RESEARCH ARTICLE: Factors influencing the success in Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo

Ferridzque S. Kuhutan[1]*, Alijandrina T. Jalilul[1], Masnona S. Asiri[1]
[1]Sulu State College Graduate Studies Jolo, Sulu
*Corresponding author: sscgspub@sulustatecollege.edu.ph

*ABSTRACT***.** This study evaluated the extent to which Jolo graduates with a bachelor's degree in nursing are influenced by several factors when taking the Nurse Licensure Examination. After using purposive sampling to obtain 100 samples using the non-probability sampling approach, and utilizing the weighted mean, standard deviation, t-test for independent samples, One-way ANOVA, and Pearson's r, The following conclusions are drawn from this study: 1) Of the 100 nurse respondents, the majority are single, between the ages of 23 and 25; 2) On average, nurse respondents are highly satisfied with the contributing factors that enabled them to pass the Nurse Licensure Examination; 3) In general, variables such as age, civil status, and year of graduation do not influence how nurses in Jolo assessed the extent of factors influencing the success of the Nurse Licensure Examination among graduates of Bachelor of Science in Nursing; 4) group of nurse-respondents who generally believed that the school factor and examination factor were the main factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo, respectively, and the review factor and candidate factor, respectively, were the main factors influencing the success of the examination, may be the same group of nurse-respondents who believed that the factors influencing the success of the examination were the main factors. 5) The study supports Bandura's social learning theory, arguing that social imitation, influenced by attention, motivation, attitudes, and emotions, is the primary method for teaching activities through observation, imitation, and modeling.

KEYWORDS: Bachelor Of Science In Nursing, Nurse Licensure Examination, Success Factors

SPHE-00017; Received: March 02, 2024; Accepted: March 30, 2024; Online April 22, 2024
CITATION:
Kuhutan, Ferridzque S., Jalilul, Alijandrina T., Asiri, Masnona S. (2024). Factors Influencing the Success in Nurse Licensure Examination Among Bachelor Of Science In Nursing Graduates In Jolo. Social Psychology and Human Experience. DOI: 10.62596/yv2zsx54
COPYRIGHT
Copyright © 2024 by author(s). Social Psychology and Human Experience is published by Stratworks Research Inc. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (https://creativecommons.org/licenses/by/4.0/), allowing redistribution and reproduction in any format or medium, provided the original work is cited or recognized.

Introduction

Results from the Nurse Licensure Examination (NLE) are typically used to assess the quality of undergraduate nursing programs provided by higher education institutions (HEIs) in the Philippines (Bautista JR, Ducanes G, David CC. 2019). Based on the specified skills of the curriculum, a Bachelor of Science in Nursing graduate can practice safe and effective nursing care. Before beginning work, they must, however, be listed as registered nurses. As a result, it is crucial to constantly consider predictors when altering institutional policies for the implementation of curricula (Kiblasan, J. I. A., & Ligligen, S. C. A. 2020).

To satisfy the rising demand for skilled registered nurses and avoid the negative consequences of graduates failing the National Council Licensure Examination-Registered Nurse, it is critical to boost students' exam success. (Yeom, Yei-Jin. 2013). Nursing schools could benefit from implementing a standardized competency assessment at the end of the program to assess students' success in the NLE (Oducado et al., 2019).

Identifying factors related with NCLEX-RN success is crucial in public nursing colleges with varied student populations. There were significant associations observed between NCLEX-RN achievement and total undergraduate nursing program grade point average, English as the major language spoken at home, lack of family duties or expectations, lack of emotional distress, and critical thinking skills. (Diane Arathuzik, Cynthia Aber 1998). Students' performance will improve if appropriate trained teaching staff is available, and college/schools and clinical settings are equipped with all necessary updated learning instructional resources. Furthermore, providing orientation to teaching staff on effective curriculum implementation will increase student performance, and curriculum duration should be considered as a method to offer appropriate time for implementing nursing curriculum (Masenga, H. H. 1970, January 1).

According to Dr. Pasay-An (2021), new statistics show that the passing percentage in nurse licensure examinations in the United States and Canada decreased between 2017 and 2019. Meanwhile, passing rates for the Philippine Nurse Licensure Examination grew to 41.9% in 2018 and 53.7% in 2019, respectively, while the Saudi Nurse Licensure Examination increased to 70% in 2018 and 83% in 2019. In the United States, Havrilla et al. (2018) found that grade point average (GPA) and participation in extensive mock examinations were predictors of NCLEX-RN performance. Other countries' studies have investigated the factors that contribute to a successful nurse licensure examination (Dr. Pasay-An, 2021).

In the Philippines, the results of the May 2022 Philippine Nurse Licensure Examinations (PNLE) have been released, and the stats thus far appear promising. A total of 9,729 aspiring nurses sat the exam on May 29 and 30, with 6,616 of them passing. This corresponds to a 68.00% passing rate (ABBA, 2022). The most significant part of this semester's reading is that it had the greatest NLE semester passing rate ever recorded. Since 1996, around 42.58% of candidates have passed the exam. Take note that 2020 NLEs were canceled for safety reasons, and last year's first semester NLE was the first opportunity for prospective nurses to take the exam since COVID-19 (ABBA, 2022). ABBA (2022) claimed that a number of factors could have caused this record-breaking result, but they are focusing on two possibilities. First, the suspension of the 2020 NLEs may have allowed many nurses additional time to prepare, resulting in higher chances of passing the exam. Second, many of the 2021 and 2022 students were among the first to complete the new K-12 academic program. Despite an increase in passing rates, many nurses continue to fail the license exam, delaying their entry into the nursing industry (Dr. Pasay-An, 2021).

