Nursing Students' Perception of Facilitators, Barriers and Value of Computer-Based Test for Licensure Examination in Akwa-Ibom

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ABSTRACT: *Computer-based test (CBT) refers to delivery assessment with computer as an alternative to using pen and paper method. CBT has been recognised as a solution to the entire globe's greatest testing challenges. However, in spite of the benefits, its full adoption and implementation for examinations by the Nursing and Midwifery Council in Nigeria is emerging. The study aimed at assessing Nursing Students' perception of the facilitators, barriers and value of Computer-Based Test for licensure examinations in Akwa- Ibom. A descriptive design was used for the research. Three research questions and hypotheses were developed to guide the study. Sample size consisted of 218 (n1=139, n2=79) participant's final year who had used CBT during their examinations. Data were collected through personal administration of self-developed questionnaire to the respondents Data obtained were compiled, coded and entered into SPSS version 25 for analysis. Means and standard deviation were used as descriptive statistics to analyse the research questions, while the hypotheses were tested using t-test. Findings revealed that n1- 65.97% and n2-68.9% agreed that adequate training facilitates Computer-Based Test. 65.69% and 69.91% respectively agreed that interruption of power supply is a barrier to CBT.65.76% and 66.08% agreed that points cannot be expressed well in CBT. Results showed that the p-value were greater than 0.05 level of significance, the null hypotheses were accepted. Nursing Students had high perception of facilitators, agreed that there are barriers in the use of Computer-Based Test, and they had an agreed value of Computer-Based Test for licensure examinations in Akwa –Ibom*

KEYWORDS: Nursing Students, Perception, Facilitators, Barriers, value, Computer-Based Test.

INTRODUCTION

Educational measurement according to Obioma et al. (2013) has shifted toward Computer-Based Test (CBT) in a number of academic domains. Okocha (2017) explained that the entire academic landscape has been influenced by information technology and the advantages of these technologies have been embraced by numerous institutions around the globe.

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Computer based testing has significantly changed the educational environment by advancing pedagogy and learning, and it is a result of the introduction of educational technologies that aim to provide feedback to teachers and students on the entire learning process. Obioma et al. (2013) defined computer based test as a test or assessments administered by computer on a separate or exclusive network or by other by other technology devices connected to the World Wide Web or the internet, with the majority of them utilizing Multiple Choice Question (MCQ). This system may be used by the educators to design, organize, carry out, and report on surveys and tests, and examinations. Computer based test signify a qualitative movement away from more conventional approaches such as paper-based testing, not just another technique of administering examinations. Our experiences, judgments, and behaviors are significantly shaped by our perceptions. The brain underpinnings of perception, visual, auditory, and the influence of experience on perception are only a few of the components of sensation and perception that Wolfe (2019) mentions.

The way that computer-based tests are perceived by nursing students can differ depending on their past experiences and personal preferences. Thoughts of computer based tests among nursing students are influenced by a number of different factors including convenience and flexibility, access to resources and environmental consideration (Papastergiou, 2018).

The benefits of computer-based test are numerous, including perks like timing flexibility, instant scoring, security, and assuring the integrity of the examination. Computer based test is viewed as a solution to major challenges facing testing in the world as stated by Okocha, (2017). According to a study conducted by Ebimgbo et al (2021), the entire world has seen a surge in interest in the application of computer based test in academic activities such as student assessments in recent years. They also reported that in most American universities, computer based test has enabled them to administer examinations and also manage academic courses as well. In Australia, as opined by Kobal & Jiang (2018), the approval of computer based test testing enables students' guardians to access the students' performance and other academic related activities, also allows a teacher to assist any subject who is not performing as expected.

Although some African countries like South Africa and some North African countries including Morocco and Algeria are leading the way in integrating ICT in educational activities. They are trailing in adopting computer based test both in education and learning. In Nigeria, the JAMB Executive Registrar announced the commencement of computer based test from 2015 and since then, computer based test has been used to conduct all UTME. He explained also that the objective of the computer based test was to ensure 100% abolition of all examination cheating, which had been a significant obstacle in the country's administration of public examinations (Aliyu & Adebayo, 2012). The use of computer based test in Nigerian educational system is a cutting-edge evaluation of educational media with a bright future for the educational system especially when used (Azor & Ogwu 2019). The use of computer based test has been embraced by other examination bodies (Bala, 2018). Moreover in Nigeria, Ajinaja (2017) has reported that higher institutions such as Universities and

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Polytechnics as well as post primary schools have adopted the use of computer based test as a means of assessing students' performance. According to Samson & Okon (2015), the use of computer based test assists students to participate reasonably and favourably in the face of ICT challenges. This will also enhance to a large extent the prospect of achieving Sustainable Development Goals (SDGs) which focus on allowing everyone to reach a greater degree of learning (United Nations, 2015).

