batch 2022 to 2023 have attended.

Table 5
Title of Training or Advance Study Attended

Training Title*	Frequency	Percentage (%)
Basic Life Support (BLS)	47	35.61
Advanced Cardiovascular Life Support	26	19.70
Intravenous Therapy	24	18.18
Advanced Study	9	6.82
Disaster Risk Reduction Seminar	4	3.03
Pediatric Advanced life Support (PALS)	2	1.52
Mechanical Ventilation	1	0.76
Linguistic Training	1	0.76
Perioperative Nurse as Leaders in Healthcare Landscape	2	1.52
Basic Trauma Training	1	0.76
Hemodialysis	2	1.52
Mother and Newborn Essential Care	1	0.76
Animal Bite Management Training	1	0.76
Basic ECG Interpretation	2	1.52
Critical Care for Nurse Series	2	1.52
Understanding Tracheostomy	1	0.76
Health Emergency Response Operation	2	1.52
Customer Service Training	1	0.76
Operating Room Immersion	2	1.52
Research Methodologies	1	0.76
	1	0.76
National Institutes of Health Stroke Scale training	1	0.76
Ophthalmology and ENT training	1	0.76
Mechanical Ventilation training	2	1.52
Triad in Pulmonary Nursing	2	1.52
Neonatal Resuscitation Program		

*Legend: *-allowed multiple responses*

The table presents data on the professional or work-related training and advanced studies attended by the respondents. Out of all the training, Basic Life Support (BLS) was the one most graduates had completed—47 respondents (35.61%). The next most common was Advanced Cardiovascular Life Support (ACLS), with 26 respondents, making up about 19.70%. Meanwhile, 24 individuals (18.18%) completed training in Intravenous Therapy. A smaller number—9 respondents (6.82%)—pursued advanced studies, and only 4 respondents (3.03%) participated in a seminar on Disaster Risk Reduction. Two respondents each (1.52%) participated in Pediatric Advanced Life Support (PALS), Hemodialysis, Basic ECG Interpretation, Critical Care for Nurse Series, Health Emergency Response Operation, National Institutes of Health Stroke Scale training, Neonatal Resuscitation Program, and also attended sessions on Perioperative Nurse as Leaders in Healthcare Landscape, Basic Trauma Training, and Conference Participation. Meanwhile, the following trainings were each attended by one respondent (0.76%): Mechanical Ventilation, Linguistic Training, Mother and Newborn Essential Care, Animal Bite Management Training, Understanding Tracheostomy, Customer Service Training, Operating Room Immersion, Research Methodologies, Ophthalmology and ENT training, Mechanical Ventilation training, and Training in Pulmonary Nursing.

The data reflect a strong prioritization of core clinical competencies among the respondents, particularly in emergency care and intravenous therapy. While a majority engaged in foundational training, participation in more specialized or advanced areas was relatively limited. This suggests a focus on certifications that are often prerequisites for hospital employment or essential in early-career nursing roles.

Recent studies highlight the importance of certifications in strengthening nursing skills. Rushton and Pilkington (2020), found that simulation-based BLS training boosts confidence in emergencies. Abass and Soliman (2020), reported that ACLS improves knowledge and performance in critical care. The American Nurses Association (2021), emphasizes IV therapy as essential for safe patient care. Bukay (2023), also noted that specialized training enhances nurses' adaptability and supports long-term career growth. These findings suggest that while many graduates pursue certifications for immediate employment, there's a growing interest in specialized skills for future advancement.

Table 6
Duration and Credits Earned During Their Training

Duration	Credits
8 hrs	15
10 hrs	10
15 hrs	18
1 day	17
3 days	23

Table 6 presents the duration of training sessions attended by the respondents and the corresponding number of credits earned. The data show a variety of training durations, ranging from short sessions of 8 to 15 hours to extended programs lasting one to three days. Notably, an 8-hour training yielded 15 credits, while a 10-hour training resulted in fewer credits (10), suggesting that credit allocation may be influenced not only by time but also by the content or type of training. The highest credit value (23) was earned from a 3-day training, indicating that longer engagements tend to be more credit-intensive.

This variation highlights the flexibility and diversity of training formats available to nursing graduates. It also suggests that institutions may evaluate and award credits based on a combination of factors including depth, complexity, and relevance of the training, rather than duration alone. Such credit structures encourage participants to consider both the length and the content of training programs when selecting continuing education opportunities.

As several studies have shown, these data suggest that participation in training sessions can yield different credit values which may not solely correlate with the length of the sessions. For instance, an 8-hour session may provide more credits than a slightly longer 10-hour session, indicating that credit assignments depend on the training's content and nature, rather than merely the time invested (Jafari-Mianaei et al., 2020). Additionally, a three-day training program, which offers a higher credit value, exemplifies how longer and presumably more comprehensive educational experiences tend to be more extensively recognized and valued (Liu et al., 2024).

The complexity of credit allocation systems indicates that healthcare educational institutions evaluate training sessions based on various quality factors, such as depth, complexity, and relevance. Research emphasizes the importance of continuing education in enhancing the competencies of nurses, leading to improved patient care outcomes (Abdulfatah & Geehad, 2020). The requirement for a blend of factors—beyond mere time metrics—aligns with findings that suggest the integration of critical thinking skills and professional ethics are vital components of nursing curricula and continuing education (Kang et al., 2022).

Given the wide range of training formats available to nursing professionals, it stands to reason that institutions develop credit structures that encourage thoughtful consideration of both session length and content when selecting continuing educational opportunities. Such frameworks promote enhanced engagement among participants, encouraging them to seek out programs that align with their professional development needs (Liu et al., 2024). The ongoing evolution in nursing education underscores the necessity for responsive and adaptable credit systems that reflect the dynamic nature of nursing practice and the imperative for continuous professional development (Jafari-Mianaei et al., 2020; Abdulfatah & Geehad, 2020).

Table 7
Name of the Institution Provided the Trainings Attended

Institution Name*	Frequency	Percentage (%)
Dr. Paulino J. Garcia Memorial Research and Medical Center (PJG / DR. PJGMRMC)	14	10.61
Philippines Heart Association	9	6.82
Nueva Ecija University of Science and Technology (NEUST / NEUST Academic Community)	8	6.06
Premiere Medical Center (PMC / Premiere medical center)	7	5.30
Wesleyan University of the Philippines	6	4.55
Philippine Heart Center (PHC)	4	3.03
Red Cross / Philippine Red Cross / Redcross	4	3.03
Eduardo L. Joson Memorial Hospital (ELJ)	4	3.03
AMERICAN HEART ASSOCIATION (AHA)	3	2.72
Asian Hospital and Medical Center	2	1.52
Jose B. Lingad Memorial General Hospital	2	1.52

Institution Name*	Frequency	Percentage (%)
ORNAP (Perioperative Registered Nurses Association of the Philippines)	2	1.52
Salus Safety Solutions Corporation	2	1.52
St. Luke's Medical Center	2	1.52
Good Samaritan Colleges / Good Samaritan Medical Center	2	1.52
Perioperative Registered Nurses Association of the Philippines, Inc. (ORNAP)	2	1.52
Araullo University	1	0.76
Dr. Gloria D. Lacson Foundation Colleges Inc.	1	0.76
Dr. Emigdio C. Cruz Memorial Hospital	1	0.76
Healthforce Training Center, Inc.	1	0.76
Quirino Memorial Medical Center	1	0.76
Aesculap Academy	1	0.76
Sacred Heart Medical Center	1	0.76
Jecsons Medical Center	1	0.76
LUNG CENTER OF THE PHILIPPINES	1	0.76
Ivax Medical Solution	1	0.76
DOH-Central Luzon Center for Health Development / CLDOH Research	1	0.76
Ortigas Hospital	1	0.76
Bataan General Hospital and Medical Center	1	0.76
Association of Nursing Service Administrators of the Philippines	1	0.76
Philippine College of Cardiology	1	0.76
Sacred Heart Medical Center	1	0.76
Aurora Memorial Hospital	1	0.76
Nueva Ecija Doctors Hospital	1	0.76
Provincial Government of Aurora	1	0.76
Quest Solution Training and Consultancy Services	1	0.76
Department of health	1	0.76

