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Nurse Licensure Examination Review Program Evaluation of a University in Cebu City, Cebu, Philippines

Akhim U. Jambongana
Mauro Allan P. Amparado

Abstract

The study evaluated the Nurse Licensure Examination Review Program of a university in Cebu City, Cebu, Philippines. The findings served as bases for a proposed action plan. Specifically, the study ascertained the: profile of the respondents in terms of gender, civil status, student category, diagnostic examination performance, and post-test performance; review program evaluation of the respondents in terms of review purpose, reviewers' competence, review resource materials, review facility, and test framework; relationship between the respondents' profile and the review program evaluation; and significant difference between the diagnostic examination performance and post-test performance.

This study utilized the descriptive-correlational design. The respondents of the study were 140 passers of the 2009 Nurse Licensure Examination from a university. A researcher-made questionnaire and telephone interview guide were used in the study. Treatment of data include simple percentage, weighted mean, chi-square Test of Independence, and paired t-test.

Majority of the respondents were female, single and regular students when they took the board examinations. They had good ratings in the diagnostic examination performance and the post-test performance. They evaluated the review program as fair.

There were no noted significant relationships between the profile of the respondents and their review program evaluation. But there was a significant difference between their diagnostic examination performance and post-test performance.

During the telephone interview conducted by the researchers, they revealed that the reviewers utilized acronyms and incorporated humor in their lectures to create retention of concepts. The review environment was conducive to learning. Furthermore, a schedule of eight hours per day from 8:00 AM to 5:00 PM was the most preferred time for review by the respondents. The respondents were in favor of a six-day schedule with a rest day on Sundays. The support of advisers, clinical instructors and the review staff gave them psychological assurance and has been their source of moral and spiritual support.

Based on the findings of the study, there was a significant difference between the diagnostic examination performance of the students and their post-test examination performance. The respondents' profile does not influence board examination performance.

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