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RESEARCH ARTICLE

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Study Habits and Study Skills of Nursing Licensure Examination Takers from 2015 to 2019

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ABSTRACT

Study habits and study skills of nursing licensure examination takers from 2015-2019 of the educational institution. The study aims to identify the study habits, and study skills carried out by board takers, ascertain the relationship between study habits and skills and determine the significant difference of study skills and study habits in nurse licensure examination. An online survey was done due to limited interactions brought by the pandemic. The respondents of the study are takers of nursing licensure examination from 2015 to 2019 who graduated at educational institution. Total population sampling technique is used, the study has a total of 97 respondents but due to the rising Covid 19 cases only 45 respondents are met. The study employed a descriptive correlational approach and quantitative research design to measure the relationships of study habits and study skills for nursing licensure examination. A Pearson correlation revealed that study skills and study habits of the respondents does not have significant relationship between study habits and study skills to nursing licensure examination. Hence, the study skills and study habits alone of the respondents does not ensure passing the Nursing Licensure Examination. Implications of the study in organization and the directions for the future research are also provided.

Keywords: nursing licensure examination; examination result; study skills; study habits

INTRODUCTION

The Philippine Nurse Licensure Examination is one of the most difficult exams that nursing students or those who want to pursue and practice as a professional registered nurse to work in various fields of nursing will take. Student Nurses are struggling during their preparation because of being uncertain in their study habits and study skills. The purpose of this study was to identify the study habits, which are the regular or routine acts of studying, and the study skills, which are the study knowledge and abilities ⁽¹⁾ used by Nursing Licensure Examination takers from 2015 to 2019 of the educational institution and to determine if there is a relation and difference between study habits and study skills in the Nursing Licensure Examination result. Researchers sought to give the readers an idea of study habits and skills that can help them prepare themselves for examination.

Researchers viewed the struggle of students in preparation for examinations and were interested to know if the chosen factor has a connection in examination results. According to ⁽²⁾ students in some cases had adverse performances in a study while ⁽³⁾ revealed their research problems about study habits affect academic performance globally. He also stated the worst study habits involved dawdling, avoid studying, studying in unsuitable conditions, and noisy and television during studying. Related research showed from different countries, ⁽⁴⁾ researched in Shanghai the Impact of study habits on international college students' academic performance, and ⁽⁵⁾ about the importance of study habits and the impact on secondary school student's academic performance in Nigeria. ⁽⁶⁾ conducted a related study in the

Philippines with 1st-year students and⁽⁷⁾ viewed the study habit needs of Filipino students in University. The University has obstacles in producing competent graduates in Universities⁽⁷⁾, and the current situation of students does not do well in the study during the entirety of their college education⁽⁸⁾.

Students are experiencing academic difficulties,⁽⁹⁾ expressed that careless students do study but still without a precise strategy. They need to enhance study habits, and attitudes consider it mandatory to advance academic achievement⁽¹⁰⁾. They also look at every individual as diverse, in the idea of⁽¹¹⁾ there is no hesitation that diverse people study in different ways and guaranteed that what works for one person may not be for another, supported by⁽¹²⁾ submit that not all students are identical. The study habit and study skills have a strong influence on preparation for the examination. Some researchers stated in their study that Poor study habits are a determinant in the downfall of achieving academic achievements⁽²⁾. Inefficient practices in studying may lead to an unsatisfied outcome of the examination. The success of academic achievement was balanced with good study habits, while unsatisfactory academic achievement was influenced by inefficient study habits⁽⁸⁾. Self-in self-discipline is obligatory⁽¹³⁾. The first contraction in life is self, self-control is the way not to be distracted in achieving goals. Studying must have an engagement that motivates students to succeed. Study habit is the conduct of any person towards studies⁽¹⁴⁾. Telling that the perseverance of a student to learn and practice study habits and skills may lead to goal achievement.

As per (R.A. 9173, Philippine Nursing Act of 2002, article IV, section 15), in able to pass the test, the participant must have had a general average of at least seventy-five percent (75%) with a standing of not under sixty percent (60%) in any subject. The Professional Regulation Commission (PRC) posted that the number of students who passed the Nursing Licensure Examination performance of the educational institution national passing rate; 54.25% for the month of May and 49.26% in November for the year 2015, 43.59% for the month of June and 47.73% on November for the year 2016, 34.74% for the month of June and 45.65% on November for the year 2017, 43.8% for the month of June and 39.98% in November for the year 2018, and 52.2% for the month of June, and 55.2% for November for the year 2019. This research gives an idea and motivates the readers to plan for their strategy for the preparation for the examination.