Legend: *-allowed multiple responses

Table 7 presents the data on the institutions where respondents attended their respective training. Most respondents received their training from Dr. Paulino J. Garcia Memorial Research and Medical Center (PJGMRMC), with 14 people (10.61%) listing it as their provider. The Philippine Heart Association followed with 9 respondents (6.82%), while 8 (6.06%) trained at NEUST. Premiere Medical Center was also a common choice, mentioned by 7 respondents (5.30%). Other institutions like Wesleyan University Philippines (WUP), the Philippine Heart Center, Red Cross, and Eduardo L. Joson Memorial Hospital were each attended by a handful of respondents—between 4 to 6—making up around 3.03% to 4.55% of the total. Additional institutions—including AHA, Asian Hospital, ORNAP, and St. Luke's Medical Center—were attended by 1.52% of respondents. A number of other providers, such as the Araullo University, Dr. Gloria D. Lacson Foundation Colleges, Dr. Emigdio C. Cruz Memorial Hospital, Healthforce Training Center Inc., Quirino Memorial Medical Center, Aesculap Academy, Sacred Heart Medical Center, Jecsons Medical Center, Lung Center of the Philippines, Ivax Medical Solution, Department of Health-Central Luzon Center of Health Development Research, Ortigas Hospital, Bataan General Hospital and Medical Center, Association of Nursing Service Administrators of the Philippines, Philippine College of Cardiology, Sacred Heart Medical Center, Aurora Memorial Center, Nueva Ecija Doctors Hospital, Provincial Government of Aurora, Quest Solution Training and Consultancy Services, and Department of Health, were each attended by only one respondent (0.76%).

The data reveal a wide distribution of training institutions, with respondents seeking continuing education from both well-known public medical centers and private healthcare providers. While a few institutions served as training hubs for multiple respondents, the overall dispersion indicates varied access points for professional development. This could reflect individual preferences, geographic accessibility, cost considerations, or specific training needs.

Nurses are trained both in public and private institutions, according to personal preference, access within the geographical space, and the reputation of the institution. Recent studies note that these factors continue to influence training choices, with institutional reputation and accessibility playing a significant role in enrollment

decisions (Alnazly & Abu-Moghli, 2020; Mlambo et al., 2021; Oducado et al., 2022). Diverse sources of training therefore support flexible continuous professional development (CPD) trajectories adapted to personal objectives (Mlambo et al., 2021; Yu et al., 2022).

On the other hand, the impact of CPD is frequently influenced by organizational culture and restrictions, such as lack of finance and support and negative practices, which restrict participation (Mlambo et al., 2021; Vázquez-Calatayud et al., 2021). In contrast, supportive environments enhance professional identity and ethical growth (Cao et al., 2023; Riklikiene et al., 2022). Additionally, experienced nurses often prefer formal education pathways (Oducado et al., 2022; Yu et al., 2022).

Additionally, factors such as time limits and limited learning options highlight the need for CPD initiatives that accommodate different learning preferences (Mlambo et al., 2021; Stephens et al., 2021). Moreover, integrating values education to reinforce core competencies and ethics in nursing remains essential (Li & Li, 2023; Antoniou et al., 2022). Institutional and structural factors—like improving communication access with colleagues, promoting resource allocation, and enhancing institutional support—are also critical to effective continuing education in nursing (Scoping Review, 2022; Mlambo et al., 2021; Vázquez-Calatayud et al., 2021).

Table 8
Respondents' Reasons for Pursuing Advanced Study

Reason	Frequency	Percentage (%)
For Professional Development	9	100.00

Table 8 presents the respondents' reasons for pursuing advanced study, and it reveals that all 9 respondents (100%) attended for professional development. No other reasons were cited, indicating a unanimous motivation among participants.

Based to the information collected, the findings indicate that the majority of the respondents are motivated by the need to improve their qualifications, skills, and career opportunities. This general response highlights the requirement for continuous learning and development within their individual professional specialties. It also reflects a shared awareness of changing needs in their professions, where further education will be required for the purposes of maintaining expertise, as well as competitiveness.

The study of Rababa et al. (2022) assert that nurses holding masters degrees exhibit superior knowledge and practical proficiency compared to their counterparts with only bachelor's degrees, leading to improved patient care outcomes and fostering a culture of evidence-based practice within healthcare settings.

3.4 Employment Data

This section encompasses the employment details and profiles of the respondents, focusing on the competencies they acquired in college that proved highly valuable in their first jobs. It also examines the relevance of the Bachelor of Science in Nursing (BSN) curriculum to the respondents' current jobs. Furthermore, it lays the groundwork for proposing program enhancements to ensure that future graduates are better equipped to meet the evolving demands of the nursing profession.

Table 9
Respondents' Employment Details

Variables	Frequency	Percentage (%)
Employment Status		
Currently Employed	118	89.39
Non-Employed	14	10.61
(Never Been Employed)	(4)	(3.03)
Reason for Unemployment[a*]		
Advance or further study	8	42.11%
Family Concern and decided not to find a job	4	21.05%
Did not look for a job	3	15.79%
Health related reasons	1	5.26%
No job opportunity	1	5.26%
lack of work experience	1	5.26%
Reviewing for NCLEX	1	5.26%
Present Employment Status (Nature)[b]		
Regular or Permanent	84	63.64
Contractual	27	20.45

Variables	Frequency	Percentage (%)
Temporary	4	3.03
Casual	2	1.52
Self-Employed	1	0.76
Present Occupation[b]		
Staff Nurse	104	88.14
Public Health Nurse	5	4.24
Medical Office Clerk	4	3.39
Virtual Assistant	1	0.85
Nursing Attendant	1	0.85
Fire Officer	1	0.85
Barista	1	0.85
Self-employed	1	0.85
Line of Business of the Company[b]		
Health and Social Work	116	98.31
Hotels and Restaurants	1	0.85
Public Administration and Defense; Compulsory	1	0.85
Place of Work[b]		
Local	115	97.46
Abroad	3	2.54

Legend: [a]-for non-employed; [b]-for employed; *-allowed multiple responses

Table 9 presents the employment status and nature of employment among the NEUST Batch 2022–2023 nursing graduates. A significant majority (89.39%) of respondents were currently employed, while 10.61% were non-employed. Among the non-employed, 3.03% had never been employed.

For the not employed, the most common cited reason was pursuing more studies (42.11%), then family issues (21.05%), and refusing to seek employment (15.79%). The other causes mentioned were health-related (5.26%), there was no job opening (5.26%), lack of work experience (5.26%), and preparation for NCLEX (5.26%).

In terms of the nature of employment, 63.64% are permanent or regular, 20.45% are contractual, and the rest are temporary (3.03%), casual (1.52%), or self-employed (0.76%). Based on current occupation, 88.14% were staff nurses, followed by public health nurses (4.24%), medical office clerks (3.39%), and others such as virtual assistants, nursing attendants, fire officers, baristas, and self-employed workers, all accounting for 0.85% each.Regarding the company's line of business, 98.31% were in the health and social work sector, while 0.85% each were employed in hotels and restaurants, and public administration and defense.

