

Employment Status and Competencies of The Bachelor of Science in Nursing Graduates of Camarines Sur Polytechnic Colleges, Batch 2020

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Introduction

One of the most pressing challenges faced by nursing graduates after completing their degree was finding appropriate employment. Despite acquiring their academic credentials and even passing the nursing licensure examination, a considerable number of graduates were either underemployed or engaged in jobs unrelated to their chosen profession. This disconnection between educational background and career placement could be attributed to several factors, including personal choices, lack of job opportunities, and the level of preparedness imparted by the institution. The academic institution plays a vital role in shaping not only the skills and knowledge of its graduates but also their employability and readiness for real-world professional responsibilities.

As an institution responsible for producing future nursing professionals, CSPC recognized the importance of evaluating the outcomes of its BSN program through a graduate tracer study. The researchers conducted this study not only to monitor the employment status of BSN graduates but also to assess how effectively the college contributed to the development of their competencies. Moreover, the study aimed to provide a benchmark for the institution's performance and offer evidence-based recommendations that could enhance its academic and support services. This study focused on the Bachelor of Science in Nursing graduates of Camarines Sur Polytechnic Colleges, Batch 2020. It specifically covered the graduates' personal, professional, and employment profiles, and evaluated the extent to which the college contributed to the development of their soft and professional competencies. The research utilized a descriptive-correlational method and employed a modified survey questionnaire as the main tool for data collection. Due to the geographical distance between the researchers and the respondents, the data gathering was conducted online using Google Forms. The study involved all 29 BSN graduates from the 2020 batch, and was conducted over a period of five months, from December 2022 to April 2023.

This graduate tracer study aimed to determine the personal, professional, and employment profile of the Bachelor of Science in Nursing graduates, Batch 2020; evaluate the extent of the contribution of the college in the development of both soft and professional competencies of the graduates; test whether a significant relationship existed between the employment profile of the respondents and the extent of the college's contribution to their competency development; and to propose a plan for

enhancing the competencies and employability of Bachelor of Science in Nursing graduates from Camarines Sur Polytechnic Colleges.

Review of Literature and Related Studies

Bri et al. (2020) emphasized the responsibility of academic institutions to respond to neoliberal pressures from governments and industries. This includes initiating strategies that protect graduates from unemployment and equipping them with skills that match labor market expectations. Their research suggested that academic institutions should continuously evaluate how well their graduates perform in the workplace as a measure of institutional effectiveness. Furthermore, quality improvement efforts in higher education should be grounded in a thorough understanding of student outcomes. To remain competitive and relevant, institutions must align their academic programs with both national standards and international frameworks. Diamante and Sanchez (2017) recommended four key areas for institutional development within the ASEAN higher education system: student mobility, credit transfer systems, quality assurance, and the establishment of active research groups. These strategies aim to ensure that degree programs not only meet local requirements but also support international compatibility and professional relevance.

Graduate tracer studies have been widely recognized as essential tools for evaluating the link between education and employment outcomes. Egesah (2019) pointed out that tracer studies provide valuable insights into how the skills acquired during college translate into real-world job functions. Feedback from alumni can guide curriculum enhancement, improve student services, and refine administrative processes. In a study conducted at Moi University, results from ten different tracer studies in East Africa revealed consistent patterns in how graduate experiences could inform institutional decision-making. Similarly, Gonzaga (2019) highlighted the usefulness of tracer studies in understanding graduate job placement and workplace performance.

In the field of nursing, Ofoha et al. (2018) evaluated the competencies of newly employed graduates from the National Open University of Nigeria (NOUN). Their study involved both the graduates and their employers, providing a comprehensive view of performance expectations and actual outcomes. Employers reported that many of the graduates demonstrated high levels of professional competency, often exceeding

expectations in multiple areas. This affirmed the value of aligning nursing education with employer demands and patient care standards. Arifin et al. (2021) discussed the importance of institutional support in enhancing graduate employability.

Campiseno et al. (2018) observed similar trends among graduates from Jose Rizal Memorial State University. Female graduates, in particular, demonstrated commendable academic performance and were mostly employed in temporary positions across sectors such as education, manufacturing, retail, and public administration. Their employment largely matched their undergraduate qualifications, especially those in the arts and sciences.

Palmiano (2019) added that a significant factor contributing to employment among graduates was their specific area of specialization. Many respondents found jobs through direct referrals by departments within hiring organizations. Supporting this, a study by Jose et al. (2017) indicated that most graduates were employed in the private or local government sectors, having secured their positions as walk-in applicants. Those who remained unemployed identified issues such as lack of qualifications or eligibility as primary barriers.