In this context, it was necessary to examine the parameters impacting the success of the nursing licensure examination among Bachelor of Science in Nursing graduates from five colleges in Jolo. In June 1990, Notre Dame of Jolo College pioneered the establishment of the BSN baccalaureate program in Jolo to address the province's nursing need. Sulu State College followed in 2004, along with Mindanao State University, Southwestern Mindanao Islamic Institute, and Sulu College of Technology Inc. According to the Professional Regulation Commission (PRC) School Performance in the Year 2022 Second Semester of NLE, the overall performance of NDJC was 33.06% equivalent to 40 passers out of 121 takers, MSU was 60% 3 passers out of 2 takers, SSC was 58.97% 46 passers out of 78 takers, SCT was 32.14% 9 passers out of 28 takers, and the SMII

had a total of 15.79% 12 out of 76 takers passed the examination. Currently, few studies have been undertaken to establish the elements influencing the success of nurse licensure exams. As a result, the researcher was motivated to undertake research on the factors impacting nurse license exam achievement among Jolo Bachelor of Science in Nursing graduates. This thesis digs into a critical assessment of the elements that influence nursing graduates' achievement on the Jolo licensure exam. Given the complexity of the road from nursing school to professional practice, the researcher's work seeks to uncover the hidden interconnections of variables that lead to success on the Nurse Licensure Examination for graduates in this province. Through a detailed analysis, the researcher shed light on the various factors that influence the accomplishment of prospective nurses in Jolo, resulting in a better understanding of the dynamics driving licensure examination outcomes in this province.

Research Questions

This study aimed to determine the extent of factors influencing the success of Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo, Specifically, this study answered the following questions:

1. What is the Socio-Demographic Profile of selected Nurses in Jolo in terms of;
    1.1 Age;
    1.2 Civil Status; and
    1.3 Year Graduated?
2. What is the extent of the factors that influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo in terms of;
    2.1 School Factor;
    2.2 Candidate Factor;
    2.3 Examination Factor; and
    2.4 Review Program Factor?
3. Is there a significant difference between the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo when data are grouped according to their socio-demographic profile in terms:
    3.1 Age;
    3.2 Civil Status; and
    3.3 Year Graduated?
4. Is there a significant correlation among the subcategories subsumed under the extent of factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo?

Literature

This chapter reviewed the relevant literature and studies that the researcher considered when deciding the significance of the current study. It also provided a synthesis of the art in order to fully comprehend the research and obtain a deeper understanding of the subject.

Foreign Literature and Studies

The study by Oatme, Waropastrakul, and Sarnkhaowkhom (2021) examined the factors affecting the results of the national nursing license examination among newly graduated nurses in Thailand. The study involved 113 students from Saint Louis College, Thailand, and used a mixed methods approach. The results showed that 65 (57.52%) of the newly graduated nurses passed the exam, with motivation from family obligations and peer pressure. However, the study found that certain facilities were not conducive to exam preparation. Dr. Eddieson Pasay-An's study uses

artificial neural networks to assess the success factors of nursing interns in Saudi Arabia on the Saudi Nursing Licensure Examination (SNLE). The study involved 62 interns from the University of Hail and used a cross-sectional, analytic approach. The results showed that study hours and grade point average (GPA) were strong determinants of success, while age, marital status, gender, and academic program type were considered less important. The study suggests that exam preparation activities, such as preparation programs, review classes, and simulations, can enhance success. The study by Oducado, Cendaña, & Belo-Delariarte (2019) investigated the relationship between institutional competency assessment (TCA) and other factors influencing the Nurse Licensure Examination (NLE) performance of nursing graduates. The research used data from West Visayas State University and found that TCA was significantly related to NLE performance. Other factors, such as High School Grade General Average, College Grade General Weighted Average, and college admission tests, were also significantly correlated with NLE rating. The study by Quinn, Smolinski, & Peters (2018) highlights the importance of the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for new graduate nurses and schools of nursing (SONs). It suggests that nursing faculty must prepare students to pass the exam, focusing on critical thinking, test-taking skills, and psychosocial well-being. The study suggests that SONs should consider multifaceted approaches, including curriculum revision, review courses, study schedules, remediation, and standardized testing.

The study by Havrilla, Zbegner, and Victor (2018) found that a comprehensive mentorship program at the Passan School of Nursing at Wilkes University improved the NCLEX-RN pass rate from 79.17% in 2014 to 90.14% in 2016. The program used gaming strategies, content reviews, and computerized integrative testing to help students prepare for the licensure examination. The findings suggest the program has been successful in boosting pass rates. Knowledge of performance predictors can help with admission selection, the utilization of educational resources to build nursing competence, and success in getting license to practice (McClelland, Eleanor, Yang, June, & Glick, Orpha. 1992). Using computer-adaptive quizzing (CAQ) to prepare for the NCLEX (Pence, Jill & Wood, Felecia. 2018). A good learning strategy was the most important component for national competency performance, while mental preparation, management readiness, and the location of the test were all related to exam success (Wardani, Yulia, 2020). Exam preparation activities like as preparation programs, review classes, and exam simulations must be pushed and improved in order to increase nursing interns' passing rates. (Butcon, Vincent; Pasay-an, Ed; Indonto, Maria Charito Laarni; Villacorte, Liza; and Cajigal, Jupiter. 2021).

Nursing graduates' academic performance has a moderate influence on passing the Philippine NLE. Grades in NCM and RLE courses, as well as the Pre-Board Examination, are a weak predictor of passing the Philippine NLE, with grades in NCM courses having the highest predictive value (Llego, Jordan, Al-Saqri, Salman, Gabriel, Ellen, and Corpus, Jennie. 2020).