Finally, 97.46% were employed locally, with only 2.54% working abroad. The data indicates a high employment rate among nursing graduates, with most of them working that are aligned with their training. The small percentage of unemployed respondents is largely accounted for by personal choices particularly the pursuit of further studies. This suggests that unemployment among respondents is transitional and self-imposed rather than structural in nature.

The prevalence of permanent and contractual positions demonstrates relatively stable job conditions for most respondents. Likewise, the overwhelming number of graduates working as staff nurses highlights the strong demand for clinical nursing professionals in the healthcare sector.

The dominant focus of employment in the health and social work industry shows a clear convergence between professional practice and academic preparation. Likewise, the high local rate of employment mirrors wider national patterns in nurse deployment, especially in the aftermath of the COVID-19 pandemic.

The excellent employment rate in the population studied is in concordance with recent findings demonstrating a high job placement of nursing graduates. Zhang et al. (2025) emphasized that psychological capital and professional values significantly enhance employment prospects, which may explain the strong transition from graduation to employment seen in the data.

For the unemployed respondents, reasons such as academic advancement and family matters show that unemployment is largely voluntary or due to temporary personal circumstances. This reinforces the argument that the low rate of unemployment is not as a result of systemic problems but as a matter of individual choices. Loftin et al. (2021) further corroborates this, with emphasis that even though higher education increases long-term chances, in the short run it may cause underemployment or unemployment.

The prevalence of regular employment suggests early career stability. According to a November 2023 news story, the Department of Labor and Employment (DOLE) has said that more Filipinos now have regular and permanent work, showing a positive trend in employment quality.

The prevalence of the staff nurse occupation is echoed by the World Health Organization (2020) report, which placed a 5.9 million nurse global shortage at center stage, accentuating the absolute imperative to invest in nursing training and employment in response to health care needs. This places staff nurses at the fulcrum in solving issues concerning global health. In the Philippines, a tracer study conducted by Daño et al. (2023) at Cebu Technological University, in consortium with Cebu City Medical Center College of Nursing, revealed that the majority of Bachelor of Science in Nursing graduates from 2016 to 2022 secured employment as staff nurses shortly after graduation. This indicates a strong alignment between nursing education and the demands of the healthcare labor market, highlighting the effectiveness of current educational programs in preparing graduates for immediate integration into the nursing workforce.

Although historically, the Philippines has seen many nurses working overseas, the relatively low number of graduates employed abroad may be explained by the impact of the COVID-19 pandemic. Orbeta et al. (2021) noted that temporary deployment bans and domestic workforce needs contributed to the reduced number of Filipino nurses working internationally. These findings emphasize that international nurse mobility is heavily influenced by both global health events and national policy measures.

3.5 Employment Profile

This section outlines the job experiences of NEUST-BSN Batch 2022–2023 graduates, including how they found their first jobs, why they stayed or changed jobs, and their initial salaries. It also highlights how their college training helped them transition into the workforce and points out areas where the program can be improved to better prepare future graduates.

Table 10
Respondents' First Job after Graduation

First Job After Graduation	Frequency	Percentage (%)
Yes	100	84.75
No	18	15.25

The results show that a notable majority of the NEUST-BSN Batch 2022–2023 graduates, or 84.75% or 100 respondents, found their first employment upon graduation. This indicates a positive trend of employment and demonstrates the prospects of the graduates to integrate into the labor market shortly after attaining their degree. On the other hand, 15.25% (18 respondents) did not find immediate employment in their first job after graduation.

This result concurs with the study of Grosemans et al. (2023), which pointed out that perceived employability increases after graduation, enabling easy transition into employment. Their findings underscore the roles of higher education institutions in helping students' perceive their employability to ensure effective employment.

Table 11
Respondents' Reasons for Staying on the Job

Reason for Staying on the Job[a]*	Frequency	Percentage (%)
Salaries & benefits	94	23.92
Related to special skill/s	91	23.15
Career challenge	82	20.87
Related to course or program of study	70	17.81
Proximity to residence	27	6.87
Family influence	16	4.33
Peer influence	11	2.80
Other reason(s)	1	0.25

Legend: [a]-those stayed on the job; [b]-those who changed job; *-allowed multiple responses

The data illustrates that NEUST-BSN Batch 2022–2023 graduates chose to remain in their respective jobs for various reasons, with the most cited being salaries and benefits (23.92%), relevance to their special skills (23.15%), and career challenge (20.87%). A considerable portion (17.81%) also stayed because the job was related to their program of study, indicating a strong alignment between academic training and employment. Other less dominant but still notable reasons include proximity to residence (6.87%), family influence (4.33%), and peer influence (2.80%).

These findings reflect the importance of both extrinsic (e.g., financial rewards, location) and intrinsic (e.g., skills match, career growth) motivators in job retention. According to Al Zamel et al. (2020), nurses are

more likely to stay in their roles when they experience job satisfaction, supportive environments, and are appropriately compensated. Similarly, Albougami et al. (2020) found that retention is linked to a combination of salary satisfaction, quality of work life, and manageable stress levels.

Moreover, Yanriatuti et al. (2020) emphasized that supportive leadership, recognition of competencies, and growth opportunities are significant in influencing hospital nurses' job satisfaction and commitment to stay. These insights support the idea that fostering professional fulfillment alongside fair compensation plays a crucial role in workforce stability.

Table 12
Respondents' Reasons for Accepting the Job

Reason for Accepting the Job*	Frequency	Percentage (%)
Salaries & benefits	87	37.02
Related to special skills	77	32.77
Career challenge	65	27.66
Proximity to residence	28	11.91
Related to course or program of study	8	3.40

Legend: [a]-those stayed on the job; [b]-those who changed job; *-allowed multiple responses

The information indicates that in the NEUST-BSN Batch 2022–2023 graduates, the top reason for taking employment is the availability of salaries and benefits cited by 87 students (37.02%), which indicates the importance of monetary compensation in choosing employment. Next in line are opportunities in terms of special skills (77 students or 32.77%), which indicates a desire for the position to be suited to their skills and training.

Furthermore, career challenge was a driving motivation for 65 respondents (27.66%), which underscores the significance of professional development and stimulating work settings. Other reasons such as proximity to home (11.91%) and relevance to their course or study programme (3.40%) were less important but also contributed to their decision.

These findings are in concordance with research by Zamel et al. (2020), which pointed out the way in which job satisfaction, remuneration, and development opportunities are central factors in deciding on work choices, particularly for medical professionals. Likewise, Toling et al. (2021) noted that an encouraging work climate — including equitable pay and correspondence with individual capabilities — boosts job acceptance as well as long-term retention, particularly among new workers.

Table 13
Respondents' Reasons for Changing Job

Reason for Changing Job[b]*	Frequency	Percentage (%)
Salaries & benefits	20	39.22
Career challenge	15	29.41
Related to special skills	10	19.61
Proximity to residence	5	9.80
Related to course or program of study	1	1.96

Legend: [a]-those stayed on the job; [b]-those who changed job; *-allowed multiple responses

From the results, it is seen that the most significant reason given by NEUST-BSN Batch 2022–2023 graduates for changing their jobs was salary and benefits, at 39.22% (20 respondents) as the major impetus. Career challenge came in second, at 29.41% (15 respondents), implying that there were many who wanted positions which would offer more opportunities for growth or skill development. Moreover, 19.61% (10 respondents) changed jobs to secure employment more in line with their special skills, suggesting a need to utilize their competencies more effectively. In the meantime, 9.80% (5 respondents) changed jobs because of proximity to residence, and merely 1.96% (1 respondent) changed jobs because the new job was connected with their course or program of study.