The researchers⁽¹⁵⁾, stated in their study that the nation's quality depends upon the quality of its citizens, to quality of education, and depends upon study habits and the study attitude of the learners. Enhancing the student's study habits and skills during the preparation for board examination may help to advance the quality of education and more chances of success. This research determines the different techniques and the skills the student needs in studying. The researchers visualized the study habits and skills of Nursing Licensure Examination takers of the educational institution.

METHODS

Design

The researchers used descriptive correlational research design to determine the relationship of study skills, study habits, and Nursing Licensure Examination performance.

The gathering of data was directed to the 97 participants of the educational institution - college of nursing who took the examination for nurses from the year 2015 to 2019. Originally, researchers expected to complete all the 97 participants for the study, but majority of them work as a front liner in different hospitals here and abroad. Participants were followed up by the researchers and humbly asked for their little time to respond on the given questionnaires but Enhanced Community Quarantine (ECQ) was implemented, due to the rising Covid-19 cases the study's participants were not met. Only 45 participants responded of the questionnaires. Researchers used the total enumeration since the respondents were less than a hundred.

The questionnaire guide is adapted to a certain study and some are formulated by the researchers that include questions to answer the given problem of the study. The form is consists of 2 elements. Part I aimed to collect data concerning personal data of the forty five respondents like name (optional), gender, and year graduated and examination result. Part II gathered information concerning the study habits and study skills employed by takers in Nursing Licensure Examination. The format of the form was in 4-Point Likert purpose scale, whenever the respondents square measure given questions about study skills assessment is answerable in never to always. A Likert scale is a psychometric scale that has multiple classes from that respondents favor to rate themselves consistent with what they assume characterizes their opinion, angle and feelings concerning specific issue⁽¹⁶⁾

The levels of 4 Likert scale square measure as follows:

| Likert scale | Mean range | Interpretation | Description |
|--------------|-------------|----------------|---------------------|
| 4 | 3.26 – 4.0 | Always | Highly Utilized |
| 3 | 2.51 – 3.25 | Usually | Moderately Utilized |
| 2 | 1.76 – 2.50 | Sometimes | Slightly Utilized |
| 1 | 1.0 – 1.75 | Never | Not Utilized |

There are twenty eight questions divided into 2 parts; part A and part B. Part A was assessed as study skills that accommodate nine questions and part B was assessed as study habits that accommodate nineteen questions. The questions are presented in structured, closed ended and in declarative form.

Data Collection Procedure

On this study, the researchers first wrote a letter addressed to the Dean of the educational institution, College of Nursing to ask permission to conduct the study among 2015-2019 nursing graduates. Respondents came along from different places and municipalities. Upon the approval, the researchers floated the prepared questionnaires virtually through the use of Google form. The researchers provided a letter through the internet signed and approved, also secured the conduct of the research followed the standard procedure in permission to start the study.

Statistical Treatment of Data

The researchers analyzed and treated the data through the use of Statistical Package for Social Sciences (SPSS) 26. In determining the profile of respondents the researcher used frequency and percentage. Mean and standard deviation are used to determine the most used study habits and study. Pearson's correlation coefficient is used to determine the relationship and differences of the variables, while independent sample t-test test is used to determine if there is any significant difference of the variables.

RESULTS

This chapter presents analyses and interprets the data gathered to the statement of the problem and objectives. Table is presented to render more significant and meaningful findings.

Respondent's Profile

The Profile of the respondents in terms of gender and year graduated.

Table 1. Frequency and percentage of the profile of the respondents

| Profile of respondent | Frequency | Percentage |
|-----------------------|-----------|------------|
| Gender | | |
| Female | 32 | 71.1 |
| Male | 13 | 28.9 |
| Year graduated | | |
| 2015 | 9 | 20.0 |
| 2016 | 0 | 0 |
| 2017 | 9 | 20.0 |
| 2018 | 6 | 13.3 |
| 2019 | 21 | 46.7 |

It is evident from table 1 that majority of the respondents who took the nursing licensure examination for the year 2015- 2019 are females with a frequency of 32 or 71.1 percent, 13 or 28.9 percent are male. This indicates that female is more into nursing profession than male.

