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Perspective Regarding Written Nursing Exam

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Abstract

Background: Nursing exams were developed with time. This work sought to enhance the quality of written nursing exams.

Methods: This prospective study was conducted at the Higher Health Institute in Al Anbar in Iraq between 2021-2023. The author grouped the selected nursing students into two age groups: under 22 and over 22. The author utilized Bloom's Taxonomy for questioning.

Results: Among 178 students, 89 were females (50 %), 55 of females were below 22 years (30.9 %). For the short essay exam, 38 females below 22 years got good marks (21.3 %) while 15 females above 22 years got good marks (8.4 %). For problem-solving questions, 39 males under 22 years old received good marks (21.9 %), while 28 males above 22 years old received good marks (15.7 %).

Conclusion: Hazim Alhiti's Perspective Regarding Written Nursing Exams is that different written tests are given for different nursing classes to avoid cheating.

Keywords: Hazim Alhiti, Iraq, Nursing, written, Nursing Exam

Introduction

Nursing qualification denotes the end of a certain educational program and the acquisition of the know-how and abilities required to engage in healthcare settings and offer patient care. Nursing degrees range from associate's or diploma programs to bachelor's, master's, or doctoral degrees, depending on the nation and educational level. These requirements usually include clinical experience, theoretical education, and passing license or certification exams [1]. An official assessment of a nurse's knowledge, abilities, and ability in a range of nursing practice areas is called a nursing examination. It is normally carried out by a regulatory agency or professional association to guarantee that nurses fulfill the minimal prerequisites and criteria required to deliver patients with safe and effective care [2].

Nursing examinations consist of written tests, practical exams, and clinical evaluations that differ among numerous schools. Graduates of American nursing should advance "the National Council Licensure Examination, or NCLEX," to obtain a license as a



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registered nurse (RN) or licensed practical nurse (LPN). Certification Exams for "the American Nurses Credentialing Center (ANCC)" provides specific nursing exams. Certification nursing exams are also provided by "Specialized Nursing Organizations" including "the Oncology Nursing Certification Corporation (ONCC)". "Internal Nursing School Exams" frequently conduct these exams to gauge students' Comprehension [3].

Written, practical, or a mix of them was utilized for examining nurses' success, like in "the Nurse Entrance Test (NET)". The specific type of examination that a nurse takes will depend on their school path, career aspirations, and area of specialization. Nursing examinations possess a known history, back to the early 1900s before official nursing examinations were developed. In 1917, to guarantee uniform instruction of nurses in the armed forces, "the Army School of Nursing" introduced one of the first standardized nursing examinations. "State-level licensure exams" were developed in the United States in the 1920s and 1930s. The 1950s saw the creation of "the State Board Test Pool Examination (SBTPE)", was the brainchild of "the National League for Nursing (NLN)". "The National Council Licensure Examination for Registered Nurses (NCLEX-RN)" with "the National Council Licensure Examination for Practical Nurses (NCLEX-PN)" took the role of "the SBTPE" in 1982. These tests were verified through "the National Council of State Boards of Nursing (NCSBN)" [4]. In the twenty-first century, changes in nursing practice have prompted updates with the advent of "computerized adaptive testing (CAT)". Moreover, "the American Nurses Credentialing Center (ANCC)" has owned many nursing Exams [5]. This work sought to enhance the quality of written nursing exams.

Methods

2.1 Study design

This prospective study was conducted from October 4, 2021, to October 4, 2023, at the Higher Health Institute in Al Anbar, within the Al Anbar Health Directorate in Iraq.

2.2 Study population

A total of 178 nursing students participated in this study, with 89 students of each gender is divided into two age groups: under 22 and over 22.

2.3 Sampling method

To graduate with a nursing diploma, the author chose the initial cohort of nursing students enrolled in the program. In the class are students from the Al Anbar Education Directorate's third class of secondary nursing school as well as those who have finished



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their sixth class of secondary education. The author is an academic instructor and a specialist general surgeon,

M.D. The curriculum for the medical-surgical nursing lectures was created by the author in compliance with the parallel faculty in the Iraqi Ministry of Higher Education and Research and the faculty of nursing institutes under the Ministry of Health. Within a committee approval, the dean carefully chose, the author and evaluated the students who were included in both theoretical and clinical assessments with vague names.