These results indicate that money motivation continues to be the top cause for job change, as with Gadin's (2024) study, who concluded that Filipino nurses tend to seek new employment because of pay dissatisfaction, searching for higher paying jobs either within or outside the Philippines. In the same way, Valmonte (2022) noted that low pay and absence of benefits are some of the strongest push factors towards turnover in nursing.

The prominence of career challenge as a reason (29.41%) also indicates a strong interest among nursing graduates in professional development and dynamic work environments. Norh (2024) emphasized that young

healthcare professionals are more likely to leave jobs that no longer offer learning opportunities or growth, highlighting the role of job enrichment in retention strategies.

The role of skills alignment (19.61%) further underscores how important it is for graduates to find positions that match their capabilities. According to Feliciano et al. (2022), alignment between a nurse's role and their clinical competencies enhances job satisfaction, which in turn reduces turnover intentions.

Although proximity to residence and course relevance were mentioned less frequently, their presence shows that logistical and educational factors still contribute to job change decisions, though they are outweighed by more immediate and impactful considerations such as salary, growth, and job fit.

Table 14
Respondents' Duration of Stay in their First Job

Duration of Stay in the First Job	Frequency	Percentage (%)
1 year to less than 2 years	89	69.53
1 to 6 months	25	19.53
7 to 11 months	12	9.38
Less than a month	2	1.56

From the data presented above, the majority of NEUST-BSN Batch 2022–2023 graduates, 69.53% (89 respondents), stayed in their first job for one year to less than two years. Meanwhile, 19.53% (25 respondents) reported staying for only one to six months, and 9.38% (12 respondents) held their first job for seven to eleven months. A very small fraction, 1.56% (2 respondents), reported leaving their job in less than a month.

These findings indicate that while a significant number of graduates exhibited a degree of stability by staying over a year in their initial employment, a notable portion departed within a year. This may be attributed to various factors such as job dissatisfaction, search for better pay, work-life balance, or lack of growth opportunities. According to Radoc-Samson and Tatoy (2022), early-career nurses often view their first jobs as transitional roles. If their expectations in terms of compensation, work environment, or career advancement are unmet, they are more likely to explore new opportunities elsewhere.

Similarly, Sia et al. (2023) emphasizes that job tenure is closely tied to employee satisfaction and organizational support. Longer stays often reflect alignment between professional goals and work conditions, whereas shorter stays may signal a mismatch that prompts employees to seek alternative paths. In nursing, where emotional labor and job demands are high, retaining professionals requires not only competitive salaries but also supportive management and meaningful work.

Table 15
Respondents' Method of Acquiring their First Job

Method of First Job Acquisition	Frequency	Percentage (%)
As walk-in applicant	55	42.97
Recommended by someone	43	33.59
Information from friends	15	11.72
Response to an advertisement	12	9.38
Family business	3	2.34

From the data above, it can be observed that the most common method of first job acquisition among NEUST-BSN Batch 2022–2023 graduates was through walk-in applications, accounting for 42.97% of responses. This was followed by jobs acquired through personal recommendations (33.59%), information from friends (11.72%), and responses to advertisements (9.38%). Only a small number (2.34%) entered the workforce through their family business.

The data suggests that many graduates opted for active job-seeking strategies, such as physically visiting workplaces to apply or leveraging their social connections. Despite the rise of digital platforms and online applications, traditional job search methods like walk-ins and referrals remain highly effective and widely practiced.

These findings are supported by Ralph and Arora (2022), who emphasized in their study that informal job search strategies such as walk-ins and recommendations continue to play a dominant role in developing countries. They found that new graduates often rely heavily on accessible and low-barrier approaches to employment due to limited access to formal recruitment systems.

The tracer study by Daño et al. (2024) revealed that personal recommendations and salary/benefits were significant contributors to job placement among nursing graduates: recommendations remained influential, complemented by compensation as a strong motivator. This continues to highlight the relevance of social networks and interpersonal connections in securing employment.

Table 16
Time it Took the Respondents' to Find their First Job After Graduation

Time It Took to Find the First Job After Graduation	Frequency	Percentage (%)
Less than a month	73	57.03
1 to 6 months	48	37.50
7 to 11 months	4	3.13
1 year to less than 2 years	3	2.34

Table 16 illustrates the duration it took for NEUST-BSN Batch 2022–2023 graduates to secure their first job following graduation. The majority of respondents, 57.03% (73 individuals), found employment in less than a month, signifying a swift transition into the workforce. Another 37.50% (48 respondents) secured employment within 1 to 6 months. Meanwhile, 3.13% (4 respondents) found employment between 7 to 11 months, and 2.34% (3 respondents) secured a position after 1 year but less than 2 years.

These results suggest that the majority of graduates experienced minimal delays in job placement, reflecting strong employability and market demand. The relatively high percentage of those employed within a month indicates that NEUST-BSN graduates are highly competitive and well-prepared for entry-level nursing roles. This aligns with the study by Pologeorgis (2023), which emphasizes that employability, a combination of skills, experience, education, and other attributes enables individuals to find and maintain employment, and transition between jobs as needed, adapting to labor market shifts.

Table 17
Job Level Position of the Respondents' First and Current Job

Job Level Position	Frequency	Percentage (%)
First Job		
Professional, Technical or Supervisory	60	46.88
Rank or Clerical	52	40.63
Self-employed	14	10.94
Managerial or Executive	2	1.56
Current Job		
Professional, Technical or Supervisory	70	59.32
Rank or Clerical	45	38.14
Managerial or Executive	2	1.69
Self-employed	1	0.85

Table 17 presents the job level positions held by NEUST-BSN Batch 2022–2023 graduates in their first and current employment. For their first job, the majority (46.88%) were in professional, technical, or supervisory roles, followed by 40.63% in rank or clerical positions. A smaller portion began as self-employed (10.94%), and only 1.56% held managerial or executive roles at the start of their careers.

In contrast, the data for current job positions indicates noticeable upward mobility. The number of graduates in professional, technical, or supervisory positions increased to 59.32%, suggesting career progression. Those in rank or clerical roles slightly decreased to 38.14%. Interestingly, managerial or executive roles remained nearly the same at 1.69%, while self-employment dropped to 0.85%.

This trend is supported by a tracer study by the Egala et al. (2024) emphasized that in the Philippine healthcare sector, BSN graduates often begin in junior or clerical roles but gradually move into more advanced positions as they gain experience and pursue continuous professional development.

Table 18
Respondents' Initial Gross Monthly Earnings

Initial Gross Monthly Earnings	Frequency	Percentage (%)

P 25,000.00 and above	40	31.25
P15,000.00 to less than P20,000.00	36	28.13
P 20,000.00 to less than P25,000.00	27	21.09
P10,000.00 to less than P15,000.00	18	14.06
P5,000.00 to less than P10,000.00	4	3.13
Below P5,000.00	3	2.34

Based on the survey findings, the initial gross income salaries of respondents vary across different salary brackets. The majority of respondents, comprising forty (40) respondents or 31.25% of the total population, reported earning between P25,000.00 and above. Following this, 28.13% or thirty-six (36) respondents indicated having salaries ranging from P15,000.00 to below P20,000.00. Meanwhile, lesser numbers of respondents were in other salary ranges: 21.09% or twenty-seven (27) respondents had P20,000.00 to below P25,000.00, eighteen (18) respondents or 14.06% had P10,000.00 to below P15,000.00, and four (4) or 3.13% originally had P5,000.00 to below P10,000.00. Lastly, three (3) respondents or 2.34% had below P5,000.00. This is a fact that suggests that their first income is largely above the national median income and the graduates are compensated well.

