

LEARNING PLATFORM PREFERENCE LEVELS AND PERCEIVED READINESS OF  
STUDENT NURSES FOR NURSING LICENSURE EXAMINATION

A Research Report

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## ABSTRACT

Nursing education is one of the sectors affected by the COVID-19 pandemic in which a flexible learning platform combining face-to-face and online learning was utilized to deliver instruction to the students. The goal of the nursing licensure examinations is to protect people from risk by establishing the basic requirements and capabilities for competent entry-level nurses.

This research investigates the learning platform preference levels and perceived readiness of Level 4 student nurses for the nursing licensure examination. The study also aimed to determine whether there is a significant relationship between the learning platform preference levels and perceived readiness for the nursing licensure examination. Data were collected from a representative sample of 128 student nurses at private university in Iloilo City, Philippines through a researcher-developed questionnaire assessing their learning platform preferences and self-reported readiness for the licensure exam. Statistical analysis reveals a highly significant preference for face-to-face learning over online learning. The study also identified factors that may improve or affect the perceived readiness of student nurses for the nursing licensure examination. Findings suggest that face-to-face learning platforms may provide a more effective environment for preparing student nurses for their licensure examination, highlighting the importance of in-person interactions and hands-on experiences in nursing education. Further research is recommended to explore the specific aspects of face-to-face learning that contribute to increased readiness and to develop strategies for enhancing online learning platforms to better support nursing students.

## CHAPTER I

### INTRODUCTION

#### **Background and Rationale of the Study**

The Bachelor of Science in Nursing program includes both conceptual and operational approaches to teaching and learning in the students' preparedness as professional nurses. The operational approach of teaching allows students to apply concepts into practice; otherwise known in the nursing curriculum as Related Learning Experiences (RLEs). The experience of a clinical internship is one information resource for boosting self-efficacy. According to Bandura's theory of self-efficacy, the largest factor influencing the growth of a nursing student's self-efficacy is active attainment or mastery performance. Under the guidance and support of an experienced nurse, students start to assume the position of a nursing graduate during their clinical internship. During this period, the students also have the opportunity to observe the experienced nurse, a process Bandura refers to as "vicarious experience," which presents chances for role modeling and acculturation into the field of nursing.

Nursing education is one of the sectors affected by the COVID-19 pandemic. To safeguard students, faculty, and nations as the crisis worsened, several governments closed schools, colleges, and institutions. Face-to-face classes, clinical skills labs, and student clinical placements were all delayed or canceled as the pandemic spread around the world in order to preserve and safeguard the general health of both teachers and students. This was particularly true in the nations where the outbreak had a major impact. (British Columbia College of Nursing Professionals 2020; College and Association of

Registered Nurses of Alberta 2020; Jackson et al. 2020). The pandemic's new normal posed many difficulties for educational settings. These include transitioning from traditional face-to-face to online instruction and significantly lowering the amount of clinical experience students receive (Cox, 2022). Students were encouraged to be flexible; many transformed their homes into classrooms. Some students experienced social isolation, while others did not have the financial means to finish their education in an online environment. (Fischer, 2020)

The goal of professional licensure examinations is to protect people from risk by establishing the basic requirements and capabilities for competent entry-level practitioners. Because nursing is a career that could potentially harm the public if practiced by someone untrained or incompetent, it is a profession subject to regulation. The process of determining whether a prospective nurse satisfies the requirements for nursing practice, identifying the requirements for nursing practice, and limiting the use of certain nursing titles and the title "registered nurse" (RN) to only licensed nurses benefits the public. (NCSBN, 2015).

Online content distribution raised some concerns from students who had never taken a virtual exam before, as well as innovative methods of evaluation. It also makes it easier to change evaluation procedures since it lessens students' uncertainty and fear (Beavis et al.,2012). However, Eweida et al. (2020) found that the COVID-19 pandemic led to excessive stress among nursing students. Additionally, Huang et al. (2020) found that working nurses were more likely to be able to deal with the pandemic changes than

nursing students were. The pre-licensure program was particularly affected by the COVID-19 epidemic, which caused disruptions in all areas of higher education. The lack of proper resources frequently made it difficult for staff to come up with creative ways to teach, assess learning, and help students (Fischer, 2020).

Face-to-face and online learning platform has been utilized alternately during the height of the COVID-19 pandemic as means to provide theoretical and applicational knowledge to student nurses. However, both platforms possess its respective advantages and disadvantages that become factors affecting preference levels of students toward each learning platform. Students express a strong preference for class lectures to be done face-to-face as they feel more engaged and are able to receive more immediate feedback compared to online discussion. They also strongly preferred to discuss course content with colleagues rather than online (Kemp and Grieve, 2014). Preference levels for existing learning platforms must be studied as it may identify strengths and weaknesses of learning platforms that affect performances and the perceived readiness of student nurses for the Nursing Licensure Examination.

### **Objectives of the Study**

This study aimed to determine the learning platform preference levels and the perceived readiness for nursing licensure examinations among Level 4 student nurses at a private university in Iloilo City, Philippines.

Specifically, this study aimed to:

1. Determine the learning platform preference levels among Level 4 student nurses at a private university during the academic year 2022-2023 in Iloilo City, Philippines.
2. Determine the perceived readiness of student nurses for NLE among Level 4 student nurses at a private university during the academic year 2022-2023 in Iloilo City, Philippines.
3. Determine whether there is a significant relationship between the preference levels and perceived readiness among Level 4 student nurses at a private university during the academic year 2022- 2023 in Iloilo City, Philippines.
4. Describe the relationship of the learning platform preference levels and the perceived readiness for nursing licensure examinations among Level 4 student nurses at a private university during the academic year 2022- 2023 in Iloilo City, Philippines.

### **Hypothesis of the Study**

There is no significant relationship between learning platform preference levels and perceived readiness for nursing licensure examinations among level 4 student nurses amidst the COVID-19 pandemic.

### **Theoretical and Conceptual Framework of the Study**

#### *Theoretical Framework*

#### **Bandura's Theory of Self-Efficacy**

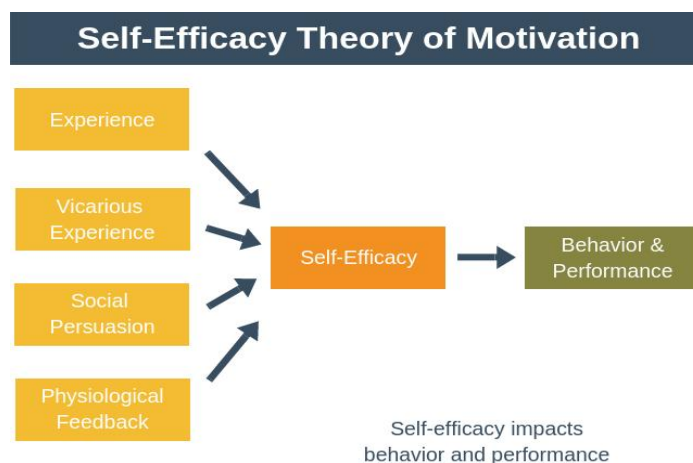
According to the self-efficacy theory, to achieve a desired outcome, a person must not only value the outcome but also believe that they are capable of taking the necessary

steps to bring about the outcome. Self-efficacy is the term used to describe self-evaluations in connection with engaging in these behaviors (Bandura, 2007). The experience of a clinical internship is one information resource for boosting self-efficacy. The largest factor influencing the growth of self-efficacy is active attainment or mastery performance. Throughout their clinical internship period, students begin to assume the position of nursing graduate with the assistance and direction of an experienced nurse. During this period, the students also have the opportunity to observe the experienced nurse, a process Bandura refers to as "vicarious experience," which presents chances for role modeling and acculturation into the field of nursing. The third antecedent of self-efficacy is verbal persuasion. The preceptor gives the learner immediate feedback on their performance and makes adjustments to their practice. The final piece of information that influences self-efficacy is physiological feedback. Students may be very concerned about how prepared they will feel after graduation due to the frequently fragmented nature of clinical interactions during online learning.

According to Bandura's theory, students who perform well in clinical settings will show higher levels of self-efficacy and approach situations with more assurance. High anxiety levels and components of the clinical learning environment are only two of the numerous ideas that could have an impact on a student's sense of self-worth. The likelihood that intended behaviors will be achieved reduces noticeably when self-efficacy is low. The desirable or anticipated behavior for nursing students is successful completion of the clinical course, followed by program completion, passing the NLE-RN exam, and

integration into the nursing workforce as a registered nurse. Increased patient safety and nurse job satisfaction may follow from this, as well as higher nurse retention rates.

People with self-doubt may underperform because they lack the self-efficacy or confidence to make use of their skills. 77% of recent nursing graduates claim to be generally satisfied with their school preparation, according to Candela and Bowles (2008). Respondents to a survey of recent graduates stated they needed more experience working with real patients. The need for increased clinical time and exposure to all research participants was emphasized, as encountered in the office. In order to identify areas where efficacy beliefs might be strengthened, it is crucial, according to Etheridge (2007), to look at students' perceptions of their readiness for practice. Increased efficacy beliefs result in new nurses being more committed to using their existing abilities as well as more persistent and motivated to learn new ones (Clark, Owen, and Tholcken, 2004; Lundberg, 2008)



*Fig. 1: Bandura's Theory of Self-Efficacy*

## Malcolm Knowles' Adult Learning Theory

Commonly known as andragogy, the Adult Learning Theory, was conceptualized in 1968 and describes how adults learn differently from children. Adults distinguish between different learning styles and adapt to the ones that work best for them. This theory identifies four andragogical principles that describe how to create adult training or readiness in the best way possible. These include

1. Adults must be included in the planning and assessment of their respective educational schemes.
2. Mistakes are inclusive of the basic learning activities along with experience.
3. Learning subjects that are relevant and potentially impactful to professional or personal life are said to be the subjects adults are most interested in.
4. Adult learning engages in a problem-centered approach rather than a content-focused one (Kearsley, 2010).

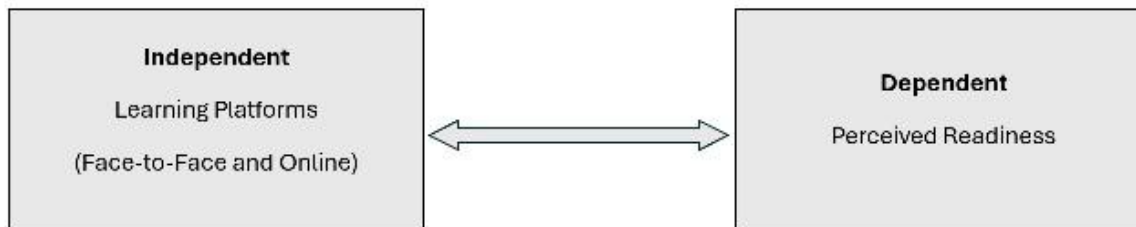
Knowles stressed self-directed learning in this approach for three reasons in particular. According to Knowles, there is strong evidence that individuals who take the initiative to study (proactive learners) gain more knowledge and perform better academically than adults who wait passively for teachers to assign them learning tasks (reactive learners). Learning is more purposeful and motivating for proactive learners, who also have a superior learning retention rate than reactive learners. The second reason is that self-directed learning helps people become increasingly capable of taking charge of their own lives. The third reason is that many recent advancements in education have placed a huge burden on students to exercise great initiative in their own learning.

According to Knowles, an adult learner's prior knowledge can serve as a foundation for learning. After completing the 4-year Bachelor of Science in Nursing degree, from full face-to-face and online learning platforms, students will, accordingly, gain a different educational experience that influences learning and affects their readiness for nursing licensure examinations. To develop student nurses who are proactive rather than passive, learning environments must support adult learners' ability to take charge of their own learning.



