

An Assessment on Educational Experience, Employment, and Achievements of Nursing Graduates of LPU-St. Cabrini College of Allied Medicine: A Tracer Study

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ABSTRACT

Tracer study is a tool used to monitor and evaluate training programs and curriculum. It is important to be able to determine the effectiveness in provision of learning and skills of the students. It will help the institution to have a basis for areas that needs improvement so that students who are still in the program will acquire better learning experiences. This study aimed to assess the educational experiences, employment, and achievements of the graduates of batches 2008, 2009, and 2010. It was a quantitative and qualitative type of research. The total number of respondents was 120. The researchers used the social networking site “facebook” to send message to the graduates informing them about the tracer study. They were asked to answer the online survey adapted from the research office of Lyceum of the Philippines University–Laguna. Data were analyzed using the Microsoft excel and SPSS 20.0. Results showed that there were more employed graduates in the batches of 2008, 2009, and 2010 than the unemployed. There was no relationship or significance between the learning experiences and rewards; employment and achievements; and academic program and employment. However, there was a strong significance and direct relationship between assessment of the program and learning experiences. Most common suggestions of the graduates to improve the edge of LPU – St. Cabrini graduates were to provide the students with more clinical duty hours and more competent clinical instructors and professors. Furthermore, the students were also advised to continue education even after graduation.

Keywords: education, experience, employment, achievement, nursing graduates, tracer study

INTRODUCTION

Tracer study is a tool used to monitor and evaluate training programs and curriculum. It is important to be able to determine the effectiveness in provision of learning and skills to the students. Conducting graduate tracer studies will help to recognize the needs for improvement of the graduates and to develop a better disposition to those who are still in the program. Quality and adequacy of staffs, and good graduate performance will reflect the quality of education (Kebedom, 2010).

Quality education makes a difference on nursing practice. Baccalaureate nursing programs provide an in-depth knowledge on physical and social sciences, research, leadership and management, community nursing, and humanities. This enhances nursing graduate's knowledge, skills, and attitude in dealing with patients and providing healthcare. According to a study, as the number of baccalaureate-degree registered nurses increases, the mortality rate in hospitals decreases. This shows the importance of nurses' education level to best patient outcomes (Johnston, 2009).

Filipino nurses are globally in high demand because of the standardized and unified curriculum on Bachelor of Science in nursing. This globalized demand leads to mushrooming of nursing schools which gives a threat to the image of Filipino nurses abroad. Furthermore, this also worsens the quality of provision of health service and nursing education in the country (Crisostomo, 2013).

One of the problems Philippines faces today is unemployment. The unemployment rate of the Philippines in the year 2012 was 7.20% which is one of the highest among the Asian countries in the last five years (Gonzales, 2013). Unemployed Filipino nurses are estimated to be 187,000 (Howard, 2010). However, according to the study "Professional Achievements of the Nursing Graduates of Lyceum of the Philippines University 2006-2008", most number of respondents were employed (70.48% of 229 respondents) which means that even if unemployment of nurses is increasing, there are still job placements available. Salary, benefits, incentives, and rewards are important factors in nursing employment (De Mesa et.al., 2009).

This study assessed the Bachelor of Science in Nursing Program, learning experiences, employment status and achievements of nursing graduates of LPU – St. Cabrini College of Allied Medicine batches 2008, 2009, and 2010 to determine the needs for improvement on educational services and curriculum.

Review of Related Literatures and Studies

As cited in DrPhi in 2011 on “Improving Higher Education Quality, a Daydream?”, tracer study is a study used to trace the graduates of higher education institution. This study assesses the quality of graduates, employment status, their first income, competencies of the graduates, curriculum, and learning experiences.

Conducting tracer studies connects the Alma Mater and the graduates to one another. The graduates were able to provide their evaluation on the curriculum, learning experiences, and employment status. This helps the institution assess their provision on quality education in producing competent and productive graduates. Tracer studies aim to find out the effectiveness and relevance of the curriculum and the learning experiences of the students and how it affects the employment after graduation. This also assesses the employment status of the graduates and how far they have become after earning the knowledge and skills in college (Regmi, 2009).

According to 1999 graduate tracer study conducted by the Commission on Higher Education, graduates from University of the Philippines, De La Salle University, and Ateneo de Manila University had lower waiting time in finding job after graduation, have higher rates of employment, and higher salary as well. Half of the respondents got jobs within six months after their graduation and about one percent of the graduates don't find jobs within two years after graduation. Some reasons in difficulty finding the job were lack of job opportunities and unsatisfactory salaries. Despite of having a college diploma, eighteen percent of college graduates were unemployed from 2006 to 2011. College graduates of medical courses, trade, craft and industrial programs, engineering and architectural programs were the most unemployed graduates. The top three difficult to fill positions for the period January, 2009 to June, 2010 were accountants and auditors, electronics and communications engineers, and system analysts and designers. These positions had specific technical requirements and needs to pass an eligible exam and the top three reasons why these positions were difficult to fill were applicants don't have the required competency or skill, applicants expect a high salary, and applicants lack years of experience. One factor that really affects the employability of graduates is the quality of education they received from their higher education institution program (Albert, 2013).

The Asian Institute of Technology conducted a tracer study of the batches 2003 to 2008 and the results showed that the effectiveness of the curriculum played an important role in the employment upon graduation. Results showed that eighty five percent of the AIT graduates were employed, eight percent were continuing education, and five percent were in business. Seventy two percent of the respondents said that the knowledge and skills earned from the school have been very useful in the workplace. Furthermore, fifty five percent of the graduates also viewed that the quality of teaching in AIT was very good (Regmi, 2009).

Global demands for nurses lead to sudden surge in nursing schools in the Philippines (Bengan, 2011). Institutions mostly fail to measure the quality of education they provide (Zimmerman, 2012). According to study, the first two years of college provide almost half of the students with little learning. Result showed that forty five percent of the students had no gains in learning. Students were more focused on their social lives while their mentors were more focused on doing their research than teaching. The study also revealed that among the 3000 respondents, socializing and sleeping comprises the seventy five percent of their time while sixteen percent was on studying. Getting a college education is still valuable. However, the provision of education is just not enough. Quality education should be the goal of every institution instead of just producing more graduates (The Week Staff, 2011)

In addition, according to the study "Teaching Strategies of Clinical Instructors in the Lyceum of Batangas College of Nursing", teaching strategies of the clinical instructors were very important to have the quality education the students need to acquire the knowledge, skills, and attitude as professional nurses. Results showed that students preferred clinical instructors who use their experiences to relate to their topic of discussion and those who allow them to prepare medications in clinical area with supervision. Clinical instructors should continue using different audio-visual presentations. It is also important to hire clinical instructors who have master's degree that are competent enough to provide quality education (Papio et.al., 2008). Furthermore, according to the study "An Analysis of the Performance of Selected Nursing Graduates at the 2007 Nurse Licensure Examination", factors that contribute to the performance of the graduates in licensure examination were curriculum of the program, quality of the nursing faculty, laboratory and library status of the institution, the quality of the related learning experiences of the students, quality of the review

program, and the administrative support given to the graduates by the administrators and the dean (Mendoza, 2008).

However, due to mushrooming of nursing schools, the chairperson of the Commission on Higher Education (CHED) Technical Committee in Nursing Education put the blame on poor quality education on nursing schools all over the country which resulted to low nursing board exam passing rate. There were three factors cited for low performance which were nursing faculty quality, students' admission number in schools, and lack of tertiary nursing hospitals. CHED tried to solve this problem by 2012 in which nursing schools that have lower than thirty percent passing rate will be evaluated. However, according to Commission on Audit, for the last ten years, CHED has never closed a school with low board performance (Austilla, 2008).

