

Veni Vidi Vici: Exploring the Onboard Experiences of Graduating Information Technology Students in Eastern Visayas State University – Tanauan Campus

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Abstract

Graduating students are challenged with various academic and professional goals in the onboarding activities at EVSU Tanauan Campus. These experiences contribute to the graduates' level of knowledge, skills, and attitudes toward employment opportunities. This study aims to explore the lived experiences of the information technology students in EVSU Tanauan Campus in their final year and seeks to identify important issues and challenges that they encountered. A phenomenological research design was employed utilizing semi-structured in-depth interviews with graduating students to capture their lived experiences. This study will anchor on Bandura's social learning theory which states that people can overcome difficulties through developing coping strategies and self-efficacy development. The study will utilize thematic coding analysis using Giorgi methods and Colaizzi's last step to confirm data analysis. The findings of the study may give educators assistance in understanding how it was being a graduating information technology student and will give information to enhance support services programs for graduating students.

Keywords: Onboarding, Information Technology, Graduating Students, Philippine State University

Introduction

Academic life at the university offers unique experiences to every student (Ketonen et al., 2019; Wosinski et al., 2018). The graduating students are challenged with various academic and professional goals in the onboarding activities of the university. These varied activities are aimed to develop and help students achieve their chosen careers in life. The onboarding activities or final year requirements fill in the gap between theory and practice in the Information Technology profession. These experiences contribute to the graduates' level of knowledge, skills, and attitudes for their future employment opportunities (Israel & Salau, 2019). The quality of

education in the university is simply measured by the outcome and output of the institutions, the students. Researchers mentioned that output is the direct result of the educational process and outcome is the long-term effects of the educational process (Qudsyi & Irma, 2016; Vitasari, Nubli, Wahab, & Othman, 2010).

In the Philippines, Information Technology remains to be a promising career in the system automation of various government and private agencies and universities. It ranked 5th in the most in-demand jobs for 2019 which offers emerging jobs in system automation, artificial intelligence, and machine learning (Osmani, Weerakkody, Hindi & Eldabi, 2019). This becomes a challenge to information technology graduating students to cope with the expanding opportunities offered by digital technologies during their onboarding activities (Reynolds, 2013). The skills that you know today may not exist tomorrow. Graduating students set a psychological contract on future employment opportunities after graduating from university (Markovi & Bla, 2015). Several studies revealed that graduating students may conquer undesirable experiences in their onboarding activities when they are adequately trained for actual fieldwork (Mcauliffe, Upshur, & Ruggiero, 2019). As a result of the multiple demands in their final year at the university, some students may suffer anxiety.

Despite the growing literature on the lived experiences of graduating students, there is a dearth of studies on their onboarding experiences in their final year of the Information Technology students at EVSU Tanauan Campus. Graduating students encounter challenging situations before, during, and after their onboarding activities. The literature gap exists on the lack of research studies among onboard experiences of information technology students in the University. This study is determined to present realities and suggests to the EVSU Tanauan Campus administrators, faculty, and student services department to formulate intervention programs for all students who are experiencing difficulty in the various academic and onboarding activities. This study will also give insights to parents on how to deal with similar experiences of graduating information technology students during their final year in the university.

Objectives of the Study

This study primarily aims to explore holistically the lived experiences of the graduating information technology students in EVSU Tanauan Campus in their onboarding activities during the final year and seeks to identify important issues and challenges that they encountered. It further seeks to give information to university administrators in EVSU Tanauan Campus, faculty, and staff to formulate intervention programs to enhance student support services to graduating students. Through the process of phenomenological analysis, the study aimed to present the students' views, concerns, and conscious justifications on their (lived) onboarding experiences as graduating students.

