ASSESSMENT OF SOCIAL MEDIA USAGE FOR NURSING EDUCATION AMONG NURSING STUDENTS IN SCHOOL OF HEALTH SCIENCES, UNIVERSITI SAINS MALAYSIA

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143840

SCHOOL OF HEALTH SCIENCES

UNIVERSITI SAINS MALAYSIA

2022

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BY

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Dissertation Submitted in Partial Fulfilment of the Requirements for

The Degree of Bachelor of Nursing (Honours)

JUNE 2022

CERTIFICATE

This is to certify that the dissertation entitled "Assessment of social media usage for nursing education among nursing students, School of Health Sciences, Universiti Sains Malaysia" is the bona fide record of research work done by Miss Marlysa binti Mohd Setia, 143840 during the period from October 2021 to June 2022 under my supervision. I have read this dissertation and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation to be submitted in partial fulfilment for the degree of Bachelor of Nursing (Honours).

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DECLARATION

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated and duly acknowledged. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at Universiti Sains Malaysia or other institutions. I grant Universiti Sains Malaysia the right to use the dissertation for teaching, research and promotional purposes.

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Marlysa binti Mohd Setia

Date: 14TH AUGUST 2022

ACKNLOWEDGEMENT

First and foremost, I am very grateful and thankful to Allah for giving strength mentally and emotionally and also guidance in completing the dissertation successfully.

I would like to express my deep and sincere gratitude to my supervisor, Puan Salwismawati binti Badrin for guiding, supervising, morally supported and encouraging me throughout the preparation for the completion of the dissertation. Without her assistance and dedicated involvement throughout this whole process, this dissertation would not be completed.

I am very grateful to my mother, Latipah Binti Jusoh for support, care, prayers and all the sacrifices she made for helping and encouraging me to complete the dissertation. She helps me in every mentally, emotionally and physically.

I am taking this opportunity to thank you my friends and also participants in the research for helping me and also participate part of process of my research especially my member, Fatinnur Badrina for encourage and helping me in finishing this dissertation.. Without all of you, this dissertation would not be completed in a timely manner.

Table of Contents

LIST OF TABLES

LIST OF FIGURES

ASSESSMENT OF SOCIAL MEDIA USAGE FOR NURSING EDUCATION AMONG NURSING STUDENTS IN SCHOOL OF HEALTH SCIENCES, UNIVERSITI SAINS MALAYSIA

ABSTRACT

Social media usage among nursing students is quite common in this new era. The existence of social media does help nursing students in seeking and sharing knowledge especially in nursing education. A descriptive cross-sectional study was conducted on 299 of respondents recruited. A validated questionnaire was given to all the respondents that fit with the inclusion criteria. Then, the data was analysed using Statistical Package for the Social Sciences (SPSS) software version 26.0. The general objective of the study was to examine the social media usage for nursing education among nursing students in School of Health Sciences, USM. Descriptive statistic was used to describe socio-demographic characteristic, generalities use of the social media, use of social media and attitude towards social media. Pearson's Chi-Square was used to analyse the association between programme study (Degree and Diploma) and the average time of social media usage 100% of nursing students used social media. The mostly used the types of social media which were YouTube (70.25%), WhatsApp (38.1), others (27.4%) and Instagram (27.1%). The average time of social media usage was more than 3 hours (49.2%). This study also shown there was no association between programme study (Degree and Diploma) and average time of social media usage. In a conclusion, the nursing students (Degree and Diploma) in USM used social media for nursing education purposes.

PENILAIAN MENGENAI PENGGUNAAN SOSIAL MEDIA UNTUK PENDIDIKAN KEJURURAWATAN DI KALANGAN PELAJAR KEJURURAWATAN DALAM KAMPUS KESIHATAN, UNIVERESITI SAINS MALAYSIA.