According to the group "Ang Nars", there were 400,000 nurses that were unemployed and underemployed (Crisostomo, 2013). Furthermore, despite of increase in economic growth in the first quarter of 2010, there was an increase in the unemployed Filipinos from 2.80 million to 3.10 million as of April. According to National Statistics Office, this was equal to eight percent unemployment rate. Metro Manila had the highest unemployment rate. It had a percentage of 11.80 percent. Meanwhile, Zamboanga Peninsula got the lowest which was 3.10 percent. Fifty two percent of Filipinos were in the service sector while 19.40 percent were in wholesale and retail trade, repair of motor vehicles and motorcycles, and personal and household goods. Thirty two point five percent were in agriculture and 15.50 percent were in industry sector. Twenty one point seven million were full-time workers while thirteen million were part-time workers (Domingo, 2010). However, there was an increase in the employment level by 3.20 percent in 2011. Regions where employment grew more were in region IV-A, III, and XI. Part-time employment increased by 6.30 percent while full-time employment increased by 1.50 percent. Meanwhile, self-employment rate was still at 1.20 percent. There was a decrease in unemployment rate at 7.00 percent compared to 7.40 percent last 2010. This shows that there was a positive development in the employment status in the Philippines (Lee, 2012).

The following industries are expected to grow in the next few years: education, government service, healthcare, media, and science and technology. Furthermore, the job skills that employers look for in an employee are communication skills, task management, adaptive, stress management, client

relation skills, research and analytical skill, teamwork, curiosity, and leadership (Lee, 2012).

According to the report by CNN, the health care sector had the most increase in employment during the recession but the registered nurses find it difficult to find a job. Forty three percent of registered nurses from January 1, 2009 to March 31, 2010 were not employed within eighteen months of graduation (Biolchini, 2013). Furthermore, some of the 100,000 unemployed Filipino nurses in the country were advised to engage in business process outsourcing industry and call centers. This was according to the labor secretary Rosalinda Baldoz. Sectors of BPO such as healthcare information outsourcing is one of the medical-related jobs available to the graduates. These jobs may have pays ranging from P14,000 to P40,000 and their pay may also depend on the number of hours of work and type of employment. In addition, the starting pay received by regular nurses per month is almost half of the monthly salary of these alternate medical careers (Tubeza, 2012).

The government is planning to pay up to Php2.80 billion to hire 22,500 nurses, 4,379 midwives, and 131 physicians in the Doctors to the Barrio and Rural Health Practices program. Nurses and midwives will gain additional knowledge and skills which they can use as their tool to work abroad. This will also improve provision of care to the underserved communities. The proposed program for employment of Nurses in Urban and Rural Services (NURSE) will give jobs to 10,000 practitioners every year and will give them monthly salary not lower than the starting pay of public nurses (Romero, 2012). Furthermore, RN Heals was created in order to solve the problem on unemployment. However, "NARS" sees RN Heals a form of exploitation. These registered nurses were hired as "contractuals" who were tasked to perform the same nursing responsibilities of a regular staff. They have a monthly allowance of Php8,000 per month which is sometimes delayed for about two to three months. According to the Philippine Nursing Law of 2002, the starting monthly salary of a public health nurse should be Php24, 887 but the government does not provide any budget for this law. The government has the responsibility to allot enough budgets for health so the health care professionals will be given the standard salary so that they will be motivated to improve the growing needs of the population (Abenojar, 2012).

According to the study "Government Officials' Representation of Nurses and Migration in the Philippines", Philippines is an important supplier of nurses around the world because of the crisis in nursing workforce in other countries.

The result of the study shows that government officials view Filipino nurses as providers of health globally instead of domestically for their contributions in remittance than their importance in country's provision of healthcare. This dilemma is strongly influenced by the thought that this solves the overpopulation and lack of job opportunities for nurses in the Philippines (Masselink & Lee, 2011). Furthermore, according to the study "Job Satisfaction of the Newly Licensed Nurses in Selected Affiliated Hospitals in Batangas City", the study showed that the respondents were not satisfied with the salary, benefits, incentives, and rewards they receive from the institution. This means that there is a need for these hospitals to increase incentives and rewards for those who deserve recognition. (Sale et.al., 2009).

Being a nurse is not just a profession but a passion for service. It is a provision of care with compassion. People are living a world full of changes. People have a constant need for tender loving care. Because of this, it is really a big question why there is a huge number of nursing unemployment (Divinagracia, 2012).

According to the study "Leaving Nursing: An Event-History Analysis of Nurses' Careers", the major problem faced by health care profession worldwide is the shortage of nurses which affected the nursing career. This study showed the reasons why qualified nurses in Britain moving to different employment statuses. *Results have shown that* individual characteristics such as being male, being younger, having a degree, and having been born in the UK are one of the factors. Furthermore, low pay, managerial responsibility, full-time work and lack of opportunities to use initiative are job-related factors for leaving. Nurses in their early careers are more prone to leaving and those that make their first few years in nursing profession remain for the rest of their working lives. In *conclusion*, there is a need for solutions to improve nurse retention and a need for strong support for better rates of pay is necessary (Barron & West, 2007).

Furthermore, being a registered nurse can lead you to promotions and achievements. A nurse who is capable enough, ambitious, hardworking, and responsible can be successful and earn salaries. Nurses can work in different set-ups aside from clinical. They can work in information systems as informatics has been in demand since 2012. They can also work as case-management nurses, researchers, or educators. All of these provide a very good salary earning. Nurses can work as managers, supervisors, or heads of an institution. This is because nurses have the skills, leadership, time management skills, and organizational skills which make them on the management track (Decker, 2013).

Employees with higher salary range, higher level job title, and often more and higher level job responsibility is called promotion. They viewed promotion as desirable that has an impact on pay, authority, responsibility, and ability to influence broader organizational decision making. Promotion helps the employees and raises their status. Promotion is a form of recognition that makes a significant and effective work contributes. Consequently, dilemma arises because of promotion putting employee to management role. Employers are challenged to provide alternative career paths for employees who don't get their deserving benefits and recognition (Heathfield, 2013).

Meanwhile, as cited in OECD in 2012 on "How does education affect employment rates?", education showed a correlation to employment. It affects the employment status in a country. Eighty three percent of the population with tertiary education in OECD countries was employed. This shows that education is a guarantee against unemployment. Furthermore, unemployment rate in people with tertiary education was below 5.00%.

Theoretical Framework

According to functionalist theory on education, skills, attitudes, and socialization are important aspects of school. The importance of achievements, competition, and equality of opportunity are attained through education. Education provides the students the necessary skills needed for the economy and it utilizes each individual to the most applicable jobs according to their talents and qualifications. Education for Emil Durkheim is forming community and cooperation through social solidarity. Schools provide cooperation, interaction, and standardized rules. Furthermore, according to Talcott Parsons, as cited by Bryant (2013), education provides competition, equilibrium, and individualism. Efforts and abilities of an individual is the basis for achievements and rewards. Meanwhile, Melvin Tumin, also cited by Bryant (2013), believed that rewards in the workplace make the jobs important.

The theory shows the role that education and school played in order to produce competent individuals that will help the job market to develop. This study showed how education and learning experiences in LPU – St. Cabrini impacts the lives of the nursing graduates according to their employment status and achievements in the workplace.

Conceptual Framework

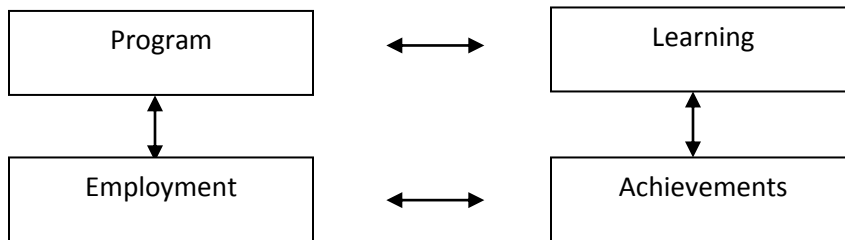


Figure 1. Conceptual Framework of the Relationships of the Program, Learning, Employment, and Achievements

This study dealt with the graduates of LPU-St. Cabrini batches 2008, 2009, and 2010. Through the use of online survey questionnaires, the researchers were able to assess the four variables in the boxes which are the academic program, the learning experiences, the employment status, and the achievements of the graduates. The arrows indicate the correlations of the following: (1) the results gathered between the assessment of the program and learning experiences; (2) the results gathered between the learning experiences and achievements received such as promotions; (3) the results gathered between the employment status and the achievements; and (4) the results gathered between the assessment of the program and the employment status.

