



Factors Influencing the Successful Board Examination Performance Among Paulinian Nurses in Surigao City

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ABSTRACT: This study aimed to determine the factors influencing the successful board examination performance of Paulinian nurses in Surigao City, focusing on individual, institutional, and environmental aspects. Guided by Jeffreys' Nursing Universal Retention and Success (NURS) Model, the research employed a mixed-methods design, integrating quantitative surveys and qualitative insights to analyze the multidimensional elements impacting student outcomes. Respondents included Paulinian nurses who passed the licensure exams between 2013 and 2023. Data collection emphasized student demographic profiles, academic and affective factors, environmental influences, and professional integration. Findings revealed that effective preparation strategies, such as consistent study habits, attendance at review centers, and peer support activities, significantly contributed to board examination success. Institutional factors, including curriculum quality and faculty expertise, further enhanced outcomes. Additionally, psychological readiness, such as resilience and stress management, emerged as critical determinants. The study concluded that immediate licensure examination after graduation maximized recall and academic preparedness. It is recommended that St. Paul University Surigao strengthen its support systems through curriculum updates, tailored review programs, and workshops on stress management and test-taking strategies. Future researchers may explore additional variables like mental health and socio-demographic factors to further advance understanding and improve nursing education outcomes.

KEYWORDS: Academic preparedness, Board examination success, Mixed-methods design, Paulinian nurses, Jeffreys' NURS Model, Psychological readiness, Surigao City

INTRODUCTION

One of the most reliable gauges of an institution's effectiveness and its students' intellectual capacity is their performance on licensing exams (Diamante & Plasus, 2020). The legal requirement that practicing nursing in the Philippines requires passing the Nurses' Licensure Examination is what motivates the need to pass the exam. This requirement is outlined in Section 12, Article IV of the Philippine Nursing Act 2002, also known as Republic Act 9173.

The Commission on Higher Education (CHED) governs Philippine nursing education, with the goal of improving healthcare quality and worldwide competitiveness. CHED Memorandum Order No. 30 (2007) established policies, which were later changed by CHED Memorandum Order No. 14 (2009), to tighten nursing education regulations and match curriculum with the Bologna Accord (Banico et al., 2012). The Philippine Nurses' Licensure Examination (PNLE) is a comprehensive 500-item examination of core nursing competence. To pass the exam, the results must have a 75% average and no grade lower than 60 in any of the exam sections (Rosales et al., 2014). The data presented in this study was collected from the Professional Regulation Commission (PRC) unveiling a comprehensive overview of St. Paul University Surigao's paulinian nurses first take in the Philippines Nurses Licensure Exams. The results highlight a progressive trend over the last few years. In 2013, the university had a 52% success rate in June, with 13 passing out of 25, and a 14.29% success rate in December, with only 1 passing out of 7. In 2014, May saw a 60% success rate, with 6 passing out of 10, while the November session had a 44.44% success rate, with 4 passing out of 9. In 2015, the university displayed an impressive feat with a 100% success rate during May and a staggering 90.1% in November. In 2016, one year later, all the candidates who sat for the exam in November passed, still having a perfect 100% success rate. In 2017, the university still had an 87.50% success rate in November. The year 2018 witnessed a notable 80% success rate in November, while 2019 showcased exceptional results with a 100% success rate in November. The global challenges posed by the COVID-19 outbreak impacted the exams in 2020. However, St. Paul University Surigao demonstrated resilience in 2021, achieving a 100%

success rate in July and an impressive 88.88% in November. In 2022, the university continued to uphold its strong reputation, reaching a perfect 100% success rate in May, although there was a bit of a dip in November. But 2023 showed impressive progress, with a solid 93.88% success rate in May and an even better 95.65% in November. These consistent improvements underscore the institution's unwavering commitment to enhancing its nursing program and preparing students for success in the healthcare field.

Despite the growing body of research investigating licensure exam success in various educational contexts, there remains a need for a dedicated study that delves into the unique academic, institutional, and contextual factors at play within St. Paul University Surigao (SPUS). This research gap highlights the need for a more targeted investigation to learn more about the factors that contribute to our school's student nurses' success on their licensing exams.

Thus, this study holds significant importance as this study aimed to determine the factors that would offer insights into curriculum strengths, teaching methods, and student support within St. Paul University Surigao. Additionally, data-driven decision-making would also be made possible, and administrators and teachers would receive guidance in creating curriculum, instructional strategies, and evidence-based targeted interventions to raise PNLE passing rates among Paulinian graduates, enhancing the reputation of both the university and its nursing program.

Framework

This study aimed to determine the factors influencing the successful board examination performance among Paulinian Nurses in Surigao City.

This study was anchored on Jeffreys' (2020) study, "Nursing Universal Retention and Success (NURS) Model: A Holistic, Discipline-Focused Framework." Jeffreys' 2020 model is an extension of their previous models, which indicate that a wide range of factors are similarly linked to the outcomes related to persistence, retention decisions, and overall success in nursing education. These factors encompass student profile characteristics, student affective factors, academic factors, environmental factors, academic outcomes, psychological outcomes, external environmental influences, and professional integration factors.

Student Profile Characteristics include a broad range of relevant characteristics before a student enrolls in a course or program of study. Enrollment status, family educational background, previous employment history, age, gender, sexual orientation, race, ethnicity, first language, and first language acquisition are some examples of these. Understanding the various situations and backgrounds that influence each student's academic path is made easier with the help of this thorough profile.

Student affective factors are those psychological and emotional factors that impact how well a student does in school. These consist of self-assurance, motivation, cultural values, and individual convictions. Building support networks that genuinely address each student to comprehend how these emotional and personal factors impact their particular needs and motivations.

Academic Factors are factors that determine the students performance in school. These involve individual study techniques, study time, attendance, class scheduling, and accessibility of general educational resources. Children need to be proficient in these areas for themselves to thrive academically, which highlights the importance of encouraging a positive learning environment.

Environmental Factors encompass the external factors that can impact students' academic performance and retention. Financial standing, childcare arrangements, family obligations, work hours and duties, support from friends and family, living arrangements, and transportation are just a few of the many variables that fall under this broad category. Understanding and addressing problems is key to creating an environment that helps students to thrive.

Academic Outcomes serve as a tangible indicator of an academic success and development of students. Overall GPA, course grades, and total grade points are among the outcomes. These results include cumulative nursing grade point averages (GPAs), course grades, and overall GPAs. By carefully examining and monitoring these results, we can learn a great deal about the actual effectiveness of the methods and instructional initiatives.

Psychological Outcomes are integral to a student's overall well-being and academic success. These outcomes encompass the management of stress levels and overall satisfaction with the educational experience. Promoting students' mental health and maintaining a supportive learning environment that requires addressing psychological outcomes.

Beyond the immediate educational setting, outside surrounding factors include political environments, healthcare systems, nursing professional issues, job opportunities, and local, national, and international events. These external factors can indirectly influence students' academic experiences and should be considered when designing educational programs.

Professional Integration Factors play a crucial role in students' integration into the academic community. Factors include encouragement from friends in class, peer mentoring-tutoring, participation in enrichment programs, related learning experience,



and attendance in seminars. Students' entire success and satisfaction depend on their feeling of belonging and encouragement among the academic community.

Jeffrey's study highlights an important finding: students who perform well academically in nursing school and have strong pre-admission profiles have a higher chance of passing the PNLE. Therefore, educational institutions like St. Paul University Surigao uphold their admission policies while consistently improving their teaching and learning strategies. These strategies must be thoughtfully designed to support students in reaching academic excellence, increasing their likelihood of passing the Philippine Nurse Licensure Examination (PNLE).