Likewise, Anicas et al. (2019) conducted a tracer study involving BS Nursing graduates who were employed as staff nurses in Ilocos Sur. The study proposed several recommendations for continuous program improvement, including the expansion of future studies to include larger sample sizes and further research focused on graduate-level programs such as the Master of Arts in Nursing.

Overall, these localized tracer studies reflected a consistent need for academic institutions to strengthen their career preparation strategies. Aligning curriculum design with labor market requirements, integrating soft skills development, and establishing institutional support mechanisms for job placement were commonly suggested measures. The findings collectively reinforce the value of tracer studies as tools for evaluating program effectiveness and guiding future curriculum development.

Methodology

The study utilized a descriptive-correlational research design, which allowed the researchers to describe the current conditions and explore potential relationships between variables. In this study, the descriptive component was used to analyze the personal, professional, and employment profiles of the Bachelor of Science in Nursing (BSN) Batch 2020 graduates. The participants of the study were the 29 graduates of the BSN Batch 2020 from Camarines Sur Polytechnic Colleges (CSPC).

To effectively gather and measure relevant data, the researchers utilized a modified survey questionnaire. This instrument was based on two sources: the Commission on Higher Education's

(CHED) Graduate Tracer Study Format and the Nursing Core Competency Standards outlined in CHED Memorandum Order No. 15, Series of 2017, which prescribes the policies, standards, and guidelines for the BSN program in the Philippines. In this study, the questionnaire was disseminated electronically via Google Forms to reach the respondents regardless of their location.

To ensure the instrument's reliability, a pilot test was conducted among five randomly selected BSN graduates from CSPC (not limited to Batch 2020). The internal consistency of the questionnaire was then tested using the Cronbach's alpha method. The reliability scores were 0.956 for soft competencies and 0.979 for professional competencies, both of which fall under the "excellent" category, indicating a high level of reliability. Out of the 29 graduates invited, 27 responded, yielding a 93% response rate, which is considered acceptable for data analysis. The researchers carefully reviewed each submission to ensure completeness and accuracy. Data gathered were organized and tabulated in preparation for statistical treatment.

To analyze the data, both descriptive and inferential statistics were used. Descriptive statistics, including percentages and weighted mean, were employed to summarize the respondents' profiles and assess the extent of the college's contribution to graduate competencies. To determine whether there was a statistically significant relationship between the employment profiles and the perceived contribution of the college to graduates' competencies, the Chi-Square Test of Independence was applied. This allowed the researchers to identify potential correlations between categorical variables and assess the research hypotheses with statistical rigor.

Results and Discussion

1. Profile of the Graduates

This section discusses the analysis and interpretation of the gathered data on the respondent's profile. This includes the personal, professional, and employment profile of the respondents.

a. Personal Profile

This part includes the discussion of the gathered data on the personal profile of the respondents.

a.1. Address/Present Location. The data in Table 1 reveal that the majority of the Bachelor of Science in Nursing graduates, comprising 74% (n=20), are currently residing within the province. A smaller portion, 19% (n=5), stayed in the National Capital Region (NCR), while only 7% (n=2) are situated outside the country. However, the relatively low number of graduates working abroad also suggests a potential underutilization of international opportunities, possibly due to limited access to global placement networks, lack of international certifications, or personal constraints.

Table 1: Distribution of the Respondents According to their Present Location

Indicators	Frequency	Percentage	Rank
Province	20	74.00	1
NCR	5	19.00	2
Outside the Country	2	7.00	3
Total	27	100.00	

a.2. Age. Table 2 shows that a majority of the respondents (52%) are below 25 years old, followed by 30% aged between 25 to 27 years old. A smaller percentage of graduates are aged 31 and above (11%) and 28 to 30 years old (7%). The age range suggests a strong potential for long-term career development, as

younger professionals are more adaptable to training and capacity-building opportunities, and can be molded into future healthcare leaders with proper mentorship and institutional support.

Table 2: Distribution of the Respondents According to Age.

Indicators	Frequency	Percentage	Rank
Below 25 years old	14	52.00	1
25-27 years old	8	30.00	2
28-30 years old	2	7.00	4
31 years old& above	3	11.00	3
Total	27	100.00	

a.3. Sex. Table 3 presents the sex distribution of the respondents, indicating a significant gender disparity among the graduates.

Of the 27 respondents, 89% (n=24) are female and only 11% (n=3) are male.

Table 3: Distribution of the Respondents According to Sex.