Statement of the Problem

This study aimed to determine the answers to the following questions:

- 1) What is the assessment of the graduates based on: the program, the learning experiences, employment and work?
- 2) What is the relevance of LPU-St. Cabrini academic program?
- 3) What is the relationship between Bachelor of Science in Nursing program and employment?
- 4) What is the relationship between Bachelor of Science in Nursing program and learning experiences?
- 5) What is the relationship between employment and achievements?
- 6) What is the relationship between learning experiences and achievements?
- 7) What are the suggestions for improving the competitive edge of LPU-St. Cabrini graduates?

METHOD

Research Design

This study used a quantitative and qualitative type of research design. The purpose of this study was to evaluate and determine the profile of the LPU - St. Cabrini graduates in terms of their educational experiences, employment status, and professional success. This study used a survey type of quantitative research which uses questionnaires that control research situations and verify or generalize results as well as qualitative research which determines the suggestions of the graduates to further improve the services of the institution.

Research Locale

This study was conducted online using the social networking site “facebook” with the respondents coming from LPU - St. Cabrini batches 2008, 2009, and 2010.

Participants of the Study

The respondents of the study were the nursing graduates of LPU – St. Cabrini College of Allied Medicine from batches 2008, 2009, and 2010. These three batches were selected because they were more accessible to the researchers and they were the batches that fall on the institution’s objective of having graduates that are well-established three to five years after graduation.

The total population of the graduates is 857. Using the Slovin’s formula with a marginal error of ten percent, the sampling size was ninety so the target population of the respondents was ninety and above. The type of sampling was accidental or convenience which is under the non-probability sampling. The researchers used the most readily available group of people as their study respondents.

The total number of nursing graduates who responded to the survey was 120. There were more female respondents which had a frequency of sixty eight (56.67%) than male respondents which had a frequency of fifty two (43.33%). In terms of the civil status, 104 (86.67%) were single and sixteen (13.33%) were married. There were thirty four (28.33%) respondents from batch 2008, twenty eight (23.33%) respondents from batch 2009, and fifty eight (48.33%) respondents from batch 2010.

There were eighty six (71.67%) graduates who passed the Philippine nursing licensure examination, fifteen (12.50%) graduates who passed foreign

nursing licensure examination, and eight (6.67%) graduates who passed non-medical related examination.

Data Collection Tools

The researchers used questionnaires adapted from the research office of the Lyceum of the Philippines University – Laguna. The respondents completed the instrument themselves via online. The questionnaires were given to the respondents through a personal message on “facebook”. The questions were easier to administer and analyze because the respondents were provided with a checklist that has rating scale type of question. Questions were listed in a pre-arranged order and the respondents were told about the purpose of collecting information. There were six parts in the survey (assessment of the program, assessment of learning, employment and work, achievements, additional information, and referrals). There were twelve items in the assessment of the program, sixteen items in the assessment of learning, twenty six items in the employment and work, eight items in the achievements, nine items in the additional information, and three items in the referrals. There were five choices in assessment of the program (strongly agree, moderately agree, agree, disagree, strongly disagree) and five choices in assessment of learning (very much, much, moderate, little, very little). Employment and work assessed if the graduates were employed or not, their employment status, skills, the nature of their work, reasons for staying in job, salary, position, etc. Achievements assessed their promotions, accomplishments, and recognitions. The additional information assessed the socio-demographic profile of the respondent. The referral asked for the names and email addresses of other graduates they know that they can recommend to answer the survey.

Data Gathering Procedure

The researchers sent a letter to the registrar’s office asking for the list of the graduates of batches 2008, 2009, 2010. The social networking site “facebook” was used. The researchers sent messages to the graduates informing them about the study, purpose and asking them to allow the researchers to conduct a survey via online questionnaires. The online questionnaires from the research office of Lyceum of the Philippines University - Laguna was also included in the message addressed to the respondents. Afterwards, the answers on the online survey were submitted to the research office. The researchers collected and gathered all the results from them and the

statistical evaluation of the raw data were computed using SPSS 20.0 software and Microsoft excel and will then be tabulated and analyzed.

Data Analysis

The researchers utilized the following statistical techniques to ensure valid and reliable analysis and interpretation of data. First, the frequency which calculates how often values occur within a range of values was used. The data were collated and tabulated to determine frequency and percentage of responses. Second, the percentage was used as a descriptive statistics to denote the proportion contributed by a part in a whole, thus this formula was used $P = \frac{n}{N} \times 100$ where P was the percentage, n was the number of responses under a particular category, and N was the total number of respondents. Third, the mean which was the arithmetic average of a set of values was used. The formula

is $\text{Mean } x = \frac{\sum x}{N}$ where x was the mean average, $\sum x$ was the sum of answers, and N was the number of respondents. And last, the Pearson product-moment correlation coefficient was used. It was a measure of the linear correlation (dependence) between two variables X and Y, giving a value between positive one and negative one inclusive, where one is total positive correlation, zero is no correlation, and negative one is negative correlation. It was widely used in the sciences as a measure of the degree of linear dependence between two variables.

Table 1. Legends for Pearson Product-Moment Correlation

Correlation Coefficient	Verbal Interpretation
+ .70 or higher	Very strong positive relationship
+ .40 to + .69	Strong positive relationship
+ .30 to + .39	Moderate positive relationship
+ .20 to + .29	Weak positive relationship
+ .01 to + .19	Negligible relationship
- .01 to - .19	Negligible relationship
- .20 to - .29	Weak negative relationship
- .30 to - .39	Moderate negative relationship
- .40 to - .69	Strong negative relationship
- .70 or higher	Very strong negative relationship

Source: <http://faculty.quinnipiac.edu/libarts/polsci/statistics.html>

The statistical significance of the correlation. A statistically significant correlation was indicated by a probability value of less than 0.05. This meant that the probability of obtaining such a correlation coefficient by chance was less than five times out of 100, so the result indicated the presence of a relationship. For -0.80 there was a statistically significant negative relationship between class size and reading score ($p < .001$), such that the probability of this correlation occurring by chance was less than one time out of 1000.

The data were analyzed and treated through the use of the application SPSS 20.0. SPSS is a computer program used for survey authoring and deployment (IBM SPSS Data Collection), data mining (IBM SPSS Modeler), text analytics, statistical analysis, and collaboration and deployment (batch and automated scoring services). SPSS (originally, Statistical Package for the Social Sciences) was released in its first version in 1968 after being developed by Norman H. Nie and C. Hadlai Hull. SPSS is among the most widely used programs for statistical analysis in social science.