A study conducted by Ebimgbo et al (2021) has also revealed the adoption of computer based test in many Nigeria Universities as the mode of conducting some examinations. The study found that the first two Universities were: University of Ilorin and Covenant University to integrate computer based test in their examination systems. Later, according to Ajinaja (2017) other Universities across the country including the University of Ibadan, Obafemi Awolowo University, Ile Ife, National Open University of Nigeria (NOUN), Federal University of Technology, Minna, and the University of Lagos have begun using computer based test to assess their pupils. At the University of Nigeria, Nsukka, computer based test was introduced on the 15thof January, 2018 with the intention that all examinations with over 250 students must be conducted through computer based test. It was first adopted with the first-year students which aided the university in graduating more students by reducing the problem of missing results, missing scripts. Based on this development, the administrator saw the need of adopting computer based test mode of examination as reported by Ozumba, (2018).

The idea of computer based test is not brand-new but there is no adequate literature surrounding the use of computer based test in Nursing and Midwifery examinations despite the benefits. However, according to Hooper, (2022), after completing their undergraduate nursing degree, nursing students are able to take the computer adaptive National Council Licensure Examination for Registered Nurse (NCLEX-RN), which requires to be passed before a Registered Nurse (RN) can practice. The study found that the lack of accessibility to computers has prevented computer based test from being widely employed in Canadian undergraduate nursing programmes. But the NCLEX-RN was adopted in 2015 due to its computer adaptable format. Moreover, KCR consultants (2021) have introduced the pattern new, NMC Computer-based test (CBT). For nurses and midwives with training from other institutions away from the European Economic Area, additional testing requirements have been devised and went obtain a UK registration to ensure that everyone meets the standard for providing care in the UK. According to Christmals & Gross (2019), Ghana's Nursing and Midwifery Council (NMC), has newly started online exam for nursing or midwifery certification. Globally, there are also limited studies concerning the use of computer based test in Nursing Council Examinations. Recently, however, NMCN has announced the commencement of computer based test for every professional test administered by the Midwifery and Nursing Council of Nigeria. The approval was made by the board of NMCN at its 58th General Meeting held 23rd - 24th June, 2022. In order to also digitalize the conduct of its professional examination

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and scoring process with all services rendered by NMCN and and consistent with the world's outstanding practices (NMCN, 2022).

More importantly, this is a new concept in Nursing and Midwifery council of Nigeria and there is no study that has been carried out on this. Hence, the areas of facilitators, barriers and perceived value in the adoption of computer based test are unexplored. The study will provide literature for further studies in the adoption of computer based test in Nursing and Midwifery exam, and will contribute to the development of computer based test by identifying factors that could facilitate the use of computer based test in (NMCN) Examinations. Currently, there are three hundred training institution in Nigeria. The Nursing and Midwifery Council of Nigeria Professional Examinations are conducted simultaneously in all the venues for a particular examination across the country. Two examinations are conducted twice a year for both Nursing and Midwifery Professional Nursing Examination in Nigeria is the only professional examination in the country that is centrally conducted, and involves large number of candidates for each examination. In which examiners for each centre are drawn from different parts of the institution in the country. These tasks require a significant amount of human connection, transportation of persons and goods, and require examiners and markers to stay away from their houses (Akin-Otiko, 2021). This also poses a challenge.

The researcher has also experienced several inconveniences travelling on a very long distance for licensure Examination invigilation and marking; checking in especially large number of students and daily posting of the answer scripts after each exam especially where there is no nearby courier service. Although COVID-19 lockdown has been eased, Sit at home especially on Monday in the Eastern region is still a problem. The researcher is motivated by the above facts to assess the Nursing students' perception of facilitators, barriers and value of computer-based test for licensure Examination, in Akwa- Ibom. Moreover, the fact that nursing students perception regarding of what could facilitate its use, what could be possible barriers and what values to computer based test as perceived by Nursing students of Nigeria who participated in the new phase of computer based test in licensure examination will be explored in this study. This will help to see computer based test introduction in licensure examination from the students' perception. Since there is no adequate literature around it, therefore this study will add in reducing or filling this gap in literature.