The relatively high starting salaries of the respondents are consistent with recent national data showing that the median full-time employee salary in the Philippines stood at ₱14,588 as of 2022 and new graduates averaged ₱18,979 a month as of January 2025. This indicates that the respondents are competitively compensated, perhaps because of their qualifications, correct skills, or working in lucrative industries. To support this, a 2025 foundit survey showed that 47% of Filipino professionals score their pay as above industry average, with 50.5% of recent graduates regarding themselves as reasonably compensated, or good job market for skilled fresh graduates.

3.6 Employability
This section describes the respondents' employability across four areas: understanding, skills, efficacy, and metacognition. It focuses on the competencies that support their readiness for employment and their ability to adapt to the demands of the healthcare industry.

Table 19
Summary Table for Description of the Respondents' Employability

Variables	Mean	SD	Verbal Description
Understanding	3.67	0.40	High Employability
Skills	3.48	0.45	High Employability
Efficacy	3.55	0.45	High Employability
Metacognition	3.57	0.43	High Employability
Overall	3.57	0.38	High Employability

Legend: 3.25-4.00=High Employability; 2.50-3.24=Moderate Employability; 1.75-2.49=Fair Employability; 1.00-1.74=Low Employability

Table 19 presents the respondents' employability on four dimensions: understanding, skills, efficacy, and metacognition. All aspects had high levels of employability, with the highest mean in understanding (M = 3.67, SD = 0.40), followed by metacognition (M = 3.57, SD = 0.43), efficacy (M = 3.55, SD = 0.45), and skills (M = 3.48, SD = 0.45). The mean score for the total employability was 3.57 (SD = 0.38) and shows high employability of the respondents.

Based on the findings, the respondents demonstrate a high degree of employability in all aspects measured, signifying high professional preparedness of NEUST nursing graduates. The domain of understanding gets the highest mean score, showing that graduates possess a high degree of theoretical knowledge, professional norms, and clinical responsibilities. This indicates their ability to comprehend and use knowledge relevant to nursing practice. Skills, despite being assessed on a high scale, had the lowest mean of the four domains. This modest difference might mean that while graduates are knowledgeable and confident, maybe there is some relative deficiency regarding performing technical work or hands-on clinical procedures. The information also indicates that as cognitive and reflective abilities are extremely advanced, the technical proficiency could be strengthened with specified interventions to enhance overall graduates' competency profile.

The findings show that NEUST nursing graduates were able to build a solid foundation in professional awareness, critical thinking, self-assurance, and metacognitive techniques, all of which are required for employment in healthcare settings. This finding backs up the World Health Organization's (2020) advice to invest in nursing education to create a trained and strong health workforce. Furthermore, it supports Billett's (2016) claim that practice-based learning in higher education significantly enhances knowledge transfer to practice. The

relatively low skills score highlights the ongoing need for experiential learning modalities such as clinical simulations, internships, and competency-based training. According to Elendu et al. (2024), simulation-based training in medical education significantly enhances clinical skills, decision-making, and patient safety by providing safe, immersive learning environments that support both technical and non-technical skill development. Similarly, the National League for Nursing (2020) highlights the need of high-fidelity simulation learning experiences in preparing graduates to work in complicated clinical settings. The findings emphasize the importance of ongoing curriculum innovation that includes both intellectual and experiential components in order to appropriately prepare nursing graduates for the changing demands of healthcare practice.

Table 20
Employability in Terms of Understanding

Items	Mean	SD	Verbal Description
1. I have a clear comprehension of my job roles and responsibilities.	3.67	0.49	SA
2. I understand how my work contributes to the overall goals of my organization.	3.72	0.45	SA
3. I am aware of the industry standards relevant to my profession.	3.70	0.52	SA
4. I keep myself informed about the latest developments in my field.	3.61	0.50	SA
5. I understand the expectations of my employer regarding my performance.	3.66	0.54	SA
Grand Mean	3.67	0.40	(HE)

Legend: 3.25-4.00=Strongly Agree (SA); 2.50-3.24=Agree (A); 1.75-2.49=Disagree (D); 1.00-1.74=Strongly Disagree (SD); HE=High Employability

Table 20 shows the data for the employability of respondents in terms of understanding. The statement "I understand how my work contributes to the overall goals of my organization" had the highest mean (3.72), a standard deviation (SD) of 0.45, and a verbal description of Strongly Agree. It was followed by "I am aware of the industry expectations for my profession," which had a mean of 3.70 (SD = 0.52, SA), and "I have a thorough understanding of the job responsibilities and duties," which had a mean of 3.67 (SD = 0.49, SA). The comments "I understand my employer's expectations about my performance" and "I keep up with the latest trends in my profession" had averages of 3.66 (SD = 0.54, SA) and 3.61 (SD = 0.50, SA), respectively. The grand mean across all items was 3.67 with a standard deviation of 0.40, interpreted as High Employability (HE).

The high ratings indicate that graduates have a strong professional understanding of their employment, organizational goals, and industry standards. Such broad professional understanding is essential in today's healthcare contexts, where interdisciplinary cooperation, patient-centered care, and ongoing adherence to new clinical standards are necessary. Furthermore, the respondents' high scores on being current with developments in the profession show that the respondents actively practice lifelong learning, a requisite skill given how fast healthcare continues to change. These results prove that NEUST graduates are not only competent in addressing existing job demands but are also ready to learn about changes and innovations in the healthcare profession, such as the increasing focus on digital health skills, evidence-based practice, and pandemic-responsiveness skills.

These findings underscore the effectiveness of NEUST's nursing program in developing professional identity, role clarity, and flexibility among its graduates, attributes increasingly sought in the global health industry after 2020. Billett (2016) stressed that situational awareness and role clarity in workplace settings are important determinants in promoting occupational competence. Additionally, a new study by Goni-Fuste et al. (2023) revealed that the capacity of nursing graduates to grasp their roles in the profession and remain current with clinical progress highly enhanced their employability and career adaptability. Thus, the consistently high ratings in the understanding category affirm that NEUST graduates are attuned to contemporary industry needs, best equipped not only to survive existing clinical environments but also to excel in envisioned future healthcare models fueled by technological and systemic developments.

Table 21
Employability in Terms of Skills

Items	Mean	SD	Verbal Description
1. Technical Skills: I possess the technical skills necessary to perform my job effectively.	3.51	0.50	SA

Items	Mean	SD	Verbal Description
2. Critical Thinking and Problem-Solving: I can analyze complex problems and develop effective solutions.	3.49	0.53	SA
3. Soft Skills: I communicate effectively with colleagues and clients.	3.56	0.51	SA
4. Leadership and Management: I can manage team members efficiently.	3.35	0.59	SA
5. Adaptability and Continuous Learning: I quickly adapt to new work environments.	3.48	0.59	SA
Grand Mean	3.48	0.45	(HE)

Legend: 3.25-4.00=Strongly Agree (SA); 2.50-3.24=Agree (A); 1.75-2.49=Disagree (D); 1.00-1.74=Strongly Disagree (SD); HE=High Employability

The statement "Soft Skills: I communicate effectively with colleagues and clients" got the highest mean (3.56), a standard deviation (SD) of 0.51, and a verbal description of Strongly Agree. This was followed by "Technical Skills: I have the technical skills required to do my job well" with a mean of 3.51 (SD = 0.50, SA) and "Critical Thinking and Problem-Solving: I am able to analyze complex problems and create effective solutions" with a mean of 3.49 (SD = 0.53, SA). The mean scores for the questions "Adaptability and Continuous Learning: I quickly adjust to new working situations" and "Leadership and Management: I am able to manage team members effectively" were 3.48 (SD = 0.59, SA) and 3.35 (SD = 0.59, SA), respectively. The total mean for all items was 3.48, with a standard deviation of 0.45, indicating high employability (HE).