Table 2. Legends for the Mean Assessment of the Program

Range	Interpretation
1.00 – 1.49	Strongly disagree
1.50 – 2.49	Disagree
2.50 – 3.49	Agree
3.50 – 4.49	Moderately Agree
4.50 – 5.00	Strongly Agree

Table 3. Legends for the Mean Assessment of Learning Experiences

Range	Interpretation
1.00 – 1.49	Very Little
1.50 – 2.49	Little
2.50 – 3.49	Moderate
3.50 – 4.49	Much
4.50 – 5.00	Very Much

RESULTS AND DISCUSSION

Table 4. Mean Assessment of the Program

Measures	Mean	Interpretation
1. The course content is very comprehensive and relevant to the job.	4.10	Moderately agree
2. The program components are relevant to the job.	4.13	Moderately agree
3. The objectives of the program had been achieved.	3.91	Moderately agree
4. The objectives of the program are similar to the objectives of the workplace.	3.83	Moderately agree
5. The program length is sufficient to produce graduates with the required entry-level knowledge and/or skill in the field/workplace.	3.94	Moderately agree
6. The program description captures the types of duties a graduate can expect to perform in the work environment.	3.90	Moderately agree
7. The courses are relevant to the intended career.	3.97	Moderately agree
8. Quality of instruction is sufficient and provided what is required in the workplace.	3.81	Moderately agree
9. Quantity of instruction is sufficient for the requirement of the workplace.	3.78	Moderately agree
10. Quality of guidance services is sufficient for the requirement of the workplace.	3.74	Moderately agree
11. Interpersonal relationships had been developed in school.	4.09	Strongly agree
12. On-the-job training/internship is enough to equip the students with hands-on experiences related to the job.	3.89	Moderately agree
Composite Mean	3.92	Moderately agree

Table 4 shows the mean assessment of the nursing graduates to the academic program and its interpretation. The statement which has the highest mean 4.09 which falls under strongly agree is that interpersonal relationships had been developed in school. Good interactions in the class results to

productive learning experiences. The value of interpersonal relationship in education has been appreciated for so many years. It is clearly understandable that good teacher-student relationship strongly contributes to good student outcomes and development (Brok et.al., 2012). Furthermore, as cited in Tertiary Education Commission in 2009, 65.90% of their respondents said that their program enhanced their communication skills. Meanwhile, the statement which has the lowest mean which falls under moderately agree is that quality of guidance services is sufficient for the requirement of the workplace. Students should be provided with good and effective guidance services for them to be able to receive their developmental needs. There is a need to have a counseling program model for it may contribute to have the best academic results, and well-matured and responsible future graduates (Motshwane, 2009). The composite mean of all the statements is 3.92 which falls under moderately agree.

Table 5. Mean Assessment of Learning Experiences

Measures	Mean	Int
1. Developed knowledge and skills applicable to a career.	4.14	Much
2. Developed my ability to work as a team.	4.28	Much
3. Motivated me to do my best work.	4.28	Much
4. Provided me with a broad overview of my course/major.	4.16	Much
5. Developed my time management skills.	4.08	Much
6. Developed my initiative.	4.26	Much
7. Sharpened my analytical skills.	4.25	Much
8. Developed my creativity.	4.12	Much
9. Developed my confidence to investigate new ideas.	4.22	Much
10. Developed my problem solving skills.	4.21	Much
11. Stimulated my enthusiasm for further learning.	4.25	Much
12. Improved my skills in written communication.	3.98	Much
13. Helped developed my ability to plan my own work.	4.10	Much
14. Helped me make informed judgment.	4.13	Much
15. Developed my computer skills.	3.79	Much
16. Developed my oral communication skills.	4.01	Much
Composite Mean	4.14	Much

Table 5 shows the mean assessment of the nursing graduates to the learning experiences and its interpretation. The statement which has the highest mean 4.28, which falls under the “much” category are development of the graduates’ ability to work as a team and motivation to do their best work. This shows a similar result with the graduate tracer study of the Tertiary Education Commission in 2009 because some of their respondents (62.80%) agreed that the program enhanced their teamwork abilities. Meanwhile, the statement which has the lowest mean 3.79 which falls under the “much” category is the development of their computer skills. Though development of computer skills has the lowest mean, a tracer study cited by the Tertiary Education Commission in 2009 shows that 62.50% of their respondents said that their computer skills were enhanced in the program. The composite mean of all the statements is 4.14 which falls under “much” category.

Table 6. Employment and Unemployment Frequency and Percentage

Employment status	Frequency	Percentage
Employed	105	87.50
Not Employed now	12	10.00
Never Employed	3	2.50
Total	120	100.00

Table 6 shows that the number of employed nurses is 105 (87.50%), the unemployed then is twelve (10.00%), and the never employed is three (2.50%). This shows that there are more employed graduates of batches 2008, 2009, and 2010 than the unemployed. Unemployed Filipino nurses were estimated to be 187,000. Philippine Nurses Association (PNA) admits that the nursing unemployment has worsened (Howard, 2010). However, the results show that there are more employed graduates than the unemployed. According to research, nursing graduates in the U.S. have the lowest unemployment rate as compared with other graduates (Ballenger, 2013). There is an increase in the employment rate of class 2012 over the class of 2011. Seventy five percent of nursing graduates got a full-time job. This is according to Career Plans survey. This suggests a strengthening of employment of graduates with Bachelor of Science in nursing degrees (Serko, 2013). Furthermore, according to the study “Professional Achievements of the Nursing Graduates of Lyceum of the Philippines University 2006-2008”, results shows that most number of respondents are employed (70.48% of 229 respondents) which means that even

if unemployment of nurses is increasing, there are still job placements available (De Mesa et.al., 2009).

Table 7. Reasons Why the Graduates are Unemployed

Reasons	Frequency
No job opportunity	3
No connections	1
Family concerns	1
Starting pay is low	2
Lack of work experiences	3
Engaged in further study	3
Have plans to seek job out of the country	6

Table 7 shows that their plan to seek job out of the country is the most chosen reason for unemployment. This had a frequency of six. The second chosen reason on why they are unemployed is that there are no job opportunity, they lack the work experiences, and they are engaged in further study. This had a frequency of three for each reason. The third chosen reason with a frequency of two is because of low starting pay at work. The least chosen reason for unemployment is that they have no connections and they have family concerns with a frequency of one for each.

There are 187,000 unemployed nurses in the country today. This is because of the lack of job vacancies and lack of experiences. Some of these nurses are planning to go to other country to work as a caregiver (Jalandoni, 2010). Furthermore, according to the study "Foreign Employment of Filipino Nurses as Perceived by Registered Nurses of Selected Hospitals in Batangas City", nursing profession is an opportunity for mobility and employment abroad for greener pastures. Most of the respondents (84.30% of seventy respondents) want to work abroad. This is because of the low salary and poor working conditions offered by the hospitals here in the Philippines. Working abroad is a sure way to earn more money and be successful (Garcia et.al., 2008). However, according to "University of Pangasinan Graduate Tracer Study", the most chosen reasons for unemployment are lack of work experiences and no job opportunity (Rocaberte, 2010).

Table 8. Employment Category

Employment category	Frequency
Regular/permanent	70
Temporary/contractual	24
Others	6

Table 8 shows that there are seventy regular/permanent employees. Twenty four of them are temporary/contractual employees and six of them are volunteer nurses and trainees. This means that there are more regular/permanent employees in the graduates of batches 2008, 2009, and 2010. According to “A Tracer Study on Employment Status of Bachelor of Science in Nursing Graduates of Bulacan State University Batch 2008-2010”, most of their respondents are regular and very small number of them are temporarily employed (Cabantog et.al., 2011). Furthermore, RN Heals was established in order to solve the problem of nursing graduates unemployment. However, nurses on RN Heals do not work as regular employees but as “pre-service trainees”. They work as contractual and are given allowances not salaries (Tubeza, 2013).

Table 9. Nature of Company

Nature of Company	Frequency	Percentage
Medical establishment	62	51.67
Service establishment	11	9.17
Restaurant/Leisure establishment	7	5.83
Business Process Outsourcing	5	4.17
Academe	3	2.50
Healthcare	3	2.50
Health Maintenance Organizations	3	2.50
Manufacturing	2	1.67
Real estate	2	1.67
Public office	2	1.67
Mining	2	1.67
Others	5	4.17
No response	13	10.83
Total	120	100.00

Table 9 shows that the most number of graduates which is sixty two (51.67%) work in a medical establishment. According to Lee (2012), health care or medical is the top nine in the top twenty industries hiring fresh graduates. Furthermore, nursing, nursing assistant, and other allied health courses is the top six in the top twenty in-demand fresh graduate specializations. Meanwhile, the least number of graduates which is two (1.67%) work in a manufacturing, real estate, public office, and mining company. This shows that there are more graduates who had a job related to their academic program in college which is nursing per se.