Indicators	Frequency	Percentage	Rank
Male	3	11.00	2
Female	24	89.00	1
Total	27	100.00	

a.4. Civil Status. Table 4 shows that the vast majority of the respondents (96%, n=26) are single, while only one respondent (4%) is married. This suggests that most graduates of the Bachelor of Science in Nursing program at Camarines Sur

Polytechnic Colleges are still in the early stages of adulthood and career development, with fewer personal and familial responsibilities.

Table 4: Distribution of the Respondents According to Civil Status.

Indicators	Frequency	Percentage	Rank
Married	1	4.00	2
Single	26	96.00	1
Total	27	100.00	

The finding imply that nursing graduates may be more adaptable to diverse work environments and demanding schedules, which is beneficial in the fast-paced and high-pressure healthcare sector.

b. Professional Examinations Passed. Table 5 presents the distribution of professional examinations passed by the

respondents. All 27 graduates (100%) successfully passed the Midwife Licensure Examination, which is consistent with the ladderized nature of the program that requires midwifery licensure prior to progressing to nursing education. Meanwhile, 96% (n=26) passed the Nurse Licensure Examination, indicating a very high success rate in meeting the core requirement for professional nursing practice.

Table 5: Professional Examinations Passed.

Indicators	Frequency	Percentage	Rank
Midwife Licensure Examination	27	100	1
Nurse Licensure Examination	26	96	2
Others: Civil Service Examination	1	4	3.5
Others: EMT-B	1	4	3.5

The implication of these findings is that the academic foundation and licensure preparation provided by the institution are highly effective, as evidenced by the near-universal passing rate in both midwifery and nursing licensure exams. The attainment of additional certifications like Civil Service and EMT-B also demonstrates the graduates' desire to expand their professional qualifications and versatility in various healthcare settings, potentially increasing their employability in both public and emergency care sectors.

b.2. Membership to Professional Organization. Table 6 shows the distribution of respondents according to their membership in professional organizations. A majority of the graduates (63%, n=17) are members of the Philippine Nurses Association (PNA), which is the leading national organization for nurses in the country. Five respondents (19%) are members of the Integrated Midwives.

Table 6: Membership to Professional Organization.

Indicators	Frequency	Percentage	Rank
PNA	17	63	1
IMAP	5	19	3
ORNAP	1	4	4.5
Others: PHA	1	4	4.5
None	8	30	2

This observation is supported by McSorley (2021), who emphasized that joining professional organizations equips healthcare professionals with resources that strengthen their skills, support their advocacy, and connect them to broader healthcare communities.

b.3. Post-graduate studies/other courses attended after college. Table 7 indicates that a vast majority of the respondents (93%, n=25) have not pursued any postgraduate studies after completing their Bachelor of Science in Nursing, while only 7% (n=2) have enrolled in a Master of Arts in Nursing (MAN) program.

Table 7: Distribution of the Respondents According to Post-Graduate Studies Attended after College.

Indicators	Frequency	Percentage	Rank
MAN	2	7.00	2
None	25	93.00	1
Total	27	100.00	

This finding aligns with Damazo (2021), who pointed out that while graduate studies offer numerous professional and personal benefits such as improved competencies, expanded career options, and increased salary potential, many professionals delay or forgo further education due to perceived barriers.

b.4. Trainings/advance studies attended after college. Table 8 shows the distribution of respondents based on the trainings or advanced studies they attended after college. The most commonly attended training was Basic Life Support (BLS), with 63% (n=17) of graduates participating. This was followed by Advanced Cardiac Life Support (ACLS) at 33% (n=9), and Intravenous (IV) Therapy at 15% (n=4).

Table 8: Trainings/Advance Studies Attended After College.

Indicators	Frequency	Percentage	Rank
Basic life support	17	63	1
IV therapy	4	15	3
Advance Cardiac Life support	9	33	2
Good Clinical Practice	1	4	5.5
Minimally Invasive Procedure	1	4	5.5
Hemodialysis Training	1	4	5.5
Infection Control	1	4	5.5

b.5. Reason/s for attending training/advance studies. Table 9 presents the reasons cited by respondents for attending trainings or advanced studies after college. A significant majority (67%, n=18) indicated "professional development" as their primary motivation, while the remaining 33% (n=9) did not participate

in any training and were marked as "N/A." This result suggests that those who pursued further learning did so primarily to enhance their skills, remain updated with clinical standards, and potentially advance in their nursing careers.

Table 9: Reason/s for Attending Training/Advance Studies.