Methodology

This qualitative research employs a phenomenological research design to explore the onboarding experiences of graduating information technology students at Eastern Visayas State

University – Tanauan Campus. The research design helped the researchers to understand and describe the lived experiences of the participants in a particular phenomenon (Oluwatobi, Seedat-khan, & Abdullahi, 2019; Pathak, 2017; Ruhkamp, 2015). This study relied greatly on the participatory approaches of graduating information technology students on the challenges they might be experiencing. A homogenous purposive sampling technique in determining the participants based on their common characteristics were utilized in the study (Ragma, 2018). A total of thirteen (13) graduating students were purposively selected as the participants of the study. 5 were male and 8 were female from the officially enrolled students of Bachelor of Science in Information Technology for the First Semester School Year 2019-2020 at Eastern Visayas State University Tanauan Campus.

The data for this study were collected through face-to-face in-depth interviews utilizing semi-structured questionnaires from the participants. This method of data collection allows the researchers to ask follow-up questions and allow participants to write in great detail their lived experiences without restrictions. The interview lasted about 75 minutes that merit data saturation. Participants were informed of the purpose of the study and written informed consent was provided. Their participation in the study was voluntary and they can withdraw from the interview without condition or penalty. On ethical considerations, the researchers strictly observed the anonymity of the participants by using pseudonyms in compiling research journals and documents. Protocols for conducting interviews were strictly observed. An approved communication letter was presented to concerned authorities. The collected data were subjected to data analysis in the development of a richer interpretation. Thematic coding analysis using Giorgi methods to bring out significant themes were utilized. Further, Colaizzi's last step was used to confirm the thematic analysis of the study from the participants (Treceñe, Garcia, & Matugas, 2019).

Thematic Analysis

The researchers transcribe the data verbatim based on the transcripts of the interview. Figure 1, presents the flow of data analysis employing Giorgi's method of thematic analysis and Colaizzi's last step.

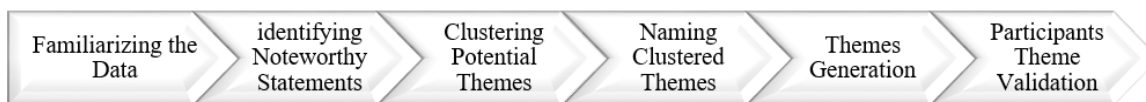


Figure 1: Data Analysis Flow

Step 1. Familiarizing the Data

The researchers read and re-read data to familiarize themselves with them. This process allows the researchers to grasp a holistic sense of understanding of the transcripts and the meaning of the phenomenological description.

Step 2. Identifying Noteworthy Statements

Researchers conducted a first-person analysis on the transcript to identify noteworthy statements (phrases or group words) that feature the participant's experience of the phenomenon. The researchers assumed the attitude of scientific phenomenological reduction. Participants' statements were coded according to categories or themes reflecting their lived experiences on the onboarding activities of the university.

Step 3. Clustering of Noteworthy Statements

This is the discourse of text which forms into a certain topic that makes it identifiable. The researchers collate statements into potential themes and grouping all noteworthy statements related to each potential theme. Words or phrases that have similar meanings were grouped into a single thematic category.

Step 4. Transforming Statements into Descriptive Expressions

This process involves the researcher's understanding, the judgment of relevance, and the coherent organizing of students' lived experiences. Implicitly researchers must be able to elaborately present themes with a psychological understanding of the phenomenon under study. Common themes reflect the universal experience of the participants in the generalization of the phenomenon under study.

Step 5. Themes Synthesis

The researchers must be able to get the universal structure of the graduating student's onboarding lived experiences. The researchers must ensure that individuals' unique experiences when gathered together will likely establish common practices, perspectives, and values in the phenomenon under study. Synthesis of themes establishes a psychological structure that confirms these statements formed into descriptive expressions are in most cases found to be acceptable.

Step 6. Participants Themes Validation

The validation of themes was conducted through focus group discussions with the participants. This is to ensure that the themes capture the (lived) onboarding experiences of the graduating students. The participants agreed to the significant themes identified by the researchers which complete the final validation of the analysis phase (Oluwatobi et al., 2019).

Results and Discussions

Figure 2 reveals the results of thematic analysis adopting the Georgi method and upon confirmatory validation from the participants. The global theme presents four sub-themes on the lived experiences of the said students as Students Onboarding Academic Resiliency (SOAR) with 4 sub-themes as Students Onboarding Dexterity, Student Onboarding Learning Models, Onboarding Learning Support, and Students Onboarding Valence.