ABSTRAK

Penggunaan sosial media di kalangan pelajar kejururawatan agak biasa dalam era yang baru ini. Dengan kewujudan sosial media mampu membantu pelajar untuk mencari dan berkongsi maklumat terutama pendidikan kejururawatan. Kajian keratan rentas dilakukan terhadap 299 orang responden. Soal selidik yang disahkan telah diberikan kepada semua responden yang menepati kriteria, Kemudian, data dianalisis menggunakan perisian Statistical Package for the Social Sciences (SPSS) versi 26.0. Objektif umum kajian ini adalah untuk menilai penggunaan sosial media untuk pendidikan kejururawatan di kalangan pelajar kejururawatan dalam kampus kesihatan, Universiti Sains Malaysia. Statistic deskriptif digunakan untuk mengambarkan sosio-demografi, penggunaan umum sosial media, penggunaan sosial media dan sikap terhadap sosial media. Analisis Pearson's Chi-Square digunakan untuk menentukan hubungan antara pengajiaan program (Ijazah dan Diploma) dan purata penggunaan sosial media. Penggunaan jenis sosial media kebanyakkannya adalah YouTube (70.25%), WhatsApp (38.1), lain-lain (27.4%) dan Instagram (27.1%). Purata penggunaan sosial media adalah lebih daripada 3 jam (49.2%). Kajian ini juga menunjukkan tiada hubungan antara pengajian program (Ijazah dan Diploma) dengan purata penggunaan sosial media. Kesimpulanya, pelejar kejururawatan (Degree and Diploma) dalam USM menggunakan sosial media bertujuan untuk pendidikan kejururawatan.

CHAPTER 1

INTRODUCTION

1.1 Background of Study

The worldwide current system of education is pushing new generation in several of the group, age to use the Internet current technology, especially social media as a tool of learning. People use social media for a variety of reasons, often to communicate with friends or for news, but the use of social media as media in educating nurses is not explored well. Social media allows individual could be communicated, shared content, or even as a medium, of educational tools (Goel & Singh, 2016).

Communications have social networking such as Facebook and Twitter, discussion or information forums such as Quora and Reddit, weblogs and podcast. For collaboration have wikis, document sharing such as Google Docs and Microsoft One Drive and presentations or mind mapping such as Prezi, Google Slides. Last but not least, media sharing consists videos such as YouTube and photograph such as Instagram and Pinterest (Legaree, 2015). These features help the users worldwide to communicate and share with other users of the latest information or knowledge.

Younger students had better skills in using social media and most students used the application Web video and online social community services in their free time (Tuominen et al., 2014). Twitter is popular among younger generation whereas this application is enabled to send and read text based posts with maximum 140 characters which known as "Tweet" and also can know the updates of mutual they "follow" and even can send text through direct message (Peter, 2015).

WhatsApp Messenger is using broadly in various age because it is as a communication application whereas users can send photographs, videos, text messages and even voice media message including location to the other users (Peter, 2015). Facebook is a known well of social networking sites founded by Mark Zuckerberg in 2004 which it allows the user to create profile, send text messages, receive notifications and can interact with other users in same interest by joining groups that organized by workplace or school or colleges (Peter, 2015). On the other hand, YouTube is well known as world's largest video sharing service while Instagram is known as both sharing of images and videos which are popular as content communities lead to educational tools too (Yahaya & Ayodeji, 2019).

Jiménez-Rodríguez et al. (2021) notes that social media is a recognizable websites and mobile applications that create the opportunity to communicate, collaborate, connect with others and share opinions and experiences through images, videos or even audio clips. Based previous research, social media comes in various of benefits as in educational tools which are including enhanced communication skills between students and lecturer (Legaree, 2015). Then, it can increase student-to-student networking or collaboration in terms of doing group work assignment for example and also can enhance the sharing of data, knowledge information and ideas such as social media of YouTube to be used as research purpose and also as visual aids for student to understand better of the learning content (Habeeb Adil et al., 2020).