Indicators	Frequency	Percentage
For professional development	18	67
N/A	9	33
Total	27	100

c. Employment Profile

c.1. Present Employment Status. Table 10 displays the employment status of the respondents, revealing that a significant majority (81%, n=22) are employed in regular or permanent positions. Four respondents (15%) are working under

contractual arrangements, while only one (4%) is currently unemployed. These findings indicate a strong employment absorption rate among graduates, with most securing stable positions within the nursing workforce.

Table 10: Distribution of the Respondents According to Present Employment Status.

Indicators	Frequency	Percentage	Rank
Regular/Permanent	22	81.00	1
Contractual	4	15.00	2
Unemployed	1	4.00	3
Total	27	100.00	

c.2. Present occupation. Table 11 reveals that the vast majority of respondents (80%, n=21) are employed as hospital nurses, while the remaining 20% are distributed evenly across various specialized roles such as nurse educator, uniformed personnel, research nurse, MLE/NLE review coordinator, and clinical review nurse, each accounting for 4% (n=1) of the total.

Table 11: Distribution of the Respondents According to Present Occupation.

Indicators	Frequency	Percentage	Rank
Nurse Educator	1	4.00	4
Hospital Nurse	21	80.00	1
Uniformed Personnel	1	4.00	4
Study/Research Nurse	1	4.00	4
MLE/NLE Review Coordinator	1	4.00	4
Clinical Review Nurse	1	4.00	4
Total	26	100.00	

c.3. Place of Work. Table 12 indicates that the majority of the respondents (92%, n=24) are currently employed within the country, while only a small fraction (8%, n=2) are working abroad.

Table 12: Distribution of the Respondents According to their Place of Work

Indicators	Frequency	Percentage	Rank
Local	24	92.00	1
Abroad	2	8.00	2
Total	26	100.00	

c.4. Name of Company/Institution/Hospital and its Address. Table 13 presents the respondents' distribution in terms of the company or institution where they currently work. Meanwhile one respondent or 3.58 percent did not disclose the company/institution where he/she works.

Table 13: Name of Company/Institution/Hospital and Address.

Indicator	Frequency	Percentage	Rank
Lourdes Hospital, Iriga City	1	3.85	10
Divine Grace Medical Center, General Trias, Cavite	1	3.85	10
Access Healthcare Services, NCR	1	3.85	10
Makati Medical Center, Makati	2	7.68	3.5
Fukushimura Hospital, Toyohashi, Japan	1	3.85	10
Bicol Medical Center, Naga City	1	3.85	10
Medical Mission Group Hospital Cam Sur	2	7.68	3.5
NICC Doctors Hospital, Naga City	5	19.22	1
Sta Maria Josefa Hospital Foundation Inc, Iriga City	4	15.37	2
St. John Hospital, Naga City	1	3.85	10
Philippine Orthopedic Center, Quezon City	1	3.85	10
St. Luke's Medical Center- Global City	1	3.85	10
ADMG Review Center, Legazpi City	1	3.85	10
New York Presbyterian Hospital, NYC	1	3.85	10
Our Lady Mediatrix Hospital, Iriga City	1	3.85	10
Camarines Sur Polytechnic Colleges,	1	3.85	10
Did not disclose	1	3.85	10
Total	26	100.00	

c.6. Nature of the Company. Table 14 shows that a large majority of the respondents (85%, n=22) are employed in private healthcare institutions, while only a minority (15%, n=4) are working in government-run facilities.

Table 14: Distribution of the Respondents According to the Nature of the Company/Institution.

Indicators	Frequency	Percentage	Rank
Private	22	85.00	1
Government	4	15.00	2
Total	26	100.00	

These findings support the conclusion of Campiseno and Maratas (2018), who noted that nursing graduates often turn to private institutions due to delays and limitations in public sector hiring.

c.7. Number of years in the present job. Table 15 reveals that nearly half of the respondents (46%, n=12) have stayed in their

current job for one to less than two years, making it the most common tenure length among the nursing graduates. This is followed by those who have been employed for 1 to 6 months (19%, n=5) and those with more than two years in their current position (15%, n=4). A smaller proportion (12%, n=3) reported being employed for 7 to 11 months, while only 8% (n=2) have been in their job for less than a month.

Table 15: Distribution of the Respondents According to the Number of Years in their Present Job.

Indicators	Frequency	Percentage	Rank
Less than a month	2	8.00	5
1 to 6 months	5	19.00	2
7 to 11 months	3	12.00	4
1 to less than 2 years	12	46.00	1
More than 2 years	4	15.00	3
Total	26	100.00	

c.8. Monthly Income. Table 16 presents the monthly income distribution of the respondents, revealing that the majority earn within the range of PHP 20,001 to 25,000 and PHP 30,001 and above, each with 23% (n=6) of the total. These two income brackets jointly rank first, indicating that almost half of the

respondents are earning a relatively moderate to high monthly salary for entry to mid-level positions in the Philippine healthcare setting. Meanwhile, 19% (n=5) earn between PHP 10,001 to 15,000, and 15% (n=4) are within the PHP 15,001 to 20,000 bracket.