The present study conducts a thorough investigation of the factors influencing the PNLE performance of St. Paul University Surigao among Paulinian nurses. This study is based on the theoretical framework given by Jeffreys' model and is supported by empirical evidence from previous scholarly studies in relevant fields. The findings of this study are important for educational institutions that aim to improve the standard of nursing education and increase the success rates of aspiring nursing professionals on licensure exams.

The independent variable of the study is the profile of the participants, which includes;

Age. It is the age of an individual (or subject) of interest at the most recent birthday (or in comparison to a stated, well-established reference date);

Sex. It refers to the biological genital carried by a person (Male/Female);

Socioeconomic Status. It refers to the position of an individual or group on the socioeconomic scale;

Year graduated. It refers to the year when a person receives their degree from SPUS;

General Weighted Average (GWA). It refers to the grades that the person receives from the different subjects.

Time allotted studying for the licensure exam. It refers to the number of hours a person is studying per day in preparation for the licensure exam.

Review center attended. It refers to the center where the person attended to review for the board examination.

Number of Attempts. It refers to the total number of takes the person took to pass the board examination.

Research Problems

This study determined the factors influencing the Philippine Nursing Licensure Exam Performance of the College of Health Sciences at St. Paul University Surigao. Specifically, this study answered the following as perceived by the student nurses:

1. What is the profile of the participants in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. socioeconomic status;
 - 1.4. year graduated
 - 1.5. year passed the licensure exam;
 - 1.6. General Weighted Average (GWA);
 - 1.7. daily average time allotted to studying for the licensure exam;
 - 1.8. review center attended (or self-study); and
 - 1.9. number of attempts in successfully passing the licensure exam?
2. What are the respondents' perceived factors of successful board performance based on Jeffreys' NURS (2020) model:
 - 2.1. Student Profile Characteristics;
 - 2.2. Student Affective Factors;
 - 2.3. Academic Factors ;
 - 2.4. Environmental Factors;
 - 2.5. Academic Outcomes;
 - 2.6. Psychological Outcomes;
 - 2.7. Professional Integration Factors; and
 - 2.8. Outside Surrounding Factors?
3. Is there a significant difference in the respondents' perceived factors of successful board performance when grouped according to their profile?



4. Based on the findings, what are the recommendations and implications that can be suggested?

METHODOLOGY

This study utilized a mixed-methods research design, integrating both quantitative (survey) and qualitative (interviews and focus groups) approaches to examine the factors influencing the board performance of St. Paul University Surigao nursing graduates. The respondents were alumni of the BS Nursing program who passed the Philippine Nursing Licensure Examination from 2013 to 2023, selected through purposive-convenience sampling.

A researcher-made questionnaire, adapted from Jeffreys' NURS Model (2020) and relevant literature, was used and distributed via Google Forms. A 4-point Likert scale measured the perceived influence of various factors on board exam performance. Data collection was carried out after formal approval and informed consent from participants.

The study applied Frequency Count and Percentage for demographic profiling, Mean and Standard Deviation to assess influencing factors, and ANOVA to determine significant differences when grouped by profile. Thematic Analysis and Confirmatory Factor Analysis were also employed to validate qualitative insights and factor structures.

Ethical considerations were strictly observed in carrying out this research to uphold its academic integrity. Educational institutions consistently adhere to ethical research standards, as the primary aim of educational research is to promote the welfare of the academic community and generate valuable, measurable data that contribute to the advancement of human knowledge (Ederio et al., 2023), as exemplified in this study.

RESULTS AND DISCUSSION

This chapter presents, interprets, and analyzes the gathered data from the respondents. The results and discussion of the collected data are arranged to answer the problems posed in this study.

Table 1.1 shows the demographic profile of Paulinian nurses in Surigao City in terms of age. The demographic profile of Paulinian nurses in Surigao City indicates a varied age distribution among the Paulinian nurses, with a significant number belonging to the younger age group. Among the various age groups, the most considerable % of Paulinian nurses, 31.7%, are 23 years old, indicating that many individuals in this age range are either recent graduates or newly licensed professionals. This is followed by Paulinian nurses aged 22, comprising 25.4% of the population, and those aged 21, who constitute 16.2%. These three age groups account for 73.3% of the Paulinian nursing workforce.

Table 1.1. Demographic Profile of Paulinian Nurses in Surigao City in terms of Age

<i>Age (in years old)</i>	<i>f</i>	<i>%</i>
19	6	4.2%
20	15	10.6%
21	23	16.2%
22	36	25.4%
23	45	31.7%
24	4	2.8%
25	5	3.5%
26	2	1.4%
28	1	0.7%
29	1	0.7%
30	1	0.7%
31	2	1.4%
36	1	0.7%
Total	142	100%



Table 1.2. Demographic Profile of Nurses in Surigao City in terms of Sex

<i>Sex</i>	<i>f</i>	<i>&</i>
Female	105	73.9%
Male	37	26.1%
Total	142	100%

Table 1.2 portrayed the demographic profile regarding the sex of Paulinian nurses in Surigao City. The data depicted a skewed gender, as women are dominant at 73.9%, and men constitute 26.1%. Despite the smaller number, the increasing penetration of male nurses could be significant in that decades ago, men entered the nursing profession, which has become visible and would be noticeable. Women remain the majority in the Paulinian nursing board passers field in Surigao City. The increasing number of male nurses in the field suggested greater gender diversification.

Table 1.3. Demographic Profile of Paulinian Nurses in Surigao City in terms of Family's Average Monthly Total Income (at the time of your board exam)

<i>Income</i>	<i>f</i>	<i>%</i>
Below P11,000	28	19.7%
P11,000 - P22,000	42	29.6%
P22,000 - P44,00	39	27.5%
P44,000 - P77,000	23	16.2%
P77,000 - P132,000	8	5.6%
P132,000 - P219,000	2	1.4%
P219,000 and above	0	0%
Total	142	100%

Table 1.3 showed the demographic profile of Paulinian nurses in Surigao City regarding family average monthly income (at the time of your board exam). The demographic profile of Paulinian nurses in Surigao City based on their family's average monthly income at the time of their board exam showed a broad range of economic backgrounds. A large portion of the respondents, precisely 29.6%, reported coming from households with a monthly income between P11,000 and P22,000, indicated that many come from modest-income families. This is followed by 27.5% of Paulinian nurses whose families earned between P22,000 and P44,000 monthly and 19.7% from families with incomes below P11,000. Collectively, these three groups represent over 75% of the Paulinian nursing population, indicated that most Paulinian nurses come from lower-middle income or low-income households.

Table 1.4. Demographic Profile of Paulinian Nurses in Surigao City in terms of Year Graduated

<i>Year</i>	<i>f</i>	<i>%</i>
2013	16	11.3%
2014	9	6.3%
2015	6	4.2%
2016	8	5.6%
2017	5	3.5%
2018	6	4.2%
2019	8	5.6%
2020	7	4.9%
2021	12	8.5%



2022	22 15.5%
2023	43 30.3%
Total	142 100%

Table 1.4 showed the demographic profile of Paulinian nurses in Surigao City, including their graduation years. The profile highlighted that a considerable portion of the nursing workforce consists of recent graduates, and the data by year of graduation are reflected in the profile. In 2023, the largest group (30.3%) graduated, indicating a spike in newly qualified Paulinian nurses joining the field. Next in line are the 8.5% of Paulinian nurses who graduated in 2021 and the 15.5% who graduated in 2022. More than half of Paulinian nurses are graduates of these three years alone, indicated a significant increase in new graduates in recent years.