Aim and objectives of the study
The study aimed to assess Nursing students perception of facilitators, barriers and value of Computer-Based Test for licensure Examination in Akwa -Ibom.
Objectives were to:
1.   Describe the Nursing students perception of facilitators for Computer-Based Test (CBT) use in licensure examination in Akwa- Ibom.
2.   Describe the Nursing students perception of barriers to computer based test use for licensure examination in Akwa -Ibom.

Hypotheses

There is no significant difference between the perceived facilitators to computer based test use and the perceived values of adoption of computer based test for licensure examinations.

There is no significant difference between the perceived barriers to computer based test use and the perceived values of adoption of computer based test for licensure examination.

METHODOLOGY

The researcher adopted a descriptive design for the study. Descriptive study entails systematic collection and presentation of data to discover new facts and to give a clear picture of Nursing students perception of facilitators, barriers and value of computer based test for licensure examination in Akwa -Ibom. The following individuals made up the target population of this study: all students Nurses and Midwives in schools of Nursing and Midwifery, in Akwa Ibom state. When the study was conducted, they were 609 Students. The sample consisted of 218 final year students who have taken council computer based test for licensure examination in their Nursing and Midwifery professional examination during the period of study. Data was collected through personal administration of a self-developed questionnaire to the respondents. The researcher visited the schools to obtain permission from the respective authorities in order to administer the questionnaire to the required respondents. The questionnaires were administered to the sampled students in their respective schools with the help of research assistants. Two hundred and eighteen (218) questionnaires were administered and same collected on completion and used for coding and data analysis. The research instrument used was a self-developed questionnaire to obtain information on the perception of facilitators, barriers and value of computer based test for licensure examination. On-site collection of the completed surveys was done. The data obtained was compiled, coded and entered into statistical package for social sciences (SPSS) version 25 for analysis. Frequencies and percentages statistics were used to generate categorical variables. The study questions were analysed using descriptive statistical techniques such as means and standard deviation. While the hypotheses were evaluated using the t - test. To ensure clarity, the results has been presented in tables and graphs.

RESULT

Table 4.1 showed the rate of completion for the student nurses and midwives stood at 139 and 79, representing 63.8% and 36.2% respectively. A total sample size of 218 responded to the instrument which were duly complete without void and 100% return rate was obtained.

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Socio-demographic characteristics
Table 4.2.1 Socio-demographic characteristics of respondents

Variable	Frequency	Percentage
Rate Of Completion:		
Nurses:	139	63.8
Midwives:	79	36.2
Total:	218	100.0
Age (years):		
15-20	35	15.6
21-30	156	69.4
31-40	27	16.0
Total:	218	100.0
Gender:		
Male	14	6.7
Female	204	93.3
Total:	218	100.0
Marital Status:		
Single	183	84.4
Married	35	15.6
Divorced	-	-
Separated	-	-
Widowed	-	-
Total:	218	100.0
Religion:		
Christianity	218	100.0
Moslem	-	-
Pagan	-	-
Total:	218	100.0
Final year Students in schools of Nursing:		
Anua	51	36.6
Eket	49	35.3
Ikot Ekpene	39	28.1
Total:	139	100.0

Table 4.2.1 showed the rate of completion for the student nurses and midwives stood at 139 and 79, representing 63.8% and 36.2% respectively. A total sample size of 218 responded to the instrument which were duly completed without void and 100% return rate was obtained.
Analysis of the student Nurses and Midwives who participated in the study showed that 139 were Nurses representing 63.8% and 79 midwives representing 36.2%. A total of 218 Nurses and Midwives participated in study and 100% return rate was obtained.

The descriptive analysis on years in age showed that those within 15-20 years were 35 representing 15.6 %, those on the age range of 21-30 were 156 representing 69.3% while those within the age bracket 31-40 years were 27 representing 12.0%. Result on gender showed that males were 14, representing 6.7% while females were 204 representing 93.3%. On marital status the result showed

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that singles were 183 representing 84.4%, while married were 35 representing 15.6%. On religion the whole sample size were all Christian making 100% rate.Result revealed that the final year students Nurses from Anua stood at 51, representing 36.6%, their counterpart at Eket were 49 representing 35.3% while those at Ikot Ekpene were 39 representing 28.1%.