Based on the data, while graduates are confident in their technical, critical thinking, and communication skills, which are required for effective and safe nursing practice, they may feel unqualified to take on leadership and managerial duties. The lower mean score for leadership and management indicates a possible development gap in team supervision, decision-making power, and administrative duties. While remaining in the "high employability" category, the findings suggest that the nursing school system should place a greater focus on leadership training. The high scores in soft skills and flexibility appear to reflect the growing demand for nurses who are not just clinically competent but also capable of managing varied teams and dynamic healthcare settings. These findings are consistent with earlier projections for nurse job growth and education between 2020 and 2025. Across the globe, there is a rising need to equip nurses with not just clinical skills, but also leadership competencies, in order to influence healthcare changes.

The World Health Organization (2021) highlighted the effectiveness of nursing leadership in the construction of strong health systems and attaining universal health coverage. In their work, Kim, Kim, and Lee (2023) pointed out that nursing leadership is fostered at the level of simulation training through enhanced communication and advanced clinical decision-making skills. Moreover, the American Organization for Nursing Leadership AONL (2022) emphasized that infusing elements of leadership thinking into the foundational years of nursing catalyzes a nurse leader with policy-making, interprofessional team management, and innovative skills. Hence, while NEUST alumni demonstrate high employability, they, in particular with other curricular additions in leadership, management, and systems thinking, need to more adequately prepare these graduates to the escalating challenges of today's healthcare environments.

Table 22
Employability in Terms of Efficacy

Items	Mean	SD	Verbal Description
1. I have confidence in my ability to perform my job successfully.	3.55	0.50	SA
2. I believe I can overcome work-related challenges.	3.52	0.55	SA
3. I am motivated to achieve my professional goals.	3.56	0.56	SA
4. I take proactive steps to improve my performance and career prospects.	3.57	0.51	SA
5. I maintain a positive mindset and resilience when facing setbacks.	3.54	0.57	SA
Grand Mean	3.55	0.45	(HE)

Legend: 3.25-4.00=Strongly Agree (SA); 2.50-3.24=Agree (A); 1.75-2.49=Disagree (D); 1.00-1.74=Strongly Disagree (SD): HE=High Employability

Table 22 lists the employability data in efficacy terms. The item "I take proactive steps to improve my performance and career prospects" elicited the highest mean of 3.57 with a standard deviation (SD) of 0.51, and had a verbal labeling of Strongly Agree (SA). This was then followed by "I am motivated to reach my career aspirations" with a mean of 3.56 (SD = 0.56, SA), and "I am confident in my capability to execute my work successfully", which had a mean of 3.55 (SD = 0.50, SA). The other items were "I stay positive and resilient when encountering obstacles" (M = 3.54, SD = 0.57, SA) and "I think I can overcome work obstacles" (M = 3.52, SD = 0.55, SA). The grand mean for all the items was 3.55, with a standard deviation of 0.45, corresponding to the verbal description of High Employability (HE).

The findings show that NEUST nursing graduates have excellent levels of self-efficacy and psychological preparedness for professional practice. Their strong evaluations in proactivity, motivation, and confidence indicate not just technical work preparation, but also an inner will to achieve and develop. Furthermore, the graduates' excellent resilience and positive outlook ratings suggest that they can sustain their performance and psychological health despite the inherent challenges of clinical settings. This combination of proactive career management and emotional resilience is critical for long-term success in healthcare settings where burnout, large workloads, and complex patient care scenarios are common problems. According to the figures, responders are not only well-suited for entry-level jobs, but also for career growth and long-term professional commitment.

This is consistent with existing global studies on efficacy and resilience among healthcare workers. Mohammadi et al. (2024) found that self-efficacy is strongly predictive of work performance and satisfaction, especially in crisis situations. Similarly, Zhang et al. (2023) demonstrated that psychological flexibility protects against burnout and improves long-term therapeutic efficacy. Thus, these findings show that NEUST's nursing curriculum efficiently develops not just technical and cognitive abilities, but also the emotional and motivational characteristics required for effective and sustainable nursing practice in today's high-demand healthcare environments.

Table 23
Employability in Terms of Metacognition

Items	Mean	SD	Verbal Description
1. I regularly reflect on my performance to identify areas for improvement.	3.61	0.49	SA
2. I am aware of my strengths and weaknesses in my professional abilities.	3.56	0.51	SA
3. I set specific goals for my professional development and work towards achieving them.	3.54	0.53	SA
4. I adjust my work strategies based on feedback and self-evaluation.	3.55	0.53	SA
5. I seek out learning opportunities to enhance my knowledge and skills.	3.62	0.50	SA
Grand Mean	3.57	0.43	(HE)

Legend: 3.25-4.00=Strongly Agree (SA); 2.50-3.24=Agree (A); 1.75-2.49=Disagree (D); 1.00-1.74=Strongly Disagree (SD): HE=High Employability

Table 23 shows employability data in terms of metacognition. The item with the highest mean score was "I seek out learning opportunities to enhance my knowledge and skills," with a mean of 3.62 and standard deviation (SD) of 0.50, verbally labeled as Strongly Agree (SA). This was followed closely by "I regularly reflect on my performance to identify areas for improvement" (M = 3.61, SD = 0.49, SA), and "I am aware of my strengths and weaknesses in my professional abilities" (M = 3.56, SD = 0.51, SA). The scale "I set specific goals for my professional development and work towards achieving them" scored a mean of 3.54 (SD = 0.53, SA), whereas "I adjust my work strategies based on feedback and self-evaluation" scored a mean of 3.55 (SD = 0.53, SA). The grand mean was 3.57 with a standard deviation of 0.43 corresponding to the verbal description of High Employability (HE).

The persistently high ratings indicate NEUST graduates exhibit sound metacognitive skills in self-directed learning, self-reflection, setting goals, and adapting to feedback. These attributes reflect a very high degree of professional maturity as well as adherence to ongoing improvement at the self-level. Implications of the data are that not only are the respondents capable of performing clinical activities but they are also reflective practitioners who objectively review their performance and actively look for development initiatives. In rapidly changing healthcare settings, these metacognitive skills are essential because they enable professionals to stay

flexible, coordinate new information with efficiency, and constantly match their practice with the latest best standards.

These findings once again highlight the need for reflective thinking and adaptive skills in modern nursing education. Carey (2022) stated that engaging in ongoing reflective practice enhances clinical decision-making, develops critical thinking, and allows for deeper, more meaningful learning from both triumphs and mistakes. In addition, Pelgrim et al. (2022) underscore that adaptive expertise—the capacity to apply knowledge flexibly in novel and complex situations—is foundational to adaptive performance, which manifests as how professionals respond effectively to change and uncertainty in real-world contexts. Thus, the data suggests that NEUST's nursing program effectively develops the reflective and adaptable skills required for long-term employability, clinical excellence, and leadership in the healthcare profession.