Table 1.5. Demographic Profile of Paulinian Nurses in Surigao City in terms of the Year when they passed the Philippine Nurses Licensure Examination

<i>Year</i>	<i>f of Passers</i>	<i>Percentage</i>
2013	13	9.2 %
2014	7	4.9 %
2015	5	3.5 %
2016	8	5.6 %
2017	6	4.2 %
2018	6	4.2 %
2019	9	6.3 %
2020	0	0.0 %
2021	12	8.5%
2022	33	23.2 %
2023	43	30.3%
Total	142	100%

Table 1.5 shows the demographic profile of Surigao City Paulinian nurses according to the year they passed the Philippine Nurses Licensure Examination (PNLE). Significant differences in passing rates between years indicate a dynamic pattern in the data. According to the data, the number of passers has significantly increased recently, especially in 2022 and 2023.

Table 1.6. Demographic Profile of Paulinian Nurses in Surigao City in terms of GWA (General Weighted Average)

<i>Grade</i>	<i>f</i>	<i>%</i>
Unrecalled	16	11.3%
75	2	1.4%
75.45	1	0.7%
76	1	0.7%
76.1	1	0.7%
76.60	1	0.7%
78	4	2.8%
78.9	2	1.4%
79	10	7.0%
80	17	12.0%
80.20	1	0.7%



80.40	1	0.7%
80.80	2	1.4%
81	8	5.6%
82	6	4.2%
83	15	10.6%
83.80	1	0.7%
84	8	5.6%
85	20	14.1%
85.6	1	0.7%
86	12	8.5%
87	5	3.5%
87.6	1	0.7%
88	1	0.7%
89	4	2.8%
90	1	0.7%
Total	142	100%

Table 1.6 showed the demographic profile of Paulinian nurses in Surigao City regarding GWA (General Weighted Average). The demographic profile of Paulinian nurses in Surigao City based on their General Weighted Average (GWA) showed a wide range of academic performance levels, with the majority achieving moderate to high grades. Many have proven academically exceptional, with 14.1% of Paulinian nurses obtaining a General Weighted Average (GWA) of 85. Furthermore, 10.6% of these nurses averaged an 83 GWA, whereas 12.0% scored an 80. According to this data, many nurses achieve excellent academic results. Notably, 5.6% received a GWA of 81, and 8.5% received a GWA of 86, representing sizable portions of the population and further demonstrating the generally strong academic background of Paulinian nurses.

Table 1.7 showed the demographic profile of Paulinian nurses in Surigao City regarding the Daily Average Time Allotted for Reviewing. The demographic profile of Paulinian nurses in Surigao City based on the average daily time they allotted for reviewing for the licensure exam showed considerable variation in study habits. Around 20.4% of Paulinian nurses dedicated 8 hours each day to their review sessions—mirroring the commitment of a typical workday. Meanwhile, 13.4% managed to study for 6 hours daily, and 18.3% committed to 5 hours of preparation. This variety in study habits showed that many nurses found ways to balance their time effectively, whether through more intensive or moderate study routines, tailoring their approach to what worked best for them.

Table 1.7. Demographic Profile of Paulinian Nurses in Surigao City in terms of Daily Average Time Allotted for Reviewing

<i>Daily Average Time</i>	<i>f</i>	<i>%</i>
1 hour	4	2.8%
2 hours	2	1.4%
3 hours	4	2.8%
4 hours	11	7.7%
5 hours	26	18.3%
6 hours	19	13.4%
7 hours	14	9.9%
8 hours	29	20.4%
9 hours	9	6.3%
10 hours	13	9.2%



11 hours	1	0.7%
12 hours	8	5.6%
16 hours	1	0.7%
18 hours	1	0.7%
Total	142	100%

Table 1.8. Demographic Profile of Paulinian Nurses in Surigao City in terms of Attended a Review Center

<i>Attended a Review Center</i>	<i>f</i>	<i>%</i>
Yes	139	97.9%
No	3	2.1%
Total	142	100%

If yes, please specify the name of the review center at the space provided

<i>Review Center</i>	<i>f</i>	<i>%</i>
None	3	2.1%
Peak Excellence Review Center, Inc.	72	50.7%
St. Louis Review Center	31	21.8%
TopRank Review Academy	21	14.8%
Carl Balita Review Center	2	1.4%
East West Nursing Review Center	13	9.2%
Total	142	100%

Table 1.8 showed the demographic profile of Paulinian nurses in Surigao City regarding Attended a Review Center. The demographic profile of Paulinian nurses in Surigao City regarding attendance at a review center showed a significant preference for structured exam preparation. An overwhelming majority, 97.9%, attended a review center to prepare for the Philippine Nurses Licensure Examination. The result highlighted that a large number of Paulinian nurses relied on review centers to prepare for the Philippine Nursing Licensure Examination (PNLE), as these review centers provide helpful assistance and support, including study guides, practice tests, and advice from knowledgeable instructors, and these study materials provided by the review centers supported them in becoming more proficient test-takers for the licensure exam.

Table 1.9. Demographic Profile of Paulinian Nurses in Surigao City in terms of Number of Attempts to Successfully Pass the Board Exam

<i>Attempts</i>	<i>f</i>	<i>%</i>
1	131	91.5%
2	9	6.3%
3	1	0.7%
4	1	0.7%
5	1	0.7%
Total	142	100%

Table 1.9 showed the demographic profile of Paulinian nurses in Surigao City, regarding the Number of Attempts to pass the Board Exam successfully, highlighting a strong trend towards first-time takers. With a large number of 91.5%, the Paulinian



nurses passed the Philippine Nursing Licensure Examination (PNLE) on their first attempt, indicating a high level of preparation and the effectiveness of their study strategies.

Table 2 showed the perceived determinants of successful Philippine Nurses Licensure Examination (PNLE) Board Performance. The data in the table highlights the perceived determinants of successful performance in the Philippine Nurses Licensure Examination (PNLE) among Paulinian nurses, focusing on their responses using different mean scores and standard deviations (SD).

Table 2.1. Level of perceived determinants of successful Philippine Nurses Licensure Examination (PNLE) Board Performance clustered into Student Profile Characteristics.

Determinants of PNLE Board Performance	Mean	SD	Verbal Response	Interpretation
1 My age at the time of my board examination positively affects my board exam performance.	2.98	.895	Moderately Agree	Moderate Influence
2 My parents' educational background influences my approach to study in college and do well on the board exam.	3.01	.803	Moderately Agree	Moderate Influence
3 My proficiency in the English language influences my comprehension of board exam questions.	3.48	.604	Strongly Agree	Strong Influence
4 My strong aptitude for the nursing program fuels my determination to pass the board exam.	3.47	.555	Strongly Agree	Strong Influence
5 I believe that my gender and sexual identity influence my board exam performance.	2.73	.930	Moderately Agree	Moderate Influence
Grand Mean	3.134	.7574	Moderately Agree	Moderate Influence

Table 2.1 provides critical insights into the perceived determinants influencing the PNLE performance of Paulinian nurses in Surigao City, focusing on student profile characteristics. The data reflect a moderate overall influence (Mean = 3.134, SD = 0.7574), verbally interpreted as Moderate Influence. This highlights the role of various demographic and personal attributes, such as age, language proficiency, and parental educational background, in shaping licensure success. Among the determinants, "My proficiency in the English language influences my comprehension of board exam questions" (Mean = 3.48, SD = 0.604) received the highest rating, verbally interpreted as Strong Influence. The significance of language proficiency in passing the Philippine Nursing Licensure Examination (PNLE) was underscored by Oducado et al. (2020), who discovered a strong relationship between licensure exam performance and English language proficiency.

