

Tracer Study on the Employment Status of SMCB BSN Graduates of Academic Year 2022 – 2025

De Guzman, Jaemie Nicole V¹., Ancheta, Darius S²., Caliboso, Lei Althea V³., Del Valle, Jessica F⁴., Haber, Marinel M⁵., Puno, Rose Ann Jay S⁶., Telesforo, Lou Jerren M.⁷

St. Mary's College of Baliuag Inc.

DOI: <https://doi.org/10.47772/IJRISS.2026.100600836>

Received: 19 June 2026; Accepted: 24 June 2026; Published: 7 July 2026

ABSTRACT

Graduate tracer studies are essential for evaluating the effectiveness of academic programs in preparing graduates for their careers and employment prospects. This research sought to assess the job status and employability of Bachelor of Science in Nursing (BSN) graduates of St. Mary's College of Baliuag, Inc. (SMCB) during the Academic Years 2022–2025, as well as to explore the challenges they encountered in their work environments. An online survey that has been validated was utilized to collect data from 31 alumni employing a mixed-methods explanatory sequential design. Findings indicated that most participants were women (70.97%) and successfully found jobs within months following graduation. Licensure results differed, as graduates effectively passed nursing exams at both local and international levels. Even with favorable employment results, some graduates faced difficulties like postponed licensure, restricted job prospects, temporary contracts, and inadequate pay. Results also indicated that clinical training, interpersonal skills, and institutional backing played a crucial role in enhancing graduates' employability. The research emphasizes the success of SMCB's nursing program in equipping graduates for employment and offers important perspectives for curriculum development, career assistance efforts, and ongoing program enhancement.

Keywords: graduate tracer study, employability, nursing graduates, employment status, nursing education

INTRODUCTION

Globally, graduate employability serves as an important measure of higher education quality, especially in healthcare, where nursing plays a vital role in addressing workforce shortages. The International Council of Nurses (2025) noted a growing global demand for nurses, yet many countries still struggle to meet healthcare needs. Even with this demand, newly graduated nurses often face challenges such as postponed licensure, limited job prospects, and underemployment (Thompson & Patel, 2020). These issues highlight the importance of evaluating how well nursing programs prepare graduates for employment.

In the Philippines, the situation reflects similar concerns as many licensed nurses experience unstable employment, low compensation, or work outside the profession. Data from the Department of Health and CHED show that a significant number of Filipino nurses are either underemployed or working abroad, with only a portion serving in local health facilities (Ramos, 2023; Manila Bulletin Staff, 2023). To address this, CHED encourages institutions to conduct tracer studies to assess graduate outcomes and improve program quality. These studies provide important data for curriculum review and institutional development.

St. Mary's College of Baliuag, Inc. previously found that the majority of BSN graduates secured jobs either locally or internationally, though some faced delays or held positions outside of nursing (Tomas, 2023). Nevertheless, job conditions are still evolving, especially for new graduates from 2022 to 2025. This research seeks to assess their job status, licensing results, and experiences. The results will provide a foundation for enhancing the BSN program and guaranteeing alignment with present workforce needs.

REVIEW OF RELATED LITERATURE

Many tracer studies have shown that nursing education is essential in preparing graduates for employment and professional practice. Thompson and Patel (2020) found that most BSN graduates obtained employment within a year after graduation and were generally satisfied with their positions, although challenges related to workload and compensation persisted. Similarly, Mushi (2024) reported that nursing graduates perceived their education as effective in developing the knowledge and skills necessary for professional practice.

In the Philippine context, Tomas (2023) reported that nearly all nursing graduates secured employment, with many obtaining nursing-related positions shortly after passing the licensure examination. Likewise, Egalla et al. (2024) found that 40% of nursing graduates obtained regular or permanent employment, although 30.9% remained unemployed. The study emphasized the importance of strengthening graduates' soft skills to facilitate successful professional integration. Similarly, Malabanan (2025) reported a 96% employment rate among BSN graduates, with the majority holding regular positions in hospitals and securing employment within three months after passing the licensure examination. The study further revealed a strong relationship between employment and competency development, highlighting the significant role of nursing education in enhancing both professional and soft skills. Brosola (2020) also revealed that a considerable proportion of BSN graduates were employed as hospital staff nurses, while some experienced delays in securing employment after graduation. Despite these challenges, most graduates eventually found jobs related to the nursing profession.