3.7 College Competencies
This section presents and analyzes the data on the core competencies that graduates perceive as most useful in their current professional practice. This section aims to highlight the strengths of the academic program and identify potential areas for enhancement to better prepare future graduates for the professional environment.

Table 24
Respondents' Description on College Competencies They Perceived Most Useful

Competencies*	Frequency	Percentage (%)
Communication skills	115	87.12
Critical thinking skills	103	78.03
Problem-solving skills	95	71.97
Human relations skills	78	59.09
Information Technology skills	45	34.09
Entrepreneurial skills	23	17.42

Legend: *-*allowed multiple responses*

Table 24 illustrates respondents' views about the college-gained competencies that they believed were most applicable to their own current nursing practice. Communication skills were seen to be the most important, as 115 (87.12%) of the respondents viewed them as being most useful. Critical thinking (78.03%) and problem-solving skills (71.97%) were the next most prominent. Human relations skills were also deemed useful by 78 (59.09%) respondents. Contrariwise, the IT skills were seen by merely 45 (34.09%) of the respondents as helpful, while entrepreneurial skills were viewed as least pertinent, mentioned by only 23 (17.42%) respondents.

Based on the collected data, the evidence indicates that NEUST Batch 2022–2023 CON graduates view the conventional clinical skills—most specifically communication, critical thinking, and problem-solving skills—as most fundamental in their profession. This accentuates the applicability of general clinical training to prepare graduates for the real-life needs of the healthcare setting. In contrast, the lower pricing of IT and entrepreneurial skills might reflect limited access or exposure to practice these abilities in their early working environments. This serves to emphasize the need for nursing education programs to offer more training in technological and innovative skills to better suit the emerging world of modern healthcare.

The nursing professionals' high regard for communication skills is aligned with the literature, which focuses on its significance for use in clinical practice. Leal-Costa et al. (2020) underscored that good communication-skilled nurses are more capable and assertive. These skills enable effective interpersonal relationships with patients, increasing overall and task-specific self-efficacy. It is critical to train nurses in communication skills to help them cope with the different stressors involved in day-to-day patient interactions, thereby increasing their perceived self-efficacy.

Critical thinking skills (78.03%) and problem-solving skills (71.97%) were also identified as key competencies. As defined by Falcó-Pegueroles et al. (2021), nursing critical thinking has direct correlations with diagnostic accuracy and problem-solving efficacy. It entails key virtues like creativity, intuition, reflection, and fairness, all of which are imperative in situating the intricate and dynamic healthcare landscape. In contrast, Ahmady and Shahbazi (2020), highlighted that problem-solving is a significant skill in nursing. Enhancing this skill is essential for nurses as it is a thinking process that requires reflection and innovative thinking. Its development is considered an essential skill requirement for nurses to perform optimally in their practice. Problem-solving is the focal point of the nursing process, and therefore this skill underpins all nursing actions. Consequently, intensive training in this skill is essential in an undergraduate nursing course.

Human relations skills were seen as assets by 78 respondents (59.09%). Such skills are core to nursing practice, allowing nurses to establish trust, communicate effectively, and develop therapeutic relationships with patients, families, and peers. A recent scoping review found that interpersonal and communication skills are

essential for constructive professional relationships particularly within preceptorship enabling open, trusting interactions that enhance student learning and patient care (Bhana et al., 2022).

At the same time, Information Technology (IT) skills (34.09%) were found to be of moderate use. Brown et al. (2020) state that dealing with technical problems tends to add to nurses' workload and take them away from direct patient care. Furthermore, acquiring essential digital competence and learning about new technologies were seen by nurses as time-consuming and adding to the pressures of workload.

Entrepreneurship skills were the least applicable with 23 respondents (17.42%) identifying them as applicable to their work. This result is consistent with the research of Monteagudo et al. (2025), who underscore that nursing students primarily associate entrepreneurship with innovation, research, and professional advancement rather than fully integrating it into their future roles.

Table 25
Respondents' Suggestion for Improving the BSN Curriculum

Code	Frequency	Percentage (%)
Related Learning Experience	13	9.85
Personal and Professional Development	4	3.03
Trainings and Seminars	4	3.03
Curriculum Improvement	3	2.27
Clinical Skills Enhancement	2	1.52
Student-Centered Learning and Simulation	2	1.52
Theory-Practice Integration	1	0.76
Support Systems for New Nurses	1	0.76
Test Preparation Skills	1	0.76
Personal and Mental Health Development	1	0.76
Research Skills	1	0.76
Career Advancement	1	0.76
Salary Improvement	1	0.76

Table 25 presents the suggestions of NEUST-BSN Batch 2022–2023 graduates for improving the BSN curriculum. The first cited recommendation was to enhance the Related Learning Experience (RLE) (9.85%). Suggestions for Personal and Professional Development (3.03%) and Trainings and Seminars (3.03%) were also highlighted. Additionally, Curriculum Improvement (2.27%) emerged as a notable theme, with graduates expressing the need for reforms to better align the curriculum with the evolving demands of healthcare.

Meanwhile, Clinical Skills Enhancement (1.52%) and Student-Centered Learning and Simulation (1.52%) were emphasized by a few respondents. Less frequently but still important suggestions included Theory-Practice Integration (0.76%), Support Systems for New Nurses (0.76%), Test Preparation Skills (0.76%), Personal and Mental Health Development (0.76%), Research Skills (0.76%), Career Advancement (0.76%), and Salary Improvement (0.76%).

The most frequently cited recommendation was to enhance the RLE. These graduates completed a significant portion of their training under the constraints of an online learning modality due to the COVID-19 pandemic, which limited their hands-on clinical exposure. This context highlights their strong desire for more comprehensive and immersive clinical experiences. This result aligns with the study conducted by Mamaril et al. (2024), which emphasized that RLEs are crucial opportunities where student nurses gain firsthand experience in patient care, a vital skill for their future roles as bedside nurses. Therefore, increasing and strengthening clinical exposure during RLEs was a key suggestion for curriculum improvement.

3.8 Differences on Perceived Employability As To Profile
This section explores the variations in perceived employability among graduates according to their demographic and academic profiles.

Table 26
ANOVA Results to Testing Differences on Perceived Employability as to Profile

Variables	Mean	SD	F-Value	df	p-Value
Civil Status					
Single	3.56	0.28	0.75	(1,130)	0.388
Married	3.80	0.38			
Sex					
Female	3.56	0.39	0.17	(1,130)	0.846

Variables	Mean	SD	F-Value	df	p-Value
Male	3.69	0.35			
Region of Origin					
Region 3	3.57	0.38	1.78	(2,129)	0.173
NCR	3.00	n/a			
Region 4	4.00	n/a			
Home Province					
Nueva Ecija	3.56	0.39	1.24	(5,126)	0.295
Aurora	3.66	0.28			
Bulacan	3.73	0.29			
Pampanga	3.22	n/a			
Cavite	4.00	n/a			
NCR	3.27	0.39			
Location of Residence					
City	3.54	0.39	0.50	(1,130)	0.481
Municipality	3.59	0.38			

Legend: df=degrees of freedom

Table 26 presents the ANOVA results examining differences in perceived employability according to various profile variables, including civil status, sex, region of origin, home province, and location of residence. The data show that single respondents had a mean perceived employability score of 3.56 (SD = 0.28), slightly lower than married respondents with a mean of 3.80 (SD = 0.38). When categorized by sex, females had a mean score of 3.56 (SD = 0.39), while males reported a marginally higher mean of 3.69 (SD = 0.35). For region of origin, Region 3 had a mean score of 3.57 (SD = 0.38), and Region 4, though lacking a standard deviation value, reported a mean of 4.00. Among the home provinces, Bulacan had the highest mean perceived employability at 3.73 (SD = 0.29), whereas Pampanga had the lowest at 3.22. Meanwhile, respondents residing in municipalities had a slightly higher mean employability (3.59, SD = 0.38) than those in cities (3.54, SD = 0.39).