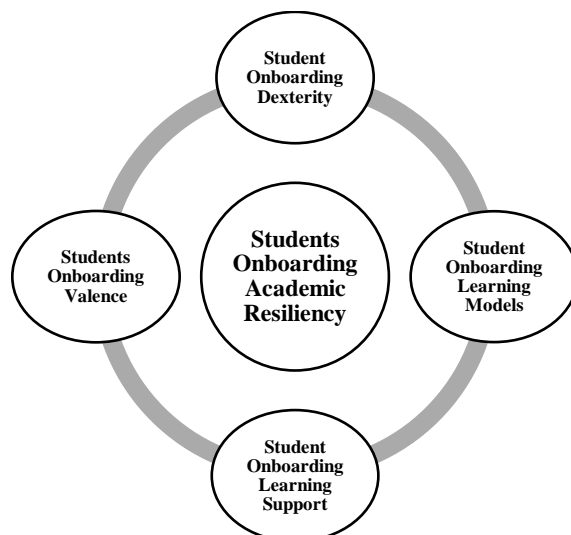


Figure 2: Thematic Diagram on the Onboard Experiences of IT Graduating Students

The results of the study conform to the learning framework of Bandura’s social learning theory which states that students can overcome learning difficulties through self-efficacy and coping strategies. Students’ academic achievement and onboarding learning activities are dependent on students’ goals and their levels of motivation (Qudsyi & Irma, 2016). The global theme SOAR captured the participants’ claims on their self-motivation as an information technology students. They are committed to ASCEND over any challenges for the realization of their goals in life. This is consistent with the famous statement by the great conqueror Julius Ceasar, “Veni, Vidi, Vici” which means “I Saw, I Came and I Conquer” which expresses the situations of their Onboard experiences as Graduating Information Technology Students. Most of the students proved to be victors of their own experiences in the university, persistent toward their goals while others are simply challenged by learning difficulties (Qudsyi & Irma, 2016).

Global Theme: Student Onboarding Academic Resiliency

Students experienced academic resiliency when they have learning opportunities that permit them to develop their theoretical and practical skills in the workplace setting. Resilient graduating students act on challenging tasks that motivate them towards their goals while students with low self-efficacy approach the same situations in the opposite directions. Self-efficacy is the student’s personal motivation in their capacity to perform a specific task in their academic life in the university and their onboarding activities (Ersanli, 2015; Stracke, 2016). These include what they feel and think that motivates them and behave toward accomplishing a task (Amornkitpinyo & Wannapiroon, 2015; Nwankwo & Onyishi, 2012). The more resilient the graduating students are the more they are determined to accomplish certain tasks in their onboarding activities in the industry partners and university offices (Stracke, 2016).

Theme 1: Student Onboarding Dexterity

Supported by several works of literature, the level of students' motivation greatly impacts their academic and work performance in the different onboarding activities (Elias et al., 2011; Ersanli, 2015; Jowkar et al., 2014). The performance of the graduating students on their onboarding activities gives them a sense of personal accomplishments towards their goals. This sense of accomplishment boosts student's self-efficacy in facing work challenges in the future with quality skillsets, the right attitude, and technical competencies (Abdullahi, 2019). Based on the interview, the participants expressed their OJT as follows:

This OJT experience allows me to see a work-related environment. It helps me prepare for future uncertainties that I may encounter during (future) work. ~[P5NS1] OJT serves as a training ground and it helps you to enhance your capacity and ability as a future worker.~[P6NS1] These experiences sharpen your skillsets to your desired career path.~[P7NS2] The OJT will help us harness our skills, knowledge, and theoretical practices that we have learned in our study.~[P8NS1] The OJT is a great way to apply the knowledge from a classroom setting to a real-world experience. ~[P8NS2]

Graduating students who were observed to be of high self-efficacy view onboarding activities that need to be learned in a skillful manner (Milburn, 2011). Nwankwo et al. (2012) mentioned students with a high level of drive will approach stressful situations more positively. Students set priority goals on the different onboarding tasks which will help them improve their skillsets (Norehan et al., 2012).