2.4 Outcome measures

The essay questions were applied directly, and the response consisted of just five points. Depending on the clinical circumstance, several problem-solving questions were asked. For every exam, the researcher used four different levels of difficulty (Bloom's Taxonomy), and the completion times for the answers varied proportionately.

2.5 Data analysis

The 2019 Excel program was utilized by the researcher.

Results

Among 178 students, 89 were females (50 %), 55 of females were below 22 years (30.9 %). For the short essay exam, 38 females below 22 years got a good marks (21.3 %) while 15 females above 22 years got good marks (8.4 %), and the remaining females got fair marks. For problem-solving questions, 33 females under 22 years received good marks (18.5 %), while 19 females above 22 years old received good marks (10.7 %), and the remaining females received fair marks. Additionally, 89 were males (50 %), and 55 of the males were below 22 years (30.9 %). For the short essay exam, 46 males below 22 years old got good marks (25.8 %) while 20 males above 22 years got good marks (11.2 %), and the remaining males got fair marks.

For problem-solving questions, 39 males under 22 years received good marks (21.9 %), while 28 males above 22 years old received good marks (15.7 %), and the remaining males received fair marks.

Table 1: The distribution of nursing students by age and gender. n= 178.

	Under 22	Above 22	Total
Males	55 (30.9 %)	34 (19.1 %)	89 (50 %)
Females	55 (30.9 %)	34 (19.1 %)	89 (50 %)



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Total	110 (61.8 %)	68 (38.2 %)	178 (100 %)
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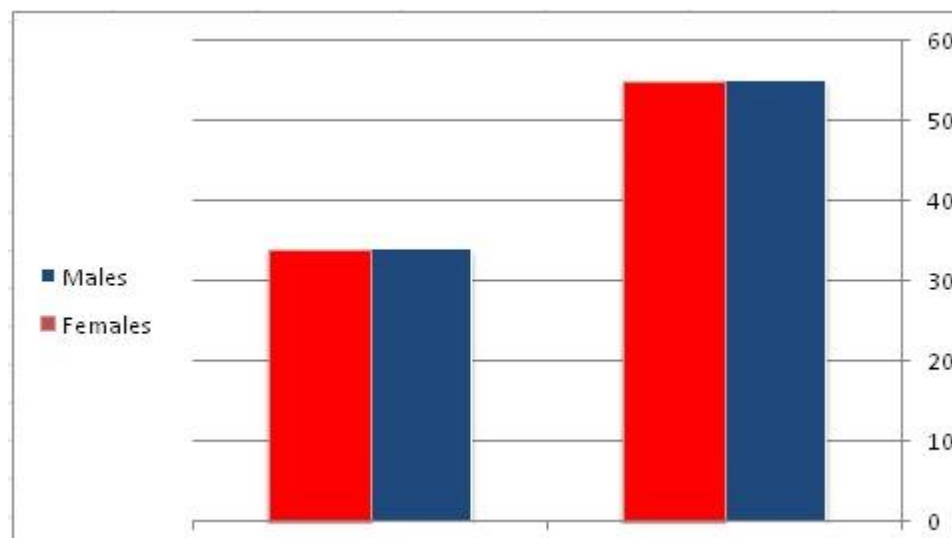


Fig. 1: The distribution of nursing students by age and gender. n= 178.

Table 2: Nursing students were distributed based on the marks they earned on the short essay questions. n= 178.