In terms of year graduated, mostly of the respondents are graduated in the year 2019 with a frequency of 21 or 46.7 percent; year 2015 and 2017 are both with a frequency of 9 or 20 percent; year 2018 with a frequency of 6 or 13.3 percent; and no respondents answered in the year 2016. This may imply that a student who chooses nursing profession is continuously increasing.

Examination Result

The table displays the frequency and percentage distribution of respondents according to board examination result. It is apparent in the table above that majority of the respondents who took the nursing board licensure examination, 36 passed and 1 failed in year 2019, 5 passed and 1 failed in 2018, 7 passed and 2 failed in 2017, year 2016 no respondents answered, lastly 4 passed and 5 failed in 2015 with the total of 36 passed and 9 failed in nursing licensure examination.

Table 2. Frequency and percentage distribution of respondents' as to exam result

| Year | Passed | Failed |
|------|--------|--------|
| 2019 | 20 | 1 |
| 2018 | 5 | 1 |
| 2017 | 7 | 2 |
| 2016 | 0 | 0 |
| 2015 | 4 | 5 |

How do Respondents Assess Their Study Skills?

Table 3 presented the weighted mean, remarks, and standard deviation of the nursing licensure examination passer's study skills according to what preparation they did for the examination from the year 2015-2019. It was observed that the "I solve problem focusing on its main point" has a weighted mean of 3.63 which was also considered as the highest among the nine items and remarked as "always" with a standard deviation of 0.59. It

was followed by the item “I organize main ideas and details into a meaningful method” that has a weighted mean of 3.55 and remarked as “always” with a standard deviation of 0.60. Then followed by the item “I make mnemonics to remember my lessons” that has a weighted mean of 3.52, a standard deviation of 0.65 and also remarked as “always”. The six more items left are “I develop symbols that represent the concepts and explain the topic” with a mean of 3.33 and standard deviation of 0.71, “I anticipate what question may be ask on my tests and make sure I know the answers” and the item “For better comprehension, I wrote my notes into my own words, for better understanding” got a weighted mean of 3.30 and a standard deviation of 0.74, “To remember my lesson, I draw or make diagram” with a mean of 2.97 and a standard deviation of 0.97, “I do mock quizzes to test what I have learned and imagine the possible questions” with a mean of 2.91 and a standard deviation of 0.84, and last item, “I study in a group, or with a friend” have 2.80 weighted mean a standard deviation of 0.92 and was all remarked as “Usually”.

The table reveals that overall weighted mean of the respondent’s study skills is 3.26 which was interpreted as “Always”. This implies that study skills can help to increase the examinees’ chance to pass the licensure examination.

Table 3. Study skills of respondents who passed the exam

| | Mean | Standard deviation | Remarks |
|--|------|--------------------|---------|
| 1. I solve problem focusing on its main point. | 3.63 | 0.59 | Always |
| 2. I make mnemonics to remember my lessons. | 3.52 | 0.65 | Always |
| 3. I organize main ideas and details into a meaningful method. | 3.55 | 0.60 | Always |
| 4. I develop symbols that represent the concepts and explain the topic. | 3.33 | 0.71 | Usually |
| 5. For better comprehension, I rewrote my notes into my own words, for better understanding. | 3.30 | 0.74 | Usually |
| 6. I anticipate what question may be ask on my tests and make sure I know the answers. | 3.30 | 0.74 | Usually |
| 7. I do mock quizzes to test what I have learned and imagine the possible questions. | 2.91 | 0.84 | Usually |
| 8. I study in a group, or with a friend. | 2.80 | 0.92 | Usually |
| 9. To remember my lesson, I draw or make diagram. | 2.97 | 0.97 | Usually |
| Average | 3.26 | 0.75 | Always |