However, Austria (2023) highlighted concerns such as varying licensure examination outcomes, limited participation in professional development activities, and employment-related challenges among nursing graduates. These findings suggest that while nursing programs generally prepare students for employment, continuous curriculum enhancement and skills development remain necessary to improve graduate employability and career readiness.

Statement of the Problem

The primary goal of this study is to determine the employment status of Bachelor of Science in Nursing Graduates from Academic Year 2022 to 2025 of St. Mary's College of Baliuag Inc. This study aims to address the following questions:

1. What is the demographic profile of BSN Graduates in terms of:
 - 1.1 Sex
 - 1.2 Year Graduated
2. What is the Professional Licensure Examination status of the BSN Graduates in terms of the following:
 - 2.1 Licensure examination status (e.g., board passer, re-taker, not yet taken)
 - 2.2 Type of Professional Licensure Examination
 - 2.3 Year passed the board examination
3. What is the employment profile of the BSN Graduates in terms of the following:
 - 3.1 Employment Status (e.g., employed, unemployed, self-employed)
 - 3.2 Current employment sector or organization
 - 3.3 Length of time before landing their first job after graduation
 - 3.4 Alignment of current employment with the nursing profession
 - 3.5 Area of Specialization
4. What are the challenges that graduates encountered in finding jobs?
5. What are the perceived factors that contribute to the employability of BSN graduates?
6. How does their nursing education at SMCB influence the graduates in obtaining their job?

METHODS

This study employed a mixed-methods explanatory sequential design to systematically examine the employment outcomes of Bachelor of Science in Nursing graduates of St. Mary's College of Baliuag, Inc. from Academic Years 2022–2023 to 2024–2025. The total population consisted of 58 graduates, comprising 20 graduates from

AY 2022–2023, 23 graduates from AY 2023–2024, and 15 graduates from AY 2024–2025. All graduates were invited to participate in the study; however, only 31 graduates responded, resulting in a response rate of 53.45%.

Purposive sampling was utilized wherein graduates with valid contact information who received and responded to the online survey invitation were included in the study. Since the total population of BSN graduates from Academic Years 2022–2025 consisted of only 58 individuals, the researchers attempted total enumeration by inviting all eligible graduates to participate in the study. This approach was deemed appropriate to maximize participation and obtain the most comprehensive representation of graduate employment outcomes.

Data was collected through a validated, researcher-designed online questionnaire administered via Google Forms. The instrument consisted of four sections covering the graduates' demographic profile, professional licensure examination status, employment profile, and open-ended questions that elicited more detailed responses regarding their employment experiences.

Descriptive statistics, including frequency and percentage, were used to analyze the graduates' demographic characteristics, licensure examination status, and employment profile. Qualitative responses were analyzed using thematic analysis to identify and interpret recurring patterns and themes. Ethical principles such as informed consent, confidentiality, and voluntary participation were strictly observed throughout the conduct of the study.

Despite efforts to include all graduates, the relatively low response rate may have introduced non-response bias, and the findings may not fully represent the experiences of all BSN graduates from the institution.

Data Presentation and Analysis

Table 1. Frequency and Percentage Distribution of BSN Graduates in terms of Sex

Sex	F	%
Male	9	29.03
Female	22	70.97
Total	31	100.00

The table presents the distribution of BSN graduates in terms of sex. The results show that the majority of the nursing graduates are female, with 70.97% or 22 of the total sample, while male is 29.03% or 9 out of 31 nursing graduates.

This result indicates that the nursing population in the study is predominantly female, which is consistent with the general trend in the nursing profession where females represent a larger proportion of BSN graduates.

Table 2. Frequency and Percentage Distribution of BSN Graduates according to Year Graduated

Year	F	%
2023	7	22.58
2024	15	48.39
2025	9	29.03
Total	31	100.00

Table 2 shows the distribution of BSN graduates according to their year of graduation. Most nursing graduates belong to the year 2024, with 48.39% or 15 of the total graduates. On the other hand, BSN graduates from 2025 constitute 29.03% or 9 out of 31, while those from 2023 represent 22.58% or 7 nursing graduates.

This result reveals that nearly half of the BSN graduates are from the mid-year group and suggests a relatively balanced representation of nursing graduates across the three years.

Table 3. Professional Licensure Examination Status of BSN Graduates

PNLE Status	F	%
Board Passer	29	93.54
Retaker	1	3.23
Not Yet Taken	1	3.23
Total	31	100.00

Table 3 presents the Professional Licensure Examination (PLE) status of BSN graduates. The majority of graduates are board passers with 93.54% or 29 out of 31. Meanwhile, only 1 or 3.23% is retaker, and another 3.23% or 1 BSN graduate has not yet taken the examination.