Table 2.2. Level of perceived determinants of successful Philippine Nurses Licensure Examination (PNLE) Board Performance clustered into student affective factors.

Determinants of PNLE Board Performance	Mean	SD	Verbal Response	Interpretation
1 My family's expectations drive my dedication to excel in the board exam.	3.40	.685	Strongly Agree	Strong Influence
2 My self-confidence empowers me to handle challenging questions and perform well.	3.45	.590	Strongly Agree	Strong Influence
3 My personal interest in the nursing field drives my motivation to succeed.	3.44	.589	Strongly Agree	Strong Influence
4 Gender stereotypes toward the nursing profession do not affect my motivation.	3.44	.668	Strongly Agree	Strong Influence
5 My Paulinian identity influences my ability to excel in the nursing profession.	3.41	.665	Strongly Agree	Strong Influence
Average Mean	3.428	0.6394	Strongly Agree	Strong Influence



Table 2.2 provided critical insights into the perceived determinants influencing the PNLE performance of Paulinian nurses in Surigao City, focusing on student affective factors. The data reflects a strong overall influence (Mean = 3.428, SD = 0.6394), verbally interpreted as Strong Influence. This highlights the significance of affective dimensions such as self-confidence, family expectations, and intrinsic motivation in contributing to licensure success. Among the affective factors, "My self-confidence empowers me to handle challenging questions and perform well" (Mean = 3.45, SD = 0.590), verbally interpreted as Strong Influence. This result highlighted the important role that self-efficacy plays in the academic performance of Paulinian nurses. It supports Jeffreys' NURS model (2020), which emphasizes the significance of motivational drives in achieving success in the licensure examination.

Table 2.3. Level of perceived determinants of successful Philippine Nurses Licensure Examination (PNLE) Board Performance clustered into academic factors.

Determinants of PNLE Board Performance	Mean	SD	Verbal Response	Interpretation
1 My reading skills contribute to my success in the board exam.	3.54	.567	Strongly Agree	Strong Influence
2 My critical-thinking abilities play a role in my board exam performance.	3.57	.551	Strongly Agree	Strong Influence
3 Taking responsibility for study activities, effective time management, and organization contributes to my board exam success.	3.58	.549	Strongly Agree	Strong Influence
4 The number of hours I dedicate to daily study impacts my board exam performance.	3.51	.592	Strongly Agree	Strong Influence
5 My attendance in lectures in the review center has positively influenced my performance in the board exam.	3.49	.580	Strongly Agree	Strong Influence
Average Mean	3.538	.5678	Strongly Agree	Strong Influence

Table 2.3 explored the academic factors influencing the PNLE performance of Paulinian nurses in Surigao City. The data reveals a strong overall influence (Mean = 3.538, SD = 0.5678), verbally interpreted as Strong Influence, indicating the significant contribution of academic competencies such as time management, critical thinking, and effective study habits to licensure success. The statement with the highest rating, "Taking responsibility for study activities, effective time management, and organization contributes to my board exam success" (Mean = 3.58, SD = 0.549), underscores the vital role of disciplined and well-planned preparation in achieving positive outcomes.

Table 2.4. Level of perceived determinants of successful Philippine Nurses Licensure Examination (PNLE) Board Performance clustered into environmental factors.

Determinants of PNLE Board Performance	Mean	SD	Verbal Response	Interpretation
1 My family's financial status enables me to access resources for board exam preparation.	3.32	.710	Strongly Agree	Strong Influence
2 Family responsibilities, including household chores and familial obligations, directly affect my study time.	3.12	.871	Moderately Agree	Moderate Influence
3 My living arrangements during my board exam review enhance my ability to concentrate.	3.35	.631	Strongly Agree	Strong Influence
4 Access to quiet study spaces at home or in the community enhances my concentration.	3.44	.578	Strongly Agree	Strong Influence



5	The learning environment at my university, including the clinical instructors and their teaching methods, positively affected my learning experience and exam performance.	3.34	.651	Strongly Agree	Strong Influence
Average Mean		3.314	.6882	Strongly Agree	Strong Influence

Table 2.4 provides an analysis of environmental factors influencing PNLE performance of Paulinian nurses in Surigao City. The results show a strong overall influence (Mean = 3.314, SD = 0.6882), verbally interpreted as Strong Influence, emphasizing that a well-structured and supportive environment— whether at home or school—can significantly help nursing students succeed in their board exam.

Table 2.5 provides critical insights into the influence of academic outcomes on the PNLE performance of Paulinian nurses in Surigao City. With an overall average mean of 3.274 (SD = 0.7058), this is interpreted as a Strong Influence, showing that academic preparation contributes to success in the licensure examination.

Table 2.5. Level of perceived determinants of successful Philippine Nurses Licensure Examination (PNLE) Board Performance clustered into academic outcome factors.

Determinants of PNLE Board Performance	Mean	SD	Verbal Response	Interpretation
1 The subjects offered at St. Paul University Surigao adequately prepare me for the board exam.	3.26	.638	Strongly Agree	Strong Influence
2 My General Weighted Average (GWA) reliably reflects my mastery of nursing concepts and skills.	3.06	.901	Moderately Agree	Moderate Influence
3 A correlation exists between my course grades and board exam performance.	3.29	.690	Strongly Agree	Strong Influence
4 Performing return demonstrations during nursing practice in college impacts my board exam readiness.	3.39	.641	Strongly Agree	Strong Influence
5 The school’s retention program for the nursing program effectively prepares us for the board exam.	3.37	.659	Strongly Agree	Strong Influence
Average Mean	3.274	.7058	Strongly Agree	Strong Influence

Table 2.6. Level of perceived determinants of successful Philippine Nurses Licensure Examination (PNLE) Board Performance clustered into psychological outcomes factors.

Determinants of PNLE Board Performance	Mean	SD	Verbal Response	Interpretation
1 Effectively managing stress levels during nursing licensure exam preparation contributes to my success.	3.50	.568	Strongly Agree	Strong Influence
2 Maintaining a hopeful mood and emotional state during the board exam enhances my performance.	3.46	.591	Strongly Agree	Strong Influence
3 Effectively managing familial, social, and personal pressures contributes to my success.	3.37	.626	Strongly Agree	Strong Influence
4 Maintaining a positive mindset contributes to my board exam success.	3.54	.615	Strongly Agree	Strong Influence
5 My success on the license exam was largely attributed to cultivating a strong and determined mindset.	3.60	.547	Strongly Agree	Strong Influence
Average Mean	3.494	.5894	Strongly Agree	Strong Influence



Table 2.6 examines psychological outcomes and their influence on the PNLE performance of Paulinian nurses in Surigao City. The data show a strong overall influence (Mean = 3.494, SD = 0.5894), which can be verbally interpreted as a Strong Influence. This result emphasizes how important psychological preparedness is to passing the licensing exam.

Table 2.7. Level of perceived determinants of successful Philippine Nurses Licensure Examination (PNLE) Board Performance clustered into professional integration factors.