Table 4. Study skills of respondents who failed the exam

| | Mean | Standard deviation | Remarks |
|--|------|--------------------|-----------|
| 1. I solve problem focusing on its main point. | 3.22 | 0.66 | Usually |
| 2. I make mnemonics to remember my lessons. | 3.22 | 0.83 | Usually |
| 3. I organize main ideas and details into a meaningful method. | 3.55 | 0.72 | Always |
| 4. I develop symbols that represent the concepts and explain the topic. | 2.88 | 0.92 | Usually |
| 5. For better comprehension, I rewrote my notes into my own words, for better understanding. | 2.66 | 1.11 | Usually |
| 6. I anticipate what question may be asked on my tests and make sure I know the answers. | 2.88 | 0.78 | Usually |
| 7. I do mock quizzes to test what I have learned and imagine the possible questions. | 2.66 | 0.86 | Usually |
| 8. I study in a group, or with a friend. | 2.33 | 0.86 | Sometimes |
| 9. To remember my lesson, I draw or make diagram. | 2.11 | 0.78 | Sometimes |
| Average | 2.84 | 0.84 | Usually |

Table 4 reveals the weighted mean, remarks and standard deviation on the study skills of respondents who failed the licensure examination for nurses from the year 2015-2019. The table 4 reveals that the item “I organize main ideas and details into a meaningful method.” got 3.55 which was considered as the highest mean among all items and remarked as “always” with a standard deviation 0.72. The other six items remarked as “usually”. Item “I make mnemonics to remember my lessons” has a weighted mean of 3.22 and a standard deviation of 0.83, “I solve problem focusing on its main point.” with a mean of 3.22 and a standard deviation of 0.66. It was followed by the item “I develop symbols that represent the concepts and explain the topic” with a weighted mean of 2.88 and standard deviation of 0.92. “I anticipate what question may be ask on my tests and make sure I know the answers” with a mean of 2.88 and a standard deviation of 0.78. The item “I do mock quizzes to test what I have learned and imagine the possible questions.” Got a weighted mean of 2.66 and a standard deviation of 0.86. “For better comprehension I rewrote my notes into my own words, for better understanding.” acquired 2.66 mean with

1.11 standard deviation. The remaining items were remarked as “sometimes”. The item “I study in a group, or with a friend.” acquired a mean of 2.33 and got an exact standard deviation of 0.86, item “To remember my lesson, I draw or make diagram.” obtained a mean of 2.11 and 0.76 as a result of the standard deviation.

The study skills average mean for the respondents who failed the licensure examination for nurses is 2.84 which was remarked as “usually”. It implies that doing or practicing such study skills might increase the probability but do not serve as an assurance to pass the examination.

How do Respondents Assess Their Study Habits?

Table 5. Study habits of respondents who passed the exam

| | Mean | Standard deviation | Remarks |
|--|------|--------------------|---------|
| 1. I practice short intensive study session to get work done with minimal wasted effort. | 2.97 | 0.73 | Usually |
| 2. I study where it is quite and has few distractions. | 3.38 | 0.68 | Usually |
| 3. I look for familiar concept as well as ideas that spark my interest as I read. | 3.19 | 0.82 | Usually |
| 4. I set study goals, such as the number of problems I will do or pages I will read. | 3.00 | 0.86 | Usually |
| 5. I try to get the meaning of new words as I see them for the first time. | 3.52 | 0.65 | Always |
| 6. I study during my personal peak time of energy to increase my concentration level. | 3.41 | 0.80 | Usually |
| 7. I prepare a “to do list”. | 2.63 | 1.01 | Usually |
| 8. I have the “study-place habit,” that is, merely being at a certain place at a certain time means time to study. | 2.83 | 1.10 | Usually |
| 9. I study the concept of my lesson instead of memorizing. | 3.36 | 0.72 | Usually |
| 10. I practice the materials I am learning by reciting out loud. | 2.91 | 0.99 | Usually |
| 11. I train myself to comprehend and answer question with time limit. | 3.30 | 0.82 | Usually |
| 12. When reading, I mark or underline parts I think are important. | 3.77 | 0.48 | Always |
| 13. I review reading material several times. | 3.27 | 0.74 | Usually |
| 14. I allow sufficient time to collect information, organize material, and write the important details. | 3.13 | 0.89 | Usually |
| 15. I carefully plan my study schedule for a week. | 2.61 | 0.90 | Usually |
| 16. I watch videos for supplemental learning | 2.94 | 0.75 | Usually |
| 17. I use text, internet, or library resources, when needed | 3.19 | 0.85 | Usually |
| 18. When I don’t understand something, I get help from classmate, my instructors and professionals. | 3.33 | 0.82 | Usually |
| 19. I attend review sessions when offered. | 3.22 | 0.79 | Usually |
| Average | 3.16 | 0.81 | Usually |

The study habits of respondents who passed the licensure examination for nurses from year 2015-2019 had “usually” remarks of study habits with a weighted mean of 3.16 and total standard deviation of 0.81.