This result discloses that most BSN graduates have successfully passed the licensure exam and have demonstrated a high level of professional readiness.

Table 4. Status of Professional Licensure Examination Taken by BSN Graduates

Nursing Examinations	F	%
PNLE	26	83.87
NCLEX	4	12.90
DHA	0	0.00
OSCE	0	0.00
Others	1	3.23
Total	31	100

As shown in table 4 on the status of professional licensure examinations undertaken by BSN graduates, majority of nursing graduates have taken the Philippine Nursing Licensure Examination (PNLE) with 96.77% or 30 of the respondents while 12.90% or 4 BSN graduates have taken the NCLEX. On the other hand, no nursing graduates take the DHA, OSCE, or other international examinations.

These results indicate that most BSN graduates primarily pursue the PNLE and emphasize its central role in ensuring professional qualifications and readiness for nursing practice.

Table 5. Year of Passing Professional Licensure Examination of BSN Graduates

Year Passed	F	%
2023	5	16.13
2024	14	45.16
2025	8	25.81
Multiple Examinations	4	12.90
Total	31	100

Table 5 presents the year in which BSN graduates pass the Professional Licensure Examination. Most graduates pass in 2024 with 45.16% or 14 out of 31, followed by 25.81% or 8 graduates in 2025, and 16.13% or 5 graduates in 2023. Meanwhile, 4 BSN graduates or 12.90% choose “Multiple Examinations”, which pass 2 or more licensure examination on same year or on consecutive years. These results reveal that the majority of BSN graduates complete the licensure examination within one to two years after graduation and demonstrate timely progression toward professional qualification.

Table 6. Employment Status of BSN Graduates

Status	F	%
Employed	27	87.10

Unemployed	2	6.45
Self-Employed	2	6.45
Total	31	100.00

Table 6 shows the employment profile of BSN graduates. The majority of BSN graduates are employed with 87.10% or 27, while 6.45% or 2 are unemployed, and 6.45% or 2 are self-employed. These results disclose that most BSN graduates secure employment after graduation, demonstrating a high level of workforce integration and professional readiness.

Table 7. Employment Sector of BSN Graduates

Sector	F	%
Local	28	90.32
International	1	3.23
N/A	2	6.45
Total	31	100

Table 7 presents the employment sector of BSN graduates. Most nursing graduates work in local healthcare settings with 90.32% or 28, while getting local experience prior to employment overseas and 1 (3.23%) work in international hospitals. On the other hand, 2 BSN Graduates or 6.45% of them are unemployed.

These results indicate that most BSN graduates pursue careers in the local healthcare system, reflecting the main employment opportunities and workforce distribution for nursing professionals.

Table 8. Time Taken to Secure First Job after Graduation of BSN Graduates

Time to First Job	F	%
Less than 3 months	13	41.94
Within 3-6 months	3	9.68
Within 6-9 months	5	16.13
Within 9-12 months	3	9.68
Other	7	22.58
Total	31	100

Table 8 shows the time taken by BSN graduates to secure their first job after graduation. Most BSN graduates secure employment in less than 3 months with 41.94% or 13. Meanwhile, other nursing graduates obtain their first job within 6 to 9 months with 16.13% or 5, within 3 to 6 months is 9.68% or 3, and 9.68% or 3 graduates within 9 to 12 months. On the other hand, 7 nursing graduates or 22.58% choose “Other”, which secure their first job more than a year, 1 to 2 months after the licensure examination and 1 graduate already employed before graduation.

These results indicate that a significant portion of BSN graduates secure employment quickly after graduation, while some experience longer job search periods and reflect variability in employment opportunities and market demand.

Table 9. Employment Alignment of BSN Graduates

Alignment	F	%
Yes	25	80.65
No	4	12.90
Others	2	6.45
	31	100

Table 9 presents the employment alignment of BSN graduates. Majority of BSN graduates report that their current employment aligns with their nursing profession with 80.65% or 25. Meanwhile, 12.90% or 4 nursing graduates indicate misalignment, as they are business owners, and 2 or 6.45% of them are unemployed.

These results reveal that most BSN graduates secure positions relevant to their field of study and demonstrate that their education effectively prepares them for professional practice.