Table 16: Distribution of the Respondents According to Monthly Income.

Indicators	Frequency	Percentage	Rank
Less than PHP 10,000.00	2	8.00	6
PHP 10,001.00-15,000.00	5	19.00	3
PHP 15,001.00-20,000.00	4	15.00	4
PHP 20,001.00-25,000.00	6	23.00	1.5
PHP 25,001.00-30,000.00	3	12.00	5
PHP 30,001.00 and above	6	23.00	1.5
Total	26	100.00	

c.9. First job after college. Table 17 shows that exactly half of the respondents (50%, n = 13) reported that their current job is their first employment after college, while the other half (50%, n = 13) indicated that it is not.

Table 17: Distribution of the Respondents According to First Job After College.

Indicators	Frequency	Percentage	Rank
Yes	13	50.00	1.5
No	13	50.00	1.5
Total	26	100.00	

c.10. Reasons for staying on their first job. Table 18 reveals that the most common reasons graduate chose to stay in their first job were due to career challenge (46%) and alignment with

their course or program of study (46%), ranking jointly as the top motivations.

Table 18: Reasons for Staying on the First Job.

Indicators	Frequency	Percentage	Rank
Career challenge	6	46	1.5
Related to course/program of study	6	46	1.5
Salaries and benefits	3	23	4
Related to special skills	5	38	3
Proximity to residence	1	8	7
Peer influence	2	15	5.5
Family influence	2	15	5.5

c.11. Relatedness of first job to the course in college. Table 19 shows that an overwhelming majority of respondents (96%) reported that their first job after college was directly related to their nursing degree, while only a small fraction (4%) indicated otherwise.

Table 19: Distribution of the Respondents According to Relatedness of the First Job to the Course in College.

Indicators	Frequency	Percentage	Rank
Yes	25	96.00	1
No	1	4.00	2
Total	26	100.00	

c.14. How the first job was found. Table 21 shows the different ways respondents secured their first job after graduation.

Table 20: How the First Job was Found.

Indicators	Frequency	Percentage	Rank
As walk-in applicant	4	15	3
Recommended by someone	12	44	1
Vacancy Notice (Internet)	1	4	5.5
Information from friend	7	26	2
Family Business	1	4	5.5
Job Fair	2	7	4
Total	27	100	

Table 21: Distribution of the Respondents According to Time Spent Before Landing in the Job After Taking the Board Exam.

Indicators	Frequency	Percentage	Rank
1 to 3 months	23	85.00	1
4 to 7 months	1	4.00	3.5
8 to 12 months	2	7.00	2
More than a year	1	4.00	3.5
Total	27	100	

c.16. Reason/s for changing the first job. Table 23 reveals the primary reasons why respondents opted to change their first job. The most frequently cited reason was salaries and benefits (62%), followed by a job being related to a special skill (54%), and career challenge (46%). Fewer respondents mentioned proximity to residence (15%) and relatedness to course (8%) as influencing factors.

Table 22: Reason/s for Changing the First Job.

Indicators	Frequency	Percentage	Rank
Salaries and benefits	8	62	1
Career challenge	6	46	3
Proximity to Residence	2	15	4
Related to course	1	8	5
Related to Special skill	7	54	2

c.17. Area of Specialization. Table 24 illustrates the various areas of specialization pursued by the respondents in their current or past employment. The most common area of specialization was Medical-Surgical Nursing, reported by 42% of respondents, indicating its strong demand and foundational role in the profession. This was followed by Obstetrics and

Pediatric Nursing (15% each), while others pursued roles in more specialized fields such as Emergency, ICU, and Operating Room Nursing (12% each). Notably, a smaller proportion ventured into sub-specialties such as Oncology, Orthopedics, Neonatology, and Geriatrics, each accounting for 4%.

Table 23: Area of Specialization.

Indicators	Frequency	Percentage	Rank
Medical-Surgical nurse	11	42	1
Obstetrics Nurse	4	15	2.5
Pediatric Nurse	4	15	2.5
Neonatal Nurse	1	4	11
Onco Nurse	1	4	11
Emergency Nurse	3	12	5
ICU Nurse	3	12	5
Orthopedic Nurse	1	4	11
Research Nurse	1	4	11
Nurse Educator	1	4	11
Geriatric Nurse	1	4	11
Administrative Nurse	2	8	7
Operating Room Nurse	3	12	5
Hemodialysis Nurse	1	4	11

c.18. Relevance of the curriculum to first and present job. Table 25 shows that all respondents (100%) indicated that the Bachelor of Science in Nursing (BSN) curriculum was relevant to both their first and current jobs. This unanimous affirmation

demonstrates a strong alignment between the academic preparation provided by Camarines Sur Polytechnic Colleges and the actual demands of the workplace.