The study reveals that item “When reading, I mark or underline parts I think are important” got the highest remarks “always” with a mean of 3.77 and standard deviation of 0.48, followed by “I try to get the meaning of new words as I see them for the first time” with a mean of 3.52 and standard deviation of 0.65.

These 17 items got “usually” remarks. First, “I study during my personal peak time of energy to increase my concentration level” with a mean of 3.41 and standard deviation of 0.80, followed by “I study where it is quite and has few distractions” with a mean of 3.38 and standard deviation of 0.68, “I study the concept of my lesson instead of memorizing” with a mean of 3.36 and standard deviation of 0.72, “When I don’t understand something, I get help from classmate, my instructors and professionals” with a mean of 3.33 and standard deviation of 0.82, “I train myself to comprehend and answer question with time limit” with a mean of 3.30 and standard deviation of 0.82, “I review reading material several times” with a mean of 3.27 and standard deviation of 0.74, “I attend review sessions when offered” with a mean of 3.22 and standard deviation of 0.79, “I look for familiar concept as well as ideas that spark my interest as I read” with a mean of 3.19 and standard deviation of 0.82, “I use text, internet, or library resources, when needed” with a mean of 3.19 and standard deviation of 0.85, “I allow sufficient time to collect information, organize material, and write the important details” with a mean of 3.13 and standard deviation of 0.89, “I set study goals, such as the number of problems I will do or pages I will read” with a mean of 3.00 and standard deviation of 0.86, “I practice short intensive study session to get work done with minimal wasted effort” with a mean of 2.97 and standard deviation of 0.73, “I watch videos for supplemental learning” with a mean of 2.94 and standard deviation of 0.75, “I practice the materials I am learning by reciting out loud” with a mean of 2.91 and standard deviation of 0.99, “I have the “study-place habit,” that is, merely being at a certain place at a certain time means time to study” with a mean of 2.83 and standard deviation of 1.10, “I prepare a to do list” with a mean of 2.63 and standard deviation of 1.01, and “I carefully plan my study schedule for a week” with a mean of 2.61 and standard deviation of 0.90.

Table 6. Study habits of respondents who failed the exam

| | Mean | Standard deviation | Remarks |
|--|------|--------------------|-----------|
| 1. I practice short intensive study session to get work done with minimal wasted effort. | 2.77 | 0.66 | Usually |
| 2. I study where it is quite and has few distractions. | 3.33 | 1.11 | Usually |
| 3. I look for familiar concept as well as ideas that spark my interest as I read. | 2.88 | 0.78 | Usually |
| 4. I set study goals, such as the number of problems I will do or pages I will read. | 2.44 | 0.72 | Sometimes |
| 5. I try to get the meaning of new words as I see them for the first time. | 3.00 | 1.00 | Usually |
| 6. I study during my personal peak time of energy to increase my concentration level. | 3.44 | 0.52 | Usually |
| 7. I prepare a “to do list”. | 3.00 | 1.22 | Usually |
| 8. I have the “study-place habit,” that is, merely being at a certain place at a certain time means time to study. | 3.00 | 0.86 | Usually |
| 9. I study the concept of my lesson instead of memorizing. | 3.11 | 1.05 | Usually |
| 10. I practice the materials I am learning by reciting out loud. | 2.77 | 0.83 | Usually |
| 11. I train myself to comprehend and answer question with time limit. | 3.55 | 0.72 | Always |
| 12. When reading, I mark or underline parts I think are important. | 3.77 | 0.66 | Always |
| 13. I review reading material several times. | 3.44 | 0.72 | Usually |
| 14. I allow sufficient time to collect information, organize material, and write the important details. | 3.11 | 0.78 | Usually |
| 15. I carefully plan my study schedule for a week. | 2.55 | 1.01 | Usually |
| 16. I watch videos for supplemental learning | 2.77 | 0.66 | Usually |
| 17. I use text, internet, or library resources, when needed | 3.11 | 0.92 | Usually |
| 18. When I don’t understand something, I get help from classmate, my instructors and professionals. | 3.44 | 0.72 | Usually |
| 19. I attend review sessions when offered. | 3.11 | 0.92 | Usually |
| Average | 3.09 | 0.84 | Usually |

The table 6 showed that the study habits of respondents who failed the licensure examination for nurses from year 2015-2019 had “usually” remarks of study habits with weighted a mean of 3.09 and total standard deviation of 0.84.