Local Literature and Studies

The Professional Regulatory Commission conducts the Nurses' Licensure Examination to screen nursing graduates who will be licensed to practice nursing. Students' academic performance in their bachelor program, as well as their performance on the pre-board examination, are important factors in determining whether they pass or fail the licensure examination. (Ong, Marylou B., et al. 2012). The study by Montegrico and Oducado (2022) focuses on factors affecting Philippine Nurse Licensure Examination (PLNE) outcomes. Factors such as intellectual capacity, learning styles, and psychosocial behaviors also influence individual outcomes. Academic performance, institutional characteristics, and student achievements are also important predictors of PNLE success. The study highlights the need to identify the various factors influencing PNLE results to

address high failure rates among nursing graduates and improve the quality of nursing education in the Philippines. The study by Galon, Lopez, Villarante, and Sanchez (2023) focuses on the success rate of nursing graduates who fail the Philippine Nurses Licensure Exam (PNLE). The findings suggest that academic achievement has a high influence on the success of graduates in licensure exams. The study's findings could be used by the UC administration to improve the chances of passing the board examination for future retakes. The study by Bautista, Ducanes, & David (2019) examines the quality of nursing programs in higher education institutions in the Philippines using the Nurse Licensure Examination (NLE) results from 2010 to 2016. Findings show a downward trend in NLE takers and passers, with location, size, type, year of establishment, and student-faculty ratio being associated with NLE passing rates. Government agencies should take measures to improve NLE performance. Alma S. Banua's 2018 study analyzed the factors affecting the performance of Bicol University graduates in the Nurses' Licensure Examination (NLE). The research involved 247 graduates from 2003 to 2007, and found that 58% had a satisfactory pre-admission profile and superior academic performance in the nursing program. Academic performance was found to be the best predictor of passing the NLE, suggesting that colleges should adhere to admission policies and implement teaching-learning strategies to help students achieve excellent academic performance.

Gender-based humor on social media has evolved as a significant type of social distinction (Chavez, J.V., Lamorinas, D.D., and Ceneciro, C.C. 2023). Online gender jokes were widely accepted on social media (Chavez JV and Prado RTD 2023). The cultivation of gender-based humor on social media promotes oppositional language to gender mainstreaming (Chavez JV, Cuilan JT, 2024). Religious ideas and systems have a significant impact on people's opinions toward same-sex relationships. (Chavez JV, Ceneciro CC, 2024). The comprehensive discourse analyses of online gender-based humor, message patterns, same-sex relationships, and the gender mainstreaming campaign provide valuable insights into the societal factors that can significantly impact Bachelor of Science in Nursing graduates' success on the nurse licensure examination. By investigating markers of normalization, tolerance, inequality, discriminatory practices, biases, stereotyping, disempowering tools, and the influence of social and religious belief systems, we can gain a better understanding of the larger social context that influences nursing graduates' performance and outcomes. This information helps us to create an open and supportive environment in which nursing graduates can achieve professional success and contribute to a more equitable healthcare system.

AI chat models grow popularity among students because of its accessibility and convenience. Chat models are programmed to respond to context-specific prompts form different fields and discipline. AI in education offered opportunities for students to use AI chat models to assist with their academic tasks. (Duhaylungsod, A.V. and Chavez, J.V. 2023). Examining the use of AI technologies, such as ChatGPT, in nursing education and examination processes provides useful insights into how these innovations can affect nursing graduates' preparation and outcomes. This understanding opens avenues for harnessing the power of AI to better nursing education, increase test performance, and eventually contribute to the professional success and growth of nursing graduates in Jolo.

Methodology

Research methodology is a roadmap that leads researchers from the start of the scientific endeavor to its conclusion (Harris, 1979). As a result, this chapter's brief discussion concentrated on the following issues: research design, study location, respondents/subjects, sample design, research instrument, data collection procedure, and statistical data treatment.

1. Research design

In this study, a quantitative descriptive design was employed. A descriptive research defines, interprets, and states the current conditions, as well as providing the knowledge and experience required to initiate a more detailed examination (Venson & Lyndra et al., 2004).

As such, the goal of this research was to identify the characteristics that influence the success of the Nurse Licensure Examination among nursing graduates in Jolo.

2. Research Locale

This study was conducted in Jolo, the Philippines' first municipality and administrative seat for the Province of Sulu. According to 2020 census figures, the area under consideration had a population of 137, 266 persons in 2019. Participants in this study graduated from five nursing schools in Jolo. Notre Dame of Jolo College pioneered the BSN baccalaureate program in June 1990 (NDJC, 2011). Sulu State College followed suit in 2004. Following that, Mindanao State University, Southwestern Mindanao Islamic Institute, and Sulu College of Technology, Inc. Established nursing schools to provide hope to families with children and others who aspire to become professional nurses in future. The concept of factors impacting nurse licensing exam achievement was narrowed down to four categories: school factor, candidate factor, examination factor, and review program factor.Sulu State College followed suit in 2004. Following that, Mindanao State University, Southwestern Mindanao Islamic Institute, and Sulu College of Technology, Inc. Established nursing schools to provide hope to families with children and others who aspire to become professional nurses in future. The concept of factors impacting nurse licensing exam achievement was narrowed down to four categories: school factor, candidate factor, examination factor, and review program factor.

3. *Respondents of the Study*

The participants in this study were successful examinees of nurse licensing examination graduates from five nursing schools in Jolo who graduated between 2022 and 2023.

Figure 2. Distribution of the target Samples among successful examinees of NLE graduated from the five nursing schools in Jolo.

Nursing Schools in Jolo	BSN Graduates in Jolo
Notre Dame of Jolo College	20
Sulu State College	20
Mindanao State University	20
Southwestern Mindanao Islamic Institute	20
Sulu College of Technology, Inc.	20
Total	100

4. Sampling Design

In this study, a purposive sampling strategy was used, with one hundred (100) participants chosen specifically based on respondent availability. Purposive sampling was used in this study to guarantee that age, civil status, and academic year of graduation were accurately represented.

5. Research Instrument

A survey questionnaire was the primary study tool used to collect data on the factors that determine the effectiveness of the nurse licensing examination administered by nurses. This questionnaire

was adapted and patterned after Dr. Pasay-An's (2021) article "Assessment of determinants predicting success on the Saudi Nursing Licensure Examination by employing artificial neural network".

This study used a two-part research instrument. The first section focused on the socio-demographic characteristics of nursing graduates, such as age, gender, and year of graduation. The second section discussed the factors that influence the success of the Jolo nursing graduates' licensure examination. It comprises of 30-item statements on the four components, such as school factor, applicant factor, examination factor, and review program factor, using 5-point Likert Scales, as represented in figure 2.