	Good marks		Fair marks		Total
	Under 22	Above 22	Under 22	Above 22	
Males	46 (25.8 %)	20 (11.2 %)	9 (5 %)	14 (7.8 %)	89 (50 %)
Females	38 (21.3 %)	15 (8.4 %)	17 (9.6 %)	19 (10.7 %)	89 (50 %)
Total	84 (47.1 %)	35 (19.6 %)	26 (14.6 %)	33 (18.5 %)	178 (100 %)



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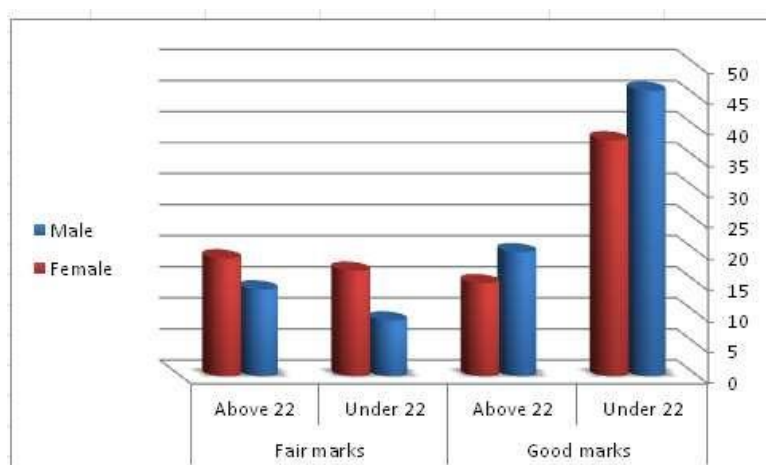


Fig. 2: Nursing students were distributed based on the marks they earned on the short essay questions. n= 178.

Table 3: The distribution of nursing students was determined by their marks on the problem-solving questions. n= 178.

	Good marks		Fair marks		
	Under 22	Above 22	Under 22	Above 22	Total
Males	39 (21.9 %)	28 (15.7 %)	16 (8.9 %)	6 (3.3 %)	89 (50 %)
Females	33 (18.5 %)	19 (10.7 %)	22(12.4 %)	15 (8.5 %)	89 (50 %)
Total	72 (40.4 %)	47 (26.4 %)	38(21.3 %)	21 (11.8 %)	178(100 %)



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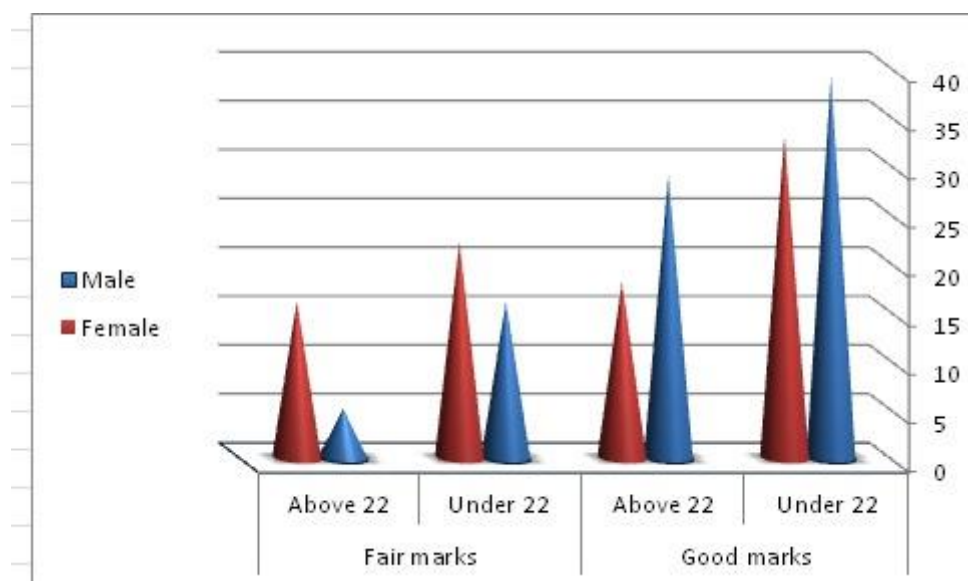


Fig. 3: The distribution of nursing students was determined by their scores on the problem-solving questions. n= 178.