Theme 2: Student Onboarding Learning Models

Experts believed that human behavior is learned through modeling by observing others. Observational learning takes place in a social learning setting between the model and the learner. The learning capacity of the individual is influenced by the technical expertise of the mentors, the educational curriculum, and the environment (Cherry, 2006). The different onboarding activities in the university and industry partners present learning modeled behavior to graduating students. These learning models contributed greatly to student's skills development and gain self-similar success or failure from other people (Gonzalez et al., 2019). The following statements during the interview present how students acquire competencies and expertise in their onboarding activities as follows:

The good thing about our mentors is they share their knowledge with us in performing required tasks in the workplace.~[P2NS10] We learn to perform our first collaborative task by observing the immersionists in the office, they teach us what they are doing.~[P4NS7] I learned new skills through mentoring from my supervisor in the OJT.~[P9NS2] I learned to perform the task by taking a look into the patterns of the documents in the workplace.~[P9NS3] The OJT helped me in enhancing my communication skills, teamwork, peer coaching, discipline, and how to manage the time required in the workplace.~[P10NS1]

The graduating students also engaged in the social learning approach which helps them develop trust and confidence among other students when facing academic difficulties (Wood, 2017). To this, the researchers hereby present in this study the Learning Framework: Learn to Create and Innovate Knowledge (Learn FLICK) for continuous learning development. Students need to:

Learn Knowledge the students are encouraged to pay attention to learn the foundation skills and topics on a certain body of knowledge. Students' interest explains the level of learning acquired.

Create Knowledge having learned the basics, students are required to develop substantial output to demonstrate the knowledge acquired. First Attempt In Learning Using Resources in Education (FAILURE) is accepted. The concept of Practice Makes Perfect is encouraged.

Innovate Knowledge is the test for simplification of the knowledge learned. The capability to use different learning technologies that will contribute to the new body of knowledge. The ability to teach others on the knowledge acquired. The motivation for continuous learning is encouraged.

the cycle on the concept of continuous learning and development. The same is true for the graduating students on skills acquisition based on their onboard experiences from industry partners and mentors. Create Knowledge to develop substantial outputs by demonstrating skills or knowledge learned. Finally, Innovate Knowledge of learning technologies that will provide greater benefits in the performance of their assigned tasks.

The presence of mentors and supervisors in the onboarding activities provide capacity building and training to graduating students. This allows students to be engaged in behavioral learning in the workplace (Wosinski et al., 2018). Graduating students can best learn from their mentors, classmates as co-workers, and immediate supervisors to adopt similar motivations and work strategies. Students can best improve their work performance from the attained learning on what they have directly observed. This also allows students to see others succeed and feel an increasing sense of their ability to succeed (Deemer et al., 2012).

Theme 3: Onboarding Learning Support

The level of student's self-efficacy in behavior learning affects their academic and work-related achievement in the onboarding activities (Surjanti et al., 2020). It intends to evaluate the social efforts among graduating students in their participatory learning. The perceived learning support of graduating students in their onboarding activities affects their efficacy in stressful situations. Researchers confirm that informative feedback given by mentors allows students to develop learning and coping strategies. Graduating students feel a sense of belongingness, accepted as part of the team, and are encouraged to share ideas in the organization. These strategies increase their confidence and ability to manage future stressful situations and succeed in a particular task (Abdullahi, 2019; Wosinski et al., 2018).

The presence of different learning support in the university and industry partners greatly influences student's efficacy. Coaching and peer mentoring were greatly observed to be contributory to a high level of work engagement attitude among graduating students (Al-Omar et

al., 2019). The participants' statements present learning support mechanisms to graduating students on their way of coping in the different learning tasks.