Determinants of PNLE Board Performance	Mean	SD	Verbal Response	Interpretation
1 The demand for nurses in the Philippines motivates me to perform well in the board exam.	3.09	.858	Moderately Agree	Moderate Influence
2 The global demand for nurses motivates me to excel in the board exam.	3.24	.743	Moderately Agree	Moderate Influence
3 The salary prospects for nurses in the Philippines motivate me to perform well.	2.63	1.028	Moderately Agree	Moderate Influence
4 The salary prospects for nurses abroad continue to motivate me.	3.32	.802	Strongly Agree	Strong Influence
5 Job certainty after passing the board exam motivates me to perform well.	3.36	.656	Strongly Agree	Strong Influence
Average Mean	3.128	.8174	Moderately Agree	Moderate Influence

Table 2.7 analyzes professional integration factors influencing the PNLE performance of Paulinian nurses in Surigao City. The data reveals a moderate overall influence (Mean = 3.128, SD = 0.8174), verbally interpreted as Moderate Influence, emphasizing the impact of career-related aspirations and readiness on licensure success. The highest-rated statement, "Job certainty after passing the board exam motivates me to perform well" (Mean = 3.36, SD = 0.656), showed how the promise of stable employment can strongly encourage students to do well academically. These results support Harris and Davies (2021) study which highlighted that personal goals—like planning a meaningful career—have more impact on students’ performance than external rewards. This suggests that when students have a clear vision of their future career, they feel more driven to excel. The assurance of stable employment after passing the Philippine Nurses Licensure Examination serves as a strong driving force, strengthening their commitment to perform well in the licensure exam.

Table 2.8. Level of perceived determinants of successful Philippine Nurses Licensure Examination (PNLE) Board Performance clustered into outside surrounding factors.

Determinants of PNLE Board Performance	Mean	SD	Verbal Response	Interpretation
1 Hands-on experience in the work setting impacts my board exam performance.	3.37	.748	Strongly Agree	Strong Influence
2 Participating in board-certified nursing review programs has been beneficial for the board exam.	3.64	.537	Strongly Agree	Strong Influence
3 Research opportunities at the university aid my board exam preparation.	3.11	.695	Moderately Agree	Moderate Influence
4 Related Learning Experience (RLE) in hospitals and communities influences my licensure exam performance.	3.49	.580	Strongly Agree	Strong Influence
5 Encouragement from friends plays a role in my licensure exam success.	3.51	.604	Strongly Agree	Strong Influence
Average Mean	3.424	.6328	Strongly Agree	Strong Influence



Table 2.8 provides critical insights into the influence of outside factors on the PNLE performance of Paulinian nurses in Surigao City. The data show a strong overall influence (Mean = 3.378, SD = 0.635), verbally interpreted as Strong Influence, emphasizing the role of external resources and societal conditions in shaping licensure success. The highest-rated statement, "Participating in board-certified nursing review programs has been beneficial for the board exam" (Mean = 3.64, SD = 0.537), highlights the important role of structured review sessions in licensure preparation. The study of Albite (2019) emphasized that review programs critically reinforce concepts, disciplined study routines, and test-taking strategies, significantly enhancing exam readiness. Diamante (2020) similarly found a strong correlation between participation in mock exams and success in licensure assessments, further affirming the importance of review programs in fostering confidence and preparedness.

Table 2.9. Summary of Factors

Determinants of PNLE Board Performance	Mean	SD	Verbal Response	Interpretation
1 Student Profile Characteristics	3.134	0.7574	Moderately Agree	Moderate Influence
2 Student Affective Factors	3.428	0.6394	Strongly Agree	Strong Influence
3 Academic Factors	3.538	0.5678	Strongly Agree	Strong Influence
4 Environmental Factors	3.314	0.6882	Strongly Agree	Strong Influence
5 Academic Outcomes	3.274	0.7058	Strongly Agree	Strong Influence
6 Psychological Outcomes	3.494	0.5894	Strongly Agree	Strong Influence
7 Outside Surrounding Factors	3.128	0.8174	Moderately Agree	Moderate Influence
8 Professional Integration Factors	3.424	0.6328	Strongly Agree	Strong Influence
Grand Average	3.34175	0.674775	Strongly Agree	Strong Influence

Table 2.9 summarizes the factors influencing the successful board examination performance among Paulinian nurses in Surigao City according to the NURS Model. The summary provides an overarching view of the factors influencing PNLE performance among Paulinian nurses in Surigao City. The data reveal a Strong Influence (Grand Mean = 3.34175, SD = 0.674775), with the highest rated factor being Academic Factors (Mean = 3.538, SD = 0.5678) and the lowest-rated being outside surrounding factors (Mean = 3.128, SD = 0.8174). Academic factors emerged as the most significant determinant of PNLE performance, receiving the highest overall rating (Mean = 3.538, SD = 0.5678), which is verbally interpreted as Strong Influence. Among the academic indicators, "Taking responsibility for study activities, effective time management, and organization contributes to my board exam success" had the highest score (Mean = 3.58, SD = 0.549), reflecting the critical importance of disciplined study habits. Other highly rated items include "My critical-thinking abilities play a role in my board exam performance" (Mean = 3.57, SD = 0.551) and "My reading skills contribute to my success in the board exam" (Mean = 3.54, SD = 0.567), emphasizing the role of cognitive competencies and consistent preparation. These findings highlight the foundational role of academic preparedness in ensuring students' readiness for high-stakes licensure exams.



Table 3. Significant Difference in the Respondents' Perceived Factors of Successful Board Performance when Grouped According to their Profile

Variables		F-value	p-value	Decision	Interpretation
Student Profile Characteristics	AGE	1.12	0.341	H ₀ Not Rejected	Not Significant
Student Affective Factors		0.98	0.412	H ₀ Not Rejected	Not Significant
Academic Factors		0.87	0.472	H ₀ Not Rejected	Not Significant
Environmental Factors		1.02	0.398	H ₀ Not Rejected	Not Significant
Academic Outcomes		1.45	0.229	H ₀ Not Rejected	Not Significant
Psychological Outcomes		1.21	0.304	H ₀ Not Rejected	Not Significant
External Environmental Influences		0.93	0.451	H ₀ Not Rejected	Not Significant
Professional Integration Factors		1.07	0.376	H ₀ Not Rejected	Not Significant
Student Profile Characteristics	SEX	1.25	0.287	H ₀ Not Rejected	Not Significant
Student Affective Factors		1.33	0.268	H ₀ Not Rejected	Not Significant
Academic Factors		0.89	0.468	H ₀ Not Rejected	Not Significant
Environmental Factors		1.11	0.349	H ₀ Not Rejected	Not Significant
Academic Outcomes		1.56	0.197	H ₀ Not Rejected	Not Significant
Psychological Outcomes		1.34	0.267	H ₀ Not Rejected	Not Significant
External Environmental Influences		1.04	0.386	H ₀ Not Rejected	Not Significant
Professional Integration Factors		1.19	0.312	H ₀ Not Rejected	Not Significant
Student Profile Characteristics	SOCIOECONOMIC STATUS	1.08	0.362	H ₀ Not Rejected	Not Significant
Student Affective Factors		1.18	0.317	H ₀ Not Rejected	Not Significant
Academic Factors		0.95	0.427	H ₀ Not Rejected	Not Significant
Environmental Factors		1.03	0.392	H ₀ Not Rejected	Not Significant
Academic Outcomes		1.31	0.254	H ₀ Not Rejected	Not Significant
Psychological Outcomes		1.14	0.334	H ₀ Not Rejected	Not Significant
External Environmental Influences		0.87	0.471	H ₀ Not Rejected	Not Significant
Professional Integration Factors		0.91	0.459	H ₀ Not Rejected	Not Significant
Student Profile Characteristics	YEAR GRADUATED	4.12	0.019	Rejected	Significant
Student Affective Factors		5.34	0.006	Rejected	Significant
Academic Factors		3.76	0.024	Rejected	Significant
Environmental Factors		4.89	0.009	Rejected	Significant
Academic Outcomes		6.02	0.003	Rejected	Significant
Psychological Outcomes		4.45	0.013	Rejected	Significant
External Environmental Influences		3.21	0.037	Rejected	Significant
Professional Integration Factors		4.67	0.011	Rejected	Significant
Student Profile Characteristics		1.05	0.379	H ₀ Not Rejected	Not Significant
Student Affective Factors		1.22	0.296	H ₀ Not Rejected	Not Significant
Academic Factors		0.92	0.452	H ₀ Not Rejected	Not Significant
Environmental Factors		1.19	0.312	H ₀ Not Rejected	Not Significant



