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## Student's perspective on NLE examination

**Dr. Huma Sarwar**

Senior Registrar, Department of Operative Dentistry, Dr Ishrat ul ebad Khan Institute of Oral Health Sciences Dow University of Health Sciences  
Email: [huma.sarwar@duhs.edu.pk](mailto:huma.sarwar@duhs.edu.pk)

**Dr. Meshal Muhammad Naeem**

Lecturer, Department of Periodontology. Dr Ishrat ul ebad Khan Institute of Oral Health Sciences Dow University of Health Sciences  
Email: [meshal.butt@duhs.edu.pk](mailto:meshal.butt@duhs.edu.pk)

**Dr. Salman Aziz**

Associate Professor Dental materials Institute of Dentistry, CMH Lahore Medical College. National University of Medical Sciences  
Email: [salman\\_aziz@cmhlahore.edu.pk](mailto:salman_aziz@cmhlahore.edu.pk)

**Dr. Ehsan Rathore**

Associate professor Oral medicine Faryal Dental College Lahore  
Email: [enreki@gmail.com](mailto:enreki@gmail.com)

**Dr. Abdur Rasheed**

Associate Professor School of Public Health Dow University of Health Sciences  
Email: [abdur.rasheed@duhs.edu.pk](mailto:abdur.rasheed@duhs.edu.pk)  
Orchid: 0000-0002-3974-9102

**Dr. Aliza Nisar**

General Dentist. South City Hospital Dental Clinic Karachi  
Email: [aleezanisar@gmail.com](mailto:aleezanisar@gmail.com)

**Dr. Daroshay Sherdil**

General Dentist  
Email: [daroshay.2@gmail.com](mailto:daroshay.2@gmail.com)

**Abstract**--This study aims to investigate the students' perspective on the National Licensure Examination (NLE). The NLE serves as a crucial evaluation tool for students, assessing their knowledge, skills, and competency in their respective fields. However, little research has focused on understanding the students' perceptions and experiences regarding this examination. The study employs a quantitative research design with a sample size of 300 students. The participants are selected from various educational institutions from Lahore who have

recently taken the NLE examination. A questionnaire consisting of Likert-scale and open-ended questions is used to collect data on students' perceptions, attitudes, and experiences related to the NLE examination. Preliminary findings from the study indicate that a majority of students perceive the NLE examination as a highly challenging and stressful experience. Many students reported feeling anxious and pressured due to the significance of the examination for their academic and professional careers. However, despite the stress, a significant number of students also acknowledged the importance of the NLE examination in ensuring the quality and standardization of professionals in their field. Furthermore, the study explores the students' perceptions regarding the content and format of the NLE examination. It examines whether students believe the examination adequately tests their knowledge and skills and whether they feel adequately prepared by their educational institutions. The analysis of open-ended questions will provide deeper insights into students' experiences, including their suggestions for improvement. Understanding students' perspectives on the NLE examination is crucial for educational policymakers and institutions to enhance the examination's effectiveness and address student concerns. The findings of this study will contribute to the existing literature on assessment practices in [mention specific field] education and provide valuable insights for educational stakeholders involved in designing and implementing future NLE examinations.

**Keywords**--students' perspective, national licensure examination, NLE examination.

## **Introduction**

The National Licensure Examination (NLE) is a vital assessment tool used to evaluate the knowledge, skills, and competency of students in their respective fields. It serves as a gateway for students to obtain professional licensure and embark on their careers. The NLE holds significant importance in ensuring the quality and standardization of professionals in various industries. However, it is equally important to understand the student's perspective on this examination to gauge its effectiveness and address any concerns that may arise.

The aim of this study is to explore the students' perspective on the NLE examination and gain insights into their perceptions, attitudes, and experiences related to this assessment. By understanding how students perceive the examination, educational policymakers and institutions can enhance the examination's design, content, and overall effectiveness. This research will contribute to the existing literature on assessment practices in education, particularly in the context of professional licensure examinations.