*Fig. 2: The 4 Andragogic Principles of Knowles' Adult Learning Theory*

### **Conceptual Framework**



*Figure 3. Schematic diagram showing the assumed relationship between variables*

In this study, the nursing graduates' perceived readiness is assumed to be associated with or affected by flexible learning.

### **Operational Definition of Variables and other Key Terms**

#### *Independent variable*

*Learning platform preference level.* The degree of individual inclination towards a specific digital educational platform, influenced by factors such as usability, content relevance, interactivity, and overall user experience. It represents the extent to which learners choose and consistently engage with a particular platform over alternatives for achieving educational objectives.

In this study, learning platform preference level refers to the degree of favorability of student nurses between face to face and online learning platform in preparation for the nursing licensure examination.

*Flexible learning.* Hybrid learning platforms combining traditional face-to-face and virtual teaching. Through the use of technology and face-to-face interaction, this formal

education program offers a distinctive approach to learning. This type of multichannel learning includes both individual online study and time spent in a physical classroom with the use of e-learning tools (Merzoyan, 2021).

In this study, flexible or online learning is a platform combining limited face-to-face interaction with an online platform during the COVID-19 pandemic. These are categorized on a 5-point Likert scale: *Strongly Disagree (1), Disagree (2), Unsure (3), Agree (4), and Strongly Agree (5)*.

*Face-to-face platform.* The face-to-face platform is generally referred to as a teacher-centered learning method. The teacher is the propagator of knowledge and most of the time acts as a distributor of information in the field of learning. During lectures, the teacher spends most of the time presenting new information (Hafeez et al., 2022).

In this study, the face-to-face platform is one of the learning platforms utilized as part of the blended learning platform during the COVID-19 pandemic.

*Online Platform.* The online platform offers contemporary, asynchronous learning experiences through the use of internet-based technology. In an efficient learning-teaching environment, students take part in online lectures, teachers and students can communicate directly, and quick responses are possible. In an online platform, remote learners can learn from any location at any time by using computers that are connected to a network. (Hafeez et al., 2022).

In this study, the online platform is one of the learning platforms utilized alternately with the face-to-face platform as part of the blended learning platform to deliver learning to students during the COVID 19 pandemic.

### *Dependent Variable*

*Perceived Readiness.* A perception of being fully prepared to do something (Oxford Dictionary, 2023).

In this study, perceived readiness refers to the level of preparedness to take the nursing licensure exams among nursing graduates on a categorized scale: *Strongly Disagree (1), Disagree (2), Unsure (3), Agree (4), and Strongly Agree (5)*. Mean scores was categorized as *Not Ready ( 2.5 and below) and Ready (2.51 and above) for the nursing licensure examination.*

### *Other Key Terms*

*Face-to-face platforms.* Face-to-face learning is the term for the traditional classroom-based learning style. This method of education entails classroom meetings with a teacher. The instructor determines the learning rate, and in this situation, the learners are passive learners (Nguyen, 2021).

*Online platforms.* An online learning platform is a website or portal that houses educational tools and content and gives students access to all they require in one location. This contains movies, notes, old and new assignments, etc. It serves as a central hub for

student learning. This location would need to have storage and the capacity to be organized, grade student assignments, allow students to submit work online, and keep track of all of their classes. (Scarborough, 2020)

### **Significance of the Study**

The following will benefit from the results of this study:

*Level 4 Student Nurses.* This study may contribute to self-awareness for every graduate nurse to determine if they are mentally and physically prepared and ready for the nursing licensure examination.

*College of Nursing Faculty and Staff.* This may also benefit the faculty members by helping them tailor their teaching to improve student learning and offer a wider range of choices when preparing nursing graduates for the licensure examination.

*School Administrators.* This study may benefit school administrators by helping them gain awareness of the performances of their nursing graduates in the Nursing Licensure Examination with the implementation of flexible learning due to the COVID-19 pandemic.

*Future Researchers.* This study will benefit other researchers conducting related studies as it may serve as a basis and provide additional information regarding the learning platforms and perceived readiness for nursing licensure examinations among nursing graduates.

### **Scope and Limitations of the Study**

This study aimed to determine whether there is a relationship between flexible learning platforms and perceived readiness for nursing licensure examination among level

4 student nurses at a private university in Iloilo City, Philippines. Using a descriptive correlational design, the study was conducted at the height of the COVID-19 pandemic spanning both the first and second semesters of the school year 2022-2023. Using Slovin's formula, a sample size of 173 was computed from a population of 305 level 4 student nurses enrolled during the academic year 2022-2023. A stratified random sampling technique was used, and an online Wheel of Names app was used to select the respondents. A researcher-developed questionnaire was utilized to gather data with a return rate of 74% (n=128). This study was limited to level 4 student nurses enrolled at a private university located in Iloilo City, Philippines. In addition, this study was conducted at the height of the COVID-19 pandemic.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature on flexible learning platforms, the nursing licensure examination, and perceived readiness for the nursing licensure examination.

#### **Flexible Learning Platforms**

Flexible Learning Platform is an established teaching method in higher education wherein online teaching is integrated with the face-to-face teaching method. An important attribute in designing and delivering the curriculum is understanding the learner's readiness for the online component of the flexible learning platform. Apart from knowledge and skills, nursing students must acquire proficiency in interpersonal relationships and social interaction skills. Flexible or online learning may be able to provide a better opportunity for honing and acquiring professional skills than traditional face-to-face sessions. Feedback is deemed imperative for improvements concerning flexible learning solutions; feedback from learners, teachers, and/or instructors will help fully conceptualize that online learning solutions are both an art and a science. After the initial roll-out, feedback will assess if the program is a success as well as be useful to update the mode of delivery (Hoic-Bozic et al. 2008). The online learning platform integrates both online and traditional learning techniques, technologies and digital media for learning content delivery, taking into consideration the various teaching and learning approaches (Ozadowicz, 2020).

There are studies examining the uses of online learning in clinical education with healthcare students that further point to positive effects relating to independent learning

and autonomy (Coyne et al., 2018), the development of clinical reasoning and reflective thinking ability (Rowe et al., 2012), and the bridging of theory to clinical practice (Coyne et al., 2018; Rowe et al., 2012).

Nursing education has methodological difficulties as it transitions from traditional to online learning. Students deemed face-to-face education useful for acquiring knowledge in courses that used a mixed pedagogical approach with both online and traditional learning (Hainey et al., 2017). In comparison with an online learning alone, a online learning strategy that includes both face-to-face classes and online learning may provide students with improved motivation in their learning process (McCutcheon et al., 2018). A study of the research indicated that online learning in nursing education was just as successful as traditional on-campus learning (McCutcheon et al., 2015). Furthermore, past research found inconsistent or comparable findings addressing the advantages and disadvantages of traditional campus-based learning and online learning utilizing digital resources for nursing education (Kay et al., 2019)

The immediate changes in the context of the COVID-19 epidemic compelled teachers to use electronic devices in traditional campus-based teaching courses. More time in preparation for the pedagogical transition to digital technologies may have resulted in more pleasant remote learning experiences. (Langegård et al., 2021). It is the teacher's obligation to incorporate a clear framework that does not leave pupils in their own learning process. This statement was echoed in a recent publication by Porter et al. (2020). It addressed the academic experiences of moving to online learning and emphasized the need for instructors' readiness and preparation regarding the pedagogical transition to

remote learning utilizing digital resources. Converting teaching methods to an online setting, as well as enhancing factual details regarding the course and its organization, are critical components of successful remote learning.

### **Flexible Learning Platforms Amidst COVID-19 Pandemic**

The COVID-19 pandemic's school closures had a significant impact not only on students, teachers, and their families but also on the economy and society as a whole (Elfirdoussi et al., 2020). They shed light on a variety of socioeconomic issues, such as student debt, digital learning, and Internet access. As a result, it is essential for each educational division to develop adaptable, anywhere, anytime programs. Online libraries, resources, video lectures, and online channels are just a few of the options available to keep education moving forward. As a direct result of the COVID-19 pandemic, lecturers and students were forced to structure their work and information sharing in a new way, remotely and at a distance. Additionally, the university rector's directives regarding the COVID-19 lockdown placed restrictions on access to the laboratories and their specialized infrastructure, making it impossible to plan laboratory sessions with experiments and exercises (Ozadowicz, 2020).

During the pandemic, many people thought it was a good idea to use online education. The convenience of information access and the adaptability to locations and times for learning are two benefits of online learning (Pande et al., 2016). Despite all of the advantages, the issue of learning quality requires special attention. In order to improve student satisfaction through the use of technology, learning materials must be well-prepared (Sun et al., 2008).

Karma et al. (2020) surveyed the identified benefits and drawbacks of online learning with 562 students and 26 lecturers. Respondents to the research identified the drawbacks of online learning as the difficulty in comprehending it, the issue of providing less engaging and dull learning materials, and the issue of limited internet connectivity. 39.9% of people who took the survey said that online learning is a good way to complement in-person instruction. According to 14% of respondents, online education can take the place of traditional classroom instruction. However, the majority of respondents, 85.4%, would prefer that the percentage of general lecture implementation delivered online not exceed 50%. If the implementation of lectures was further investigated, as many as 26.7% of respondents claimed that it had to be carried out entirely in person. On the other hand, 35% of respondents claimed that it could be carried out in conjunction with online learning, 33.8 percent believed that it could be sprinkled throughout online learning, and only 4.4 percent claimed that it could be carried out entirely online. According to the findings of this survey, students still rely heavily on live, in-person lectures. This suggests that direct instruction from professors is essential and that students still have a low level of learning independence.

The worldwide effect of the COVID-19 epidemic necessitated the rearrangement of school curricula in March 2020. Online learning, virtual meetings, and supervision through the internet have become the new standard (Lengetti et al., 2021). Especially for students who require clinical learning and training as part of their curriculum, limits and changes in actual placements, as well as the limited availability of simulation training on campus, became the new normal, endangering students' education (Dewart et al., 2020). Students and lecturers alike had to adjust to the new environment. Several nursing schools are

usually taught face-to-face and highlight the relevance of a sociocultural viewpoint on learning (Carlson et al., 2020). Students are viewed as key participants and collaborators of education, wherein learning is primarily a social word instead of an individual one and in which interaction is an essential component of education (Beccaria et al., 2018). Due to pandemic constraints, nursing students' learning environment has altered. They now have fewer or limited opportunities for contact, and they must rely on alternate platforms such as learning management systems and web conferencing (Dewart et al., 2020). In light of all the changes and limits caused by the COVID-19 pandemic, nursing students were afraid of failing to attain learning goals in both theoretical classrooms and clinical practice. The results are consistent with prior research, which found that nursing students struggled with focus and learning efficiency, were afraid of COVID-19, and were concerned about their grades, most of all, their graduation, and their future profession (Gallego-Gómez et al., 2020).

The uncertainty of COVID and its attendant limits restricted the possibilities and benefits that social connections offer to learn (Beccaria et al., 2018). According to Langedgård (2021), although some student nurses appreciate online learning and the use of digital technologies, the majority thought that online learning restricted their options for social connection and impacted badly on their learning process. Furthermore, students claimed that the decreased social connection was detrimental to their mental health. Learning is viewed as an interpersonal endeavor rather than a solitude in most nursing education, and social contact is an important component of the learning process. Decreased social connection has an impact on both the learning process and the psychological well-being of students (Beccaria et al., 2018).

## **Transitioning of Learning Platforms brought by COVID-19 Pandemic**

Online, also known as flexible learning, is the current educational platform utilized during the COVID-19 pandemic (Bliuc et al., 2007). Internationally, there is an observed shift toward online learning in major academic institutions, nursing schools included. For example, New Zealand's tertiary education pre-registration Bachelor of Nursing programs were quick to develop online learning techniques to fulfill students' technology and practical learning needs (Meyer et al., 2014). Some tertiary education institutions in New Zealand are accredited to provide nursing programs using "satellite campuses," reaching locations distant from the main campus (Nursing Council of New Zealand, 2015).