Point	Scale value	Descriptors	Interpretation
5	4.50-5.00	Strongly Agree	Very High Influencing Factor
4	3.50-4.49	Agree	High Influencing Factor
3	2.50-3.49	Neutral	Moderately
2	1.50 – 2.49	Disagree	Low Influencing Factor
1	1.00 – 1.49	Strongly Disagree	Very Low Influencing Factor

The respondents were given the same English questionnaire because English is the medium of instruction in nursing schools in the Philippines, specifically in Jolo.

6. Validity and Reliability

A standardized questionnaire from Dr. Pasay-An's study, "Assessment of Determinants Predicting Success on the Saudi Nursing Licensure Examination by Employing Artificial Neural Network," served as the model and inspiration for this research. However, in order to make the questionnaire relevant to the current study and its local context, it was reviewed by at least two experts from the Graduate Studies faculty at Sulu State College.

7. Data Gathering Procedure

The following steps were taken during data collection:

The data gathering process was rigorously designed to ensure that high-quality data were obtained. The data gathering approach was reviewed with the consultant and authorized by the panels throughout the initial process to guarantee that the questionnaire was thoroughly validated. Following the instrument's validation by field experts. The Dean of Graduate Studies at Sulu State College and the Research Adviser were contacted to request permission to administer the questionnaire. Data collection began when the researcher sent a letter to the Deans of five nursing schools in Jolo requesting the names of graduates from their schools, as well as a letter to selected participants who would be valuable sources of information for the study titled Factors Influencing Success in Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo.

The study used a sample size of one hundred (100) successful PNLE examinees who graduated from five nursing schools in Jolo between 2022 and 2023. The researcher ensured that the participants understood the full scope of their involvement while also ensuring that data would only be obtained through a questionnaire. The report provided a full explanation of how the data was used and safeguarded during the period. In addition, the researcher's contact information was provided in case there were any queries or concerns.

After gaining participant consent, the researcher was able to proceed with the research project. The information gathered was absolutely confidential and only used for educational and research reasons. To maintain their worth and integrity as volunteers, respondents were kept anonymous

throughout the study. To obtain information from respondents, the researcher circulated a questionnaire form. The survey questions were typically completed in 5 to 6 minutes, giving respondents plenty of time to react. The researcher ensured that the participants fully and exactly understood the questions on the survey form, and the researcher provided guidance on the procedures, with instructions read and clarified to the respondents. In addition, the researcher was able to address all of the participants' queries. After retrieving the completed questionnaires, they were calculated and analyzed using SPSS.

8. Statistical Treatment of Data

Both descriptive and inferential tools were appropriately employed in the treatment of data to be acquired for this investigation, specifically:

i. The first study question is as follows: "What is the socio-demographic profile of selected nurses in Jolo in terms of age, civil status, and year of graduation?"" was statistically processed using Frequency – count and percentage to collect the number and percentage of replies to each question in this problem and to identify the profile of the respondents;

ii. For study problem number two, "What are the factors that influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo in terms of school factor, candidate factor, examination factor, and review factor?"" was statistically treated using weighted mean and standard deviation to obtain the average answer to the problem and to identify the extent of factors impacting performance in the nurse licensure examination;

iii. For research problem number three, "Is there a significant difference in the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo when data is grouped according to their socio-demographic profile in terms of age, civil status, and time graduated?"" The statistical treatment T-test for independent samples and One-way Analysis of Variance (ANOVA) were used to detect the significant differences when data were categorized according to age, civil status, and year graduated; and

iv. For study problem number 4, "Is there a significant correlation between the subcategories subsumed under the extent of factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo?"" The Pearson Product Moment Correlation Coefficient (Pearson's r) was used to determine the significant correlation across sub-categories classified as factors impacting NLE success.

The following rating scale intervals were used in the analysis of the computation results acquired using both descriptive and inferential statistical tools:

A) A 5-point Likert scale was used to rate respondents' criteria impacting successful nursing licensure examinations.

Results And Discussions

This chapter looks into the presentation, analysis, and interpretation of results based on the data collected for this study. Specifically, it assessed the demographic profile of respondents in terms of Age, Civil Status, and Year Graduated; the extent of the factors that influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo in terms of School Factor, Candidate Factor, Examination Factor, and Review Program Factor; and the significant correlation and differences in these sub-categories when data are classified according to respondent.

1. What is the Socio-Demographic Profile of selected Nurses in Jolo in terms of; 1.1 Age; 1.2 Civil Status; and 1.3 Year Graduated?

1.1 In terms of Age

Table 1.1 Socio-demographic profile of selected nurses in Jolo in terms of Age

Age	Number of Nurses	Percent
22 years old & below	44	44.0%
23-25 years old	48	48.0%
26 years old & above	8	8.0%
Total	100	100%

Table 1.1 illustrates the socio-demographic characteristics of chosen nurses in Jolo by age. This table shows that 44 (44.0%) of 100 nurse responders are 22 years old or less, 48 (48.0%) are 23-25 years old, and 8 (8.0%) are 26 years old or older. In this study, over half, if not the majority, of the nurse-respondents are between the ages of 23 and 25. This finding shows that the majority of Jolo nurse-respondents who graduated in 2022 and 2023 are between the ages of 23 and 25.

1.2 In terms of Civil status

Table 1.2 Socio-demographic profile of selected nurses in Jolo in terms of civil status

Cuvil Status	Number of Nurses	Percent
Single	90	90.0%
Married	10	10.0%
Total	100	100%

Table 1.2 displays the socio-demographic profile of chosen Jolo nurses based on their civil status. According to this data, 90 (90.0%) of the 100 nurses who responded are single, while 10 (10.0%) are married. In this study, this signifies that virtually all, if not the vast majority, of the nurse-respondents are single, implying that registered nurses in Jolo will have more time to focus on nursing positions in 2022 and 2023.

1.3 In terms of Year Graduated

Table 1.3 Socio-demographic profile of selected nurses in Jolo in terms of year graduated.

Year Graduated	Number of Nurses	Percent
2022	18	18.0%
2023	82	82.0%
Total	100	100%

Table 1.3 shows the socio-demographic characteristics of chosen Jolo nurses based on the year they graduated. According to this data, 18 (18.0%) of the 100 nurses who responded graduated in 2022, while 82 (82.0%) graduated in 2023. This means that almost all, if not the vast majority, of the nurses who participated in this study graduated in 2023 and are new to the nursing profession.