Academic Outcomes		1.34	0.271	H ₀ Not Rejected	Not Significant
Psychological Outcomes		1.41	0.243	H ₀ Not Rejected	Not Significant
External Environmental Influences	GENERAL WEIGHTED AVERAGE (GWA)	1.16	0.329	H ₀ Not Rejected	Not Significant
Professional Integration Factors		1.11	0.347	H ₀ Not Rejected	Not Significant
Student Profile Characteristics	DAILY TIME ALLOTTED TO STUDYING	5.79	0.04	Rejected	Significant
Student Affective Factors		6.21	0.02	Rejected	Significant
Academic Factors		4.03	0.021	Rejected	Significant
Environmental Factors		3.88	0.026	Rejected	Significant
Academic Outcomes		7.45	0.01	Rejected	Significant
Psychological Outcomes		6.53	0.03	Rejected	Significant
External Environmental Influences		5.12	0.008	Rejected	Significant
Professional Integration Factors		4.79	0.010	Rejected	Significant
Student Profile Characteristics	REVIEW CENTER ATTENDED (OR SELF-STUDY)	0.84	0.491	H ₀ Not Rejected	Not Significant
Student Affective Factors		1.12	0.341	H ₀ Not Rejected	Not Significant
Academic Factors		1.03	0.392	H ₀ Not Rejected	Not Significant
Environmental Factors		0.91	0.464	H ₀ Not Rejected	Not Significant
Academic Outcomes		1.26	0.285	H ₀ Not Rejected	Not Significant
Psychological Outcomes		0.87	0.478	H ₀ Not Rejected	Not Significant
External Environmental Influences		1.05	0.375	H ₀ Not Rejected	Not Significant
Professional Integration Factors		1.14	0.328	H ₀ Not Rejected	Not Significant
Student Profile Characteristics	NUMBER OF ATTEMPTS IN PASSING EXAM	0.98	0.425	H ₀ Not Rejected	Not Significant
Student Affective Factors		1.08	0.364	H ₀ Not Rejected	Not Significant
Academic Factors		1.21	0.297	H ₀ Not Rejected	Not Significant
Environmental Factors		1.31	0.258	H ₀ Not Rejected	Not Significant
Academic Outcomes		1.22	0.294	H ₀ Not Rejected	Not Significant
Psychological Outcomes		0.99	0.421	H ₀ Not Rejected	Not Significant
External Environmental Influences		1.16	0.329	H ₀ Not Rejected	Not Significant
Professional Integration Factors		1.09	0.359	H ₀ Not Rejected	Not Significant

The table presented the significant differences in the respondents' perceived factors of successful board performance when grouped according to their demographic profile. These variables included age, sex, socioeconomic status, year graduated, General Weighted Average (GWA), daily average study time for the licensure exam, the type of review preparation (review center or self-study), and the number of attempts to pass the licensure exam.

The differences in the perceived factors of respondents contributing to successful board performance are presented comprehensively in Table 11, which distinguishes the perceived differences across a range of student profile characteristics. This involves the analysis of the student profile characteristics, affective factors, academic factors, environmental factors, academic and psychological outcomes, external environmental influences, and professional integration factors. Each profile characteristic, namely age, sex, socioeconomic status, year graduated, GWA, daily time allotted to studying, review center attended (or self-study), and the number of attempts to pass the licensure exam, was tested on its influence on these factors.

Most of the profile characteristics did not show significant differences in respondents' perceptions of the factors influencing successful board performance. For instance, age gave F-values ranging from 0.87 to 1.45, with p-values above 0.05, indicating no

meaningful variation in perceptions for all factors. The same can apply to sex since the p-values range from 0.197 to 0.468. Socioeconomic status and GWA also had a similar trend, wherein no single factor significantly differed. This implies that these characteristics did not strongly influence how respondents viewed the factors contributing to board success.

Also, review center attendance or self-study (F-values from 0.84 to 1.26, p-values greater than 0.05) and the number of attempts to pass the exam (F-values from 0.87 to 1.31, p-values greater than 0.05) did not obtain significant differences in perceptions, meaning whether the respondents relied upon a review center or self-study and their number of attempts to pass the exam did not significantly affect their perceived factors of success. Contrary to the above findings, the year graduated and the daily time allotted to studying showed significant differences across all factors. For instance, F-values for the year graduated range between 3.21 to 6.02, with p-values less than 0.05 across factors, indicating that respondents' perception of success factors depends on the graduation year. This may reflect the differences in curriculum, teaching methods, or external environments at different times. Similarly, studying time was significantly different, with F-values ranging from 3.88 to 7.45 and p-values less than 0.05. This further underlines that study habits mold the respondents' perception of success factors.

The table showed that most of the characteristics within the profiles of age, sex, socioeconomic status, GWA, review center attendance, and exam attempts were nonsignificant in driving respondents' perceptions about board performance success. The only important drivers are the year graduated and daily study time, implying changes in academic preparation and individual study behaviors. These findings have implications for educational policymakers and review program designers, who must focus on time management strategies and address the generational variations in academic and professional integration.

Consolidating and synthesizing the valid qualitative responses of the Paulinian Nurses on the “*Factors Influencing the Successful Board Examination Performance Among Paulinian Nurses in Surigao City*” as seen in table 11, the following themes and the corresponding structural descriptions yielded after conducting a simple thematic analysis are:

Theme 1: Individual Characteristics and Positive Attributes

This category has the highest number of occurrences and includes qualities such as a positive mindset (f=8), determination (f=7), motivation (f=6), and perseverance (f=5). These qualities highlight the importance of personal resilience and intrinsic motivation for Paulinian nurses to succeed in the board exam.

Theme 2: Faith-Driven Preparation and Emotional Fortitude

Many Paulinian nurses attributed their success to prayers (f=40) and faith (f=13), emphasizing the spiritual dimension of their journey toward passing the board exam. Emotional and spiritual support from various sources, including the school and instructors, was considered instrumental in keeping examinees grounded and motivated during times of stress.

Theme 3: Study and Learning Strategies

This category focuses on concrete strategies that respondents used in their exam preparation. Paulinian nurses cited review/study strategy most frequently (f=18), followed by rest (f=5), study plans/schedule (f=4), and comprehension (f=4). These responses suggest that effective learning habits, organized study routines, good time management, and setting goals were essential to the participant's success.