Online learning, defined as a combination of technology-enhanced learning experiences and more traditional learning experiences, entails the integration of both face-to-face interaction and technologically mediated interaction between students, teachers, and learning resources (Bliuc et al., 2007; McGarry et al., 2015). As stakeholders reevaluate how to effectively use online learning, educationalists have the opportunity to revisit core assumptions about how they teach and how students learn. The rapid rate at which it is evolving, particularly in the context of Covid-19, necessitates educationalists to keep up with changing technology, theories of learning, and learners' changing educational needs (Poon, 2013). Successful approaches to building online learning environments focus on providing students with high-quality teaching experiences and incorporate the use of tools that promote active learning (Herrington and Oliver, 2003).

In a study conducted by Izzeddin Bdair (2021), 10 student nurses and 10 faculty members of the Al-Ghad International College for Applied Medical Sciences were

interviewed about their lived experiences regarding online learning during the COVID-19 pandemic. Overall, both students and faculty members expressed a moderate satisfaction with the new online curriculum and found it efficient. A student stated, “The shift to online learning helped me continue my study, sharpened my technological competencies, opened a door to a wide range of information, and definitely helped in maintaining our safety; but I really missed the direct communications with colleagues, nurses, and instructors, and that's affecting my learning somehow.” Another student remarked that listening to recorded lectures many times until a satisfactory level of understanding has helped him to achieve higher scores. However, all faculty and students mentioned that online learning is not conducive to teaching practical competencies and hands-on skills. The respondents collectively preferred mixed education rather than pure online learning (Bdair, 2021).

### **Nursing Licensure Examination**

As defined in Republic Act No. 9173, or the Philippine Nursing Act of 2002, the nursing licensure examination (NLE) is a written examination given by the Board of Nursing to BSN graduates applying for a license to practice nursing. The examinee must acquire a general average of at least 75% and a rating not below 60% in any subject. Successful candidates for the examination then must take an oath of the profession in the presence of the Board of Nursing or any government official authorized to oversee oaths prior to fully practicing the nursing profession (Republic Act No. 9173 | GOVPH, 2002).

For several government entities, NLE results reflect the quality of nursing education provided to students (Cabanda, 2017). The Commission on Higher Education (CHED), alongside the Professional Regulation Commission (PRC) and the Board of Nursing (BON) monitor the number and rate of successful examinees as a basis for evaluating whether

higher education institutions (HEIs) can continue their nursing programs. In 2009, CHED issued a warning to 152 nursing schools that yielded passing rates below the 5-year national passing rate of 46.14% (Ronda, 2009). Subsequently, in 2010, CHED, in consultation with the PRC and BON, issued a moratorium on the opening of new nursing programs due to declining NLE performance (CHED, 2010). In 2013, 218 of 491 HEIs were ordered terminated by CHED due to consistently below-average performance nursing graduates (Castañeda, 2013). Overall, these incidents serve as a basis to examine recent NLE trends, including factors associated with the NLE performance of HEIs in the Philippines.

Professional licensure examinations aim to safeguard the public from harm by establishing minimum credentials and skills for safe entry-level practitioners. Nursing is one of the regulated professions due to the risk of danger to the public if the nursing profession is practiced by someone not properly educated and/or inept. Through the nursing licensure examinations, essential qualifications for nursing practice are identified, and whether or not an individual meets those qualifications is determined. By passing the licensure examination, a nurse is authorized to use the title of a registered nurse (RN) and certain other nursing titles or to represent themselves as a licensed nurse (NCSBN, 2015). Thus, the implementation of nursing licensure examinations benefits the public through thorough assessment and evaluation of nurses to qualify them for professional practice.

### **Preparedness for Nursing Licensure Examination**

There have been changes implied in the nursing education curriculum in recent years, yet its correspondence with academic performance and passing rates in the NLE

has not been studied. Nursing graduates from batches 2010, 2011, and 2012 experienced different respective curricula due to the consecutive revisions in the BSN curriculum. A traditional concept of a curriculum includes a syllabus for the study, enlisting all subjects and courses for a specific program. Recent concepts in curriculum planning now incorporate guided learning experiences and calculated learning outcomes. This aims to facilitate learners' consistent and willful development in personal and social competencies (Tanner, 1980, as cited in Bilbao, 2008). Academic competencies and NLE results for a nursing graduate are both outcomes of the nursing curriculum. A true measure of an effective curriculum is determined by the learners' changed behaviors and how they applied learnings into practice (De-Leon, 2016). An educational curriculum can be deemed functional and effective only when better behaviors and correctly applied concepts of practice are observed and manifested in the graduates. Flexibility in the curriculum is essential to allow rational and relevant system revisions.

Changes in the BSN curriculum led developers to exercise flexibility in devising learning opportunities to adapt to distinct situations and individuals. Solutions are made for the adaptation and continuing achievement of nursing graduates. The learning activities given are selected based on the experiential background and maturity level of the learners. Graduates must acquire the essential knowledge, skills, and attitudes before entering the nursing profession. The BSN curriculum is a vital facilitator in achieving this requirement. The significant effects of the revisions in the curriculum can be reflected in the academic and licensure competency execution of the graduates. Analysis and evaluation of the curriculum will also generate enhancements to ameliorate the current nursing curriculum.

## **Students' Learning Platform Preferences and Performance**

In a study conducted by Kemp and Grieve (2014), 67 psychology students at an Australian university completed written exercises, a class discussion, and a written test on two academic topics to compare preferences for, and academic performance on, class material and assessment done on a traditional face-to-face platform compared to an online platform. Results revealed that students preferred to perform activities face-to-face rather than online, but there was no significant difference in their test performances in the two learning modalities. Students expressed a strong preference for class lectures to be done face-to-face as they feel more engaged and are able to receive more immediate feedback compared to online discussion. They also strongly preferred to discuss course content with colleagues rather than online.

In another study by Gherheş et al. (2021), the preferred form of learning of students from Politehnica University of Timisooara was examined. Using a 10-point scale questionnaire with a score of 1 showing preference for face-to-face learning and a score of 10 for online learning, the study was able to reveal that a majority of the respondents recorded the highest preference for face-to-face learning (27.2%), followed by the preference for online learning (13.9%), and 13.2% of respondents choosing neutral. The study has also determined the advantages of online learning in contrast to face-to-face learning, namely: time efficiency, convenience, and accessibility. Lack of interaction and lack of practical applications were the recorded disadvantages by the respondents associated with online learning. Moreover, the study has also concluded that more than half of the respondents (61.4%) remarked that they wanted to return to the face-to-face

learning platform to a large extent after the end of the COVID-19 pandemic, while 19.7% would like to return to a moderate extent, whereas 18.9% answered to a small extent.

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the research design, study participants, instrumentations, instrument validity, and reliability. Ethical considerations, data collection, data processing, and statistical analysis will also be discussed.

#### **Research Design**

A descriptive-correlational research design was used for this study. A descriptive approach was used for defining the nursing graduates' flexible learning platform preferences to determine their level of perceived readiness for the nursing licensure examination. Correlational design was used to determine whether there is a relationship between flexible learning and perceived readiness for nursing licensure exams among level 4 student nurses amidst the COVID-19 pandemic. The correlational design uses statistical data to determine the relationship between two or more variables. In this type of design, the relationships between and among a number of facts are analyzed and interpreted (Western-Salem State University). A correlational approach was utilized to establish the relationship between the flexible learning options and the level of perceived readiness for nursing licensure examinations among level 4 student nurses of a private university in Iloilo City, Philippines.

In this study, the student nurses' flexible learning options; face-to-face, and online platforms, are the independent variables, and the dependent variable is the perceived readiness of level 4 student nurses for the Philippine Nursing Licensure Examination

(PNLE). Descriptive-correlational design is appropriate and applicable in this study because this design describes the relationship between the variables without manipulation (Davis, 2021).

## **Research participants**

### **Inclusion Criteria**

The target population of this study was the 305 Level-4 student nurses officially enrolled during the SY 2022-2023, at the College of Nursing at a private university in Iloilo City, Philippines, and who were willing to participate by signing an informed consent form.

### **Exclusion Criteria**

Students enrolled in other courses, i.e. engineering, education, medicine, accountancy, and computer studies were excluded from this study. Student nurses belonging to Levels 1, 2, and 3 are excluded from this study. Additionally, students who refused to participate and sign the informed consent form will not be included.

*Table 1. Population Report of Level 4 student nurses for S.Y 2022-2023*

<b>Year Level</b>	<b>Number of students</b>
<b>Level 4</b>	<b>305</b>

From the population of 305 student nurses, the sample size of 173 was computed using Slovin's formula (Magnaye & Reantillo, 2020) with a 5% margin of error.

$$n = \frac{305}{1 + 305(0.0025)}$$

$$n = 173$$

$$n = \frac{N}{1 + Ne^2}$$

Where: **n** = total sample size, **N** = total population size and , **e**= margin of error (0.05)  
**1** = Constant

Stratified random sampling technique was used in selecting the respondents. Proportional allocation for each section was done through using an online software, Research Randomizer. The researchers entered the target population (N=305) through the software which generated the sample size (n=173).

$$n \text{ (per section)} = \frac{\text{Population per section}}{\text{Total Population (Year Level)}} \times \text{desired sample}$$

**Table 2. Proportions of Samples per Section.**

Level 4 student nurses per section	N	Formula for Number of respondents	n
A	39	39/305x173	22
B	36	36/305x173	20
C	40	40/305x173	23
D	34	34/305x173	20
E	37	37/305x173	21
F	39	39/305x173	22
G	39	39/305x173	22
H	41	41/305x173	23

Total	305		173
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### **Research Instrumentation**

Based on the study's objectives, a researcher-developed questionnaire was used to determine the level of perceived readiness of student nurses for nursing licensure examinations at a private university in Iloilo City. Specifically, a survey and scaling technique were utilized based on the literature reviewed. Data were collected via Google Forms.

The questionnaire consisted of three parts. Part 1 contained questions related to the face-to-face platform and was composed of 14 questions utilizing a 5-point Likert scale. This portion aimed to determine the preference levels of the respondents towards the face-to-face platform. The Likert scale values included: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The mean was interpreted as follows: not in favor of the face-to-face platform as a mode of learning (2.5 and below) and in favor of the face-to-face platform as a mode of learning (2.51 and above).

Part 2 consisted of questions related to the online platform and was composed of 14 questions utilizing a 5-point Likert scale. This portion aimed to determine the preference level of the respondents towards the online learning platform. The Likert scale values included: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). Mean scores were categorized as follows: not in favor of the online platform as a mode

of learning (2.5 and below) and in favor of the online platform as a mode of learning (2.51 and above).

Part 3 consisted of questions related to the level of perceived readiness for the nursing licensure examination and included 13 questions utilizing a 5-point Likert scale. This portion aimed to measure the perceived readiness of the respondents for the nursing licensure examination. The Likert scale values included: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). Mean scores were categorized as follows: Not Ready (2.5 and below) and Ready (2.51 and above) for the nursing licensure examination.

## **Ethical Considerations**

### ***Risk Assessment***

This descriptive correlational study using a researcher-developed questionnaire is a low-risk study. Confidentiality was observed by keeping the identity of the respondents anonymous. Data collected, and any personal information were stored in the password-protected computer and accessible only to the proponents. Additionally, collected data via Google drive were stored in private mode, backed by universal serial bus (USB), and a compact disc (CD). Lastly, hard copies are kept in a storage locker, again, accessible only to the researchers.