Table 10. Present Position

Present Position	Frequency	Percentage
Rank and file/clerical	18	15.00
Professional/Technical/Supervisory	69	57.50
Managerial/Executive level	6	5.00
Self-employed	5	4.17
No Response	22	18.33
Total	120	100.00

Table 10 shows that sixty nine (57.50%) graduates are professionals/supervisors which makes it the highest rank in their present position. Results are the same with the results of a tracer study on employment status of Bachelor of Science in Nursing graduates of Bulacan State University batch 2008-2010 because most of their respondents are also professional workers (Cabantog et.al., 2011). Meanwhile, five (4.17%) graduates are self-employed which makes it the lowest rank in their present position. This result is similar to one tracer study by Tertiary Education Commission in 2009 in which 1.10% of their respondents are also self-employed.

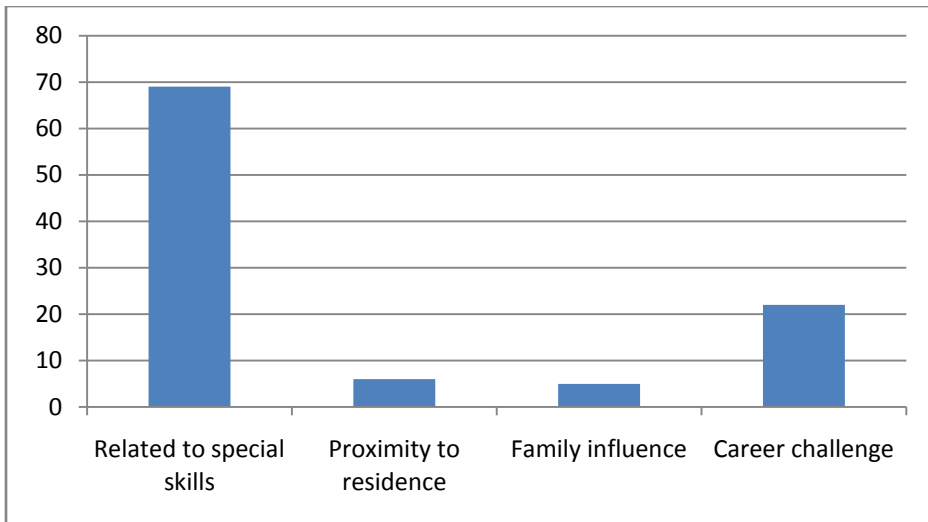


Figure 2. Reasons for Staying on the Job

Figure 2 shows that the most chosen reason for staying on the job is that it is related to their special skills. It has a frequency of sixty nine which is 57.50% of the respondents. According to the study “Why Do Nurses Volunteer? A Study on Benefits and Difficulties Encountered by Volunteer Nurses”, the reasons why they volunteer is that they want to use their knowledge and skills to help others and improve themselves with these experiences that enhances their capabilities. Through volunteerism, respondents get sense of responsibility and belongingness (Panaligan et.al., 2009). Meanwhile, the least chosen reason is the family influence that had a frequency of five which is 4.17% of the respondents.

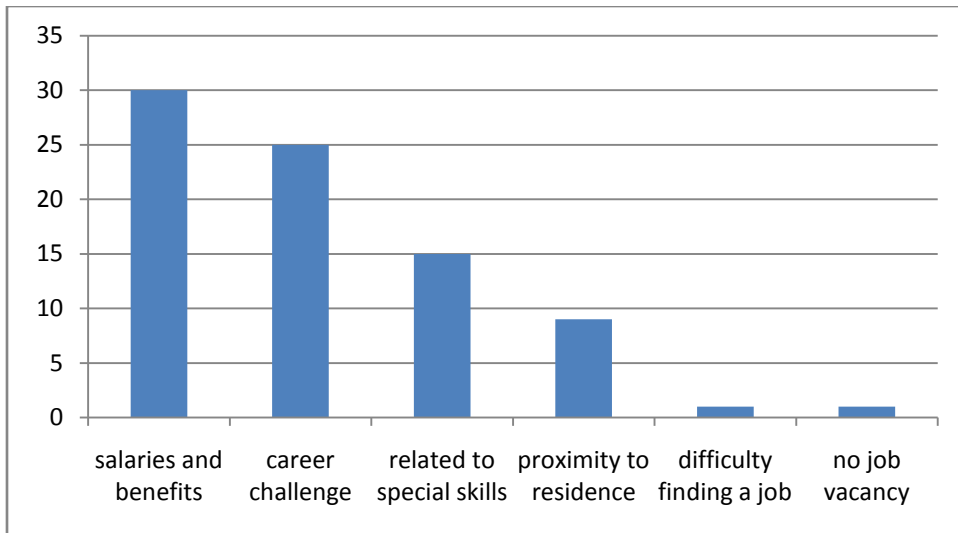


Figure 3. Reasons for Accepting the Job that is not Related to Nursing

Figure 3 shows that the most chosen reason for accepting the job is the salaries and benefits which has thirty respondents. The second reason is because it serves as a career challenge which has twenty five respondents. The third reason is because it is related to their special skills which has fifteen respondents. The fourth reason is because of its proximity to their residence which has nine respondents. Lastly, the least chosen reasons for accepting the job are difficulty finding a job and no job vacancies which has one respondent for each category.

Salary, benefits, incentives, and rewards are important factors in employment (De Mesa et.al., 2009). According to “University of Pangasinan Graduate Tracer Study”, a higher percentage of males accepted a job that is not related to their academic program because of salaries, benefits, and career challenge. Meanwhile, a higher percentage of females accepted a job that is not related to their academic program because it was related to their special skills (Rocaberte, 2010).

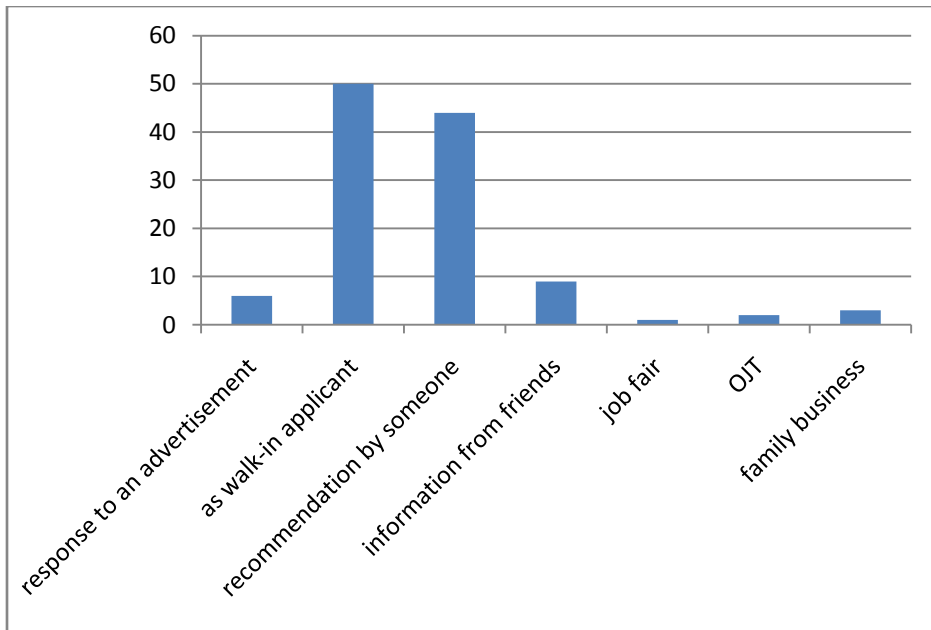


Figure 4. Ways on How they Find their First Job

Figure 4 shows that the most chosen way on how they found their first job is as a walk-in applicant which has fifty respondents. The second most chosen way is by recommendation by someone which has forty four respondents. The third way is by information from friends which has nine respondents. The fourth way is by a response to an advertisement which has six respondents. The fifth way is by family business which has three respondents. The sixth way is through on-the-job trainings which has two respondents. Lastly, the least chosen way on how they got their first job is through job fair which has one respondent.