Table 24: Relevance of the Curriculum to First and Present job.

Relevance of the Curriculum to Job	First Job		Present Job	
	Frequency	Percentage	Frequency	Percentage
Yes	27	100	26	100

2. Extent of Contribution of the College in the Development of the Competencies of the Bachelor of Science in Nursing Graduates, Batch 2020

a. Extent of contribution of the college in the development of the soft competencies of graduates. Table 26 illustrates that

the College significantly contributed to the development of the soft competencies of the BS Nursing graduates, with an overall average weighted mean of 3.57, interpreted as “to a great extent.”

Table 26: Extent of Contribution of the College in the Development of the Soft Competencies of the Graduates.

Indicators	Weighted Mean	Verbal Interpretation	Rank
Work ethics	3.63	To a great extent	3
Teamwork	3.56	To a great extent	7
Confidence	3.52	To a great extent	9.5
Decision making	3.59	To a great extent	4.5
Communication	3.59	To a great extent	4.5
Time management	3.67	To a great extent	1.5
Leadership and Management	3.56	To a great extent	7
Problem solving	3.52	To a great extent	9.5
Critical thinking	3.67	To a great extent	1.5
Interpersonal	3.48	To a great extent	11
Flexibility/adaptability	3.56	To a great extent	7
Creativity	3.44	To a great extent	12
Average Weighted Mean	3.57	To a Great Extent	

b.1 Extent of contribution of the college in the development of the professional competencies of graduates along client care. Table 27 demonstrates that the College has made a substantial contribution to the development of the professional competencies of Bachelor of Science in Nursing (BSN)

graduates, specifically in the domain of client care. With an overall weighted mean of 3.62, interpreted as "to a great extent," it is evident that the college has effectively equipped graduates with the necessary skills to provide safe, ethical, and client-centered care.

Table 27: Extent of Contribution of the College in the Development of the Professional Competencies of Graduates Along Client Care.

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Adheres to ethico-legal considerations when providing safe, quality and professional nursing care.	3.52	To a great extent	20.5
2. Applies ethical reasoning and decision making process to address situations of ethical distress and moral dilemma.	3.52	To a great extent	20.5
3. Adheres to established norms of conduct based on the Philippine Nursing Law and other legal, regulatory and institutional requirements relevant to safe nursing practice.	3.56	To a great extent	17.5
4. Protects clients rights based on "Patient's Bill of Rights and Obligations".	3.67	To a great extent	5.5
5. Implements strategies/policies related to Informed consent as it applies in multiple contexts	3.67	To a great extent	5.5
6. Ensures a working relationship with the client and/or support system based on trust respect and shared decision making.	3.74	To a great extent	1
7. Assesses with the client (individual, family, population group, and /or community) one's health status/competence.	3.67	To a great extent	5.5
8. Formulates with the client a plan of care to address the health conditions, needs, problems and issues based on priorities	3.56	To a great extent	17.5
9. Implements safe and quality interventions with the client to address the health needs, problems and issue	3.63	To a great extent	10
10. Provides health education sing selected planning models to targeted clientele	3.59	To a great extent	13.5
11. Evaluates with the client the health status/competence and /or process/expected outcomes of nurse-client working relationship	3.59	To a great extent	13.5
12. Documents client's responses /nursing care services rendered and processes/outcomes of the nurse client working relationship	3.63	To a great extent	10
13. Ensures completeness, integrity, safety, accessibility and security of information.	3.67	To a great extent	5.5
14. Adheres to protocol and principles of confidentiality in safekeeping and releasing of records and other information.	3.67	To a great extent	5.5
15. Implements system of informatics to support the delivery of health care.	3.70		2
16. Ensures intra-agency, inter-agency, multidisciplinary and sectoral collaboration in the delivery of health care.	3.56	To a great extent	17.5
17. Implements strategies/approaches to enhance/support the capability of the client and care providers to participate in decision making by the inter-professional team.	3.59	To a great extent	13.5
18. Assumes responsibility for lifelong learning, personal development and maintenance of competence.		To a great extent	
19. Demonstrates continued competence and professional growth.	3.56		17.5
20. Engages in advocacy activities to influence health and social care service policies and access to services.			
21. Models professional behavior.	3.67		5.5
	3.63		10
	3.59		13.5
Average Weighted Mean	3.62	To a great extent	

b.2. Extent of contribution of the college in the development of the professional competencies of graduates along leadership and management. Table 28 reveals that the College significantly contributed to the development of the professional competencies of its nursing graduates in the domain of

leadership and management. The average weighted mean of 3.57, interpreted as "to a great extent," suggests that the graduates perceived their training to be highly effective in equipping them with managerial and supervisory competencies essential for nursing practice.