### ***Benefits Assessment***

Results of this study, Level 4 student nurses may gain self-awareness related to their mental and physical readiness for the nursing licensure examination. This may also enhance the faculty members' awareness to tailor their teaching strategy to improve student's comprehension and retention. School administrators may gain awareness of the performances of their nursing graduates in the Nursing Licensure Examination with the implementation of flexible learning due to the COVID-19 pandemic. Furthermore, future researchers may utilize this study as a basis for additional information regarding the learning platforms and perceived readiness for nursing licensure examinations among nursing graduates.

### ***Withdrawal Criteria of Participants***

The researchers emphasized that participants had the right to withdraw from the study at any time without consequence or penalty. For example, the researchers explained that participants could stop answering the questionnaire should they become uncomfortable; the participant is free to stop answering questions at any time during the process without questions asked. Data collected up to the point of withdrawal would be treated with the same confidentiality and respect.

### ***Anonymity and Confidentiality of Participants***

The proponents are committed to ensuring the confidentiality of the information provided by the respondents. The respondents' identity are kept confidential to the extent provided by law. The researchers assigned a code unique to each respondent and the list

was kept in a safe storage locker. The respondents' names was not mentioned in any report.

### ***Voluntary, Non-Coercive Recruitment of Participants***

The respondents' participation is entirely voluntary by signing an informed consent form and were not coerced to participate in the study. The nature, goal, and importance of the study were explained to the respondents. The respondents rated themselves by answering the Likert scale pertaining to questions about perceived readiness, online learning, and face-to-face learning.

There were two respondents who declined to participate due to their busy schedule. They were replaced with two names using the research randomizer.

### ***Disposal of Research Materials***

Only the researchers have access to the computer containing the electronic copy of the data. Hard copies will be kept for three years in a storage locker only accessible to the researchers and then disposed of using the appropriate deletion process. Research-related hard copies will be shredded after five years

### ***Contribution to Local Capacity Building and Benefits to Local Communities***

Upon invitation, the research findings will be shared with faculty, staff, and students of the respondents' academic institution through a webinar. Additionally, the research will be presented in research colloquia either through a poster or podium presentation among the network of local and national universities.

This study may contribute to the improvement of teaching strategies toward student nurses leading to a more thorough nursing licensure exam preparation that enhances competence and readiness among the faculty and staff in nursing schools. Additionally, the findings of this study may enhance the capacity of school administrators to ensure adequate resources, guidance, and encouragement from the institution to foster positive perception of readiness for the nursing licensure examination among nursing students.

### ***Incentives for Participants***

There is no extra credit or monetary incentive for participating in the study.

### ***Declaration of Potential Conflict of Interest***

The researchers declare no financial or personal conflicts of interest that may affect the objectivity or integrity of this study.

### ***Validity of Instruments***

Three faculty members from the College of Nursing with master's degrees were invited to evaluate the researcher-developed questionnaire. The three experts were given a standard validation form to judge the questions for clarity and relevance to the study objectives. The validators' suggestion to add a negative question in contrast to the existing positive ones were considered.

## **Reliability of Instruments**

To evaluate the reliability of the instrument, a pilot testing was done using SPSS (Version 23). Connelly (2008), suggested pilot testing with 10% of the study's sample size; 28 respondents were randomly selected to participate in the pilot testing. They were excluded from the study.

The Cronbach's alpha coefficient for the three segments were perceived readiness (.810), online learning platform (.759) , and face-to-face learning platform (.827), respectively. A minimum of .7 is considered acceptable.

## **Data Collection and Processing**

The validated tool was sent to the identified respondents using Google Forms after the protocol was approved by the Research Ethics Review Board. The respondents' involvement was voluntary without coercion, as previously noted; The respondents were allowed two (2) weeks to complete and return the questionnaires. All the data gathered from the questionnaires were coded and encoded for data processing.

## **Data Processing and Statistical Analysis of the Data**

The Statistical Package for Social Sciences (SPSS) software version 23 was used to arrange, tabulate, and encode the obtained data for analysis. The relevant statistical methods were applied for descriptive and inferential statistical analysis.

Data were analyzed using frequency distribution, percentages, and mean to describe the characteristics of the student nurses. These variables included the respondents' level of perceived readiness. The Cramer's V was used to determine the

relationship between flexible learning and level of perceived readiness. The significance level was set at p.05. Cramer's V was used to see the level of correlation between the two sets of data which is the perceived readiness of the respondents and flexible learning platforms.

Table 3. Scheme of interpretation for Cramer's V (Encio et al., 2024).

PHI / Cramer's V	Interpretations
Less than 0.10	Very weak association
0.10 to 0.19	Weak association
0.20 to 0.29	Moderate association
0.30 or above	Strong association

For tables larger than 2×2 tabulation, Cramer's V is an alternative to phi. There are no negative values in Cramer's V; it ranges from 0 to 1. A number near 0 indicates no relationship, much as Pearson's r. For the Cramer's V, however, a value greater than 0.30 is designated as a strong association.

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter contains a presentation of the data analysis and findings acquired from 128 respondents. Online questionnaires were sent to the Batch 2022-2023 Level 4 student nurses of a selected private university in Iloilo City through Facebook Messenger. The acquired data from the online questionnaires was analyzed using SPSS version 23. The first part presents descriptive statistics on the perceived readiness for the nursing licensure examination, limited face-to-face, and online learning platforms. The relationship between these variables is shown and discussed in the later section of this chapter.

#### *Responses under Face-to-Face Learning Platform-Related Questions*

Table 1.1a presents the distribution of 128 respondents according to their responses to face-to-face learning platform-related questions. Seven out of ten (70.3%) respondents "Strongly Agree" to the statement, "I believe that my ability to learn is enhanced when it is done face-to-face." While six out of ten (59.4%) answered Strongly Agree to, "I believe the demonstrated nursing procedures in the face-to-face platform allow me to absorb important nursing concepts better, six out of ten (58.6%) strongly agreed to the statement, "I believe actively engaging in discussions and participating diligently in a face-to-face setting retains information a lot better." Additionally, 5.5% (n=7) Strongly disagreed with "I often have difficulties with catching up with class discussions in the face-to-face platform." Likewise, the same proportion (five out of 100) also answered Strongly disagreed with the statement, "I find it challenging to concentrate and focus on the topic at hand due to distractions and

other external factors in the face-to-face platform.” In the statement “I often have difficulties retaining my attention span in the face-to-face platform.” 3.9% answered Strongly Disagree.

Table 1.1a *Distribution of respondents according to their responses on items under Face-to-Face Learning Platform.*

FACE-TO-FACE LEARNING PLATFORM										
ITEMS	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
I believe that my ability to learn is enhanced when it is done face-to-face.	90	70.3	31	24.2	6	4.7	1	0.8	0	0.0
I believe the demonstrated nursing procedures in the face-to-face platform allow me to absorb important nursing concepts better.	76	59.4	47	36.7	5	3.9	0	0.0	0	0.0
I believe actively engaging in discussions and participating diligently in a face-to-face setting retains information a lot better.	75	58.6	45	35.2	8	6.3	0	0.0	0	0.0
Face-to-face interactions with peers and instructors contribute to my overall preparedness for the nursing licensure exam.	74	57.8	46	35.9	8	6.3	0	0.0	0	0.0
The face-to-face platform allows me to raise clarifications with my instructors and resolve them in real-time.	73	57.0	46	35.9	9	7.0	0	0.0	0	0.0
My academic performance and concentration during lectures improve significantly in a face-to-face setting.	73	57.0	42	32.8	11	8.6	1	0.8	1	0.8

Through the face-to-face platform, I am able to understand comprehensive board exam questions better.	65	50.8	48	37.5	13	10.2	2	1.6	0	0.0
I am able to comprehend nursing concepts and situational questions better in a face-to-face platform.	65	50.8	46	35.9	14	10.0	2	1.6	1	0.8
Face-to-face teaching allows me to distinguish areas for study and areas for rest (e.g. house).	65	50.8	45	35.2	14	10.9	3	2.3	1	0.8
I need to be in a school environment to perform well because it somehow keeps me motivated.	64	50.0	36	28.1	21	16.4	6	4.7	1	0.8
Being in a face-to-face platform strengthens my ability to be participative in class.	58	45.3	44	34.4	21	16.4	4	3.1	1	0.8
I often have difficulties retaining my attention span in the face-to-face platform.	17	13.3	28	21.9	48	37.5	30	23.4	5	3.9
I find it challenging to concentrate and focus on the topic at hand due to distractions and other external factors in the face-to-face platform.	17	13.3	23	18.0	40	31.3	41	32.0	7	5.5
I often have difficulties with catching up with class discussions in the face-to-face platform.	12	9.4	19	14.8	46	35.9	44	34.4	7	5.5

### *Scale Rating on Face-to-Face Learning Platform-Related Questions*

Table 1.1b presents the distribution of respondents according to scale rating on face-to-face learning platform. The result shows that out of 128 respondents, 52 (40.6%) had a 4.36 or above in the face-to-face learning platform scale rating, which has the highest percentage. Meanwhile, 41 (32%) respondents were under the scale rating of 3.86

to 4.45 which was the second highest and 35 (27.3%) respondents were under the scale rating of 3.85 or below, resulting in the lowest percentage. This study reveals that the *perceived readiness* of the 128 respondents had a (min = 2.57, mean = 4.11, and S.D = .50).

Table 1.1b: *Distribution of respondents according to scale rating on Face-to-Face Learning Platform.*

Face-to-Face Learning Platform		
Face-to-Face Scale Rating	<i>f</i>	%
3.85 OR BELOW	35	27.3
3.86 TO 4.45	41	32.0
4.36 OR ABOVE	52	40.6
TOTAL	128	100.0

N = 128      min= 2.57      max= 5.00      mean= 4.11      S.D.= .50

### *Responses under Online Learning Platform-Related Questions*

Table 1.2a presents the distribution of respondents according to their responses to online learning platform-related questions. Fifty-two out of 128 (40.6%) respondents answered "Neutral" to the statement, "With online classes, I am more comfortable communicating with our class instructors, classmates, and fellow colleagues on our campus." Forty-two (32.8%) agree that they encounter difficulties in comprehending the subject matters being discussed on an online platform. Seventy-two (56.3%) agreed with the statement "The integration of technological innovations has facilitated my acquisition of

knowledge during my nursing education.” Fifty-two (40.6%) strongly agreed that on the online platform, they are able to save money on printed materials and transportation costs. Sixty (46.9%) answered "Neutral to the statement “Online learning platform makes me more productive in studying”. Also, 65 (50.8%) were neutral in stating they are confident that they can apply their learnings from the online learning platform while answering the board exam. In the statement, “The videos presented during the online learning lectures were effective in applying what we have learned to our actual clinical performance,” 51 respondents (39.8%) answered Neutral. A little over half (51.6%) of the respondents answered "Neutral to the statement “In the online learning platform, I have a better attention span and I can easily remember the lessons and apply them in answering board exam questions.” Six out of ten (57%) answered "Neutral" in the statement “With the online learning platform, I believe I am confident in answering board exam questions correctly”.

Moreover, 54 (42.2%) answered Neutral in the statement “I believe that I have met the learning outcomes in major nursing subjects in the online learning platform,” while almost half (46.9%) answered Neutral in the statement “Online learning enhances my ability to absorb and comprehend information more efficiently.” Forty nine (38.3%) of the respondents agreed on the statement “I find it difficult to clarify questions with my instructors on the online platform,” while 54 (42.2%) respondents answered Neutral on the statement “I believe online learning offers sufficient opportunities for practicing actual nursing procedures and interventions” and 52 (40.6%) answered on Neutral on the statement “I feel motivated to stay engaged and complete coursework in an online learning environment”.