Table 10. Area of Specialization of BSN Graduates

Specialization	F	%
Pediatric Nurse	0	0.00
Geriatric Nurse	0	0.00
NICU Nurse	1	3.23
ER Nurse	3	9.68
OR Nurse	4	12.90
Others	23	74.19
Total	31	100

As shown in Table 10, the area of specialization of BSN graduates indicates that most graduates work in areas classified as “Others” with 74.19% or 23, while some of them are physician, bedside nurse, aesthetic nurse, dialysis nurse, pre-service review nurse, general ward nurse, and medical-surgical nurse. On the other hand, 12.90% or 4 nursing graduates specialize in the Operating Room (OR), while 9.68% or 3 graduates in the Emergency Room (ER). Meanwhile, only 3.23% or 1 graduate work in the Neonatal Intensive Care Unit (NICU), and no graduates specialize in pediatric or geriatric nursing.

These results disclose that the majority of BSN graduates pursue diverse or non-traditional nursing roles and reflect flexibility and adaptation to various healthcare settings.

Table 11. Thematic Analysis: Challenges in Nursing Job Finding

Theme	Sub-Themes	Supporting Quotes
High Competition	Many nursing graduates compete for limited positions, increasing stress and prolonging job search.	“One of the difficulties I faced in looking for a job was the strong competition with other applicants.” “Many job seekers are also applying.”
Lack of Experience	Hospitals often require prior experience, which creates barriers for fresh graduates.	“Most hospitals required at least one to two years of hospital experience, which made it difficult for me since I am a fresh graduate.” “Being inexperienced was a challenge.”
Limited Job Openings	Few vacancies and selective hiring periods reduce opportunities for employment.	“In some areas, there are many nursing graduates but limited Plantilla positions in tertiary hospitals.” “Limited job/position opening, low compensation, long hiring process.”
Qualifications / Job Fit	Challenges arise in meeting specific qualifications, gender biases, or selecting the right specialization.	“Matching qualifications for the job was difficult.” “Not all hospitals accept male nurses.” “Choosing the right area of specialization for me because I was aiming for the specialized area in nursing (OR, Dialysis, etc.).”
Transition Between Roles / Skill Learning	Adapting to new roles, particularly moving from clinical to non-clinical positions, requires new skills.	“Transitioning from a clinical bedside role to a non-clinical role focused on chart review... I needed to adjust to the documentation-based workflow and learn new processes.”

Application Process and Follow-Up Challenges	Difficulties with interview preparation, long waiting periods, and lack of feedback create additional stress.	“I also struggled with interview preparation and the long wait for feedback.” “No follow-up calls after giving the resume.”
Personal and Contextual Factors	Individual and situational factors, including cost of living, career aspirations, and adapting to new environments, affect the job search experience.	“Cost of living around the area of employment.” “It’s not my dream job.” “Since everything is new, it’s hard because it’s new.”

Table 11 shows the thematic analysis on the challenges of BSN nursing students in finding a job. The results of analysis reveal that BSN nursing graduates face multi-dimensional challenges in securing employment, including high competition, lack of experience, limited job openings, and difficulty meeting specific qualifications. Additionally, these challenges highlight the need for career guidance, internships, mentorship programs, inclusive hiring practices, and training to support transitions to non-clinical roles.

On the other hand, procedural delays and personal factors, such as cost of living and career alignment, further influence job search outcomes, emphasizing the need for coordinated efforts by the nursing schools, healthcare institutions, and policymakers to enhance employability and workforce integration.

Table 12. Thematic Analysis: Factors Contributing to Nursing Graduates’ Employability

Theme	Sub-Themes	Supporting Quotes
Educational and Professional Qualifications	Board licensure, degree completion, certifications, trainings	“The number one factor is that I passed the PNLE, I have a license to work as a nurse.” “My bachelor’s degree and PRC license are my primary professional credentials.”
Clinical Skills and Experience	Hands-on patient care, hospital rotations, practical training, exposure to specialized units	“My nursing education, clinical skills, training experience and good communication skills contribute to my employability.” “Clinical experience/skills and strong communication.”
Communication and Interpersonal Skills	Interview performance, teamwork, interaction with employers and colleagues, patient communication	“Good communication skills are an advantage; you have to have both ability and personality.” “The way how I communicate with the HR team and employer with compassion, especially when it comes to the job.”
Attitude, Personality, and Work Ethics	Dependability, diligence, adaptability, willingness to learn, patience, professionalism	“I am dependable, diligent, and can collaborate well with a team. I also make an effort to develop my knowledge and gain experience.” “Personality/Attitude.”
Job Readiness and Adaptability	Coping with stress, adjusting to new environments, accepting feedback, resilience	“Job readiness, can adapt to a new environment especially as a nurse... I focus on positive and effective coping strategies.” “Flexibility and clinical experience/skills.”
Networking and Institutional Affiliations	Connections through school, affiliations with healthcare facilities, knowledge of employers	“Part of my current employment is due to our school being affiliated with the dialysis center.” “I know the employer.”