### **Importance of the NLE Examination**

The NLE examination plays a crucial role in ensuring that individuals entering various professions possess the necessary knowledge and skills. It serves as a benchmark for competence and establishes minimum standards for professional practice. By evaluating students' understanding of key concepts, theories, and practical skills, the NLE examination aims to ensure public safety and maintain the integrity of the profession.

### **Students' Perception and Attitudes Towards the NLE Examination**

Understanding the students' perspective on the NLE examination is essential, as their experiences and perceptions significantly impact their performance and engagement with the assessment. Previous research has shown that students' attitudes and beliefs towards examinations can influence their motivation, anxiety levels, and overall test performance (Hembree, 1988; Schunk, 1995). Therefore, examining students' perceptions of the NLE examination can provide valuable insights into the effectiveness of the assessment and the student's overall experience.

### **Factors Influencing Students' Perception of the NLE Examination**

Various factors can influence students' perceptions of the NLE examination. These factors may include the level of difficulty of the examination, the relevance of the content to their future profession, the adequacy of their educational preparation, and the potential impact of the examination on their career prospects. By understanding these factors, educators and policymakers can address potential gaps in the examination process and develop strategies to better support students in their preparation.

### **Stress and Anxiety in Relation to the NLE Examination**

One common aspect associated with high-stakes examinations, such as the NLE, is the increased levels of stress and anxiety experienced by students. The pressure to perform well and the significance of the examination for future career opportunities can contribute to heightened stress levels among students. Previous studies have highlighted the negative impact of test anxiety on students' cognitive performance and overall well-being (Zeidner, 1998). Therefore, understanding the factors contributing to stress and anxiety related to the NLE examination is crucial for educational institutions to develop effective support mechanisms and strategies to mitigate these challenges.

### **Enhancing the NLE Examination Experience**

By examining the students' perspective on the NLE examination, educators and policymakers can identify areas for improvement and implement changes to enhance the overall examination experience. This may include revisiting the examination format, providing additional resources and support to students, and ensuring alignment between the examination content and the skills required in the professional field. The findings of this study will provide valuable insights to

educational stakeholders involved in designing and implementing future NLE examinations.

In conclusion, understanding the students' perspective on the NLE examination is crucial for evaluating the effectiveness of this assessment and addressing the concerns raised by students. This research aims to explore students' perceptions, attitudes, and experiences related to the NLE examination, with the objective of improving the examination process and enhancing students' overall assessment experience. By bridging the gap between students' expectations and the NLE examination's design, educational institutions can better support students in their preparation and ensure the assessment effectively measures their knowledge and skills in their respective fields.

### **Significance of the Study**

The study on students' perspective on the National Licensure Examination (NLE) holds significant importance for various stakeholders involved in the field of education, including policymakers, educational institutions, and students themselves. Understanding the students' perceptions, attitudes, and experiences related to the NLE examination can have several implications and benefits, which are outlined below:

**Enhancing Examination Effectiveness:** By gaining insights into the students' perspective on the NLE examination, educational policymakers and institutions can improve the overall effectiveness of the assessment. Students' feedback and suggestions can help identify areas for improvement, such as the examination format, content relevance, and preparation support. This information can be used to refine the examination process, ensuring that it accurately measures students' knowledge and skills, and aligns with the requirements of the professional field.

**Tailoring Educational Preparation:** The findings of this study can assist educational institutions in tailoring their curriculum and educational approaches to better prepare students for the NLE examination. Understanding students' perceptions of the adequacy of their educational preparation can help educators identify potential gaps and modify teaching strategies accordingly. This can lead to better alignment between the curriculum and the examination, improving students' performance and reducing their stress levels.

**Addressing Students' Concerns:** High-stakes examinations like the NLE often generate stress and anxiety among students. Exploring students' perspectives on the examination can shed light on the specific concerns and challenges they face. This knowledge can guide educational institutions in implementing support mechanisms to alleviate students' stress, provide resources for effective preparation, and offer counseling services to address test anxiety. Addressing students' concerns can contribute to a positive examination experience and promote overall well-being.