Furthermore, the table reveals five main factors that 128 respondents identified with the online learning platform. Four out of ten (40.6%) of the respondents strongly agreed that they were able to save money on printed materials and transportation costs with the online learning platform, while 14.8% of the respondents indicated that with this platform, the integration of technological innovations has facilitated their acquisition of knowledge during their nursing education. The online learning platform made 11.7% of the respondents more productive in studying, and 10.9% of the respondents believed that they had met the learning outcomes in major nursing subjects on the online learning platform.

The current study also identified four main disadvantages associated with the online learning platform, as indicated by the respondents. 19.5% of the respondents found it difficult to clarify questions with their instructors on the online platform. Difficulties in comprehending the subject matter being discussed on an online platform were reported by 13.3% of the respondents. The videos presented during the online learning lectures were not as effective in applying what 5.5% of the respondents learned during their actual clinical performance. 3.9% of the respondents strongly disagreed that they had a better attention span and easily remembered the lessons and applied them to answering board exam questions on the online learning platform.

Table 1.2a: *Distribution of Respondents According to their Responses on Items under Online Learning Platform.*

ITEMS	ONLINE LEARNING PLATFORM									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
In the online platform, I am able to save money on printed materials and transportation costs.	52	40.6	38	29.7	25	19.5	10	7.8	3	2.3
I find it difficult to clarify questions with my instructors on the online platform.	25	19.5	49	38.3	30	23.4	19	14.8	5	3.9
The integration of technological innovations has facilitated my acquisition of knowledge during my nursing education.	19	14.8	72	56.3	36	28.1	1	0.8	0	0.0
Online learning platform makes me more productive in studying.	15	11.7	26	20.3	60	46.9	25	19.5	2	1.6
I encounter difficulties in comprehending the subject matters being discussed on an online platform.	14	10.9	42	32.8	21	16.4	34	26.6	17	13.3
I believe that I have met the learning outcomes in major nursing subjects in the online learning platform.	14	10.9	38	29.7	54	42.2	18	14.1	4	3.1
The videos presented during the online learning lectures were effective in applying what we have learned to our actual clinical performance.	13	10.2	39	30.5	51	39.8	18	14.1	7	5.5
With online classes, I am more comfortable in communicating with our class instructors, classmates, and fellow colleagues on our campus.	13	10.2	29	22.7	52	40.6	31	24.2	3	2.3

Online learning enhances my ability to absorb and comprehend information more efficiently.	9	7.0	39	30.5	60	46.9	19	14.8	1	0.8
I feel motivated to stay engaged and complete coursework in an online learning environment	9	7.0	24	18.8	52	40.6	35	27.3	8	6.3
With the online learning platform, I believe I am confident in answering board exam questions correctly.	8	6.3	31	24.2	73	57.0	14	10.9	2	1.6
I believe online learning offers sufficient opportunities for practicing actual nursing procedures and interventions.	8	6.3	25	19.5	54	42.2	28	21.9	13	10.2
In the online learning platform, I have a better attention span and I can easily remember the lessons and apply them in answering board exam questions.	7	5.5	18	14.1	66	51.6	32	25.0	5	3.9
I am confident that I can apply my learnings from the online learning platform while answering the board exam.	0	0.0	54	42.2	65	50.8	9	7.0	0	0.0

### *Scale Rating on Online Learning Platform-Related Questions*

Table 1.2b represents the distribution of respondents according to the scale rating on online learning platform. The current study shows that out of 128 respondents, 52 (40.6%) indicated a 2.96 to 3.45 scale rating for the online learning platform. Moreover, 41 (32.0%) of respondents rated 2.95 or below, while 35 (27.3%) of respondents indicated a 3.46 or above scale rating for the online learning platform. Out of 128 respondents, a majority of 52 (40.6%) gave a scale rating of 2.96 to 3.45 to the online learning platform.

This means that the current study has given the online learning platform an average scale rating (2.96 to 3.45).

Table 1.2b: *Distribution of respondents according to scale rating on Online Learning Platform.*

Online Learning Platform		
Online Learning Platform Scale Rating	<i>f</i>	%
2.95 OR BELOW	41	32.0
2.96 TO 3.45	52	40.6
3.46 OR ABOVE	35	27.3
TOTAL	128	100.0

N = 128    min= 1.71    max= 4.57    mean= 3.2    S.D.= .51

### *Responses under Perceived Readiness-Related Questions*

Table 2a presents the distribution of respondents according to their responses to items under Perceived Readiness. Almost half (44.5%) of the respondents agreed with the statement, “I feel confident with my level of preparedness in taking the nursing licensure exam.” In the statement, “Based on my personal experience with the flexible learning platform, I am confident that I was provided with a comprehensive introduction to all pertinent nursing-related concepts,” half (50.0%) of respondents agreed with the statement. 36.7% agreed with the statement, “Based on my personal experience with the flexible learning platform, the frequency of my return demonstrations has proven to be a valuable preparation strategy for answering situational nursing questions on the nursing licensure examination.” Whereas, 39.1% of respondents agreed with the statement “Based on my personal experience with the flexible learning platform, the frequency of my return

demonstrations has proven to be a valuable preparation strategy for answering situational nursing questions on the nursing licensure examination.” A little more than half (57.0%) of respondents agreed with the statement “I possess the necessary level of confidence in answering an inquiry pertaining to a nursing application scenario requiring critical analysis”. In the statement “I am confident that I can effectively utilize the knowledge and skills acquired from the online learning platform in answering the board examination,” a little more than half (53.9%) of respondents agreed with the statement. While 47.7% of respondents agreed with the statement “I am confident that I can effectively utilize the knowledge and skills acquired from the face-to-face platform in answering the board examination. In statement, “I possess the necessary competence to incorporate various elements of a health assessment in order to advance health outcomes through the application of the nursing process,” five of the ten (54.7%) respondents agreed with the statement. Four out of ten (40.6%) respondents agreed with the statement “I believe that I have acquired all the necessary learnings that a nursing student must have prior to taking the board exam” 44.5% of respondents agreed with the statement “I am confident that all of our class instructors have prepared us for taking the board exam”. Whereas, in the statement “I think I need more time to study before I am adequately ready for the exam” 32.0% of respondents strongly agree while another 32.0% agreed with the statement. 39.8% of respondents disagreed with the statement “I feel physically and mentally prepared to take the exam on the scheduled date,” and 41.4% agreed with the statement “I believe my overall performance during the practice exam test determines my readiness for the licensure examination.”

Furthermore, the table reveals five main factors that potentially increased the perceived readiness of the respondents for the nursing licensure examination. 39.8% of respondents strongly agree that they are confident in utilizing the knowledge and skills acquired from the face-to-face platform in answering the board exam. 29.7% of respondents indicated that based on their personal experience with the flexible learning platform, the frequency of hospital exposures has significantly enhanced their readiness to answer situational nursing questions in the nursing licensure examination. 22.7% of respondents possess the necessary level of confidence in answering an inquiry pertaining to a nursing application scenario requiring critical analysis. 22.7% of respondents are confident that their clinical instructors prepared them for taking the board exam. 32.0% of respondents believe that their overall performance during the practice exam test determines their readiness for the licensure examination.

The study also identified five negative factors affecting the perceived readiness for taking the licensure examination, as indicated by the respondents. 39.8% of the respondents are not physically and mentally prepared to take the exam on the scheduled date. 13.3% of the respondents believe that they have not acquired all the necessary learnings that a student nurse must have prior to taking the board exam. Moreover, 10.9% of the respondents are not confident in their level of preparedness for taking the nursing licensure exam. 7.8% of the respondents think that the frequency of the return demonstration did not prove to be valuable in preparation strategy for answering the situational nursing questions on the nursing licensure examination. Lastly, 7.8% of the

respondents are not confident that they are provided with a comprehensive introduction to all pertinent nursing-related concepts.

Table 2a: *Distribution of respondents according to their responses on items under Perceived Readiness.*

<i>Items</i>	<b>PERCEIVED READINESS</b>									
	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%	f	%
I am confident that I can effectively utilize the knowledge and skills acquired from the face-to-face platform in answering the board examination.	51	39.8	61	47.7	14	10.9	2	1.6	0	0.0
I believe my overall performance during the practice exam test determines my readiness for the licensure examination.	41	32.0	53	41.4	24	18.8	6	4.7	4	3.1
I think I need more time to study before I am adequately ready for the exam.	1	0.8	10	7.8	35	27.3	41	32.0	41	32.0
Based from my personal experience with the flexible learning platform, the frequency of hospital exposures has significantly enhanced my readiness to answer situational nursing questions in the nursing licensure examination.	38	29.7	50	39.1	34	26.6	5	3.9	1	0.8
I possess the necessary competence to incorporate various elements of a health assessment in order to advance health outcomes through the application of the nursing process	29	22.7	70	54.7	28	21.9	1	0.8	0	0.0

I am confident that all of our class instructors have prepared us for taking the board exam.

29 22.7 57 44.5 30 23.4 9 7.0 3 2.3

Based from my personal experience with the flexible learning platform, the frequency of my return demonstrations has proven to be a valuable preparation strategy for answering situational nursing questions on the nursing licensure examination.

28 21.9 47 36.7 42 32.8 10 7.8 1 0.8

I believe that I have acquired all the necessary learnings that a nursing student must have prior to taking the board exam

23 18.0 52 40.6 35 27.3 17 13.3 1 0.8

I possess the necessary level of confidence in answering an inquiry pertaining to a nursing application scenario requiring critical analysis.

21 16.4 73 57.0 31 24.2 2 1.6 1 0.8

I am confident that I can effectively utilize the knowledge and skills acquired from the online learning platform in answering the board examination.

21 16.4 69 53.9 35 27.3 2 1.6 1 0.8

I feel confident with my level of preparedness in taking the nursing licensure exam.

20 15.6 57 44.5 37 28.9 14 10.9 1 0.0

Based from my personal experience with the flexible learning platform, I am confident that I was provided with a comprehensive introduction to all pertinent nursing-related concepts.

14 10.9 64 50.0 39 30.5 10 7.8 1 0.8

I feel physically and mentally prepared to take the exam

30 23.4 51 39.8 33 25.8 12 9.4 2 1.6

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on the scheduled date

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### *Distribution of Respondents According to their Level of Perceived Readiness*

Table 2b reflects the distribution of respondents according to their level of perceived readiness to take the nursing licensure examination. This table shows that out of 128 respondents, 40 were under the scale rating of 3.45 or below with a second highest percentage of (31.3%). 53 respondents were under the scale rating of 3.46 to 3.94 which resulted in the highest percentage of (41.4%), and 35 respondents were under the scale rating of 3.95 or above resulting in the lowest percentage of (27.3%). This study reveals that the perceived readiness of the 128 respondents was min = 2.46, max = 4.77, mean = 3.69, and S.D.= .49, therefore, the majority of the respondents perceived readiness as average in answering the nursing licensure examination considering their implemented learning platforms in their batch.

Table 2b: *Distribution of respondents according to their level of Perceived Readiness.*

Perceived Readiness		
Perceived Readiness	<i>f</i>	%
Scale Rating		
3.45 OR BELOW	40	31.3
3.46 TO 3.94	53	41.4
3.95 OR ABOVE	35	27.3
TOTAL	128	100.0

N = 128   min= 2.46   max= 4.77   mean= 3.69   S.D.= .49

*Relationship between Face-to-Face Learning Platform and Perceived Readiness for Nursing Licensure Examination*

Table 3.1 reflects that 21 (60.0%) of the respondents that had a 3.85 or below face-to-face learning platform scale rating resulted in a level of perceived readiness of 3.45 or below. Meanwhile, 19 (46.3%) respondents with a 3.86 to 4.35 face-to-face learning platform scale rating revealed a level of perceived readiness of 3.46 to 3.94. Moreover, a level range of perceived readiness of 3.95 or above and 3.46 to 3.94 were found in 22 (42.3%) respondents, respectively. The Cramer's V association value revealed a score of .310, indicating a strong association, whereas the p value indicated a significant relationship ( $p=.000$ ). Therefore, the hypothesis that there is no significant relationship between the variables is rejected. Additionally, the results reveal a direct relationship between face-to-face learning platform and perceived readiness; as the face-to-face learning platform scale rating of the respondent increases, the level range of perceived readiness of the respondent also increases.