As shown in table 12, the thematic analysis of factors contributing to BSN graduates' employability, the results reveal that nursing graduates' employability is shaped by a combination of educational, experiential, and personal factors. Furthermore, key contributors include professional qualifications such as a BSN degree and board licensure, supported by clinical skills acquired through training and hospital rotations. Communication and interpersonal skills, particularly in interviews and teamwork, enhance graduates' ability to secure employment. Meanwhile, positive attitudes, strong work ethics, adaptability, and resilience further strengthen employability, enabling nurses to manage stress and adjust to new environments.

Additionally, institutional affiliations, networking, and knowledge of potential employers play a crucial role in facilitating job placement. These factors underscore the importance of holistic preparation which includes education, skill development, and professional behaviors to maximize BSN graduates' competitiveness in the workforce.

Table 13. Thematic Analysis: Influence of SMCB Nursing Education on Graduates' Job Performance

Theme	Sub-Themes	Supporting Quotes
Strong Foundation Knowledge	Clinical and Practical skills, hospital exposure, patient care competency	"SMCB provided us with the necessary knowledge, skills and clinical exposure during our time as a nursing student which greatly influenced my readiness for a dialysis nursing job." "All of the lessons and knowledge help me as a nurse. It gave me a foundation to know what to do."
Professional Values and Ethics	Compassion, accountability, service, professionalism, ethical practice	"Guided by the values of faith, excellence, and service, I was trained to practice compassion, professionalism, and commitment in everything I do." "SMCB molds me to be a competent, knowledgeable nurse where I am currently practicing as a bedside nurse."
Critical Thinking and Decision-Making Skills	Clinical reasoning, patient assessment, problem-solving under pressure	"It provided me with strong clinical knowledge, critical thinking skills, and professional values that guide me in delivering quality and safe patient care in my work." "Being exposed to various hospital cases has prepared me to perform well in a general ward with 100-bed capacity and confidently apply the critical thinking skill that I earned as a student."
Adaptability and Confidence in Practice	Flexibility, resilience, confidence in new or specialized areas	"Although I did not have a clinical rotation in the NICU, the knowledge and skills I gained during my clinical duty prepared me to adapt and learn quickly in a specialized area." "SMCB helps me develop my skills, building my confidence and resilience."
Interpersonal and Teamwork Skills	Collaboration with co-workers, communication, building professional relationships	"I was able to relate more with my co-workers (i.e., nurses) and understand better the challenges involved in their work setup." "Studying at a Catholic institution like SMCB helped shape my values and attitude, especially in learning how to build good relationships and work harmoniously with different people."

Guidance from Clinical Instructors and Mentorship	Supportive instructors, mentorship, practical guidance	“Through the guidance and mentorship of our clinical instructors I was able to gain valuable knowledge and practical skills.” “My favorite rotation was in the operating room, and with the help and guidance of a very supportive clinical instructor, I was inspired to pursue this specialized area.”
---	--	--

The table of thematic analysis presents the influence of SMCB Nursing Education on graduates’ job performance. The results disclose that SMCB nursing education significantly shapes graduates’ professional practice. In addition, the program provides a strong clinical foundation, equipping students with essential skills, hospital exposure, and patient care competency. It instills professional values, ethical practice, and compassion while enhancing critical thinking, clinical decision-making, and adaptability.

Furthermore, BSN graduates develop confidence in handling challenging and specialized settings, strengthened by mentorship and guidance from clinical instructors. Additionally, interpersonal and teamwork skills acquired during education support effective collaboration and communication in the workplace. Meanwhile, these elements demonstrate that SMCB nursing education prepares graduates to deliver safe, competent, and compassionate care while fostering resilience, professionalism, and lifelong learning.

Integration of Quantitative and Qualitative Findings

The quantitative findings indicate favorable employment outcomes among BSN graduates, with 87.10% being employed and 80.65% working in positions aligned with their nursing profession. These results are reinforced by qualitative findings, which highlighted educational qualifications, clinical competence, communication skills, adaptability, and professional values as key contributors to employability. Graduates emphasized that their nursing education provided them with the knowledge, skills, and confidence necessary to meet workplace demands and secure nursing-related positions.