The result revealed that respondents always mark or underline words they think are important when reading with a mean of 3.77 and standard deviation of 0.66, while train them to comprehend and answer questions with time limit with a mean of 3.55 and standard deviation of 0.72. It may imply that marking or underlining words they think are important when reading and train them to comprehend and answer questions with time are helpful.

These 16 items got “usually” remarks. First, “I study during my personal peak time of energy to increase my concentration level” with a mean of 3.44 and standard deviation of 0.52 followed by “I review reading material several times” with a mean of 3.44 and standard deviation of 0.72, “When I don’t understand something, I get help from classmate, my instructors and professionals” with a mean of 3.44 and standard deviation of 0.72, “I study where it is quite and has few distractions” with a mean of 3.33 and standard deviation of 1.11, “I allow sufficient time to collect information, organize material, and write the important details” with a mean of 3.11 and standard deviation of 0.78, “I use text, internet, or library resources, when needed” with a mean of 3.11 and standard deviation of 0.92, and “I attend review sessions when offered” with a mean of 3.11 and standard deviation of 0.92. It may imply that attending review sessions when offered help to develop discipline to review but can’t assure the success in exam. Then, “I study the concept of my lesson instead of memorizing” with a mean of 3.11 and standard deviation of 1.05, “I have the “study-place habit,” that is, merely being at a certain place at a certain time means time to study” with a mean of 3.00 and standard deviation of 0.86, “I try to get the meaning of new words as I see them for the first time” with a mean of 3.00 and standard deviation of 1.00, “I prepare a to do list” with a mean of 3.00 and standard deviation of 1.22, “I look for familiar concept as well as ideas that spark my interest as I read” with a mean of 2.88 and standard deviation of 0.78, “I practice short intensive study session to get work done with minimal wasted effort” with a mean of 2.77 and standard deviation of 0.66, “I watch videos for supplemental learning” with a mean of 2.77 and standard deviation of 0.83, and “I carefully plan my study schedule for a week” with a mean of 2.55 and standard deviation of 1.01.

The respondents rated the item “I set study goals, such as the number of problems I will do or pages I will read” had a remarks of “sometimes” with a mean of 2.44, which means that respondents sometimes set study goals, such as number of problems they will do or pages they will read. This may suggest that they don’t want to have negative emotion such as disappointment, frustration, and feeling like a failure if the goal is not met.

The study reveals that the study habits of those who did not make it is better than those who passed the NLE and it may imply that even if you have a good study habits it won’t guarantee that you will passed the exam.

Is There a Significant Difference Between Study Skills of Respondents and Nurse Licensure Examination?

Table 7. Difference between study skills and nurse licensure examination

| T-test between the study skills of the nursing licensure exam takers. | | | | | |
|---|-------|-------|-------|--------|-----------------|
| | F | Sig. | t | df | Sig. (2-tailed) |
| Equal variances assumed | 1.204 | 0.279 | 1.734 | 43 | 0.090 |
| Equal variances not assumed | | | 1.518 | 10.731 | 0.158 |

Table 7 showed Independent sample T-test of the study skills of the Nursing Licensure Exam taker. The result is 1.518 with p-value of 0.158. The $p > 0.05$ means it is not significant, the null hypothesis number 4 is accepted. Hence the study skills of the respondents have no significant difference whether they passed the (Nursing Licensure Examination) or not.

How Significant is the Relationship Between Study Skills and Nurse Licensure Examination Result?

Table 8 . Relationship between study skills and nursing licensure examination result

| | Study skills | Exam |
|--------------|---------------------|-------|
| Study skills | Pearson correlation | 1 |
| | Sig. (2-tailed) | 0.090 |
| | n | 45 |

The table 8 showed the Pearson correlation between study habits and NLE result of Nursing Licensure Examination takers of the educational institution.