Results are the same with the results of a tracer study on employment status of Bachelor of Science in Nursing graduates of Bulacan State University batch 2008-2010 because most of their respondents found their first job as a walk-in applicant followed by recommendation by someone (Cabantog et.al., 2011). However, according to "University of Pangasinan Graduate Tracer Study", the most chosen way on finding their first job is by recommendation by someone followed by as a walk-in applicant (Rocaberte, 2010).

Table 11. Length of Time in Finding the First Job

Length of waiting time	Frequency	Percentage
Less than a month	55	45.83
1 to 6 months	28	23.33
7 to 11 months	31	25.83
1 year to less than 2 years	3	2.50
2 years to less than 3 years	2	1.67
No response	1	0.83
Total	120	100

Table 11 shows that most of the graduates found their first job in a span of less than a month. This has a frequency of fifty five with a percentage of 45.83%. There are twenty eight (23.33%) graduates who found their first job in a span of one to six months; thirty one (25.83%) graduates in a span of seven to eleven months; three (2.50%) in a span of one year to less than two years; and two (1.67%) of the graduates found their first job in a span of two years to less than three years.

According to the National Student's Association, 36.00% of newly registered nurses are not working as registered nurses four months after graduation (Kurtz, 2013). Forty three percent of registered nurses from January 1, 2009 to March 31, 2010 are not employed within eighteen months of graduation (Biolchini, 2013). However, according to a tracer study on employment status of Bachelor of Science in Nursing graduates of Bulacan State University batch 2008-2010, most of their respondents found their first job in a span of one to six months (Cabantog et.al., 2011). Furthermore, according to "University of Pangasinan Graduate Tracer Study", graduates found their first job from less than a month to one to six months (Rocaberte, 2010).

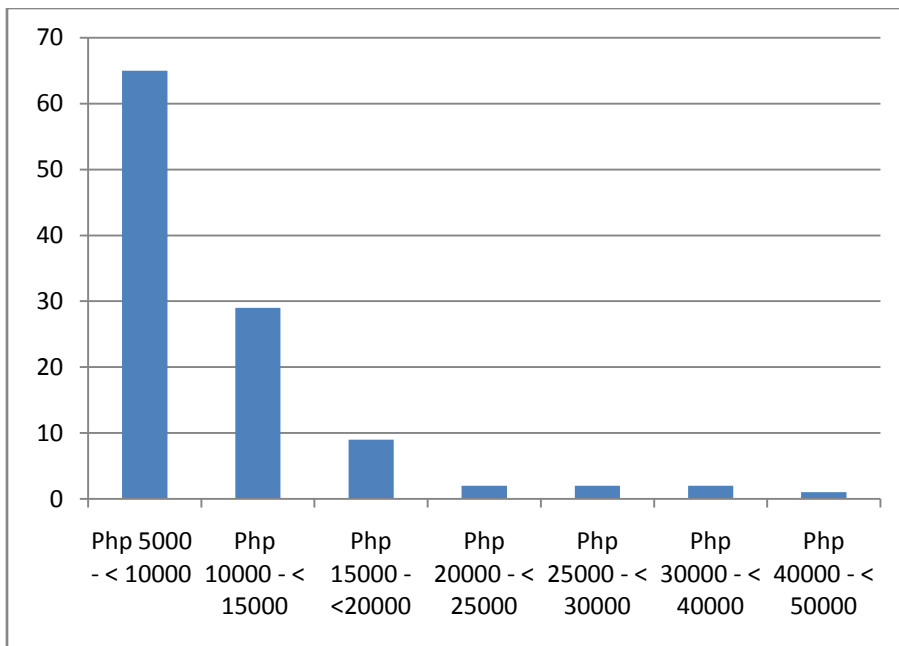


Figure 5. Initial Monthly Income in First Job

Figure 5 shows that the highest number of graduates had an initial monthly income in their first job ranging from Php5,000 to less than 10,000. This has a frequency of sixty five respondents. This shows same result with a tracer study on employment status of Bachelor of Science in Nursing graduates of Bulacan State University batch 2008-2010 because most of their respondents also have a monthly salary of Php5,000 to less than 10,000 (Cabantog et.al., 2011). Furthermore, there are twenty nine respondents who has an initial monthly income in their first job ranging from Php10,000 to less than 15,000; nine respondents ranging from Php15,000 to less than 20,000; two respondents ranging from Php20,000 to less than 25,000; two respondents ranging from Php25,000 to less than 30,000; and two respondents ranging from Php40,000 to less than 50,000. Meanwhile, the lowest number of graduates has an initial monthly income in their first job ranging from Php40,000 to less than 50,000. This has a frequency of one respondent.

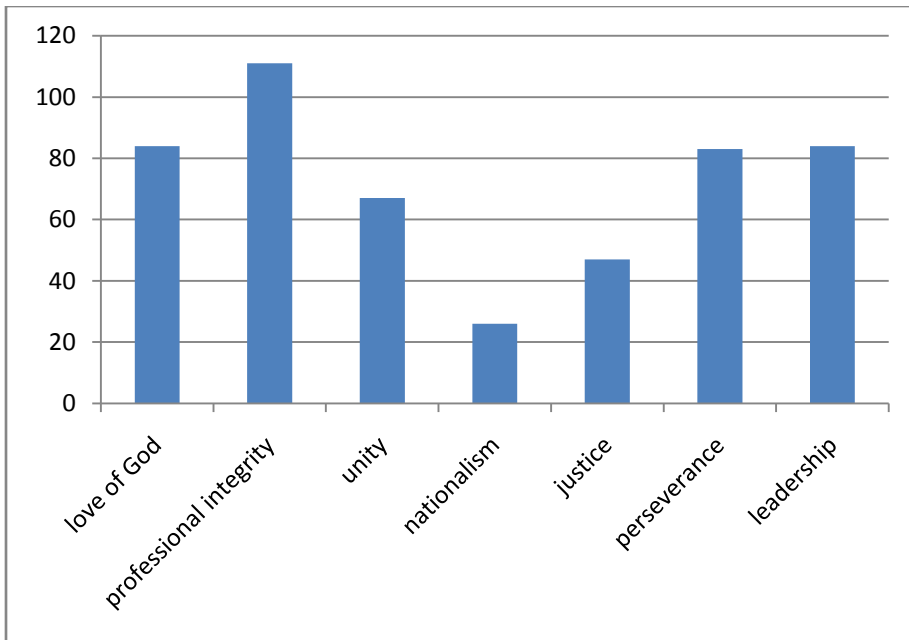


Figure 6. Core Values Learned in College Applicable in Job

Figure 6 shows that the core value learned in college that they found useful in their job that has the highest frequency which is 111 is professional integrity. Meanwhile, the core value that has the lowest frequency which is twenty six is nationalism.

According to the study “Professional Achievements of the Nursing Graduates of Lyceum of the Philippines University 2006-2008”, results show that showing institutional values such as God centeredness, love for truth, assertive nationalism, social justice, self reliance, and economic productivity are also important factors for nature of work and employment. Furthermore, other related values like honesty, punctuality, diligence, hard work, creativity, and innovativeness are also valuable (De Mesa et.al., 2009).