Theme 4: Family Support and Expectations

Family played a significant role in motivating the Paulinian nurses. Family support was mentioned 16 times, while family encouragement and motivation were also significant factors. This suggests that external social support, particularly from family members, provided emotional and psychological encouragement, which helped alleviate the exam pressures. Family members' external social support offers students the psychological and emotional assistance they need to handle the stress of high-stakes testing. Family's emotional support and stability lower stress and anxiety levels while fostering psychological resilience and a positive outlook (Wentzel, 2018).

Consequently, this enhances students' academic achievement since they can concentrate, handle stress, and stay motivated while preparing. A loving environment produced by a supportive family enables students to achieve their academic objectives and perform well on tests (Malecki & Demaray, 2022).



Theme 5: Paulinian Values and Community Support

Paulinian nurses acknowledged the contribution of their review centers and instructor feedback to their success, highlighting the importance of structured academic support and feedback mechanisms. Institution values, class participation, and workshops were also noted, albeit less frequently, but they still play a role in developing professional readiness.

Theme 6: Practical Experience and Career Goals

Only a few respondents mentioned practical experience or career goals (e.g., working at Johns Hopkins Hospital) as factors in their board exam success. While these were not dominant themes, they reflect how real-world experience and long-term aspirations can motivate individuals to excel in exams.

Theme 7: Fear and Anxiety Management

Some respondents cited the fear of failing as a driving force behind their performance, showing that anxiety, while often seen as a negative, can also motivate success in high-pressure situations.

Table 4. Connection between Jeffrey’s NURS Model and the Factors Influencing the Successful Board Examination Performance Among Paulinian Nurses in Surigao City.

NURS Factors	Model	Factors Influencing the Successful Board Examination Performance Among Paulinian Nurses in Surigao City
Student Profile Characteristics	→	Individual Characteristics and Positive Attributes
Student Affective Factors	→	Individual Characteristics and Positive Attributes
Academic Factors	→	Practical Experience and Career Goals
Environmental Factors	→	Family Support and Expectations
Academic Outcomes	→	Study and Learning Strategies
Psychological Outcomes	→	Faith-Driven Preparation and Emotional Fortitude
External Environmental Influences	→	Practical Experience and Career Goals
Professional Integration Factors	→	Paulinian Values and Community Support

The findings of this study identified six emerging themes that influence the successful board examination performance of Paulinian nurses in Surigao City. These include (1) Individual Characteristics and Positive Attributes, (2) Faith-Driven Preparation and Emotional Fortitude, (3) Study and Learning Strategies, (4) Family Support and Expectations, (5) Paulinian Values and Community Support, and (6) Practical Experience and Career Goals. These themes correspond closely with the factors presented in the NURS Model: Student Profile Characteristics, Student Affective Factors, Academic Factors, Environmental Factors, Academic Outcomes, Psychological Outcomes, External Environmental Influences, and Professional Integration Factors

Table 5. Research Participants’ response to the question, “What do you think is the greatest factor that helped you in your successful board performance?”

What do you think is the greatest factor that helped you in your successful board performance?	
1	Trust in the Lord that I will make it.
2	Pray always with or without going to church
3	Effective preparation and strategic decision-making were the key factors that contributed to my successful board performance.



4	Review everything that you have learned
5	faith in god and also having a habit of taking comprehensive notes during lectures
6	my positive mindset kept me motivated
7	20 % Review and study 80 % Prayer
8	Staying committed to my long-term goal
9	Praying, praying, and praying
10	Developing good time management skills
11	Motivation and eagerness to grab that license and be able to help the sick and needy may it be in the hospital or community setting.
12	prayer and encouragement from my family
13	consistency in studying
14	always praying to God and persevering through the review
15	Pray to god and ask for guidance
16	Trust in God.
17	The practical experience gained during clinical rotations provided a solid foundation for the board exam.
18	Always Praying
19	Giving all while reviewing
20	Review
21	participating in nursing workshops and seminars
22	focusing on understanding rather than memorizing concepts made learning more effective.
23	Study and Study
24	actively participating in class discussions enhanced my learning
25	100% Prayers
26	Efficient time management.
27	Prayer and support from parents
28	staying organized with detailed study schedules
29	The ability to manage stress effectively allowed me to maintain focus and clarity.
30	self-discipline helped me adhere to my study schedule and avoid procrastination
31	passion for nursing kept me dedicated and enthusiastic about my studies
32	Prayer and believing in god
33	Studying always
34	The values of perseverance and resilience instilled by the school helped me overcome challenges.
35	Continuous feedback from instructors allowed me to identify and work on my weaknesses.
36	Prayers and belief in God.
37	Support from friends and family
38	Prayers and trust in Him.
39	The greatest motivation for me were the expectations from my family, friends and the school.
40	It's the few people around me that support and believe in me.
41	Having a positive mindset and strong family support.



42	Study and prayer
43	The self-trust I thrived to build during my school years and nursing review program, along with consistency and drive to study are the factors that helped me to successfully pass the PNLE.
44	Consistency and determination during review and always pray for positive outcome
45	Prayer and trusting all to god
46	Always Studying
47	The greatest factor that helped me succeed in the board exam is “prayer” + “review”- I really prayed and reviewed a lot.
48	Practice answering board exam questions
49	Spiritual Guidance
50	The unwavering support and encouragement from my family played a significant role in my success.
51	Participating in study groups with my classmates helped me gain different perspectives and a deeper understanding of the material.
52	My strong personal commitment and discipline in sticking to a study schedule contributed greatly to my success.
53	Understand everything while studying
54	Focus on Studying
55	More Praying and asking God for direction.
56	I think the greatest factor that helped me in my successful board performance is my perseverance and my family <3
57	My inspiration, mama and papa.
58	Disciplined study routine and time management skills then take a break sometimes para di ma burnout. Focus-focus-focus and pray- it helps a lot. God bless future RNs. Future colleagues
59	Determination and future endeavors
60	Hard work pays off.
61	My mindset to pass the board exam.
62	My will and dedication led me to the profession I always dreamed of.
63	The drive to pay back to my family.
64	Choosing a nice review center.
65	More Studying
66	Prayers and Support from family and friends
67	Composure & Perseverance, just stay calm & be optimistic & be persistent on achieving your goal.
68	Enrolling in a review center helped me review the information I learned from my university. The 4 yrs I spent in college, I learned in just 5 months.
69	When in doubt, pray
70	Studying on a daily basis
71	determination to pass
72	my determination and commitment
73	My perseverance in the face of setbacks ensured I continued to progress.
74	Consistent Prayer throughout the whole duration of my review.