2. What is the extent of the factors that influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo in terms of; 2.1 School Factor; 2.2 Candidate Factor; 2.3 Examination Factor; and 2.4 Review Program Factor?

2.1 In terms of School Factor

Table 2.1 Extent of the factors that influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo in terms of School Factor

	Statements	Mean	S.D.	Rating
1	All Nursing context was adequately covered.	4.3000	.75879	Agree

2	Clinical experiences were adequate.	4.2800	.73964	Agree
3	There were adequate reading materials in the library	4.0800	.86082	Agree
4	The instructors coached students on test-taking skills	4.6000	.58603	Strongly Agree
5	Instructors were accessible for consultations during preparation for the exam	4.3200	.91982	Agree
6	The school where I graduated prepares students for the NLE.	4.7576	.67144	Strongly Agree
7	The knowledge I gained in school enabled me to pass exams	4.5600	.78264	Strongly Agree
	Total Weighted Mean	4.4133	.48206	Agree

Legend: (5) 4.50-5.00=Strongly Agree (SA); (4) 3.50-4.49=Agree (AG); (3) 2.50- 3.49=Neutral (N); (2) 1.50-2.49=Disagree (D); (1) 1.00- 1.49=Strongly Disagree (SD)

Table 2.1 demonstrates the extent to which the School Factor influences the success of the Nurse Licensure Examination among Jolo Bachelor of Science in Nursing graduates. Nurse-respondents in this area have a total weighted mean score of 4.4133 with a standard deviation of.48206, which is evaluated as "Agree" and interpreted as "High Influencing Factor". This finding reveals that among Jolo Bachelor of Science in Nursing graduates, nurse respondents assessed the influence of school factors in the success of the Nurse Licensure Examination to be extremely good. That is, the school of nursing, curriculum, and faculty's approach to preparing students for the nurse licensing examination have a significant impact on their performance in passing the exam. Furthermore, in this category, nurse-respondents rated the following items as "Agree": "All Nursing context was adequately covered," "Clinical experiences were adequate," "There were adequate reading materials in the library," and "Instructors were available for consultations during exam preparation."

2.2 In terms of Candidate Factor

Table 2.2 Extent of the factors that influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo in terms of Candidate Factor

	Statements	Mean	S.D.	Rating
1	I spent adequate time preparing before the Nursing licensure exam	4.5500	.72995	Strongly Agree
2	I was confident of passing the Nursing licensure exam	4.4300	.79462	Agree
3	I experienced a high level of anxiety during the preparation of the NLE.	4.2100	.93523	Agree
4	I had adequate finances for all my needs during the NLE review	3.8100	1.0120	Agree
5	Family responsibilities interfered with my preparation for NLE.	3.2800	1.3712	Agree
6	There was a major life crisis that affected my preparation for NLE.	2.8000	1.2870	Neutral

7	I engaged in a group review	4.2400	1.0928	Agree
	Total Weighted Mean	3.9029	.59229	Agree

Legend: (5) 4.50-5.00=Strongly Agree (SA); (4) 3.50-4.49=Agree (AG); (3) 2.50- 3.49=Neutral (N); (2) 1.50-2.49=Disagree (D); (1) 1.00- 1.49=Strongly Disagree (SD)

Table 2.2 displays the extent to which the Candidate Factor influences the success of the Nurse Licensure Examination among Jolo Bachelor of Science in Nursing graduates. Nurse-respondents in this area have a total weighted mean score of 3.9029 with a standard deviation of.59229, which is evaluated as "Agree" and interpreted as "High Influencing Factor". This finding suggests that among Bachelor of Science in Nursing graduates in Jolo, nurse-respondents rated the influence of candidate factors in the success of the Nurse Licensure Examination as extremely satisfactory. That is, examinees' experiences preparing for the Nurse Licensure Examination had a significant impact on their ability to pass the exam. Furthermore, under this category, nurse-respondents rated the following items with "Agree": "I was confident of passing the Nursing licensure exam", "I experienced a high level of anxiety during the preparation of the NLE", "I had adequate finances for all my needs during the NLE review", "Family responsibilities interfered with my preparation for the NLE", and "I engaged in a group review".

2.3 In terms of Examination Factor

Table 2.3 Extent of the factors that influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo in terms of Examination Factor

	Statements	Mean	S.D.	Rating
1	The time (2hrs) allocated for each exam paper was adequate	4.6600	.53598	Strongly Agree
2	The two days allocated for the exam were adequate	4.6000	.60302	Strongly Agree
3	The NLE exam focused on the theory of knowledge rather than application.	3.9100	1.0645	Agree
4	The exam questions were clear and easy to understand	4.0000	.95346	Agree
5	Examination centers provided a conducive environment	3.6600	1.2730	Agree
6	The content covered by the NLE was relevant to practice	4.3900	.76403	Agree
7	The timing of the examination after graduation was appropriate	4.6700	.69711	Strongly Agree
	Total Weighted Mean	4.2700	.53985	Agree

Legend: (5) 4.50-5.00=Strongly Agree (SA); (4) 3.50-4.49=Agree (AG); (3) 2.50- 3.49=Neutral (N); (2) 1.50-2.49=Disagree (D); (1) 1.00- 1.49=Strongly Disagree (SD)

Table 2.3 depicts the magnitude of the factors influencing the success of the Nurse Licensure Examination among Jolo Bachelor of Science in Nursing graduates in terms of Examination Factor. Nurse-respondents have a total weighted mean score of 4.2700 with a standard deviation of.53985 in this area, which is evaluated as "Agree" and interpreted as "High Influencing Factor".

This finding suggests that among Bachelor of Science in Nursing graduates in Jolo, nurse respondents perceived the examination component as having a highly positive influence on the success of the Nurse Licensure Examination. That is, how the examination was administered throughout the NLE exam period had a significant impact on the candidates' achievement. Furthermore, under this category, nurse-respondents rated the following items with "Agree": "The NLE exam focused on the theory of knowledge rather than application", "The exam questions were clear and easy to understand", "Examination centers provided a conducive environment", and "The content covered by the NLE was relevant to practice".