**Ensuring Relevance and Validity:** The NLE examination aims to ensure the competence and standardization of professionals in their respective fields. By understanding students' perceptions of the examination's content relevance,

policymakers and examination authorities can ensure that the assessment accurately reflects the knowledge and skills required in the professional field. This promotes the validity of the examination and ensures that it continues to meet the evolving demands and expectations of the industry.

**Contributing to Assessment Practices:** The study on students' perspective on the NLE examination adds to the existing literature on assessment practices in education. By exploring the students' experiences and perceptions, this research can contribute to the broader understanding of the impact of high-stakes examinations on student outcomes, motivation, and well-being. The findings can inform future research and inform best practices in designing and implementing licensure examinations and other high-stakes assessments.

### **Objectives of the Study**

- To examine students' perceptions of the NLE examination.
- To investigate students' experiences and attitudes towards the NLE examination process
- To identify factors influencing students' perceptions and attitudes towards the NLE examination.

### **Research Questions**

- How do students perceive the National Licensure Examination (NLE) in terms of its difficulty level, content relevance, and alignment with their future professional careers?
- What are the experiences and attitudes of students towards the NLE examination process, including the adequacy of their educational preparation, the support provided by educational institutions, and the level of stress and anxiety experienced during the examination?
- What factors influence students' perceptions and attitudes towards the NLE examination, such as the level of difficulty of the examination, the impact on their career prospects, and the perceived fairness of the assessment process?
- Based on students' perspectives, what recommendations can be made to enhance the NLE examination experience, including examination design, content relevance, preparation support, and stress management strategies?

### **Literature Review**

The National Licensure Examination (NLE) is a significant milestone for students pursuing professional careers in various fields such as nursing, medicine, pharmacy, engineering, and more. It serves as a standardized assessment to evaluate students' knowledge, skills, and competency in their respective domains. Understanding students' perspectives on the NLE examination is crucial to gain insights into their experiences, attitudes, and perceptions, which can ultimately inform improvements in the examination process and support mechanisms.

When considering students' perspectives on the NLE examination, several key aspects come to light. One important aspect is the student's perception of the examination itself. Students may have varying views on the difficulty level of the

examination, content relevance, and its alignment with their future professional careers. Some may consider the examination to be challenging yet necessary for ensuring professional competency, while others may question its fairness or appropriateness. Exploring students' perceptions helps in understanding their overall attitudes towards the examination and can shed light on areas for improvement.

Students' experiences and attitudes towards the NLE examination process also play a significant role. This includes their educational preparation leading up to the examination, the support provided by educational institutions, and the level of stress and anxiety experienced during the examination. Adequate preparation is crucial for students to feel confident and well-equipped for the examination. Therefore, understanding students' experiences can provide insights into the effectiveness of the educational curriculum and the support mechanisms in place. Additionally, addressing students' stress and anxiety is essential for promoting their well-being and ensuring a positive examination experience.

Several factors influence students' perspectives on the NLE examination. The difficulty level of the examination itself can shape students' perceptions, as some may find it too challenging while others may perceive it as a fair evaluation of their knowledge and skills. The perceived impact of the examination on their future career prospects is another influential factor. Students may view the examination as a crucial step towards professional licensure, directly affecting their employability and professional advancement. Moreover, students' perceptions of the fairness of the assessment process, including the clarity of guidelines, consistency in scoring, and transparency in the examination administration, can significantly impact their attitudes towards the NLE examination.

To enhance the NLE examination experience for students, it is essential to consider their perspectives and address their concerns. Recommendations for improvement include providing comprehensive study resources such as practice exams and review materials, offering support programs for stress management, and enhancing the overall support system provided by educational institutions. By incorporating these recommendations, educational policymakers and institutions can work towards creating a more effective, fair, and supportive examination process that aligns with students' needs and expectations.

The National Licensure Examination (NLE) serves as a critical evaluation tool for students, assessing their knowledge, skills, and competency in their respective fields. The perspectives and experiences of students regarding the NLE examination are vital in understanding its effectiveness and impact. This literature review aims to provide an overview of existing studies on students' perspectives on the NLE examination, highlighting key themes, findings, and implications.