However, despite the positive employment outcomes, qualitative findings revealed challenges such as high competition, limited job opportunities, lack of experience, and lengthy hiring processes. These themes help explain why some graduates experienced delays in securing employment. The integration of quantitative and qualitative findings therefore provides a more comprehensive understanding of the employment experiences of BSN graduates and the factors influencing their workforce integration.

LIMITATIONS

This study has several limitations that should be considered when interpreting the findings. First, the relatively small sample size may limit the generalizability of the results. Second, the study was conducted in a single institution, which may not fully represent the experiences and employment outcomes of nursing graduates from other schools or regions.

Additionally, the study relied on self-reported data, which may be subject to recall bias, social desirability bias, and inaccuracies in self-assessment. Lastly, although a mixed-method explanatory sequential design was employed, the study did not involve long-term follow-up of graduates. As a result, changes in employment status, career progression, and professional development over time were not examined.

RECOMMENDATIONS

Based on the data gathered in this study, the following suggestions and recommendations are proposed to further enhance the employability of Bachelor of Science in Nursing (BSN) graduates and improve future research initiatives:

1. Nursing institution should provide more training workshops and seminars focused on job readiness skills such as resume writing, interview preparation, and professional communication.

2. Strengthen alumni tracking systems to improve communication, networking, and mentorship opportunities for graduates.
3. Future researchers may use qualitative methods and conduct face-to-face interviews with a larger sample to gain deeper and more reliable insights.
4. Institutions should conduct tracer studies every 2–3 years to monitor graduate employment outcomes and support continuous curriculum improvement.
5. Future studies should include employer feedback and perspectives regarding graduates' job performance, competencies, work ethics, and professional skills. Gathering insights from employers can provide a more comprehensive evaluation of graduate employability and help institutions identify areas for curriculum enhancement and workforce preparation.

REFERENCES

1. Dennis B. Brosola (2020). A Tracer Study of Bachelor of Science in Nursing Graduates at National University 100-120 page National University-Manila, Department of Nursing. <https://www.national-u.edu.ph/wp-content/uploads/2020/09/A-Tracer-Study.pdf>
2. Egalla et al. (2024). CAREER TRANSITIONS AMONG NURSING GRADUATES: A TRACER STUDY OF BATCH 2022-2023 American Journal of Humanities and Social Sciences Research (AJHSSR). 120-125page. Volume 8, Issues 12. <https://www.ajhssr.com/wp-content/uploads/2024/12/O24812119125.pdf>
3. International Council of Nurses. (2024). The global nursing workforce and employment trends. International Council of Nurses. <https://www.who.int/news/item/12-05-2025-nursing-workforce-grows-but-inequities-threaten-global-health-goals>
4. Jayson S Austria. (2023). International Journal of Multidisciplinary: Applied Business and Education Research, 4(9), 3318–3328. <https://doi.org/10.11594/ijmaber.04.09.20>
5. Malabanan, L. M., & Pacer, G. E. (2025). Employment Trajectories and Skill Proficiency of Nursing Graduates from Camarines Sur Polytechnic Colleges, Philippines. Journal of Organizational and Human Resource Development Strategies, 2(03), 130–142. <https://doi.org/10.56741/ohds.v2i03.1231>
6. Mushi, R., Mbakile-Mahlanza, L., & Malatji, M. (2024). A tracer study of Bachelor of Science in Nursing graduates: Experiences, competencies, and stakeholder perceptions. PMC PubMed Central. <https://pmc.ncbi.nlm.nih.gov/articles/PMC12494258/>
7. Ramos, C. M. (2023, July 12). DOH: 124,000 nurses jobless, underemployed. Philippine Star. <https://www.philstar.com/headlines/2023/07/12/2280490/doh-124000-nurses-jobless-underemployed>
8. Thompson, R., & Patel, L. (2020). A longitudinal analysis of nursing graduates' employment status and job satisfaction. Journal of Advanced Nursing, 76(8), 1920–1935. <https://doi.org/10.1111/jan.14456>
9. Tomas, M. A. S. (2023). Tracer study of the nursing graduates: Basis for improvement of curriculum and instruction. European Journal of Theoretical and Applied Sciences, 1(5), 1473–1482. [https://doi.org/10.59324/ejtas.2023.1\(5\).127](https://doi.org/10.59324/ejtas.2023.1(5).127)