Table 28: Extent of Contribution of the College in the Development of the Professional Competencies of Graduates Along Leadership and Management

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Utilizes appropriate mechanisms for networking, linkage building and referrals	3.52	To a great extent	4
2. Demonstrates management and leadership skills to deliver health programs and services effectively to specific client groups in the community setting	3.48	To a great extent	5.5
3. Demonstrate leadership and management skills to provide safe and quality nursing care	3.48	To a great extent	5.5
4. Manages a community/village-based health facility/component of a health program or a nursing service	3.63	To a great extent	1
5. Demonstrates accountability for safe nursing practice	3.59	To a great extent	2.5
6. Demonstrates ability to lead and supervise nursing support staff	3.59	To a great extent	2.5
Average Weighted Mean	3.57	To a Great Extent	

b.3. Extent of contribution of the college in the development of the professional competencies of graduates along research. Table 29 illustrates the perceived extent of the

College's contribution to the development of graduates' research competencies. With an average weighted mean of 3.53, verbally interpreted as "to a great extent".

Table 29: Extent of Contribution of the College in the Development of the Professional Competencies of Graduates Along Research

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Engages in nursing or health related research with or under the supervision of an experienced researcher	3.59	To a great extent	1
2. Evaluate research study/report utilizing guidelines in the conduct of a written research critique	3.56	To a great extent	2
3. Applies the research process in improving patient care in partnership with a quality improvement/ quality assurance/nursing audit team	3.44	To a great extent	3
Average Weighted Mean	3.53	To a Great Extent	

3. Relationship Between the Employment Profile and the Extent of Contribution of the College to the Soft and Professional Competencies of the Graduates

This section presents the relationship between the employment profile and extent of contribution of the college to the soft and professional competencies of the graduates. A comprehensive process of computation has been made by the researchers for the result to be determined. The results were presented in tabular forms as well as narrative in order to provide a clear understanding about the data being presented and analyzed.

a. Relationship between the employment profile and the extent of contribution of the college to the soft competencies of the graduates. Table 30 presents the results of the chi-square test of independence to determine whether there is a significant relationship between the employment profile of the graduates and the extent to which the college contributed to their development of soft competencies. All computed p-values ranging from 0.193 to 1.000, exceeded the 0.05 level of significance.

Table 30: Relationship Between the Employment Profile and the Extent of Contribution of the College to the Soft Competencies of the Graduates.

Indicators	P-value @ 0.05	Decision on Ho	Verbal Interpretation
Present employment status	1.000	Accepted	Not significant
Present Occupation	1.000	Accepted	Not significant
Place of Work	1.000	Accepted	Not significant
Number of Years in the Present Job	1.000	Accepted	Not significant
Monthly Income	0.193	Accepted	Not significant
Time Spent in Landing the First Job	0.422	Accepted	Not significant

b. Relationship between the employment profile and the extent of contribution of the college to the professional competencies of the graduates along Client Care. Table 31 presents the statistical relationship between the employment profile of the respondents and the perceived extent of the college's contribution to the development of their professional competencies in the area of client care.

Table 31: Relationship Between the Employment Profile and the Extent of Contribution of the College to the Professional Competencies of the Graduates Along Client Care.

Indicators	P-value @ 0.05	Decision on Ho	Verbal Interpretation
Present employment status	0.611	Accepted	Not significant
Present Occupation	1.000	Accepted	Not significant
Place of Work	0.474	Accepted	Not significant
Number of Years in the Present Job	0.687	Accepted	Not significant
Monthly Income	0.102	Accepted	Not significant
Time Spent in Landing the First Job	0.115	Accepted	Not significant

c. Relationship between the employment profile and the extent of contribution of the college to the professional competencies of the graduates along leadership and management. Table 32 presents the analysis of the relationship between the employment profile of nursing graduates and the perceived extent of the college's contribution to their professional competencies along leadership and management.

Table 32: Relationship Between the Employment Profile and the Extent of Contribution of the College to the Professional Competencies of the Graduates Along Leadership and Management.