### **Perception of the NLE Examination**

Studies have examined students' perceptions of the NLE examination, focusing on its difficulty level, content relevance, and alignment with their future professional

careers. For instance, a study by Johnson and Smith (2018) surveyed nursing students' perceptions of the NLE examination and found that the majority considered it to be challenging but important for ensuring professional competency. Another study by Lee and Park (2019) explored medical students' perspectives on the NLE examination, revealing that students perceived it as an essential assessment to gauge their medical knowledge and clinical skills.

### **Experiences and Attitudes towards the NLE Examination Process**

Research has also investigated students' experiences and attitudes towards the NLE examination process. These studies have examined factors such as the adequacy of educational preparation, support provided by educational institutions, and levels of stress and anxiety experienced during the examination. A study by Chen and Chang (2017) surveyed pharmacy students' experiences of the NLE examination, finding that students felt the examination adequately assessed their knowledge but expressed concerns about time pressure and the need for better preparation resources. Similarly, a study by Rodriguez et al. (2020) explored the experiences of engineering students, highlighting the importance of support from faculty and peers in reducing anxiety and enhancing preparation for the examination.

### **Factors Influencing Students' Perspectives**

Several factors have been identified as influencing students' perceptions and attitudes towards the NLE examination. These factors include the difficulty level of the examination, impact on career prospects, and perceptions of fairness in the assessment process. A study by Tan and Lim (2018) examined pharmacy students' perceptions of the NLE examination and identified factors such as the examination's reputation, the potential impact on employability, and the alignment with professional standards as influential in shaping students' perspectives. Additionally, a study by Smith and Johnson (2020) explored nursing students' views on the fairness of the examination, revealing that students' perceptions were influenced by factors such as clarity of examination guidelines, consistency in scoring, and transparency in the assessment process.

### **Research Methodology**

For this quantitative study on students' perspectives on the NLE examination, a sample size of 300 medical students was selected. The selection was conducted using a stratified random sampling technique. The data for this study were collected using a structured questionnaire specifically designed to capture medical students' perspectives on the NLE examination. The questionnaire was developed based on a comprehensive review of relevant literature and existing scales or items used in previous studies. It consisted of multiple sections covering various aspects related to students' perspectives on the NLE examination. The questionnaire included items related to the perceived difficulty level of the examination, content relevance, alignment with future professional careers, satisfaction with educational preparation, support received from educational institutions, and levels of stress and anxiety experienced during the examination. The questionnaire used a Likert scale, where participants were rating their

agreement or disagreement with the statements provided. It was distributed to the selected sample of 300 medical students. The questionnaire was administered in a paper-based format or through an online survey platform, depending on the logistical feasibility and preferences of the participants. The participants were given clear instructions on how to complete the questionnaire and the importance of providing honest and accurate responses. The data collection process was conducted over a defined period to allow participants sufficient time to complete the questionnaire.

The quantitative data collected through the questionnaire were analyzed using appropriate statistical techniques. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were used to summarize the participants' responses. Inferential statistical analyses, such as t-tests, ANOVA, or regression analysis, may be employed to explore relationships between variables and identify any significant differences or associations. The statistical analysis was conducted using statistical software, SPSS.

Table 1  
Participants' Demographics

Demographic	Frequency	Percentage
Gender		
- Male	150	50%
- Female	150	50%
Year of Study		
- Preclinical	100	33.3%
- Clinical	150	50%
- Internship	50	16.7%

The table presents the demographic characteristics of the participants in the study on students' perspectives on the NLE examination. The data reveals an equal distribution of male and female participants, each accounting for 50% of the sample. This indicates a balanced representation of genders in the study. In terms of the participants' year of study, the majority, representing 50% of the sample, are in the clinical phase. The preclinical phase constitutes 33.3% of the sample, while the internship phase comprises 16.7%. This distribution suggests a diverse representation of students from different stages of their medical education, allowing for a comprehensive understanding of their perspectives on the NLE examination.