We are being treated as part of the family in the workplace, which affects our performance of particular tasks.~[P2NS11] They also give tips on how to efficiently do some of the paper works related in the office ~[P5NS3] Having someone I know with me would be a big help to lighten up my load and work a bit more efficiently.~[P5NS7] The presence of coworkers helps boost our self-confidence in the workplace and helps us in case of difficulty.~[P11NS7] They help me in coping up with situations beyond my comprehension which is a good thing especially with my mental state in shambles.~[P5NS4]

Ahrens (2016) mentioned Reuter and Schwarzer (2009) four types of coping strategies: reactive, anticipatory, preventive, and proactive coping. Reactive coping is the graduating student's effort to deal with the difficulties encountered in the onboarding activities, to accept the possible harm or loss. Anticipatory coping is the effort to deal with forthcoming risk. Preventive coping is an effort to build resources that will mitigate strain in the future thus lessen the impact of stress. Proactive coping is the appraisal of difficult situations as challenges, rather than threats of harm or loss. A person utilizing proactive coping can see risks, demands, and opportunities in the future as opportunities rather than roadblocks. This onboarding learning support infuses with positive reinforcement and encouragement offers a tenure-track career path to graduating students. Zeeck (2012) defined coping strategies as the efforts of graduating students towards stressors that exceed their physical and mental resources. Stress is the result of interaction between the environment and the individual. de los Santos, Albasin, & de los Santos (2018) mentioned coping strategies that help employees to minimize the consequences of stress. Further, the following statements present the students coping strategies on how they manage stress in their academic and onboarding activities.

Reactive Coping. It was hard to manage problems but I have to make solutions to my problems.~[P2NS4]

Anticipatory Coping. Peer Pressure: Do not stay with toxic people who put unnecessary pressure on you.~[P4NS9]

Proactive Coping. I can do part-time business on my financial problems on the shortage of my allowance.~[P2NS4]

Preventive Coping. Learn to the practice of being effective at the same time efficient in performing transactions in the office.~[P12NS4]

Theme 4: Students Onboarding Valence

Experts confirm that student engagement in the university is significantly related to their valence (either positive or negative). Positive valence results to increase interest in learning, among others that empower academic performance. While negative valence can be persuaded to one's self-motivation on being a resilient student. Thus, the onboard experiences of students may give implications for university stakeholders on the onboarding curriculum which may affect

student welfare and thus enhance students' academic and work engagement attitude (Jowkar et al., 2014; Ketonen et al., 2019). Graduating students' onboarding performance is affected by the level of their emotional valence. The emotional state of the students affects their level of self-efficacy, academic, and work engagement attitude. The physiological and psychological well-being of the graduating students greatly impacts their work performance towards particular tasks (Ahrens, 2016). Students' statements on their experiences towards onboarding activities which affect their emotional valence.

It is stressful, challenging but rewarding. ~[P4NS4] It was tiring but at the same time satisfying and fulfilling.~[P11NS5] Difficult, tiresome, hassle, stressful yet enjoyable.~[P2NS1] The best thing being an IT graduating student is the feeling of fulfillment knowing that all of your efforts and hard work have paid off.~[P2NS5] I am proud of myself; it was amazing, flattering, and overwhelming. Thanks be to God because he walked with me to this path.~[P2NS6]

Conclusions

The research findings advance the body of knowledge on the understanding of the challenges encountered by the graduating information technology students on their onboarding activities in their final year at the university. This study also contributed to the increasing works of literature of Bandura's Social Learning Theory on the lived experiences of graduating students' self-efficacy and coping strategies in the information technology program. Students' academic preparation in the university must be properly equipped based on the intended learning outcomes (soft and technical skills) of the program curriculum. These preparations will provide academic dexterity and mastery of skills of university students for future employment opportunities. The work engagement attitudes and emotional valence of the university professors, mentors, and supervisors will provide students' academic experience on behavioral learning approached through social learning, collaborative tasks, and teamwork which will equip them to productive and efficient workers. Finally, the study provides the reader a glimpse into the lived experiences of these graduating information technology students on their onboarding activities in their final year in the university.

Recommendations

The findings of the study can be used to formulate recommendations to university administrators on how to make onboarding activities more efficient, effective, and student-friendly. The need for curriculum revision may also be considered to address issues on the psychological and physiological welfare of the students. A collaborative approach between parents, students, alumni, industry partners, and university administrators will serve as the basis for the curriculum review and student welfare development of the information technology program.

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