Furthermore, social media can be as a medium for student to engage with the course material which not just in period of regular class but also in outside of period because its can be an alternative for the institutional learning management system to improve their management system (Legaree, 2015). The countless of people are engaging online activities by using social media which it can be understood a meaning

social media usage (Lau, 2017). With the creation of social media nowadays, students can be exposed to the technology and skill such as Facebook and MySpace in social skills and also as aid of job employment opportunities in future (Habeeb Adil et al., 2020). Lastly, it can enhance the student's experience in less measureable of learning objectives that desirable of the course materials (Legaree, 2015). The students also can multitask using social media to seek information or working on group presentations for example in three ways which are dual-tasking, rapid attention switching and continuous partial attention (Lau, 2017). Several studies reported the social media habit among various students such as pharmacy students (Benetoli et al., 2015), medical and paramedical students (Habeeb Adil et al., 2020; Lahiry et al., 2019) and among nursing students (Ferguson et al., 2016; Jiménez-Rodríguez et al., 2021; Mather et al., 2016; Price et al., 2018; Usher et al., 2014).

According to research by Kaplan & Haenlein (2010), they classified social media into few categories such as Wikipedia is categorized in collaborative projects which it has functions of add, remove, and change text-based content and also bookmarks blogs display in date-stamped in the reverse chronological order in which could be diaries of author's life or in specific content of information. Legaree (2015) mentioned that blogs in category of discussion or information forums including applications Quora and Reddit. The most well-known of social media which are Instagram, YouTube, Slideshare and Pinterest in category of content communities (Kaplan & Haenlein, 2010) and also media sharing (Legaree, 2015). Social networking sites such as Facebook, Friendster is widely well-known for communication (Yahaya & Ayodeji, 2019).

The popularity of social applications in the last decades has encouraged students to use these technologies for education processes at the university level. The

technologies which are commonly called tools of social networking and widely applied such as WhatsApp, Telegram, Edmodo, Google Form, Facebook, Twitter, YouTube and others. These media facilitate collaborative and interactive learning which is important in education. In findings study of Al-Shdayfat (2018), 63.8% of nursing students use social media for personal matter and 32.4% for educational purpose. In a study of Tuominen et al. (2014), 53% of nursing students not use all the applications of social media and 72% of nursing students agreed that the use of social media gives those benefits in learning course.

1.2 Problem Statement

Social media is a form of online data communication while these platforms allow users to engage in conversations, share information and create web content for everyone. On an individual level, social media does allow us to communicate with our friends and relatives, gain knowledge of new things, develop our interest and can be entertained. On a professional level, the use of social media can expand or broaden our knowledge in a particular field related to the professional network by connecting with other professionals in a similar field. Social media is attracting more and more attention among students. Social media represent a variety of teaching and learning approaches, both contemporary and innovative (Ferguson et al., 2016).

The average of nursing students spends their time more than three hours is 23.4% Jiménez-Rodríguez et al. (2021) and 34.9% in a study of Al-Shdayfat (2018). 8% of nursing students use network communication tool for studies in monthly and 25% use it in free time (Tuominen et al., 2014). 50% of undergraduate students use social media more than ten times per day and 46% of them use it for more than three hours (Habeeb Adil et al., 2020). In a study done by Duke et al. (2017), 20.8% of nursing students

spend more than three hours on social media and 22% of them spend two until three hours. In the same research, 50% noted use social media for educational purpose (Duke et al., 2017). In a study done by Peter (2015) found that 45% of participants agreed social media has great significant influence on academic performance.