Discussion

Nursing certification signifies the completion of a certain course of study and the attainment of the skills and knowledge necessary to work in medical environments and provide patient treatment. Nursing degrees can range in level of education from associate's or diploma programs to bachelor's, master's, or doctorate degrees, depending on the country. Theoretical coursework, practical experience, and passing exams for certification or licensure are typically included in these prerequisites. This prospective study was conducted from October 4, 2021, to October 4, 2023, at the Higher Health Institute in Al Anbar, within the Al Anbar Health Directorate in Iraq. The reader may have seen from Table 1 and Figure 1 that, to get the best outcomes and prevent bias, the enrolled nursing students' age and gender distributions were identical. A total of 178 nursing students participated in this study, with 89 students of each gender being divided into two age groups: under 22 and over 22. While a bigger sample is preferable, this study's sample size of the medium allows for the best results. This is because only a certain number of new students are admitted each year to the Higher Health Institute in Al Anbar. The equal features of male and female students are to promote the best research quality and prevent bias [6]. The author selected the age of 22 because it is the



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median age of students. This institute admits two groups of students: those who have completed the sixth grade in secondary education in Iraq and those who have completed the third grade of nursing school and who are typically employed as nurses in hospitals. Even so, the majority of the nursing students, both male and female, 110 were under the age of 22 (61.8 %), as they are the typical applicants and the favored candidates for the study. The older nursing applicants, (68 students) who are over 22 (38.2 %), are the ones who wish to advance their nursing certifications; these results are consistent with numerous published studies of Iraqi nurses [7]. Through their expertise, Iraqi tutors at the higher health of nursing in the Al Anbar Health Directorate gained several advancements in nursing education in the theory and clinical context. Furthermore, they were successful in both their physical and electronic learning, and their progress was recorded in several peer-reviewed articles [8]. As the reader can see from Table 2 and Figure 2, the nursing students were assigned to groups according to the grades they received on the short-answer questions. Of the females under 22, 38 received good results (21.3%) on the brief essay exam. Short essay questions should not be used to draw broad conclusions about how men or women perform because academic success is influenced by a variety of unique circumstances [9]. This is still an intriguing discovery, though, given there are a variety of reasons why women typically receive higher scores than men on brief test questions. In essay style, it might be helpful to explain ideas effectively because women are generally thought to possess higher written and vocal communication skills, even in distance learning [10]. When writing concise essays that need clarity and coherence, this skill allows nursing students to get better marks. Research has demonstrated that women tend to notice the details more than men do [11]. This meticulousness pays well when it comes to structuring ideas, making presentations, and giving comprehensive justifications in written responses. Studying and getting ready for tests may be more of a priority for women. An increased comprehension of the material as a consequence of this commitment to learning can produce more targeted and thorough responses. Women may favor different learning techniques when it comes to reading and writing, according to research. Using these preferred learning modes efficiently is made possible by short essay questions, which improves performance [12]. It is crucial to take into account the possibility that instructor-employed subjective evaluation techniques or biases in grading could affect the outcomes [13]. Higher marks for females in short essay questions may result from teachers rating students more favorably, whether on purpose or accidentally. Still, 15 of females above 22 years got good marks (8.4 %), this is because of many factors. It



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can be more difficult for older pupils to adjust to the academic standards and writing style necessary in short essay questions because they may have been out of formal school for a longer amount of time. To polish their writing abilities, might require some time. Certain cognitive capacities, such as working memory or processing speed, may deteriorate as people age. These skills may help them formulate and arrange their ideas more efficiently, which may affect how well they answer short essay problems. Older students might know less about the subject matter being examined, depending on the particular course or subject. It may be more difficult for them to respond with adequate depth and breadth due to this unfamiliarity. It can be difficult for older students to find the time to study and get ready for tests because they frequently have extra commitments, such as jobs or family duties. Their results on short essay questions can be affected by their restricted study time. The remaining females got fair marks due to the many challenges they faced in short essay questions. According to certain research, women may suffer from impostor syndrome or low self-esteem, which can cause them to doubt their talents. This lack of confidence in oneself may hamper one's capacity to convey ideas clearly or take chances in their writing, which might affect one's success in the short essay questions. Social norms and prejudices can prevent women from voicing their thoughts or standing up for themselves in an academic environment. This may hinder their capacity to articulate ideas with assurance and affect how well they do on brief essay questions. There may be variations in the ways that men and women are pushed to hone their writing and critical thinking abilities in various cultures or educational institutions. These differences may lead to differences in the experience and preparation required to do well on short essay topics. It is plausible that certain female students may find the structure of short essay questions incongruous with their preferred mode of learning. Their performance in comparison to other evaluation formats may suffer if the format does not accommodate their chosen learning method. From Table 3, and Figure 3, the reader, could notice problem-solving questions, 33 females under 22 years received good marks (18.5 %), while 19 females above 22 years old received good marks (10.7 %), and the remaining females received fair marks, these are significant outcomes, that goes with many erified studies, and they might be explained due to many reasons. It is sometimes believed that men are better at solving problems while women are better at caring for others and social situations due to traditional gender roles and stereotypes. These prejudices have an impact on performance, confidence levels, and how one views oneself which causes bias [14].