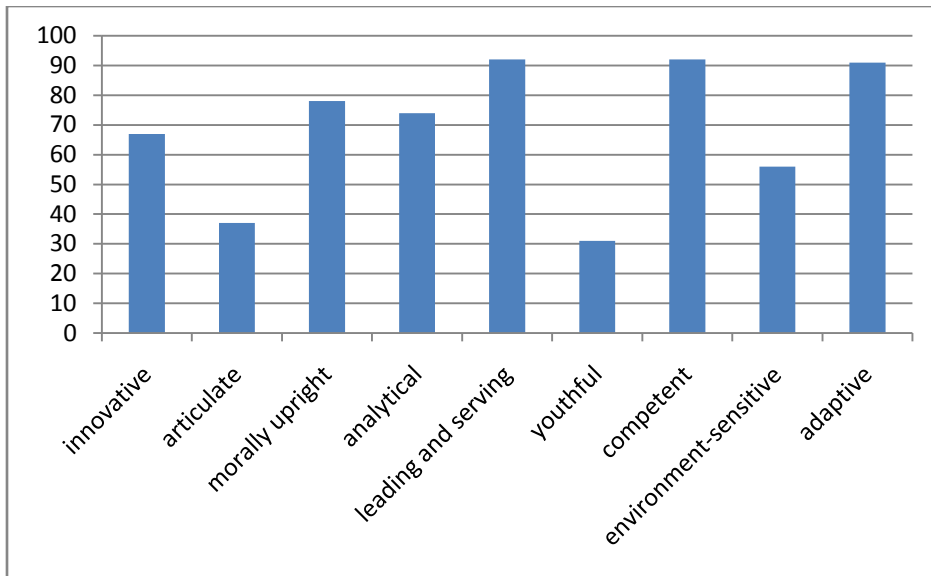


Figure 7. Graduate Attributes Applicable in Job

Figure 7 shows that the graduate attributes which has the highest frequency of ninety two are being competent, leading and serving. The second is being adaptive with a frequency of ninety one. The third is being morally upright with a frequency of seventy eight. The fourth is being analytical with a frequency of seventy four. The fifth is being innovative with a frequency of sixty seven. The sixth is being environment-sensitive with a frequency of fifty six. The seventh is being articulate with a frequency of thirty seven. The eighth is being youthful with a frequency of thirty one.

Graduate attributes that are useful in the workplace are communication skills, human relations skills, critical thinking skills, entrepreneurial skills, and problem solving skills. Employees who can show leadership and can adapt to many changes are qualities that employers look for. They should also have initiative, good coping mechanism, good judgment, versatility, patience, empathy, discretion, and respect (De Ocampo et.al., 2012).

Table 12. Promotion to Supervisory Level

Response	Frequency	Percentage
No	91	75.83
Yes	23	19.17
No response	6	5.00
Total	120	100.00

Table 12 shows that ninety one (75.83%) graduates are not promoted to supervisory level, twenty three (19.17%) are promoted, and six (5.00%) has no response. This shows a very low percentage of graduates who are promoted to supervisory level. Due to the decrease on budget for healthcare, the number of head nurses and supervisors also decreased. Furthermore, changes in the status of these positions depend on the trends affecting the health care sector. Job placements will come due to employment increase and positions vacated by retired head nurses and supervisors. However, there is not enough turn over in this job (Canada.gc.ca, 2012).

Table 13. Promotion to Managerial Level

Response	Frequency	Percentage
No	103	85.83
Yes	11	9.17
No response	6	5.00
Total	120	100.00

Table 13 shows that 103 (85.83%) graduates are not promoted to managerial level, eleven (9.17%) are promoted, and six (5.00%) has no response. Result shows a very low percentage of graduates who are promoted to managerial level. Being a nurse manager means being an effective provider of quality care to the patient. Many institutions are providing these managers orientations, trainings, professional and support groups to help them succeed. These efforts show the important role that nurse managers play for leadership and management for the institution to be successful (Chase, 2010). However, an individual doesn't have to become a nurse manager to have the ability to facilitate change which is an important nursing leadership skill. Even staff nurses can have the ability to step forward. Change is necessary in health care due to new technologies, legislation, policy reforms, changing standards of care, or

even staff shortage which is a negative factor. Many studies found out that engaged employees who feels like stakeholders are more likely to be successful in the process of improvement plans which does not come from the top of management (Garner, 2012).

Table 14. Sent Abroad for Training

Response	Frequency	Percentage
No	110	91.67
Yes	4	3.33
No response	6	5.00
Total	120	100.00

Table 14 shows that 110 (91.67%) graduates are not sent abroad for training, four (3.33%) are sent, and six (5.00%) has no response. This shows a very low number of graduates who are being sent abroad for training. It is essential to have training for the benefit of the nation and this need for training pervades all levels of industry, resulting into good job performance in the environment is a result of training. Training can cause behavior change causing an organizational performance. On the job training strongly affects to more creativity, achieving organizational objectives and improves work quality (Alipour et.al., 2009). This means that these batches need to have more trainings to achieve.

Table 15. Assigned as Trainor/Facilitator

Response	Frequency	Percentage
No	86	71.67
Yes	25	20.83
No response	9	7.50
Total	120	100.00

Table 15 shows that eighty six (71.67%) of the respondents are not assigned as trainor or facilitator, twenty five (20.83%) are assigned, and nine (7.50%) has no response. Results show a very low percentage of graduates are assigned as trainor or facilitator. Skills are needed to become a trainor or facilitator. One must be knowledgeable enough on theories and concepts and

how to apply them in practice. Knowledge about designing a program, group participation and techniques are all important in becoming a facilitator. Being a good facilitator can be achieved in long process and with enough practice (McKee, 2007).

Table 16. Recipient of Awards

Response	Frequency	Percentage
No	87	72.50
Yes	24	20.00
No response	9	7.50
Total	120	100.00

Table 16 shows that eighty seven (72.50%) of the respondents are not given an award related to their job, twenty four (20.00%) are given an award, and nine (7.50%) has no response. Results show a very low percentage of graduates who received an award in the workplace. Giving recognitions and awards to employees aids in motivating them to do their best in the workplace. It satisfies the needs of an individual for acceptance. Every individual wants acceptance because it gives an opportunity to become better. Giving awards will benefit both the employer and the employee. There is need for an employee to be recognized and acknowledged for a job well done (Bolton, 2013).

Table 17. Relevance of the First Job to their Academic Program

Response	Frequency	Percentage
Yes	79	65.83
No	41	34.17
Total	120	100.00

Table 17 shows that seventy nine (65.83%) graduates say that their first job is related to their academic program and forty one (34.17%) graduates say that their first job is not related to their academic program. This means that there are more graduates who have first jobs that are related to Bachelor of Science in Nursing.

According to the National Student's Association, 36.00% of newly registered nurses were not working as registered nurses four months after graduation (Kurtz, 2013). This statement is contradictory to the result of this

study which had many respondents who said that their first job was related to nursing.

Table 18
Relationship between Assessment of the Program and Learning Experiences;
and Assessment of Learning Experiences and Awards Received

Variable	Correlation Coefficient	Verbal Interpretation	Significance	Verbal Interpretation
Assessment of the program and the learning	0.66	Strong , direct relationship	0.00	Significant
Assessment of learning and awards received	0.13	Weak, direct relationship	0.17	Not significant

Table 18 shows that there is a strong and direct relationship ($p = 0.00$) between assessment of the program and the learning. The relationship is also significant. In a student’s life, the school plays a big role in developing and shaping their abilities, experiences, and academic learning. Good educational experiences can enhance these abilities (Cherry, 2013). Meanwhile, there is a weak and direct relationship ($p = 0.17$) between assessment of learning and awards received. This result is contradicting because according to Bobay, Gentile, and Hagle (2009) in their recent study, they found out that there is a contextual effect of education. Nurses practicing in hospitals with a higher proportion of BSN nurses are more likely to report higher levels of expertise in clinical area.

Table 19 shows that there is negligible and indirect relationship between employment and promotion to supervisor ($p = 0.69$), and between employment and promotion to assigned as trainor ($p = 0.93$). Meanwhile, there is negligible and direct relationship between employment and promotion to manager ($p = 0.08$), between employment and sent abroad ($p = 0.31$), and between employment and given an award ($p = 0.99$). However, all relationships are not significant. Achievements in the workplace can be achieved with productive employment (ILO, 2013). Furthermore, as cited in Ministry of Business, Innovation, and Employment in 2013 on “Seniority Pay, Promotions, and Older Job Seekers”, promotions allow workers who have the abilities suited in their promotion. Promotions are rewards for exemplary work. With the use of performance evaluation, individual outputs were being measured.