Table 3.1: *Relationship between Face-to-Face Learning Platform and Perceived Readiness.*

*Relationship between Online Learning Platform and Perceived Readiness for Nursing Licensure Examination*

Variables	Readiness							
	3.45 or below		3.46 to 3.94		3.95 or above		Total	
	f	%	f	%	f	%	f	%
Face to face scale rating:								
3.85 or below	21	60.0%	12	34.3%	2	5.7%	35	100.0%
3.86 to 4.35	11	26.8%	19	46.3%	11	26.8%	41	100.0%
4.36 or above	8	15.4%	22	42.3%	22	42.3%	52	100.0%
Total	40	31.3%	53	41.4%	35	27.3%	128	100.0%
Cramer's V = .310 (Strong association)			p= .000 (significant)					

Table 3.2 presents the relationship between online learning platform and perceived readiness. Eighteen (43.9%) of the respondents with a online learning platform scale rating of 2.95 or below revealed a 3.45 or below-level range of perceived readiness. A scale rating of 2.96 to 3.45 was found in 22 (42.3%) of the respondents, yielding a perceived readiness scale range of 3.46 to 3.94. Lastly, 16 (45.7%) of the respondents had a scale rating of 3.46 or above which indicated that they were in a 3.95 or below-level range of perceived readiness. The Cramer's V association value revealed a score of .226, indicating a moderate association between the online learning platform and perceived readiness for the nursing licensure examination. At the .05 level of significance the p-value of .11 indicates the relationship between the independent and dependent variables is not significant. Therefore, the hypothesis can not be rejected. Overall, the study reveals that 45.7% of the respondents had the highest level of perceived readiness (3.95 or above) for nursing licensure examination on an online learning platform.

Variables	Readiness							
	3.45 or below		3.46 to 3.94		3.95 or above		Total	
	f	%	f	%	f	%	f	%
Online learning platform								
scale rating:								
2.95 or below	18	43.9%	16	39.0%	7	17.1%	41	100.0%
2.96 to 3.45	18	34.6%	22	42.3%	12	23.1%	52	100.0%
3.46 or above	4	11.4%	15	42.9%	16	45.7%	35	100.0%
Total	40	31.3%	53	41.4%	35	27.3%	128	100.0%

Cramer's V = .226 (Moderate association)                      p= .011 (significant)

Table 3.2: *Relationship between Online Learning Platform and Perceived Readiness.*

### *Preference Levels for the Learning platforms*

The scale ratings from Tables 3.1 and 3.2 reveal that face-to-face learning platforms received higher scores compared to online learning platforms. Specifically, face-to-face learning attained a score of 4.36 and above, indicating strong agreement or satisfaction with this mode of instruction among students. On the other hand, online learning platforms received a slightly lower score of 3.46 and above, suggesting a somewhat lower level of agreement or satisfaction. This discrepancy in scores may reflect the perceived benefits and challenges associated with each learning platform. Face-to-face learning often offers more opportunities for hands-on practice, immediate feedback from instructors, and interaction with peers, which can enhance students' readiness for licensure examinations.

In contrast, while online learning provides flexibility and accessibility, it may present challenges such as limited face-to-face interaction, potential technological barriers, and difficulties in fostering a sense of community among students. Acknowledging these

differences in scores can guide educators and institutions in refining their approaches to nursing education delivery. Strategies to enhance online learning experiences might include incorporating more interactive elements, providing robust support for technological proficiency, and fostering virtual communities to promote engagement and collaboration among students. Additionally, leveraging the strengths of both face-to-face and online learning platforms through hybrid or blended learning models can offer students a well-rounded educational experience that maximizes their readiness for licensure examinations and future nursing practice.

#### *Perceived Readiness of Student Nurses for NLE*

Based on the results provided, nursing students may generally perceive themselves as well-prepared for the nursing licensure examination, particularly those who have undergone face-to-face learning. The higher score of 4.36 and above for face-to-face learning suggests a strong level of agreement or satisfaction with this mode of instruction, indicating that students feel adequately prepared for the licensure examination. However, the slightly lower score of 3.46 and above for online learning platforms suggests that while students still feel prepared, there may be some room for improvement in terms of readiness for the licensure examination among those who have primarily engaged in online learning. Overall, considering the scores obtained from both learning platforms, it can be inferred that nursing students perceive themselves as moderately to highly prepared for the nursing licensure examination.

*Relationship Between Learning Platform Preference Levels and Perceived Readiness for NLE*

The study's findings indicate a correlation between both face-to-face and online learning platforms and the perceived readiness of student nurses for the nursing licensure examination. This suggests that both modes of learning contribute significantly to students' readiness for the licensure exam, highlighting the importance of considering various learning platforms in nursing education. By offering a blend of traditional classroom instruction and digital learning resources, educators can cater to diverse learning styles and preferences among student nurses. Moreover, acknowledging the contributory role of learning platforms in students' perceived readiness for licensure examinations emphasizes the need for continued innovation and improvement in nursing education delivery.

Educators and institutions may benefit from exploring hybrid learning models that leverage the strengths of both face-to-face and online instruction, ultimately enhancing students' preparation for licensure exams and their success in their nursing careers.

## CHAPTER V

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter discusses the summary of the study, derived conclusions, and recommendations for the Flexible Learning and Perceived Readiness of Student Nurses for Nursing Licensure Examination.

#### *Summary*

This descriptive-correlational study was conducted to determine the level of perceived readiness for nursing licensure examination among level 4 student nurses at a private university in Iloilo City, Philippines

#### *Specifically, it aimed to:*

1. Determine whether there is a significant relationship between face-to-face learning platform and the perceived readiness for nursing licensure examinations among Level 4 student nurses at a private educational institution during the academic year 2022-2023 in Iloilo City, Philippines.
2. Determine whether there is a significant relationship between online learning platform and the perceived readiness for nursing licensure examinations among Level 4 student nurses at a private educational institution during the academic year 2022-2023 in Iloilo City, Philippines.
3. Describe the relationship of the preference level between face-to-face learning and perceived readiness for nursing licensure examinations among Level 4 student

4. nurses at a private university during the academic year 2022-2023 in Iloilo City, Philippines.
5. Describe the relationship of the preference level between online learning and the perceived readiness for nursing licensure examinations among Level 4 student nurses at a private university during the academic year 2022-2023 in Iloilo City, Philippines.

The respondents were the Level 4 student nurses enrolled during the 2nd semester of Academic Year 2023-2024 in a private university in Iloilo City. The data gathering instrument used was a questionnaire formulated by the proponents which consisted of 13 questions on Perceived Readiness for Licensure Examination, 14 questions pertaining to the Face-to-Face Learning Platform, and 14 questions on the Online Learning Platform that respondents needed to answer using a Likert scale to reveal their perceived level of readiness for the nursing licensure examination and their ratings toward the face-to-face and online learning platforms. To determine the validity of the instrument, the researchers requested the three masters prepared by nursing experts. Furthermore, to test the reliability of the instrument, a pilot study was conducted on 18 respondents. The responses were analyzed using the Statistical Package for Social Sciences (SPSS) software which revealed a Cronbach's Alpha of .810, .759, and .827 to the questions pertaining to Perceived Readiness, Face-to-Face Learning Platform, and the Online Learning Platform, respectively.

This study utilized Cramer's V to determine the relationship between the learning platforms and the perceived readiness for nursing licensure examination.

### *Major findings*

There is a significant relationship between online learning and perceived readiness for nursing licensure examinations among level 4 student nurses amidst the COVID-19 pandemic. ( $p=.011$ ) Therefore, the hypothesis is rejected. Furthermore, a significant relationship between limited face-to-face learning platform and perceived readiness for nursing licensure examinations among level 4 student nurses amidst the COVID-19 pandemic ( $p=.000$ ) was identified; therefore rejecting the hypothesis. The study identified 5 main factors that increased the level of perceived readiness of the respondents for the nursing licensure examination namely: their confidence in utilizing the knowledge and skills acquired from the face-to-face learning platform; the frequency of hospital exposure in the flexible learning platform that may help them answer situational nursing questions; their level of confidence in answering an inquiry pertaining to nursing application scenario, requiring critical analysis; their confidence that their clinical instructors prepared them for taking the board exam; their overall performance during the practice exam test. The study also revealed five factors affecting the perceived readiness of the respondents in taking the nursing licensure examination namely: Not being physically and mentally prepared to take the exam on the scheduled date; Not being able to acquire all necessary learnings that a student nurse must have prior to taking the nursing board exam; Not being confident with the level of preparedness in taking the nursing licensure exam; the frequency of return demonstration not proving valuable in preparing for answering situational nursing questions on the nursing licensure examination; Not being confident that they are provided with comprehensive introduction to all pertinent nursing related concepts.

### *Conclusions*

After the gathering and analyzing the collected data, this study therefore concludes that there is a direct relationship between face-to-face platform and perceived readiness for nursing licensure examination. There is also an identified direct relationship between online platform and perceived readiness for nursing licensure examination. The study presents positive and negative factors that affect the levels of perceived readiness of student nurses towards the nursing licensure examination. Higher ratings on learning platforms correlate with increased perceived readiness, whereas lower ratings correlate with decreased perceived readiness. There are significant relationships between flexible learning (i.e, online platform  $p=.011$ ; limited face-to-face platform  $p=.000$ ) and perceived readiness for nursing licensure examinations among level 4 student nurses amidst the COVID-19 pandemic.

### *Recommendations*

This study is recommended for different groups involved in nursing education. For Level 4 student nurses, it suggests that they should figure out their own study styles and find ways to improve them when preparing for the Nursing Licensure Examination. Parents are recommended to support their children by understanding and encouraging their preferred study styles for the NLE. The College of Nursing faculty and staff are recommended to tailor their teaching style to better prepare students for the NLE. It is recommended to the deans of the Colleges of Nursing to consider keeping flexible learning options, as evidence show a direct relationship between flexible learning and readiness for

the nursing licensure examination. Finally, future researchers are encouraged to increase the number of participants in related studies.

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**APPENDIX A**  
**Validated Questionnaire**

Central Philippine University  
College of Nursing

Flexible Learning Options and Perceived Readiness of Student  
Nurses for Nursing Licensure Examinations  
Respondents' Questionnaire

Name: \_\_\_\_\_ Year & Section: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

CPU Email Address: \_\_\_\_\_

General Instruction:

The questionnaire is divided into three sections. Each section contains a set of statements related to **Perceived readiness**, **Face to face Platform**, and **Online Learning**, respectively. Kindly select the answer that best describes your opinion toward each of the statements below.