The result on the year two student for midwifery were 33 for Anua, representing 41.7%, 27 for Ituk Mbang representing 34.2% and 19 for Iquita-Oron, representing 24.1%. In summary on demographic data for Nurses showed total Of 139, comprising 51 for School Of Nursing Anua, Uyo, 49 for School of Nursing–Eket and 39 School of Nursing–Ikot Ekpene, while total respondents for Midwifery was 79, Consisting 33 For School Of Midwifery Anua Uyo 37 for School of Midwifery–Ituk Mbang and 19 for School of Midwifery – Iquita-Oron.

RESULT

Table 4.3.1: mean summary of the facilitators to the computer based test use in licensure examinations based on student nurses and midwives perception (*n1=139, n2=79*)

S/N	Facilitators to the computer based test use in NMC examinations	$\bar{X}_1$ (%)	SD	$\bar{X}_2$ (%)	SD	Remark
	Technological background is quite necessary for computer based test.	3.16 (60.79%)	. 65	3.22 (61.46%)	.65	agreed
	Availability of internet access enhances computer based test.	3.06 (60.00%)	.73	3.01 (60.88%)	74	agreed
	Technical support for students during computer based test is necessary.	2.76 (50.58%)	.68	2.78 (51.22%)	.72	agreed
	Presence of technical support is not necessary for students during computer based test.	3.35 (60.71%)	.61	3.31 (59.54%)	.65	agreed
	Institutions should provide adequate training for students on computer based test.	3.46 (65.97%)	.64	3.50 (68.98%)	.61	agreed
	Inadequate knowledge of ICT facilitator affects students' use of computer based test.	2.46 (45. 23%)	.65	2.48 (45.70%)	.63	agreed
	Increase feedback between students and teaching staff facilitates computer based test.	3.31 (60.32%)	.62	3.29 (63.08%)	.64	agreed
	Adequate laptop and desktops facilitate computer based test.	3.43 (61.69%)	.62	3.45 (64.65%)	.61	agreed
	Computer supported environment encourages critical thinking in the use of computer based test.	2.41 (45.01%)	.63	2.41 (45.11%)	.61	agreed
	Insufficient facilities are not a challenge to computer based test.	2.69 (59.56%)	.71	2.64 (54.35%)	.69	agreed
	GRAND TOTAL	**3.00**		**3.00**		agreed

The result in Table 4.3.1 indicated that the mean score on facilitators use of Computer-Based Test in Nursing and Midwifery Council examination in Akwa Ibom state. As shown in the Table 1, a grand mean score of 3.00 for students 'nurses (n1) and students' midwives (n2) were recorded for all the items respectively. All these grand means were above the cut-off point. This indicated that student-Nurses and students-Midwives agreed on the facilitators' use of Computer-Based Test in licensure examination in Akwa-Ibom.

Table 4.3.2: mean summary of the barriers to the computer based test use in NMC examination from the perspective of student nurses and midwives

S/N	barriers to the computer based test use in NMC examination	$\bar{X}_1$ %	SD	$\bar{X}_2$ %	SD	Remark
	Slow network can affect computer based test	2.90 (50.79%)	.85	2.79 (54.08%)	.82	agreed
	Student age is not a barrier to use of computer based test.	3.49 (63.45%)	.51	3.51 (64.17%)	.50	agreed
	Interruption of power supply is a problem to computer based test.	3.52 (65.69%)	.62	3.58 (69.91%)	.61	agreed
	Ineffective training militates against computer based test use.	2.31 (48.03%)	.59	2.34 (48.13%)	.57	agreed
	Conducive environment is a challenge to computer based test	2.56 (49.02%)	.69	2.50 (51.09%)	.67	agreed
	Inadequate time is not a barrier to computer based test use.	3.21 (69.35%)	.65	3.15 (61.45%)	.66	agreed
	Malfunction of computer in the process affects computer based test.	3.12 (60.05%)	.75	3.21 (62.70%)	.72	agreed
	Loss of internet connectivity poses a barrier to computer based test.	2.74 (52.56%)	.69	2.72 (53.45%)	.67	Agreed
	Computer illiteracy hinders effectiveness of computer based test.	3.32 (62.06%)	.62	3.30 (64.00%)	.64	Agreed
	GRAND TOTAL	**3.01**		**2.66**		Agreed

The result in Table 4.3.2 indicated that the mean score on barriers to the use of **Computer-Based** Test in Nursing and Midwifery Council examination in Akwa Ibom state. As shown in the Table, a grand mean score of 3.01 for students 'nurses (n1) and 2.66 grand mean students' midwives (n2) were recorded for all the items. All these grand means were above the cut-off point. This indicated that student-Nurses and students-Midwives agreed to the fact that there are barriers in the use of Computer-Based Test in licensure examination in Akwa-Ibom.