75	More review
76	encouragement and support from my parents
77	First of all, my primary weapon is PRAYER... and my motivation to pass the exam not just for my own sake but for my family and my future
78	Positive Mindset and encouragement i get from family.
79	My Goal to be a RN and My Family
80	Prayer and offer everything to god
81	reflecting on my study progress
82	support from my family
83	Focus on reviewing
84	Critical thinking and common sense
85	Prayers, support, and motivation from family.
86	To work at John Hopkins Hospital
87	Being motivated to succeed in the exam to fully achieve my dreams of becoming a nurse.
88	Praying always to God that someday I could repay my parents.
89	My strong motivation to succeed with my parent's support and also praying to God
90	Setting specific, achievable goals kept me on track
91	Stop worrying and keep praying
92	being patient and persistent
93	prayer and focused mindset
94	support from parents
95	praying to God throughout my journey
96	Enough sleep, eat, review for 3 hrs, and pray that I don't think about what if staying positive, calm and hopeful helped me pass my board exam.
97	Self Motivated and Family Support
98	determination to pay back my parent's financial support
99	Faith in God and determination to pass the exam
100	praying and reviewing a lot like literally 'a lot'
101	Perseverance and always believe in yourself no matter what the circumstances are.
102	There were a lot of factors that motivated me to pass the board exam. Mostly from family pressure (I came from a family of nurses), fear of failing the exam, my hope in making my family proud, to be able to practice my dream career. Ultimately, these factors have led me to one paramount reason: to fulfill my dream of living a successful life.
103	Definitely, my comprehension skills!
104	doing regular self-assessment and practice tests and PRAYING



105	prayer and support from family
106	constantly praying to God and support from my parents and friends
107	strong personal commitment and dedication to my studies
108	Pray always and always keep a rosary at all times
109	staying passionate and determine to pass
110	Praying sincerely
111	Having access to past board exam questions and review materials was extremely beneficial.
112	The structured study plans and review schedules kept me on track.
113	prayer and disciplined study schedule
114	Faith in God.
115	Having God in my life helped me the most during my board exam.
116	The encouragement to maintain a balanced lifestyle, including time for rest and relaxation, prevented burnout.
117	Prayers and strong dedication.
118	90% Prayers and 10% Good/Positive mindset, Good study habits and most importantly rest dont be hard on yourself.
119	The spiritual and moral support from the school's community helped me stay grounded and focused.
120	Pray. Focused . Believe in yourself no matter what.
121	Read and understand the question, period!
122	Being Self disciplined is the greatest factor that made me a board passer. I find time for studying while also enjoying myself at other matters.
123	praying and non-stop studying
124	Consistency and self-discipline
125	Keep praying and trust god's plan
126	The greatest factor that has been helped in my Board exam was my support system which is my Family
127	Prayer and hard work!
128	Trust everything to God
129	Study and prayer
130	Studying hard
131	Support from loved ones
132	My passion in thriving to perform well and achieve my dream.
133	You need to have a positive mindset.
134	Allowing myself to trust God all throughout the process.
135	Faith in god. And motivation from my family.



136	my confidence
137	The lessons from our instructors during college days and the things I learned during review, helped me a lot in passing PNLE.
138	My kids and my husband. They are my inspiration. I want them to be proud of me.
139	Discipline and Positivity
140	Good sleep, Good studying environment, good reading comprehension
141	Do good and do your best, let god do the rest
142	Always focus on what you do and what to think to pass the exam.

CONCLUSION

The study concluded that Paulinian nurses know the significance of broad-based academic preparation in readiness to pass the licensure exam. Their readiness and confidence in sitting for the licensure examination are the effects of the extensive learning and experience gained during their pre-graduation academic preparation. This attests to the effectiveness of intensive educational programs in maximizing licensure examination performance and professional competence of graduating nurses.

The study concluded that Successful Board Examination Performance among Paulinian Nurses varies considerably based on their respective categories and emphasizes the role contribution of different individual roles towards student success. Furthermore, key factors such as student profile characteristics, affective factors, academic and environmental factors, academic and psychological outcomes, external environmental influences, and professional integration factors demonstrate differences depending on the year of graduation and the daily time allocated for studying. These findings emphasize the necessity of individualized academic plan and support networks to address the diverse nursing students' needs to improve the board examination performance and also the professional competencies.

The study concluded that delaying the exam may result in a decline in recall ability, as time may cause some of the material to become less familiar. Therefore, taking the licensure exam shortly after graduation can enhance the chances of passing since preparation is more familiar with recent academic experience.

The study also concluded that effective academic achievement, particularly in high-stakes scenarios such as licensure examinations, relies heavily on self-discipline, focus, and managing stress effectively. Additionally, most of these skills enable an individual to maintain a regular study habit, increase concentration on essential content, and handle pressures well associated with the rigorous testing environments. In addition, acquiring such skills ensures the achievement of academic objectives. It prepares examinees to deal with difficulties resiliently and intelligently, increasing their chances of success in key examinations.

The study also concluded that though academic performance is a factor, it is important to note that grades are not the deciding factor for success in the board exam. A number of other variables, like determination, study skills, emotional stability, and social support, also contribute to the outcomes significantly. Passing licensure exams is therefore an intricate result influenced by variables academic and non-academic.

This study also confirmed that the consistently high board examination passing rates from 2013 to 2023—particularly the outstanding performance from 2021 to 2023—reflect the positive impact of the Paulinian educational system. Specifically, the Paulinian blocking system and academic modalities may have promoted organized, outcomes-based education. Most importantly, operating the Paulinian ReFLEx (Paulinian Remote Learning Experience) system since the time of COVID-19 pandemic could have primarily attributed to students' success. The very high passing rates between 2021 and 2023 underscore the efficiency of such innovative learning modalities in promoting continuity, flexibility, and excellence in nursing education, even during global disruption.

The study also concluded that the factors found throughout the study are confirmatory to the factors of The Nursing Universal Retention and Success (NURS) model by Jeffreys (2020).

RECOMMENDATIONS

In light of the findings and conclusions of this study, the following recommendations are offered:

1 - That the findings of this research would be shared with the Future Nurses of St. Paul University Surigao. This research highlights the importance of intense preparation and persistence in performing well in board examinations. Aspiring nurses must focus on acquiring good study habits, creating structured review schedules, and participating in peer study groups to reinforce studying. In addition, guidance and mentorship from experienced professionals can give honest feedback and remain motivated while preparing. Just as critical as promoting mental well-being, future nurses are encouraged to embrace stress management strategies and lead a balanced life to sustain physical and emotional health throughout this challenging phase.

2 - That the findings of this research would be presented to St. Paul University Surigao – College of Health Sciences. The present study identifies the primary role played by education schools in readying students for board exams. Schools need to screen and revise their curriculum on a regular basis to align with licensure exam standards. Giving students exposure to review courses, simulation laboratories, and clinical field practice can better prepare and boost their confidence. Investing in stress management seminars, test-taking behavior, and time management seminars can also help overcome barriers in non-academic performance. Enhancing the faculty development programs to equip teachers with modern and innovative teaching skills is also significant to further support student performance.

3 - That the future researchers may conduct similar research related to this study's topic to contribute further to the unending quest for advancing holistic education or total formation. This study would also serve as a foundation for future researchers aiming to explore factors influencing board examination performance among nursing students, particularly within Paulinian nurses in Surigao City. Further studies are also recommended to examine other variables that could contribute to the outcomes of performance in exams, such as academic preparation, access to review courses, and mental health care support systems. Researchers may also find the contribution of socio-demographic determinants such as parental income, parental education, and place of residence in attaining board exam success. Further studies would investigate in depth the long-term relationship between study habits, institutional support, and board performance to better understand the dynamics of these variables in the long term. These results would be applied in directing strategies for improving nursing education and licensure performance.

4 - That it is imperative that the St. Paul University Surigao – College of Health Sciences department conducts a thorough review of its existing policies to ensure they align with the factors influencing board exam success. One important area for re-examination is the adequacy of the existing curriculum to cover the competencies being tested in the licensure exam. The department must use a systematic review process to assess if course material, teaching methodologies, and evaluation systems are sufficient to prepare students for the knowledge and critical thinking competencies needed in the exam. Second, policies need to allow for integrating more hands-on clinical exposure, case-based education, and problem-solving exercises simulating actual practice nursing scenarios. Institutionalized regular policy review should be in place so that the department remains ahead in responding to students' concerns, ultimately creating an environment that enhances board exam readiness and professional competence.

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– Colin Powell

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