**Legend:**

**SD - Strongly Disagree**

**D - Disagree**

**N - Neutral**

**SA - Strongly Agree**

**A - Agree**

	SD	D	N	A	SA
<b>Perceived Readiness</b>					
I feel confident with my level of preparedness in taking the nursing licensure exam.					
Based from my personal experience with the flexible learning platform, I am confident that I was provided with a comprehensive introduction to all pertinent nursing-related concepts.					
Based from my personal experience with the flexible learning platform, the frequency of my return demonstrations has proven to be a valuable preparation strategy for answering situational nursing questions on the nursing licensure examination.					
Based from my personal experience with the flexible learning platform, the frequency of hospital exposures has significantly enhanced my readiness to answer situational					

nursing questions in the nursing licensure examination.					
I possess the necessary level of confidence in answering an inquiry pertaining to a nursing application scenario requiring critical analysis.					
I am confident that I can effectively utilize the knowledge and skills acquired from the online learning platform in answering the board examination.					
I am confident that I can effectively utilize the knowledge and skills acquired from the face-to-face platform in answering the board examination.					
I possess the necessary competence to incorporate various elements of a health assessment in order to advance health outcomes through the application of the nursing process.					
I believe that I have acquired all the necessary learnings that a nursing student must have prior to taking the board exam.					
I am confident that all of our class instructors have prepared us for taking the board exam.					
I think I need more time to study before I am adequately ready for the exam.					
I feel physically and mentally prepared to take the exam on the scheduled date.					
I believe my overall performance during the practice exam test determines my readiness for the licensure examination.					
<b>Face-to-face platform</b>					
I believe that my ability to learn is enhanced when it is done face-to-face.					
My academic performance and concentration during lectures improve significantly in a face-to-face setting.					
I need to be in a school environment to perform well because it somehow keeps me motivated.					
Being in a face-to-face platform strengthens my ability to be participative in class.					
Face-to-face teaching allows me to distinguish areas for					

study and areas for rest (e.g. house).					
The face-to-face platform allows me to raise clarifications with my instructors and resolve them in real-time.					
I am able to comprehend nursing concepts & situational questions better in a face-to-face platform.					
Through the face-to-face platform, I am able to understand comprehensive board exam questions better.					
Face-to-face interactions with peers and instructors contribute to my overall preparedness for the nursing licensure exam.					
I believe actively engaging in discussions and participating diligently in a face-to-face setting retains information a lot better.					
I believe the demonstrated nursing procedures in the face-to-face platform allow me to absorb important nursing concepts better.					
I often have difficulties retaining my attention span in the face-to-face platform.					
I often have difficulties with catching up with class discussions in the face-to-face platform.					
I find it challenging to concentrate and focus on the topic at hand due to distractions and other external factors in the face-to-face platform.					
<b>Online platform</b>					
With online classes, I am more comfortable in communicating with our class instructors, classmates, and fellow colleagues on our campus.					
I encounter difficulties in comprehending the subject matters being discussed on an online platform.					
The integration of technological innovations has facilitated my acquisition of knowledge during my nursing education.					
In the online platform, I am able to save money on printed materials and transportation costs.					
Online learning platform makes me more productive in					

studying.					
I am confident that I can apply my learnings from the online learning platform while answering the board exam.					
The videos presented during the online learning lectures were effective in applying what we have learned to our actual clinical performance.					
In the online learning platform, I have a better attention span and I can easily remember the lessons and apply them in answering board exam questions.					
With the online learning platform, I believe I am confident in answering board exam questions correctly.					
I believe that I have met the learning outcomes in major nursing subjects in the online learning platform.					
Online learning enhances my ability to absorb and comprehend information more efficiently.					
I find it difficult to clarify questions with my instructors in an the online platform.					
I believe online learning offers sufficient opportunities for practicing actual nursing procedures & interventions.					
I feel motivated to stay engaged and complete coursework in an online learning environment					

## APPENDIX B

### Certificate of Validation



Central Philippine University  
College of Nursing  
Jaro, Iloilo city

#### **CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION** **(QUANTITATIVE RESEARCH)**

This is to certify that the study entitled "Flexible Learning and Perceived Readiness of Student Nurses for Nursing Licensure Examination", has undergone instrument validation. Necessary changes have been checked and approved.

This certification is issued upon the request of the authors: Sita Dawn G. Guino-o; Mystelle Allyza A. Gumban; Caryl Faith J. Gonzaga; Alexa Ann I. Gubatanga; Jeson Vien D. Guerra; and Elijah Dale A. Guillergan. As an expert of this subject, I have reviewed the instruments and its contents as to its appropriateness and accuracy based on the problem statement, objectives, conceptual framework, and operational definition of terms.

Issued this 10th day of June, 2023 to the above mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,

A handwritten signature in black ink, appearing to read 'Janette E. Yap, Man'.

JANETTE E. YAP, MAN

Validator

(Printed Name and Signature)



Central Philippine University  
College of Nursing  
Jaro, Iloilo city

**CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION**  
**(QUANTITATIVE RESEARCH)**

This is to certify that the study entitled "**Flexible Learning and Perceived Readiness of Student Nurses for Nursing Licensure Examination**", has undergone instrument validation. Necessary changes have been checked and approved.

This certification is issued upon the request of the authors: Sita Dawn G. Guino-o; Mystelle Allyza A. Gumban; Caryl Faith J. Gonzaga; Alexa Ann I. Gubatanga; Jeson Vien D. Guerra; and Elijah Dale A. Guillergan. As an expert of this subject, I have reviewed the instruments and its contents as to its appropriateness and accuracy based on the problem statement, objectives, conceptual framework, and operational definition of terms.

Issued this 4<sup>th</sup> day of August 2023 to the above-mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,

  
\_\_\_\_\_  
Geoffrey Ojeda  
Validator

(Printed Name and Signature)



Central Philippine University  
College of Nursing  
Jaro, Iloilo city

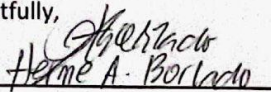
**CERTIFICATION OF RESEARCH INSTRUMENT VALIDATION**  
**(QUANTITATIVE RESEARCH)**

This is to certify that the study entitled "**Flexible Learning and Perceived Readiness of Student Nurses for Nursing Licensure Examination**", has undergone instrument validation. Necessary changes have been checked and approved.

This certification is issued upon the request of the authors: Sita Dawn G. Guino-o; Mystelle Allyza A. Gumban; Caryl Faith J. Gonzaga; Alexa Ann I. Gubatanga; Jeson Vien D. Guerra; and Elijah Dale A. Guillergan. As an expert of this subject, I have reviewed the instruments and its contents as to its appropriateness and accuracy based on the problem statement, objectives, conceptual framework, and operational definition of terms.

Issued this 14th day of August 2023 to the above-mentioned student researchers in compliance with their requirements in their research subject.

Respectfully,

  
Hermie A. Borlado

Validator

(Printed Name and Signature)

**APPENDIX C**  
**Certificate of Approval**



Central Philippine University  
Jaro, Iloilo City  
**College of Nursing**  
*The First Nursing School in the Philippines, 1906*  
Bachelor of Science in Nursing



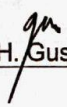
**ENDORSEMENT SHEET FOR ETHICS REVIEW**  
(Technical Panel Approval Sheet)

This undergraduate thesis proposal entitled **Flexible Learning and Perceived Readiness of Student Nurses for Nursing Licensure Examination**, prepared and submitted by **Sita Dawn G. Guino-o; Mystelle Allyza A. Gumban; Caryl Faith J. Gonzaga; Alexa Ann I. Gubatanga; Jeson Vien D. Guerra; and Elijah Dale A. Guillergan** in partial fulfillment of the requirements for the degree of BACHELOR OF SCIENCE IN NURSING, has been presented in a Proposal Review on **March 28, 2023**.

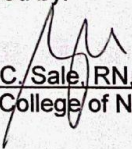
Further, the suggestions and recommendations of the technical panel have been complied with.

This proposal is now recommended for ethical review.

  
Betty Polido, Ph.D.  
Panelist

  
Alvin John H. Gustilo, RN, MAN  
Panelist

Approved by:

  
Melba C. Sale, RN, MAN  
Dean, College of Nursing

## APPENDIX D Turnitin Similarity



**REVIEW, CONTINUING EDUCATION and CONSULTANCY CENTER**

Central Philippine University

Jaro, Iloilo City

Tel. No. 329-1971 local 1008 email: [rceccsec@cpu.edu.ph](mailto:rceccsec@cpu.edu.ph)

Website: [rcecc.cpu.edu.ph](http://rcecc.cpu.edu.ph)



**March 07, 2023**

### CERTIFICATION

This is to certify that the research proposal entitled “**FLEXIBLE LEARNING OPTIONS AND PERCEIVED READINESS OF STUDENT NURSES FOR NURSING LICENSURE EXAMINATIONS**” by **Guino-o, Sita Dawn G., Gumban, Mystelle Allyza A., Gonzaga, Caryl Faith J., Gubatanga, Alexa Ann I., Guerra, Jeson Vien D., Guillergan, Elijah Dale A.** has undergone Turnitin Similarity Checking with a passing percentage of 7% and have passed the requirements (Chapter 1-3).

Prepared by:

**PINKY E. LUTERO-TONGOL**  
Staff -in-charge

Approved by:

**LENNY ROSE P. MUCHO, EdD.**  
Director, RCECC

## APPENDIX E Curriculum Vitae

### CURRICULUM VITAE

---



#### Overview

Name: Caryl Faith J. Gonzaga  
Age: 21  
Address: Ungka II, Pavia Iloilo City

Current Year Level: BSN Level 3  
Contact No: 09396105681  
Institution Email: carylfaith.gonzaga-20@cpu.edu.ph

---

#### Education

NAME OF INSTITUTION	EDUCATIONAL ATTAINMENT	SCHOOL YEAR ATTENDED
Colegio de San Jose	Elementary	2013 - 2014
Colegio de San Jose	Junior High School	2017 - 2018
Colegio de San Jose	Senior High School	2019 - 2020
Central Philippine University	College	2023 - 2024

---

#### Relevant Experience

Experienced a conduction of Research proposal - ABM 12

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Research Adviser: Sarla F. Duller, Ph.D.

Education: CPU (BSN); UP Diliman (MN); UP Manila (PhD)

Relevant Experience: Published author, Researcher, Educator, Clinician

## CURRICULUM VITAE

---



### Overview

Name: Alexa Ann I. Gubatanga

Sex: Female

Age: 20 years old

Year and Section: 3D

Address: Baldoza, La Paz, Iloilo City

---

### Education

<b>College:</b>	<b>Central Philippine University</b> Lopez Jaena St., Jaro, Iloilo City	2023-2024
<b>Senior High School:</b>	<b>Iloilo National High School</b> Luna St., La Paz, Iloilo City	2019-2020
<b>Junior High School:</b>	<b>Iloilo National High School</b> Luna St., La Paz, Iloilo City	2017-2018
<b>Elementary:</b>	<b>Iloilo Central Elementary School</b> Gen. Luna St., Iloilo City Proper, Iloilo City	2013-2014

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### Relevant Experience

- Had an experience conducting a Capstone Research during STEM - Grade 12
  - Currently an active nursing student
- 

Research Adviser: Sarla F. Duller, PhD, MN, RN, NP

Education: CPU (BSN); UP Diliman (MN); UP Manila (PhD)

Relevant Experience: Published author, Researcher, Educator, Clinician

## CURRICULUM VITAE

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### Overview

Name: Elijah Dale Abugan Guillergan  
 Sex: Male  
 Age: 24  
 Year Level and Section: BSN - 3D

Address: 63 Sambag Jaro, Iloilo City  
 Contact Number: 0995-1026-680 /  
 338-4101  
 Email: elijahdale.guillergan-05@cpu.edu.ph

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### Education

INSTITUTION	DEGREE/CERTIFICATE RECEIVED	AREA OF STUDY	NOTE
Doane Baptist Academy	Primary Education	Elementary	2011
Central Philippine University	Secondary Education	High School	2015
West Visayas State University	Bachelor of Science in Biology (BSB)	Biology	2019

---

### Relevant Experience

College of Arts and Sciences (CAS), The Courier, Student Publication; and Biology Department, Microbia, Student Organization – Photojournalist (2017-2019)

Undergraduate Thesis, Microbiology, West Visayas State University, 2019

Thesis topic: "Effect of Spray Dried Santol (*Sandoricum koetjape*) as Fruit Additive on Microbial Populations of Bread"

Supervisor: Stephen G. Sabinay, Ph. D.