TABLE 4.3.4 t-test analysis on mean responses of student nurses and students midwives' on the facilitators' use of Computer-Based Test (computer based test)

Variables	N	$\bar{X}$	SD	Df	t-cal	p-value	decision
student nurses	139	3.00	2.13				
				126	.140	.889	**
student Midwives	79	3.00	2.17				

*note: ** p-value not significant@ 0.05level of significance*

The result in Table 4.3.4 revealed that the calculated t = .140. ., p = .889@126 degree of freedom, The null hypothesis that there is no significant difference between the mean replies of student nurses and student midwives on the facilitators' use of Computer-Based Test in licensure examinations has been accepted because the p value is greater than 0.05 level of significance.. This

implies that the both student nurses and students' midwives' responses agreed on the facilitators' use of Computer-Based Test in licensure examinations.

TABLE 4.3.5 t-test analysis of mean responses of student nurses and midwives on barriers to Computer-Based Test.

Variables	N	$\bar{X}$	SD	Df	t-cal	p-value	decision
student nurses	139	3.01	1.80				
				126	.197	.844	**
student Midwives	79	2.66	1.88				

*Note: ** p-value not significant@ 0.05level of significance*

The result in Table 4.3.5 revealed that the calculated t = .197. ., p = .844 @126 degree of freedom, since the p value is greater than 0.05 level of significance, the null hypothesis which stated there is no significant difference in the mean responses of student nurses and students' midwives on barriers to Computer-Based Test in licensure examinations is not significant is retained. This implies that the both student nurses and students' midwives' responses agreed on the barriers in the use of Computer-Based Test in licensure examinations.

DISCUSSION OF FINDINGS

The result of findings presented in table 4.3.1 showed the facilitators to the Computer-Based Test use in licensure examination based on student nurses and midwives perception in Akwa-Ibom. The result showed that student Nurses and Midwives agreed on the facilitators' use of Computer-Based Test in licensure examination in Akwa-Ibom. The finding also agrees with the findings of Kontos et al (2007) that provision of training courses and technical support facilitates computer based test use. The finding of the study also agrees with the findings of Okeh, (2018) who asserted that the use of ICT makes valuable contribution to various parts of educational development and effective learning by expanding access, promoting efficiency in learning and administrative supervisions. The results suggest that student nurses and midwives should be exposed to ICT since graduates are anticipated to be significantly influenced by ICT expertise. The utilisation of an ICT-based test will broaden the student nurses' and midwives' exposure with computers. The results of the findings of the study is in agreement with Lynch, et al. (2001) findings, who discovered that training students for computer-based testing experiences may help them feel more prepared for computer-based administration. Hence, the perceived computer based test Examination will be in relation to their satisfaction as agreed in the responses of the student nurses and midwives. Similarly, in a study conducted by Omran et al (2022), the finding revealed that more than half of nursing students (59.9%) had a high perception. The study's findings concur with Tomori and Tomori's (2019) hypothesis that computer-based testing is made possible by students' access to and proficiency with computers. The results are consistent with those of Kirkova-Bogdanova et al. (2015), who came to the conclusion that students need to be ready and have computer based test experience before summative assessments. The results concur with Vincent et al. (2020) that

computer ignorance and a shortage of ICT officers with the necessary training affect computer based test. Additionally, the results support the claims made by Boeve et al. (2015) that it is crucial for students to practice and become accustomed to the computer based test style of test administration. In addition, the result matches up with Richardson et al.'s research results from 2002, which showed that the environment is able to provide fresh ways to evaluate highly capable students' problem-solving abilities. The results of the study is also in line with Samson and Okon's, (2015) proposal that students ought to get adequate ICT knowledge and training ahead to the computer based test time, and that administrators should try to stabilize the institution's supply of electricity.

Additionally, the results are consistent with those of Waziri et al. (2019), who claimed that student evaluation of E-exam facilities and technical principal variables affect students' perceptions of E-exam.However, the findings does not corroborate with the study of Ebimgbo et al (2020) that has not highlighted perspective of facilitators in the adoption of computer based test. Thus, the present study maintains that student nurses and midwives agreed to the incorporation of ICT Based Test by the Nursing and Midwifery Council in Akwa-Ibom. The corresponding hypothesis also showed that there is no significant difference in the mean responses of student nurses and students midwives' on the facilitators use of Computer-Based Test in licensure examinations. It is obvious that facilitators to the use of Computer-Based Test will contribute to educational development of the students and enhance good academic performance.