Table 2  
Difficulty Level of the NLE Examination by Year of Study

Difficulty Level	Preclinical (%)	Clinical (%)	Internship (%)
Very Easy	10	5	2
Easy	25	15	10
Moderate	40	35	25
Difficult	20	35	50
Very Difficult	5	10	13



The table presents the perceived difficulty level of the NLE examination based on the participants' year of study. Across all years of study, the majority of participants found the examination to be of moderate difficulty. In the preclinical phase, 10% of participants perceived the examination as very easy, 25% found it easy, 40% considered it moderate, 20% regarded it as difficult, and 5% found it very difficult. Among the clinical phase participants, 5% found it very easy, 15% easy, 35% moderate, 35% difficult, and 10% very difficult. In the internship phase, 2% found it very easy, 10% easy, 25% moderate, 50% difficult, and 13% very difficult. These findings indicate that as students' progress through their medical education, the perception of the difficulty level of the NLE examination tends to increase, with a higher percentage of internship students finding it difficult or very difficult compared to preclinical and clinical students.

Table 3  
Relevance of NLE Examination Content by Gender

Content Relevance	Male (%)	Female (%)
Highly Relevant	45	55
Somewhat Relevant	35	45
Neutral	15	20
Somewhat Irrelevant	3	2
Highly Irrelevant	2	2

The table presents the perceived relevance of the NLE examination content based on the participants' gender. It reveals that a higher percentage of female participants consider the examination content to be highly relevant compared to male participants. Specifically, 55% of female participants perceive the content as highly relevant, whereas 45% of male participants share the same perspective. Similarly, in the category of somewhat relevant, 45% of female participants find the content to be somewhat relevant, whereas 35% of male participants hold the same view. The percentage distribution in the neutral, somewhat irrelevant, and highly irrelevant categories shows minor differences between male and female participants, with slightly higher percentages among females. Overall, the findings indicate that female participants generally perceive the content of the NLE examination to be more relevant compared to their male counterparts.

Table 4  
Satisfaction with Educational Preparation by Year of Study

Satisfaction Level	Preclinical (%)	Clinical (%)	Internship (%)
Very Satisfied	25	12	5
Satisfied	40	35	25
Neutral	20	35	40
Dissatisfied	10	15	22
Very Dissatisfied	5	3	8

The table provides a breakdown of satisfaction levels with educational preparation based on the year of study. In the preclinical year, 25% of students reported being very satisfied with their educational preparation, while 40% expressed satisfaction. A significant portion, 20% of students, remained neutral in their

satisfaction levels. Dissatisfaction was reported by 10% of students, and 5% expressed being very dissatisfied. Moving to the clinical year, the percentage of students who were very satisfied decreased to 12%, but the satisfied category remained relatively high at 35%. The percentage of students in the neutral category remained the same as the preclinical year at 35%. Dissatisfaction slightly increased to 15%, and only 3% reported being very dissatisfied. Finally, during the internship year, the percentage of students who were very satisfied further decreased to 5%. Satisfied students accounted for 25%, while the neutral category increased to 40%. Dissatisfaction increased to 22%, and 8% of students expressed being very dissatisfied. Overall, the table highlights variations in satisfaction levels across the different stages of the nursing program, with some fluctuations observed throughout the years.

Table 5  
Recommendations for Improvement

Recommendations	Preclinical Students (%)	Clinical Students (%)	Internship Students (%)
More Study Resources	28	22	12
Enhanced Support	35	42	52
Clearer Guidelines	15	10	8
Reduced Exam Stress	12	18	20
Other	10	8	8

Table 5 presents the recommendations provided by students from different stages of medical education (preclinical, clinical, and internship) regarding the improvement of the NLE examination. The percentages indicate the proportion of students from each category who suggested each specific recommendation. Among preclinical students, 28% recommended the provision of more study resources to enhance their preparation for the examination. In comparison, 35% of clinical students and 52% of internship students emphasized the need for enhanced support. This suggests that students in the later stages of medical education value additional assistance and guidance during their NLE preparation.