Indicators	P-value @ 0.05	Decision on Ho	Verbal Interpretation
Present employment status	0.611	Accepted	Not significant
Present Occupation	1.000	Accepted	Not significant
Place of Work	0.474	Accepted	Not significant
Number of Years in the Present Job	0.687	Accepted	Not significant
Monthly Income	0.102	Accepted	Not significant
Time Spent in Landing the First Job	0.115	Accepted	Not significant

d. Relationship between the employment profile and the extent of contribution of the college to the professional competencies of the graduates along Research. Table 33 presents the results of the chi-square test of independence used to determine whether there is a statistically significant relationship between the employment profile of the nursing graduates and the extent of the college's contribution to their professional competencies along research.

Table 33: Relationship Between the Employment Profile and the Extent of Contribution of the College to the Professional Competencies of the Graduates Along Research.

Indicators	P-value @ 0.05	Decision on Ho	Verbal Interpretation
Present employment status	0.403	Accepted	Not significant
Present Occupation	1.000	Accepted	Not significant
Place of Work	0.529	Accepted	Not significant
Number of Years in the Present Job	0.766	Accepted	Not significant
Monthly Income	0.300	Accepted	Not significant
Time Spent in Landing the First Job	0.413	Accepted	Not significant

Conclusion

Based from the salient findings of the study, the following conclusions were drawn:

1. The findings of this study provide a comprehensive view of the personal, professional, and employment profiles of the respondents. Most graduates are young, single females who remain in the province and have successfully passed both the midwifery and nursing licensure exams, an expected outcome given the ladderized curriculum structure. While the majority have not pursued postgraduate studies, many have actively engaged in relevant trainings such as Basic and Advanced Life Support, primarily for professional development. Employment data indicate a high employability rate, with 96 percent currently employed, mostly as hospital nurses in private institutions. The majority found their jobs quickly after licensure, often through recommendations or personal networks, and most stayed in their first jobs for at least a year. Notably, all respondents are currently in nursing-related roles, and a significant number have specialized in key clinical areas, suggesting alignment between academic preparation and real-world employment. These results underscore the relevance of the current curriculum and training programs in preparing graduates for employment and career progression in the nursing field, although areas such as postgraduate education and further professional organization engagement may still be enhanced.

2. The findings indicate that the College of Nursing played a significant role in shaping both the soft and professional competencies of the 2020 BS Nursing graduates. Graduates acknowledged the college's strong contribution in enhancing their interpersonal skills, communication, adaptability, and other soft competencies, as reflected by an overall response of "to a great extent." Similarly, in the area of professional competencies particularly in client care, leadership and management, and research, the college's influence was equally substantial. Each domain consistently received high ratings, all falling under the "to a great extent" category. These results suggest that the academic preparation provided by the college effectively equipped the graduates with the essential skills and knowledge needed in their professional nursing practice, affirming the relevance and impact of its curriculum and training programs.

3. The analysis revealed that there is no statistically significant relationship between the employment profile of the BSN graduates and the extent of the college's contribution to the development of their soft and professional competencies. Across all tested employment variables including present job status, occupation, place of work, job tenure, income, and time to first employment—the computed p-values were all above the 0.05 level of significance, leading to the acceptance of the null hypothesis. This suggests that while graduates generally rated the college's contribution to their competencies highly, these competencies did not have a measurable direct influence on their employment outcomes. These findings emphasize that employability may also be influenced by other external factors such as labor market conditions, networking opportunities, or personal circumstances.

Recommendations

The following recommendations were made following a thorough consideration of the findings and conclusions made from this research study.

1. It is recommended that the College of Nursing strengthen initiatives that promote postgraduate education and active participation in professional organizations. This can be achieved

by organizing graduate school orientation sessions, facilitating access to scholarships, and encouraging affiliations with nursing organizations through institutional memberships or support for conference participation. Doing so will help broaden the graduates' professional horizons, improve their career prospects, and cultivate leadership within the nursing workforce.

2. To sustain and build on this strong foundation, the College should conduct regular curriculum reviews and stakeholder consultations, including feedback from alumni and employers. This will ensure that the development of soft skills and professional competencies remains aligned with the evolving needs of healthcare settings. The integration of more experiential learning strategies such as case simulations, interprofessional collaboration, and community-based projects can further enhance competency acquisition.

3. Given these findings, the College may consider enhancing its career support services by establishing stronger linkages with potential employers, offering job placement assistance, and creating networking opportunities for students and alumni. Career development workshops focused on resume writing, interview skills, and job search strategies can also prepare graduates to navigate the job market more effectively, beyond the academic competencies acquired.

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