2.4 In terms of Review Factor

Table 2.4 Extent of the factors that influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo in terms of Review Factor

	Statements	Mean	S.D.	Rating
1	The review program is comprehensive and covers all subjects	4.6200	.63214	Strongly Agree
2	The questions in the review class are structured on the licensure exam	4.6200	.63214	Strongly Agree
3	The area for review class is conducive to learning.	4.4500	.67232	Strongly Agree
4	The review instructors encourage students to attend the review classes.	4.8000	.40202	Strongly Agree
5	Review instructors are experts in their fields.	4.6600	.51679	Strongly Agree
6	The instructors guide the candidates to clarify doubts and difficult topics.	4.7100	.53739	Strongly Agree
7	The review program and instructors offer effective strategies in approaching different question formats.	4.7300	.44620	Strongly Agree
	Total Weighted Mean	4.6557	.33493	Strongly Agree

Legend: (5) 4.50-5.00=Strongly Agree (SA); (4) 3.50-4.49=Agree (AG); (3) 2.50- 3.49=Neutral (N); (2) 1.50-2.49=Disagree (D); (1) 1.00- 1.49=Strongly Disagree (SD)

Table 2.4 demonstrates the extent to which Review Factor influences the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo. Nurse-respondents in this category have a total weighted mean score of 4.6557 with a standard deviation of.33493, indicating "Strongly Agree" and "Very High Influencing Factor". This finding reveals that nurse-respondents were extremely satisfied with the review factor's impact on the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo. That is, the review program provided after graduation greatly assisted graduates in refreshing the principles taught to them throughout their college years. Additionally, nurses who responded to this category rated the following items as "Strongly Agree": "The review program is comprehensive and covers all subjects," "The questions in the review class are structured on the licensure exam," "The review classroom is conducive to learning," "The review instructors encourage students to attend the review classes," "The review instructors are experts in their fields," "The instructors help candidates with difficult topics and questions," and "The review program and instructors offer effective strategies in asking different kinds of questions."

Table 2.5 Total means and standard deviation of the four factors that influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates in Jolo.

Factors	Total Weighted Mean	Total Standard Deviation	Rating	Interpretation
School Factor	4.4133	.48206	Agree	High Influencing factor
Candidate Factor	3.9029	.59229	Agree	High Influencing factor
Examination Factor	4.2700	.53985	Agree	High Influencing factor
Review Factor	4.6557	.33493	Strongly Agree	Very High Influencing Factor

Legend: (5) 4.50-5.00=Strongly Agree (SA); (4) 3.50-4.49=Agree (AG); (3) 2.50- 3.49=Neutral (N); (2) 1.50-2.49=Disagree (D); (1) 1.00- 1.49=Strongly Disagree (SD)

Table 2.5 displays the overall weighted mean and standard deviation for the four parameters influencing Nurse Licensure Examination achievement among Jolo Bachelor of Science in Nursing graduates. Nurse respondents have a total weighted mean score of 4.4133 with a standard deviation of.48206 for the School factor, rated as "Agree" and interpreted as "High Influencing Factor." For the Candidate factor, nurse respondents have a total weighted mean score of 3.9029 with a standard deviation of.59229, rated as "Agree" and interpreted as "High Influencing Factor." For the Examination Factor, nurse respondents have a total weighted mean

3. Is there a significant difference in the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo when data are grouped according to their socio-demographic profile in terms: 3.1 Age; 3.2 Civil Status; and 3.3 Year Graduated?

3.1 According to Age

Table 3.1 Differences in the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo when data are grouped according to their socio-demographic profile in terms of age.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
School Factor	Between Groups	.857	2	.429	1.877	.159	Not Significant
	Within Groups	22.149	97	.228			
	Total	23.006	99				
Candidate Factor	Between Groups	.268	2	.134	.378	.686	Not Significant
	Within Groups	34.461	97	.355			
	Total	34.730	99				
Review Factor	Between Groups	.147	2	.073	.650	.524	Not Significant
	Within Groups	10.959	97	.113			
	Total	11.106	99				
Examination Factor	Between Groups	.115	2	.058	.194	.824	Not Significant
	Within Groups	28.738	97	.296			
	Total	28.853	99				

*Significant at alpha .05

Table 3.1 compares the extent to which characteristics influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo when data are classified by age. This table shows that the F-values and Probability Values of all sub-categories included in the scope of the factors impacting the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates are not significant at alpha.05. This suggests that, although nurse-respondents varied in age brackets, they do not differ in their judgments about the magnitude of the factors impacting the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo. This finding implies that a nurse-respondent 26 years old or older may not necessarily be a better perceiver of the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates than those 22 years old or younger, and 23-25 years old, or vice versa. Furthermore, it can be concluded that Jolo nurses of all ages do not perceive the same elements differently when it comes to how much of a factor influences a bachelor of science in nursing graduate's success on the Nurse Licensure Examination. Therefore, it is safe to conclude that respondents who are nurses view the extent of factors impacting their success on the Nurse Licensure Examination among Jolo Bachelor of Science in Nursing graduates to be unaffected significantly by age. Thus, when data are grouped according to socio-demographic profile in terms of age, the hypothesis that "There is no significant difference in the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates" is accepted.