As seen from the table above, the study skills and examination result of the respondents have low positive relationship having $r = .256$ and p value of .090 which is not statistically powerful enough to reject the null hypothesis.

The data gathered and analyzed was for the 45 NLE takers of the educational institution revealed a low level of relationship between the study skills and NLE result therefore the null hypothesis is accepted. Hence, the study skills alone of the respondents do not ensure passing the Nursing Licensure Examination.

Is There a Significant Difference Between Study Habits of Respondents and Nurse Licensure Examination?

Table 9. Difference between study habits and nurse licensure examination

| | Study habits | Exam |
|--------------|---------------------|-------|
| Study habits | Pearson correlation | 1 |
| | Sig. (2-tailed) | 0.014 |
| | n | 45 |

Table 9 showed Independent sample T-test of the study study habits of the Nursing Licensure Exam takers of the educational institution.

The result is -0.088 with p-value of 0.932. The $p > 0.05$ means it is not significant, the null hypothesis number 3 is accepted. Hence the study habits of the respondents have no significant difference whether they passed the (Nursing Licensure Examination) or not.

How Significant is the Relationship between Study Habits and Nurse Licensure Examination Result?

Table 10. Relationship between Study Habits and Nursing Licensure Examination Result

| T-test between the study habits of the nursing licensure exam takers | | | | | |
|--|-------|-------|--------|--------|-----------------|
| | F | Sig. | t | Df | Sig. (2-tailed) |
| Equal variances assumed | 0.309 | 0.581 | -0.093 | 43 | 0.926 |
| Equal variances not assumed | | | -0.088 | 11.525 | 0.932 |

Table 10 showed the Pearson correlation of the study habits and examination results of Nursing Licensure Examination takers of the educational institution.

According to the table above, the Pearson correlation of study habit and examination result is 0.14, with a significance of .926 for a total population of 45.

It implies the result of the Pearson correlation of the study habits and the examination has a positive negligible correlation and p-value of 0.926 which is greater than the $p = 0.05$ level of significance, meaning the data revealed a low level of a significant relationship between the study habit and NLE result. Therefore the null hypothesis is accepted.

DISCUSSION

A total of 45 respondents' majority of them for taking the nursing licensure examination are females because female nurses are dominated in the nursing profession. As stated by⁽¹⁷⁾ female nurses can provide intimate care, especially the application of touch compared to male. Mostly of them are graduated in the year 2019 because there is a growing need for qualified nurses and according to⁽¹⁸⁾ future nurses are beginning their endeavour to be

Registered Nurses whereas the economy will create some job openings for nurses through 2020 in order to meet the needs of those openings. It is shown that majority of them passed the nursing licensure examination because study habits and study skills are utilized, in the study of ⁽³⁾ a combination of study habits and study skills gives a high chance for successful passing in the board examination.

CONCLUSION

Based on the findings the following conclusions are drawn. The study concluded that the majority of the respondents in terms of profile variables, are female, with the frequency of 32 or 71.1%, most respondents graduated in year 2019 with frequency of 21 or 46.7%, with nursing licensure examination result of 36 passed and 1 failed. Based on the study solving problem while focusing on its main point, organizing main ideas and details into meaningful method and making mnemonics to remember lesson are study skills that may help to pass the NLE. On the other hand study habits that may help to pass the NLE are underlining important parts when reading and trying to get the meaning of new words they see for the first time.

The data gathered and analyzed for the 45 NLE takers the educational institution revealed a low level of relationship between the study skills and NLE result. Therefore, the null hypothesis 1 that states there is no significant relation between study skills and NLE result is accepted. As a result, the study skills alone of the respondents do not ensure passing the Nursing Licensure Examination. In addition, there is no significant relationship between the study habit and the Nursing Licensure Examination result. Because of this, it is only applicable for Nursing Licensure Examination takers of the educational institution. Therefore, the null hypothesis 2 that claimed there is no significant relationship between the two variables is accepted. As a result, whether or not the respondents passed the (Nursing Licensure Examination), their study skills did not differ significantly. Hence the null hypothesis number 4 is accepted. As a result, whether or not the respondents passed the (Nursing Licensure Examination), their study habits did not differ significantly. Hence the null hypothesis number 3 is accepted.

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