---

Research Adviser: Sarla F. Duller, PhD, MN, RN, NP

Education: CPU (BSN); UP Diliman (MN); UP Manila (PhD)

Relevant Experience: Published author, Researcher, Educator, Clinician

## CURRICULUM VITAE

---



### Overview

Name: Sita Dawn G. Guino-o

Age: 21

Address: Brgy. Lopez Jaena Norte, La Paz, Iloilo City

Current Year Level: BSN Level 3

Contact No.: 0912 393 4820

Institution Email: sitadawn.guino-o-20@cpu.edu.ph

---

### Education

<u>NAME OF INSTITUTION</u>	<u>EDUCATIONAL ATTAINMENT</u>	<u>SCHOOL YEAR ATTENDED</u>
Alphacrest Academy, Inc.	Elementary	2013-2014
Iloilo Science & Technology University	Junior High School	2017-2018
Iloilo Science & Technology University (Academic Strand – STEM)	Senior High School	2019-2020
Central Philippine University	Undergraduate – BSN	2020-Present

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### Relevant Experience

Research Proposal, Research 1, ISAT-U Senior High School (2018-2019)

“Struggles Of Left-Handers In Iloilo Science And Technology University, La Paz Campus”

Adviser: Prof. Hilda G. Darroca

Terminal Research Requirement, Research 2, ISAT-U Senior High School (2019-2020)

“Assessment of Heavy Metals (Pb, Cd, And Cr) present in the Water of Iloilo River”

Adviser: Prof. Alan Munoz

Delegate/ Attendee, 3<sup>rd</sup> International Nursing Conference on Translational Research (2023)

---

Research Adviser: Sarla F. Duller, PhD, MN, RN, NP

Education: CPU (BSN); UP Diliman (MN); UP Manila (PhD)

Relevant Experience: Published author, researcher, educator, clinician

## CURRICULUM VITAE

---



### Overview

Name: Jerson Vien D. Guerra  
 Age: 22  
 Sex: Male  
 Address: Jalandoni, Culasi, Antique  
 Year/Section: BSN 3D  
 Contact Information: 09168873989  
 Email address: jersonvien.guerra-20@cpu.edu.ph  
 Current Year Level: BSN Level 3

### Education

<u>NAME OF INSTITUTION</u>	<u>EDUCATIONAL ATTAINMENT</u>	<u>SCHOOL YEAR ATTENDED</u>
St. Michael the Archangel Grade School	Elementary	2013-2014
St. Michael the Archangel High School	Junior High School	2017-2018
University of San Agustin (Academic Strand – STEM)	Senior High School	2019-2020
Central Philippine University	Undergraduate – BSN	2020-Present

### Relevant Experience

- Work Immersion Hospital Duty in Culasi District Hospital, from October to November 2019
- Terminal Research Requirement, Research 2, University of San Agustin Senior High School (2019-2020)  
 “Anti-Hyperglycaemia Synergistic Effect of Basella rubra and Glibenclamide Using Glucose Tolerance Test on Hyperglycemic Mice”  
 Adviser: Prof. Hermogenes Gacho

---

**Research Adviser:** Sarla F. Duller, PhD, MN, RN, NP

**Education:** CPU (BSN); UP Diliman (MN); UP Manila (PhD)

**Relevant Experience:** Published author, researcher, educator, clinician

CURRICULUM VITAE

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**Overview – Mystelle Allyza A. Gumban, 22 yrs old, Female, currently a Level 3 student at Central Philippine University**

---

**Education – Elementary SY 2008 – 2014 (Antique SPED Center)  
Junior High School SY 2014 – 2018 (Antique National School- Science Technology and Engineering Curriculum 1)  
Senior High School SY 2018-2020 (University of San Agustin - STEM)**

---

**Relevant Experience**

**Experienced conducting research both in Junior High School (Regional – Team) and Senior High School and currently an active nursing student**

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**Research Adviser: Sarla F. Duller, PhD, MN, RN, NP**

**Education: CPU (BSN); UP Diliman (MN); UP Manila (PhD)**

**Relevant Experience: Published author, researcher, educator, clinician**



## APPENDIX G

### Statistician Certification



Central Philippine University  
Jaro, Iloilo city

#### STATISTICIAN'S CERTIFICATION

This is to certify that this research study entitled,

FLEXIBLE LEARNING AND PERCEIVED READINESS OF STUDENT NURSES

FOR NURSING LICENSURE EXAMINATION

and submitted by

CARYL FAITH J. GONZAGA, ALEXA ANN I. GUBATANGA, JESON NIEB D. GUERRA

ELIJAH DALE A. GUILLERMAN, SITA DAWN S. GUINO-O, MYSTELLE ALLIZA A. GUMBAN

For the degree of Bachelor of Science in Nursing is certified to have undergone statistical analysis and reviewed by the undersigned.

Issued this 30<sup>th</sup> day of APRIL, 2024, Central Philippine University, Jaro, Iloilo City, Philippines.

TONY RAY A. CANTAMAN  
Statistician

## APPENDIX H

### Grammarians Certification



Department of Languages, Mass Communication and Humanities  
 College of Arts and Sciences  
 Central Philippine University  
 Telephone No: (033)329-1971 local 1060/2114  
 Fax: (033) 320-3685 | [www.cpu.edu.ph](http://www.cpu.edu.ph) | [dlmch@cpu.edu.ph](mailto:dlmch@cpu.edu.ph)



### CERTIFICATION

This is to certify that the RESEARCH REPORT entitled **LEARNING PLATFORM PREFERENCE LEVELS AND PERCEIVED READINESS OF STUDENT NURSES FOR NURSING LICENSURE EXAMINATION** by *Sita Dawn G. Guino-o, Mystelle Allyza A. Gumban, Caryl Faith J. Gonzaga, Alexa Ann I. Gubatanga, Jeson Vien D. Guerra, and Elijah Dale A. Guillergan*, was checked for grammar, style, and other mechanics of writing.

Issued this 13<sup>th</sup> day of June 2024.

A handwritten signature in black ink, appearing to read 'CAJ' or similar initials.

**CLAIRE ANNE D. JARDENIL, M.A.**  
 Faculty Member

**APPENDIX I**  
**Chapter 1 to 5 Turnitin Similarity**



**CENTRAL PHILIPPINE UNIVERSITY**  
**REVIEW, CONTINUING EDUCATION and CONSULTANCY CENTER**  
Jaro, Iloilo City  
Tel. No. 329-1971 local 1008 email: [recccsec@cpu.edu.ph](mailto:recccsec@cpu.edu.ph)  
Website: [reccc.cpu.edu.ph](http://reccc.cpu.edu.ph)



**June 10, 2024**

**CERTIFICATION**

This is to certify that the paper entitled “**Learning Platform Preference Levels and Perceived Readiness of Student Nurses for Nursing Licensure Examination**” by **Sita Dawn G. Guino-o, Mystelle Allyza A. Gumban, Caryl Faith J. Gonzaga, Alexa Ann I. Gubatanga, Jeson Vien D. Guerra, and Elijah Dale A. Guillergan** had undergone Turnitin Similarity Checking with a passing percentage of 18% and had passed the requirements (Chapters 1-5).

Prepared by:

  
**PINKY LUTERO-TONGOL**  
Staff-in-charge

## APPENDIX J ETHICAL CLEARANCE



**RESEARCH ETHICS REVIEW BOARD**  
CENTRAL PHILIPPINE UNIVERSITY  
Lopez Jaena St., Jaro, Iloilo City, Philippines  
329-1971 to 79 local 3336



### ETHICAL CLEARANCE

RERB Form No.22-2  
Version No.: 04  
Date of Effectivity: 17 May 2023

Date of Approval: November 29, 2023

RERB Code: 2023-345-UG-GUINO-O et al.

**Protocol Title: "FLEXIBLE LEARNING AND PERCEIVED READINESS OF STUDENT NURSES FOR NURSING LICENSURE EXAMINATION"**

Version No. 02

Researcher/s: **GUINO-O, SITA DAWN G.**  
**GUMBAN, MYSTELLE ALLYZA A.**  
**GONZAGA, CARYL FAITH J.**  
**GUBATANGA, ALEXA ANN I.**  
**GUERRA, JESON VIEN D.**  
**GUILLERGAN, ELIJAH DALE A.**


Upon resubmission of the following documents, Research Proposal Chapters 1, 2, and 3 with references and Informed Consent Form, the above protocol is hereby **APPROVED** by the CPU-RERB. This ethical clearance is valid from **November 29, 2023 to November 29, 2024.**

**The researcher/s are hereby required to submit the following:**

- ✓ Progress Report on or before **December 29, 2023** to [researchethics@cpu.edu.ph](mailto:researchethics@cpu.edu.ph)
- ✓ Final Report Form and one (1) copy of the completed protocol **within one (1) month** after completion of the study.



For any amendment or alteration in the protocol that will change the nature, or the level of risk involved after approval, the Research Ethics Review Board must be notified through writing and accomplishing the following forms as needed: Protocol Deviation Form, Serious Adverse Events, Amendment Form, and/or Early Termination Report.

Very truly yours,

  
**JOY G. RASO, PhD**  
 Chair, CPU-RERB

Date: 11/29/23

## APPENDIX K ACCOMPLISHED FINAL REPORT FORM

 <div style="text-align: center;"> <p><b>CENTRAL PHILIPPINE UNIVERSITY</b> RESEARCH ETHICS REVIEW BOARD Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336</p> </div> 	<p>RERB Form No. 13-1 Version No. 01 Date of Effectivity: 17 May 2023</p>
<b>FINAL REPORT FORM</b>	

**INSTRUCTIONS TO THE RESEARCHER/s:**

*This form is required upon completion of the study. Obtain an electronic copy of this form and supply all information required in the space provided. This form shall be signed by the researcher and adviser before submission to [researchethics@cpu.edu.ph](mailto:researchethics@cpu.edu.ph)*

### GENERAL INFORMATION

RERB Code	2023-345-UG-GUINO-O et al.	Date (DD/MM/YYYY)	JUNE 20 2024
Protocol Title	LEARNING PLATFORM PREFERENCE LEVELS AND PERCEIVED READINESS OF STUDENT NURSES FOR NURSING LICENSURE EXAMINATION		
Principal Investigator/s	Sita Dawn G. Guino-o		
Department/College	College of Nursing		
Contact No.	0912 393 4820	*Email Address	sitadawn.guino-o-20@cpu.edu.ph
Co-investigator/s (if any)	Mystelle Allyza A. Gumban Caryl Faith J. Gonzaga Alexa Ann I. Gubatanga Jeson Vien D. Guerra Elijah Dale A. Guillergan		
Contact No.		Email Address	
Institution of Researcher/s	Central Philippine University		
Address of Institution	Jaro, Iloilo City, Iloilo		
Effective period of Ethical Clearance	From: November 29 2023      To: November 29 2024		
(*for RERB) Primary Reviewer/s			

Type of Study	<input type="checkbox"/> Clinical <input type="checkbox"/> Epidemiology <input type="checkbox"/> Observational study
	<input type="checkbox"/> Document Review <input type="checkbox"/> Individual based <input type="checkbox"/> Genetic
	<input checked="" type="checkbox"/> Social Survey <input type="checkbox"/> Others, specify _____
Review Status	<input checked="" type="checkbox"/> Full Board <input type="checkbox"/> Expedited

### FINAL REPORT

1. Start/end of the Study: September 2023 to May 2024
2. Number of enrolled participants: 128
3. Number of required participants: 173
4. Number of participants who withdraw: 2
5. Deviations from the approved protocol: None