Table 19. Relationship between Employment and Achievements

Variables	Correlation Coefficient	Verbal Interpretation	Significance	Verbal Interpretation
Promotion to supervisor	-0.04	Negligible, indirect relationship	0.69	Not Significant
Promotion to manager	0.18	Negligible, direct relationship	0.08	Not significant
Sent abroad	0.10	Negligible, direct relationship	0.31	Not significant
Assigned as trainor	-0.01	Negligible, indirect relationship	0.93	Not significant
Given an award	0.00	Negligible, direct relationship	0.99	Not significant

Table 20. Relationship between Academic Program and Employment

Variables	Correlation Coefficient	Verbal Interpretation	Significance	Verbal Interpretation
Current position	-0.00	Negligible, indirect relationship	0.97	Not Significant
Employment status	0.19	Negligible, direct relationship	0.05	Not significant

Table 20 shows that there is a negligible and indirect relationship between academic program and current position ($p = 0.97$). Meanwhile, there is a negligible and direct relationship between academic program and employment status ($p = 0.05$). However, the two relationships are not significant. There is a need to correlate the relationship between education and employment. Higher education institutions need to provide quality education in order to produce skilled and knowledgeable professionals in the labor market. Aside from improving the quality of education, there should also be an

improvement in the relevance of higher education. Education is more effective if there is an effective integration between learning and the world of working (Sharma, 2013). According to study, quality education is a ticket to good employment. Result shows that education is positively correlated with wage employment (Castel et.al., 2010). This is contradicting to the result in the study which shows that the academic program has a negligible relationship to employment.

Table 21. Areas for Improvement on the Institution/Administration Cited by the Respondents

Suggestions	Frequency
More duty hours of exposure in the clinical area	12
More trainings and seminars related to the program	7
Focusing more on the major subjects and veer away from the traditional line-up with minor subjects	3
Be more strict with the given quota grades	3
The institution should have a battery examination and should follow the consequences of this examination	2
Better and proximal facilities for the students of LPU – St. Cabrini	2
Be strict to the “Just English Please” language policy	2

Table 21 shows that the most common suggestion for the improvement of institution or administration is to provide more duty hours of exposure in the clinical area. Related learning experiences enhance the students' skills in clinical area. It provides an opportunity for the student to apply all the theories they learned in class (Kirkaldy, 2013). Due to low percentage of board passers in nursing licensure examinations, the Commission on Higher Education proposed to have additional one year to the Bachelor of Science in Nursing curriculum. This means that there will be additional 561 hours in the related learning experiences. However, many opposed this order including the Philippine Nurses Association (Hoss, 2008). Other suggestions cited by the respondents are the following: (1) to have a stringent selection of qualified teachers to present major subjects; (2) simulation of job interview; (3) having subjects with basic languages like Japanese, Korean, English or German for their edge when applying for companies or abroad even if they don't have work experience yet; (4) provide a swimming lesson for future first aid skills; (5) increase the number

of resource materials available in the library; (6) provide help in finding a job after graduation especially the base hospital St. Frances Cabrini Medical Center; and (7) more trainings to develop their communication skills.

Table 22. Areas for Improvement on the Faculty/Professors Cited by the Respondents

Suggestions	Frequency
More competent and intelligent professors	4
Be updated with the latest trends on equipment and technology	2
Encourage and motivate the students to study more and help them to become more competitive	2
Help the students to understand more both ideal nursing work and what can be expected in real life	2

Table 22 shows that the most common suggestion for improvement of the faculty is the need for more competent and intelligent professors. According to the study “Professional Achievements of the Nursing Graduates of Lyceum of the Philippines University 2006-2008”, quality of nursing faculty and their teaching strategies are important in producing competent graduates (De Mesa et.al., 2009). However, according to the study “Performance and the Graduates’ Preparation as Factors in the Nurse Licensure Examination Performance”, the process of learning does not depend on the mentors alone though they have a great role in the learning process (Varona, 2007). Other suggestions cited by the respondents are to have a proper orientation regarding the curriculum, to be strict in terms of grading, and to orient the students on proper behavior and good conduct.

Table 23. Suggestions on Students Cited by the Respondents

Suggestions	Frequency
Continuing education or seeking advance education	7
Believe in yourself and strive hard	4
Study hard, learn from experience	3
Be punctual and don’t be late	3
Always do your best and love what you are doing	2

Table 23 shows that the most common suggestion for the students is the need to continue education or advance education. Continuing education is important because it makes an individual more updated with the developments on recent technologies and skills. It also serves as a way for career growth and satisfaction. It can provide more opportunities and advance learning (Britt, 2012). Other suggestions cited by the respondents are to set goal and objective after another, to be more critical in nursing assessment skills, to be successful does not depend on the school one came from but from one self, to continue to discover new things because every mistake you make makes you a better/competitive individual, and to always show respect to all of your patients no matter how they treat you.

CONCLUSIONS

Based on the findings, the researchers make the following conclusions:

The composite mean assessment of the graduates to the Bachelor of Science in Nursing program is interpreted as “moderately agree”. The assessment of the academic program shows that the statement which has the highest mean is that interpersonal relationships had been developed in school. Meanwhile, the statement which has the lowest mean is that the quality of guidance services is sufficient for the requirement of the workplace.

The composite mean assessment of the graduates to their learning experiences is interpreted as “much”. The assessment of the learning experiences shows that the statement which has the highest mean are the developments of the graduate’s ability to work as a team and motivation to do best. Meanwhile, the statement which has the lowest mean is that computer skills are developed in school.

There are 105 employed graduates of batches 2008, 2009, and 2010. As compared to the unemployed which is fifteen graduates, there are more employed which means that there are many job placements available for nursing graduates. The most chosen reason for unemployment is that they have plans to seek job out of the country. There are also more regular employees which has a frequency of seventy compared to the twenty four graduates who are temporary employees. In the assessment of the nature of company, results show that there are more graduates who work in a medical establishment. Meanwhile, in the assessment of present position, there are many

professionals/technical/supervisory with a frequency of sixty nine. Reasons for staying in the job are because it is related to their special skills and because of the salaries and benefits. The most chosen way on how they find their first job is as a walk-in applicant. There are more graduates who say that they found their first job in a span of less than a month. Furthermore, there are more graduates who say that their initial monthly income in their first job ranges from Php5,000 to less than 10,000. The core value applicable in the job which has the highest frequency is the professional integrity and the graduate attributes which has the highest frequency of ninety two are being competent, and leading and serving.

In the assessment of achievement, there are more graduates who say that they are not promoted to supervisory level, managerial level, sent abroad for training, and assigned as trainor or facilitator. There are also few graduates who received an award or recognition with a frequency of twenty four.

In the assessment if the first job is relevant to the program finished in college, there are seventy nine graduates who said yes and forty one who said no.

There are negligible relationship and no significance between the learning experiences and rewards; employment and achievements; and academic program and employment. However, there is a strong, direct relationship and significance between assessment of the program and learning experiences.

Most common suggestions of the graduates to improve the edge of LPU – St. Cabrini graduates are to provide the students with more clinical duty hours and more competent clinical instructors and professors. Furthermore, the students are also advised to continue education even after graduation.

RECOMMENDATIONS

1. The researchers recommend that the institution and administration should continue to develop the interpersonal relationships of the students. The researchers also recommend that the institution and administration should pay more attention in improving the quality of guidance services.
2. The researchers recommend that the institution and administration should continue to develop the student's teamwork abilities and motivate them to be the best. The researchers also recommend that the institution and administration should pay more attention in improving the provision of learning

especially in the subject nursing informatics by having a competent nurse informaticist to teach the subject.

3. Based on the achievement status of the graduates which shows a very low percentage of graduates who are promoted to supervisory and managerial level, sent abroad for training, assigned as trainor, and given an award, the researchers recommend that the graduates should continue education and engage themselves in trainings and advance learning for them to be updated in latest developments. It may also serve as a good career opportunity to further develop their competencies to be able to reach success.

4. The researchers recommend to the future researchers of the study to consider a larger population, to include the remaining batches of the nursing graduates, to consider the institution where they are currently working if it is a private or government institution, and to consider how gender affects the results on the learning experiences, employment status, and achievements.

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