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The phenomenon known as "stereotype threat" describes how members of a certain group, in this example women, may feel more anxious and perform worse because they think their community is judging them based on unfavorable stereotypes. Women's confidence may be impacted, and their capacity to solve problems may be hampered. Women have historically had fewer opportunities to study STEM (science, technology, engineering, and mathematics) subjects and to seek professions in such fields. Women's performance and confidence in areas involving problem-solving may be impacted by their underrepresentation as well as their restricted access to resources and support. There may be more factors at play in the classroom. Studies reveal that women could not get the same support or credit in fields where men predominate, including science and math, which could have an impact on their motivation and output [15]. Additionally, the reader could see that Table 2 and Figure 2 express that 89 were males (50 %), and 55 of the males were below 22 years (30.9 %). For the short essay exam, 46 males below 22 years got good marks (25.8 %) while 20 males above 22 years got good marks (11.2 %), and the remaining males got fair marks. These outcomes in this study go with the verified studies worldwide which could be explained from different aspects. Certain parts of critical thinking, such as problem-solving and logical reasoning, may be slightly more advantageous for men, according to certain research. When crafting persuasive arguments or delving into intricate subjects for brief essay questions, these abilities can come in handy. Guys tend to be more self-assured and forceful in academic settings, which can help them write well and communicate their thoughts. Men may choose to study differently, for example, by using hands-on or visual aids, which may not fit well with the structure of short essay questions. Lower performance on this particular kind of assessment could be a result of this imbalance. It is imperative to take into account the possibility of grading biases, wherein educators may exhibit conscious or unconscious preferences for male students when assessing them. To guarantee impartial and fair grading procedures, it is imperative to recognize and correct such biases [16]. The reader can see in Figure 3 and Table 3 that for problem-solving questions, 39 males under 22 years received good marks (21.9 %), while 28 males above 22 years old received good marks (15.7 %), and the remaining males received fair marks. These important outcomes in this study go with different studies on this topic, which may be due to miscellaneous factors. In the past, males have been encouraged to work in professions and industries that need problem-solving abilities, such as STEM disciplines. Males may have performed better this because they had more expertise and exposure to problem-solving activities [17]. Studies have



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indicated that males often possess greater self-assurance in their capacity to solve problems than females. Their ability to solve problems and willingness to take chances might both benefit from this confidence. Biases and prejudices from the past that link men to more logical and analytical thought processes can affect expectations and career and educational prospects for men [18]. There may be gender differences in how well people solve problems as a result of these biases. Problem-solving exercises can occasionally be presented as competitions, and some research indicates that men may be more predisposed to competitive settings. Higher motivation and engagement could result from this, which could affect their performance. It's critical to underline that these characteristics reflect societal influences, biases, and expectations [19].

5-Conclusions

Hazim Alhiti's Perspective Regarding Written Nursing Exams is that different written tests are given for different nursing classes. A variety of factors, including students' ages, gender, academic level, type of scientific topic, needed lecture size, logical question order, previous mock tests, question types, exam duration, and question type, can be used to prevent discrimination and avoid cheating. The topic's significance may be clarified by larger sample-size research in the future.

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