The analysis reveals that all computed p-values for the profile variables exceeded the significance level of 0.05. Specifically, civil status yielded an F-value of 0.75 with a p-value of 0.388; sex, F = 0.17 with p = 0.846; region of origin, F = 1.78 with p = 0.173; home province, F = 1.24 with p = 0.295; and location of residence, F = 0.50 with p = 0.481. These results indicate that none of the observed differences in mean perceived employability are statistically significant.

This finding is in line with Garcia et al. (2021) research that established psychological capital, self-efficacy, optimism, hope, and resilience, significantly impacted graduate employability perceptions. The study identified that psychological capital enhanced the perception of employability skills acquisition, which, in turn, improved self-perceived employability. This indicates how internal psychological resources are more critical than demographic factors in influencing employability.

Likewise, according to Omar et al. (2023), career adaptability is positively and significantly associated with students' employability skills, highlighting its role as a psychological mechanism that enables self-rated competencies to enhance perceived employability. Their empirical study among university students revealed that those with higher adaptability and self-efficacy in their competencies tended to view themselves as employable regardless of background. This further suggests that perceived employability is propelled more by internal characteristics and future-oriented tendencies rather than by environmental or demographic variables.

In addition, Gupta and Ansari (2023) found that internal perceived employability was significantly associated with both higher starting salary and greater job satisfaction, whereas external perceived employability was only significantly linked to higher starting salary; notably, focused job search negatively mediated the relationship between internal perceived employability and starting salary, suggesting that intense, narrow job-seeking behaviors might undercut the income advantages associated with strong self-perceived employability.

Moreover, studies by Garcia et al. (2021) illustrated that psychological capital not only affects employability perceptions but also strengthens the development of employability skills, further supporting the notion that internal psychological elements are central to the formation of employability perceptions.

Together, these studies reinforce the belief that employability perceptions are primarily determined by individual psychological competencies and resources, not demographic variables. This is an important insight for educational institutions and policymakers looking to increase graduate employability through the development of students' psychological capital and employability competencies.

4. CONCLUSION

This study traced and evaluated the employment status, career relevance, and work satisfaction of the Bachelor of Science in Nursing graduates of the Nueva Ecija University of Science and Technology (NEUST) for Academic Year 2022–2023.

The demographic profile revealed that most graduates were young, single, and female, primarily residing in Region III, particularly Nueva Ecija. The distribution between urban and rural residences indicated equitable access to nursing education. These findings demonstrate NEUST's strong regional influence and alignment with national and global nursing demographics.

The employment profile showed that a majority of graduates were employed within the healthcare sector, occupying positions in both government and private hospitals. This suggests that NEUST graduates possess the competence and adaptability required in diverse healthcare settings. Their pursuit of further studies, clinical experience, and professional licensure reflects a strong commitment to lifelong learning and career advancement. The transition from graduation to employment was generally swift, highlighting the graduates' readiness and competitiveness in the nursing workforce.

Training data indicated that most graduates engaged in basic and hospital-required competencies, such as emergency response and IV therapy, while participation in advanced training remained limited due to potential constraints. Nevertheless, variations in training duration and credits reflected competency-based approaches to professional development. Training venues varied widely, demonstrating both concentration in established centers and dispersion across multiple institutions based on accessibility and specialization.

Employment findings confirmed that most respondents were gainfully employed, either permanently or temporarily, with a significant number working as licensed staff nurses. The majority were employed locally, while a smaller portion found opportunities abroad. These outcomes underscore a high employment rate and consistent job demand for NEUST nursing graduates.

Career placement data revealed high employability and competitiveness, with compensation, benefits, and job compatibility serving as major factors influencing employment decisions. Many graduates advanced early in their careers, with word-of-mouth and walk-in applications serving as primary job acquisition methods. Reported starting salaries met or exceeded the national average, signifying the rewarding nature of the profession and the effective preparation provided by NEUST's nursing program.

Based on the USEM Model, graduates demonstrated high levels of Understanding, Skills, Efficacy, and Metacognition, signifying preparedness for the healthcare industry. Although leadership and management skills emerged as areas for further development, graduates exhibited adaptability, critical thinking, and reflective practice conducive to professional growth and success.

Graduates identified communication, critical thinking, and problem-solving as essential competencies in professional transition. These core clinical skills supported effective patient care and teamwork. However, limited integration of information technology and entrepreneurial competencies suggested the need to strengthen curricular areas responsive to modern healthcare demands.

Statistical analysis showed no significant differences in employability perception when grouped by civil status, sex, region, province, or place of residence. This indicates that employability perceptions are shaped more by personal attributes—such as self-confidence, motivation, and adaptability—than by demographic background. The findings emphasize the importance of institutional efforts to cultivate these traits during training.

Finally, curriculum enhancement was identified as a key area of development. The improvement of Related Learning Experiences (RLE) emerged as a primary recommendation, highlighting the importance of expanded clinical exposure. Additional proposed initiatives included leadership and capacity-building programs, regular seminars, simulation-based instruction, and mental health and research skill development. These enhancements aim to produce graduates who are not only academically competent but also emotionally resilient and professionally prepared for the evolving demands of healthcare.

Overall, the study concludes that NEUST BS Nursing graduates of Batch 2022–2023 exhibit high employability, professional competence, and career satisfaction. The findings affirm the effectiveness of the university's nursing education program while emphasizing the continuous need for curriculum innovation, leadership training, and holistic student development to ensure sustained excellence in nursing practice.

Based on the findings and conclusions drawn from the study on Bachelor of Science in Nursing (BSN) graduates from NEUST General Tinio Campus Batch 2022–2023, the following recommendations are proposed:

This study recommends conducting an Annual Graduate Tracer Study (GTS) for each graduating batch to support continuous quality assurance and program evaluation. The tracer study is essential in assessing the employment outcomes of nursing graduates and the relevance of the nursing curriculum in real-world settings.

The researchers also recommend the creation and continued use of a verified and comprehensive master list for future graduates. This master list must include the contact details of Level 3 and Level 4 students, along with contact information of at least three close relatives (e.g., parents or guardians). It should be regularly updated and used as a reference tool for tracking graduates and maintaining alumni engagement. Once institutionalized,

this can also support the publication of reliable alumni statistics, which strengthens the credibility and visibility of the College of Nursing.

The study highlights the importance of recognizing graduate feedback for curriculum development. Suggestions gathered from the respondents should be reviewed and considered for integration into curriculum enhancement initiatives.

It is also recommended to enhance Related Learning Experience (RLE) opportunities by increasing clinical exposure and ensuring a balanced rotation across different hospital areas. This can help improve students' clinical skills, build confidence, and better prepare them for professional nursing roles.

Furthermore, the researchers propose the collection of video testimonials from graduates. At least twelve (12) testimonials from Batch 2022–2023 can serve as valuable qualitative data for future tracer studies and promotional materials, offering real-life perspectives on graduate success and the impact of the NEUST nursing program.

Lastly, a master list of non-respondents should be created to improve follow-up efforts in succeeding tracer studies. This can be done by comparing official records with survey responses. The importance of graduate tracer studies should also be introduced to students as early as their freshman year through orientations and academic advisories to build awareness of its role in educational improvement and employment tracking.

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