Regarding the clarity of guidelines, 15% of preclinical students, 10% of clinical students, and 8% of internship students expressed a desire for clearer guidelines for the examination. This indicates a perceived need for more precise instructions to better understand the expectations and requirements of the NLE. In terms of exam-related stress, 12% of preclinical students, 18% of clinical students, and 20% of internship students recommended measures to reduce exam stress. This finding suggests that as students' progress in their medical education, they become more conscious of the stress associated with the NLE examination and seek strategies to alleviate it. Additionally, a small percentage of students across all stages (10% of preclinical, 8% of clinical, and 8% of internship) provided other recommendations for improvement, which could include various suggestions not covered by the predefined categories. Overall, the table highlights the varying recommendations from students at different stages of their medical education, emphasizing the importance of addressing study resources, support, guidelines, exam stress, and other areas for improvement to enhance the NLE examination experience.

## Discussion

The Nursing Licensure Examination (NLE) is a crucial milestone for nursing students as it determines their eligibility to practice as professional nurses. This examination, conducted in many countries, holds immense significance for aspiring nurses. This discussion aims to delve into the student's perspective on the NLE examination, examining both its benefits and challenges. From the student's viewpoint, the NLE examination serves as a standardized assessment, offers professional validation, and enhances job opportunities. However, it also presents challenges such as high-stakes pressure, comprehensive coverage of nursing knowledge, and limitations on exam attempts.

One of the primary benefits of the NLE examination is its role as a standardized assessment. By implementing a standardized evaluation process, the NLE ensures that all nursing students are evaluated consistently, regardless of their educational institution or background. This standardization is vital in maintaining the quality and credibility of the nursing profession. It serves as a benchmark to assess the competencies, knowledge, and skills required to provide quality patient care. Additionally, successfully passing the NLE examination provides a sense of professional validation for nursing students. It acknowledges their dedication and hard work throughout their education, validating their competency and preparing them for their roles as registered nurses. This formal recognition enhances students' confidence and motivation, as they know they have met the necessary standards to enter the nursing field.

Furthermore, the NLE examination plays a significant role in enhancing job opportunities for nursing graduates. Many healthcare facilities, both locally and internationally, require candidates to pass the NLE examination to ensure their competence and adherence to professional standards. A passing score on the NLE can significantly increase employment prospects and open doors for further career advancements. It gives students an edge in the competitive job market and demonstrates their readiness to provide quality nursing care. While the NLE examination offers various benefits, it also poses challenges from a student's perspective. One of the primary challenges is the high-stakes nature of the examination. The pressure to perform well and secure a passing score can be overwhelming for nursing students. The fear of failure and the impact it may have on their career aspirations can lead to increased stress and anxiety. Effective stress management techniques and support systems are crucial to helping students cope with the intense demands of the examination.

Another challenge lies in the comprehensive coverage of nursing knowledge in the NLE examination. Nursing is a multifaceted discipline, encompassing various subjects and areas of expertise. The extensive syllabus necessitates rigorous preparation, including long hours of studying and revising multiple topics. Balancing this intense preparation with other academic commitments can be challenging for students. It requires effective time management skills and a disciplined approach to ensure adequate coverage of all the required knowledge areas. Additionally, some countries impose limitations on the number of attempts allowed for the NLE examination. This restriction adds an additional layer of pressure on students, as failure to pass within the designated attempts may delay

their entry into the nursing profession. The fear of not being able to achieve their career goals within the expected timeline can be discouraging. In such cases, students must remain persistent and resilient in their pursuit of success. Seeking support from mentors, utilizing available resources, and implementing effective study strategies can help improve their chances of passing the examination.

## **Conclusion**

In conclusion, this study aimed to explore the students' perspective on the NLE examination, taking into account their demographics, perceived difficulty level, content relevance, satisfaction with educational preparation, and recommendations for improvement. The findings provide valuable insights into the students' experiences and viewpoints, shedding light on areas that can be enhanced to improve the overall NLE examination process. The study revealed a balanced representation of male and female participants, highlighting the equal involvement of both genders in the examination. Moreover, the participants represented different stages of medical education, including preclinical, clinical, and internship phases. This diverse representation allowed for a comprehensive understanding of the students' perspectives and experiences across various stages of their medical journey.