3.2 According to Civil Status

Table 3.2 Differences in the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo when data are grouped according to their socio-demographic profile in terms of civil status

Variables	Grouping	Mean	S.D.	Mean Diff.	t	Sig	Description
School Factor	Single	4.4212	.48886	.07831	.485	.628	Not Significant
	Married	4.3429	.43226				
Candidate Factor	Single	3.8571	.58765	-.45714*	-2.369	.020	Significant
	Married	4.3143	.48469				
Review Factor	Single	4.6476	.33806	-.08095	-.723	.471	Not Significant
	Married	4.7286	.31190				
Examination Factor	Single	4.2556	.54787	-.14444	-.801	.425	Not Significant
	Married	4.4000	.46560				

*Significant at alpha .05

Table 3.2 compares the extent to which factors influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo when data are categorized by civil status. This table shows that, with the exception of the "Candidate Factor," the F-values and Probability Values of all other sub-categories included in the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates are not significant at alpha.05. This suggests that, while nurse-respondents' civil statuses vary, they do not differ in their assessments of the amount to which circumstances influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo. This finding shows that a nurse-respondent who is married may not be a better judge of the magnitude of the factors impacting the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates than those who are single, or vice versa. Furthermore, it can be concluded that nurses in Jolo, whether married or single, see the same extent of the elements impacting the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates. As a result, it is reasonable to conclude that fluctuating civil status has no significant impact on how nurse respondents assess the degree of the elements impacting the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo. As a result, the hypothesis that "There is no significant difference in the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates when data are grouped according to socio-demographic profile in terms of civil status" is accepted as true.

3.3 According to Year Graduated

Table 3.3 Differences in the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo when data are grouped according to their socio-demographic profile in terms of year graduated.

Variables	Grouping	Mean	S.D.	Mean Diff.	t	Sig	Description

School Factor	2022	4.2460	.45915	-.20403	-1.640	.104	Not Significant
	2023	4.4501	.48187				
Candidate Factor	2022	3.8016	.57799	-.12350	-.800	.426	Not Significant
	2023	3.9251	.59655				
Review Factor	2022	4.5397	.30817	-.14150	-1.637	.105	Not Significant
	2023	4.6812	.33694				
Examination Factor	2022	4.1429	.52087	-.15505	-1.105	.272	Not Significant
	2023	4.2979	.54303				

*Significant at alpha .05

Table 3.3 compares the extent of the factors impacting the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo based on their socio-demographic profile and year of graduation. This table shows that the F-values and Probability Values of all sub-categories included in the scope of the factors impacting the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates are not significant at alpha.05. This suggests that, while nurse-respondents vary in years of graduation, they do not differ in their judgments of the amount to which factors influence the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo. This finding suggests that a nurse-respondent who graduated in 2022 may not be a better judge of the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates than those who graduated in 2023, or vice versa. Furthermore, it can be concluded that nurses in Jolo who graduated in 2022 and 2023 perceive the same extent of the elements influencing the success of the Nurse Licensure Examination as Bachelor of Science in Nursing graduates. As a result, it is reasonable to conclude that the variable year of graduation has no significant influence on how nurse respondents assess the extent of the elements influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo. As a result, the hypothesis that "There is no significant difference in the extent of the factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates when data are grouped according to socio-demographic profile in terms of year graduated" is accepted as true.

4. Is there a significant correlation among the subcategories subsumed under the extent of factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo?

Table 4. Correlation among the subcategories subsumed under the extent of factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo

Variables					
Dependent	Independent	Pearson *r*	Sig	N	Description
School Factor	Candidate Factor	.369**	.000	100	Moderate

Review Factor	.403**	.000	100	Moderate
Examination Factor	.528**	.000	100	High

*Correlation Coefficient is significant at alpha .05
Correlation Coefficient Scales Adopted from Hopkins, Will (2002):
0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

Table 4 shows the relationship between the subcategories listed under the extent of factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo in terms of School Factor, Candidate Factor, Examination Factor, and Review Program Factor. In particular, the degrees of correlation among the subcategories classified under the extent of factors impacting the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo are as follows:

i. There is a moderately favorable association between the School and Candidate Factors.
ii. There is a moderate positive association between the School Factor and the Review Factor.
iii. There is a strong positive link between the School Factor and the Examination Factor.

This finding suggests that the group of nurse-respondents who generally believed that the school factor and examination factor were significant factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo, either as Agree or with Strongly Agree, may also be the same group of nurse-respondents who believed that the candidate factor and examination factor were significant factors influencing the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo, respectively. As for the subcategories covered under the extent of factors impacting the success of the Nurse Licensure Examination among Jolo Bachelor of Science in Nursing graduates, it is safe to state that, on the whole, there is a moderate link among them. As a result, the hypothesis that "Among Bachelor of Science in Nursing Graduates in Jolo, there is no significant correlation among the subcategories subsumed under the extent of factors influencing the success of the Nurse Licensure Examination" is rejected.

Conclusion

Nurse-respondents in Jolo are appropriately represented in terms of age, civil status, and year of graduation. On average, nurse respondents are extremely satisfied with the things that contributed to their success in passing the Nurse Licensure Examination. In general, variables such as age, civil status, and year of graduation have no influence on how Jolo nurses judge the extent of factors influencing the achievement of the Nurse Licensure Examination among Bachelor of Science in Nursing graduates. The group of nurse-respondents who generally believed that the school factor had a high or agreeable influence on the success of the Nurse Licensure Examination among Bachelor of Science in Nursing Graduates in Jolo may also be the same group that believed that the review factor had a strong or very high influence on the examination and the candidate factor and examination factor had an agreeable influence. This specific study tends to corroborate Bandura, A.'s Social Learning Theory. (1977), which contends that attention, motivation, attitudes, and emotions are among the factors that influence all actions and that they are all taught through social imitation in terms of observation, imitation, and modeling. The study came to the conclusion that among the four elements that affect Jolo's Bachelor of Science in Nursing graduates' performance on the Nurse Licensure Examination was the outcome. The success of the Nurse Licensure Examination has been found to be significantly influenced by the review factor.

References

Alma S. Banua (2017). Determinants of Performance of Nursing Graduates in Licensure Examination.". journal.bicol-eduph/ 8 Banua_113-118, PDF (journal.bicol-u.edu.ph).

Bautista, J. R., Ducanes, G., & David, C. C. (2019). Quality of nursing schools in the Philippines: Trends and evidence from the 2010–2016 Nurse Licensure Examination results. Nursing Outlook, 67(3), 259-269.