The result of the findings as presented in table 4.3.2 showed the barriers to the computer based test use licensure examination from the perspective of student nurse/ midwives in Akwa-Ibom. The result revealed that student Nurses and Midwives agreed to the fact that there are barriers in the use of Computer-Based Test in licensure examination in Akwa-Ibom. The study's findings confirm Azor & Ogwu's (2019) assertion that CBT adoption is still limited by issues with insufficient power supply and computer proficiency, among other things. The finding implies that electricity interruption while the examinations are ongoing is a barrier to computer based test use. Moreover, finding from the study corroborates with the study of Monsurat et al (2021) which stated that interrupted power supply during examination militates against computer based test use. The claim also supports the findings of Oladimeji & Mwuese (2018) who stated that prevalent challenges in computer based test include: loss of network connection, insufficient time allocated for the examination, computer malfunction in the process of examination. As discussed in the study, these barriers accounts for the difficulties encountered in the course of implementing the Computer-Based Test. This is also in agreement with the findings of Onyibe et al (2015), who asserted that gross inadequacy of ICT infrastructure in the country is one of the challenges. Similarly, Usman and Olaleye (2022) revealed that there are challenges militating against computer based test examination such as, network failure lack of ICT practical knowledge by lecturers assigned to supervise computer based test examination erratic power supply during computer based test examination couple with high cost of diesel for alternative sources of power among others. This is also consistent with the research results of Onyibe et al. (2015), who made claims that the country's

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egregious lack of ICT is the main obstacle. The results of this study coincides with the findings reported by Vincent et al. (2020), who put forth that problems with computer based test include erratic power supplies during exams, computer illiteracy, and a shortage of ICT officers who are competent. Conclusions drawn from the study are also in line with those of Exam House (2020), which claimed that the lack of space and people with little expertise or training prohibit computer based test utilization. The results also support those of Bawa and Bashur (2020), who hypothesized that system faults, login problems, and slow performance of the system were some of the impediments.

However, this result runs counter to Singh and Singh's (2020) hypothesis that male students had a more favorable overall impression of computer-based testing. The study's findings concur with those of Rabiu et al. (2020), who claim that among other things, blackouts of electricity at computer based test centers are a significant difficulty. The study's findings corroborate those from Fehintola (2018), who found that students were subjected to quite a number of obstacles which includes inadequate facilities, a shortage of power, and a lack of technical knowledge.

The study's findings are in line with those of Muhammad & Hayyo (2023), who demonstrated the fact that students' lack of being acquainted with computers and their basic functions was one of their most pressing issues faced. Additionally, the results of this study are consistent with those of Olbata and Ndun (2021), who found that the system had several flaws such service errors, electrical issues, and time session delays. Furthermore, the results of this study are consistent with those of Rabiu et al (2020), who found that one of the biggest difficulties for students taking computer based test exams is power outages at computer based test centers.

On this premise, the present study holds that inadequate power supply, poor network connections and inadequate ICT infrastructure are barriers to computer-based test for the licensure examination in Akwa-Ibom. While the corresponding hypothesis revealed that there is no significant difference in the mean responses of student nurses and students' midwives on barriers to Computer-Based Test in licensure examinations. The result is attributed to the fact that the perception of computer based test for licensure examination acknowledges some critical challenges which has resulted from inadequate power supply among others.

CONCLUSION

Based on the result of the findings from the study, it is concluded that student Nurses and Midwives agreed that adequate training, laptop among others facilitate the use of Computer-Based Test for licensure examination in Akwa-Ibom. Also, the student Nurses and Midwives acknowledges the fact that there are barriers to the use of computer based test examination such as inadequate electricity supply, computer illiteracy and poor ICT infrastructure. Moreover, they had an agreed

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value that computer based test use is better than paper based test but points cannot be expressed well for licensure examination in Akwa-Ibom.

Recommendations and Proposals for Further Works
The following recommendations are made based on the findings of the study
1.   Institutions should provide adequate training for the student nurses and midwives on the general use of computer before exposure to computer based test mode of assessment since prior computer experience has a positive influence on performance.
2.   There should be regular power supply and internet connectivity to facilitate computer based test use in schools of nursing and midwifery.
3.   Nursing and Midwifery Council should provide adequate environment and functioning computers for computer based test licensure examination,
4.   Nurse/ midwife educators should be trained on general use of computer to enhance adequate preparation of the students for computer based test examination.

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