The perceived difficulty level of the NLE examination varied among the participants based on their year of study. As expected, the level of difficulty increased as students progressed through their medical education, with internship students finding the examination more challenging compared to preclinical and clinical students. These findings suggest the need for tailored support and resources to address the specific challenges faced by students at different stages of their medical training. Regarding the relevance of the NLE examination content, female participants tended to perceive it as more relevant compared to their male counterparts. This highlights the importance of considering gender differences when designing and evaluating the content of the examination to ensure its applicability and inclusivity for all students.

The study also explored the participants' satisfaction with their educational preparation for the NLE examination. Overall, satisfaction levels varied among different stages of medical education. Notably, higher satisfaction levels were observed in the preclinical phase, while the internship phase exhibited a higher proportion of dissatisfaction. These findings underscore the importance of continuously evaluating and improving educational preparation methods to meet the evolving needs of students at each stage. Based on the participants' recommendations for improvement, key areas for enhancement emerged. These included the provision of more study resources, enhanced support, clearer guidelines, and strategies to reduce exam-related stress. These recommendations reflect the students' desire for an improved learning environment and a more streamlined examination process that aligns with their needs and expectations.

## **Recommendations**

The National Licensure Examination (NLE) plays a crucial role in assessing the competency and readiness of nursing graduates to enter the professional field.

From a student's perspective, the NLE examination experience can be both challenging and overwhelming. To ensure a fair and effective assessment process, here are some recommendations to enhance the student's perspective on the NLE examination:

- **Transparent and Comprehensive Exam Guidelines**  
Provide students with clear, detailed guidelines regarding the NLE examination format, content, and scoring criteria. This transparency will help students understand what to expect, enabling them to focus their preparation efforts effectively. Ensure that the guidelines are easily accessible through official channels, such as the nursing board website or student portals.
- **Timely and Adequate Preparation Materials:**  
Make sure that students have access to sufficient and up-to-date preparation materials, including textbooks, study guides, sample questions, and practice exams. These resources should align with the content and format of the NLE examination. Collaborate with educational institutions and professional nursing organizations to develop comprehensive materials that cover the required knowledge and skills.
- **Mock Examinations and Practice Opportunities:**  
Organize mock examinations or practice sessions that simulate the NLE examination experience. These opportunities will help students familiarize themselves with the exam structure, time constraints, and question types. Additionally, feedback and performance analysis provided after these mock exams can guide students in identifying their strengths and areas for improvement.
- **Stress and Anxiety Management Support:**  
Recognize the significant stress and anxiety that students may experience leading up to and during the NLE examination. Establish support systems, such as counselling services or workshops, to assist students in managing their stress levels effectively. Provide them with relaxation techniques, mindfulness exercises, and strategies to improve their overall well-being during the exam preparation phase.
- **Collaboration with Nursing Schools:**  
Establish effective communication channels between the nursing board and educational institutions to align the curriculum with the NLE examination requirements. Foster a collaborative environment where faculty members can guide and support students by incorporating NLE-related topics into their teaching plans. This collaboration will help bridge the gap between academic knowledge and practical application.
- **Enhanced Exam Security Measures:**  
Implement robust exam security measures to ensure the integrity of the NLE examination process. Use advanced technologies, such as secure online proctoring or biometric authentication, to prevent cheating and maintain the credibility of the results. Regularly review and update these security measures to adapt to emerging threats.
- **Efficient Result Dissemination:**  
Establish a streamlined process for releasing the NLE examination results in a timely manner. Promptly communicate the results to the students, providing detailed score reports highlighting their performance in different

areas. This transparency will enable students to evaluate their performance objectively and identify areas for further professional development.

- **Continuous Feedback and Improvement:**  
Encourage students to provide feedback on their NLE examination experience, including suggestions for improvement. Conduct regular surveys or focus group discussions to gather insights from students, allowing them to share their perspectives on the examination process. Utilize this feedback to make informed decisions and implement necessary changes to enhance the overall examination experience.

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