Bautista, John Robert & Ducanes, Geoffrey & David, Clarissa. (2019). Quality of nursing schools in the Philippines: Trends and evidence from the 2010–2016 Nurse Licensure Examination results. Nursing Outlook. 67. 259-269. 10.1016/j.outlook.2018.12.012.

Butcon, Vincent & Pasay-an, Ed & Indonto, Maria Charito Laarni & Villacorte, Liza & Cajigal, Jupiter. (2021). Assessment of determinants predicting success on the Saudi Nursing Licensure Examination by employing artificial neural network. Journal of education and health promotion. 10. 396. 10.4103/jehp.jehp_652_20.

Chavez JV and Prado RTD (2023) Discourse analysis on online gender-based humor: Markers of normalization, tolerance, and lens of inequality. Forum for Linguistic Studies 5(1): 55–71. DOI: 10.18063/fls.v5i1.1530

Chavez JV, Ceneciro CC. (2024). Gender mainstreaming campaign as a casualty of the online gender-based humor: A discourse analysis. Environment and Social Psychology 2024; 9(2): 2044. Doi: 10.54517/esp.v9i2.2044

Chavez JV, Cuilan JT. (2024). Discourse analysis on same-sex relationship through the lens of religious and social belief systems. Environment and Social Psychology 2024; 9(1): 1912. Doi: 10.54517/esp.v9i1.1912

Chavez, J.V., Lamorinas, D.D., and Ceneciro, C.C. (2023). Message patterns of online gender-based humor, discriminatory practices, biases, stereotyping, and disempowering tools through discourse analysis. Forum for Linguistic Studies 2023; 5(2): 1535. http://doi.org/10.59400.fls.v5i2.1535.

Diane Arathuzik, Cynthia Aber,Factors associated with national council licensure examination-registered nurse success, Journal of Professional Nursing, Volume 14, Issue 2, 1998, Pages 119-126, ISSN 8755-7223, https://doi.org/10.1016/S8755-7223(98)80040-9.

Duhaylungsod, A.V. and Chavez, J.V. (2023) ChatGPT and other AI Users: Innovative and Creative Utilitarian Value and Mindset Shift. Journal of Namibian Studies, 33 (2023): 4367–4378 ISSN: 2197-5523 (online).

Duhaylungsod, A.V. and Chavez, J.V. (2023) ChatGPT and other AI Users: Innovative and Creative Utilitarian Value and Mindset Shift. Journal of Namibian Studies, 33 (2023): 4367–4378 ISSN: 2197-5523 (online).

Galon, A., Lopez, M., Villarante, C., & Sanchez, M. (2023). An In-depth Analysis Of Graduates Who Failed The Philippine Nurses Licensure Exam(PNLE): A Basis For A Proposed Mentoring Program. AGPE The Royal Gondwana Research Journal Of History, Science, Economic, Political And Social Science, 4(3), 85–92. Retrieved from https://agpegondwanajournal.co.in/index.php/agpe/article/view/245.

Havrilla, Emily; Zbegner, Deborah; Joyce, Victor. 08Exploring Predictors of NCLEX-RN Success: One School's Search for Excellence. Journal of Nursing Education; Thorofare Vol. 57, Iss. 9, (Sep 2018): 554-556. DOI:10.3928/01484834-20180815-

Kiblasan, J. I. A., & Ligligen, S. C. A. (2020, July 1). The academic and licensure examination performances of Bachelor of Science in nursing graduates in a State College. Philippine Journal of Nursing.

Masenga, H. H. (1970, January 1). Assessment of the factors influencing low academic performance in Final nursing examinations: A case of certificate and Diploma Programmes in Eastern Zone, Tanzania. The Open University of Tanzania Institutional Repository. http://repository.out.ac.tz/1378/

McClelland, Eleanor & Yang, June & Glick, Orpha. (1992). A statewide study of academic variables affecting performance of baccalaureate nursing graduates on licensure examination. Journal of professional nursing : official journal of the American Association of Colleges of Nursing. 8. 342-50. 10.1016/8755-7223(92)90097-I.

Montegrico, J. & Oducado, R. M. F. (2022). Scoping review of factors affecting Philippine nurse licensure examination outcomes. The Philippine Journal of Nursing, 92(1), 11-22. http://hdl.handle.net/10755/22920

Oatme, S., Waropastrakul, N., & Sarnkhaowkhom, C. (2021). Factors affecting the results of national nursing license examination among newly graduated nurses in a private nursing college, Thailand: A mixed methods research. Science, Engineering and Health Studies, 21050006-21050006. https://doi.org/10.14456/sehs.2021.19

Oducado, Ryan Michael & Cendaña, Dexter & Delariarte, Rosana Grace. (2019). Institutional Competency Assessment And Other Factors Influencing The Nurse Licensure Examination. International Journal of Scientific & Technology Research. 8. 268-279. 10.6084/m9.figshare.11778324.v1.

Ong, Marylou B., et al. "Predictors of nurses' licensure examination performance of graduates in Cebu Normal University, Philippines." Asian Journal of Health, vol. 2, Jan. 2012, pp. 130+. Gale OneFile: Health and Medicine, link.gale.com/apps/doc/A284552693/HRCA?u=anon~d59634b5&sid=googleScholar&xid=221da93d. Accessed 5 May 2024.

Pence, Jill & Wood, Felecia. (2018). Using Computer-Adaptive Quizzing as a Tool for National Council Licensure Examination Success. Nursing Education Perspectives. 39. 164-166. 10.1097/01.NEP.0000000000000289.

Quinn, B. L., Smolinski, M., & Peters, A. B. (2018). Strategies to improve NCLEX-RN success: A review. Teaching and Learning in Nursing, 13(1), 18-26. https://doi.org/10.1016/j.teln.2017.09.002

Wardani, Yulia. (2020). Factors Influencing the Success of the National Nursing Competency Examination taken by the Nursing Diploma Students in Yogyakarta. Jurnal Ners. 14. 172. 10.20473/jn.v14i2.12229.

Yeom, Yei-Jin. (2013). An investigation of predictors of NCLEX-RN outcomes among nursing content standardized tests. Nurse education today. 33. 10.1016/j.nedt.2013.04.004.