Based on research done by Jiménez-Rodríguez et al. (2021) notes that 93.5% nursing students use media social for personal use when only 35.6% nursing students use it for education and 20.6% for professional use. Jiménez-Rodríguez et al. (2021) also found that 41.1% of them spend more than two to three hours when 93.5% of them use it for increase career knowledge, prepare for exam or ask question. A study done by Duke et al. (2017) notes that 86.9% of nurses student use YouTube for formal education followed by text messaging, Facebook Google +, Twitter and Instagram. In a study done by Habeeb Adil et al. (2020), mentioned that 81% of undergraduate students use social media for educational purpose. Besides, in study by Habeeb Adil et al. (2020) also found that YouTube and WhatsApp is dominant frequent use by undergraduate students which 93% followed by Instagram 87% and Facebook 69%.

Since the Internet is common to use nowadays especially for students thus it could lead them to negative effects especially in academic performance. It is problem for lecturer to ensure their students to focus in class since each of them have mobile phone at hands to send text messages or email during class and even answer phone calls even it is forbidden in class (Paul et al., 2012). In a study done by Peter (2015), mentioned that the usage of social media gives negative impact on the teenagers including lack of privacy, distracting them from academic work and also refrains their most of productive time. A study done by Habeeb Adil et al. (2020), mentioned that 74% of undergraduate students agreed that usage of social media do distract and affect

their academic performance following by 55% agreed of decrease face-to-face communication skills and 54% agreed of procrastinate academic task.

Within this distraction, attitude can prevent that student to fully engage in the class and in fact students who were focus on class complaint, it is distracting to watch them browsing website that unrelated to the content of learning in the class (Paul et al., 2012). With this proposition, the researcher has done the study is to assess social media usage for nursing education among nursing students at School of Health Sciences, Universiti Sains Malaysia (USM).

1.3 Research Questions

1. What is the type of social media usage for nursing education among nursing students (Degree and Diploma) in School of Health Sciences, USM?

2. What is the average time of social media usage for nursing education among nursing students (Degree and Diploma) in School of Health Sciences, USM?

3. Is there any association between programme study (Degree and Diploma) and average time use of social media?

1.4 Research Objectives
1.4.1 General objective

To determine the social media use for nursing education among nursing students in School of Health Sciences, USM.

1.4.2 Specific objectives

1. To determine the types of social media usage among nursing students.

2. To determine the average time of the social media usage for nursing education among nursing students.

3. To determine the association between programme study (Degree and Diploma) and average time of social media usage.

1.5 Research Hypothesis

Null Hypothesis: There is no significance association between programme study (Degree and Diploma) and average time of social media usage.

Alternative Hypothesis: There is significant association between programme study (Degree and Diploma) and average time of social media usage.

1.6 Significance of Study

With the existence of current technology sophistication, all people worldwide attach to a mobile phone, laptop or computer to connect, share and spread the current news global and build a new relationship with other users which the nursing students also can use this opportunity to improve in their education.

However, despite the fact the change in technology, there had been lack of study that focus on understanding the students view towards the use of social media in nursing education. By determining the nursing student's perspective hopefully can be step better learning in the future and management institutions and educators need to consider the academic use of social media tools. Therefore, the researcher has examined the assessment of social media use for nursing education among nursing student in School of Health Sciences, USM.

1.7 Conceptual and Operational Definitions

Social media	Is a recognizable websites and mobile applications that give the opportunity to communicate, collaborate, connect with others and share opinions and experiences through images, videos or audio clips. (Jiménez-Rodríguez et al., 2021). In this study, social media usage by nursing students such as Facebook, Twitter, Instagram, YouTube or others.
Social media usage	An information networks and information technology that utilizes a form of communication dealing with interactive and user-generated content and creating and maintaining relationships between people (Tuominen et al., 2014). In this study, social media usage consists of assessment generalities of social media, usage and attitude by nursing students.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

Social media is commonly used in worldwide. This chapter will be explained on concept social media, function of social media which are Twitter, WhatsApp, Instagram, Facebook and YouTube. This social media can be used in variety purpose including education whereas the attitude of nursing students will determine the usage of social media and how much they have spent on the social media especially on their academic performance.

2.2 Concept of Social Media

Social media are widely used nowadays in various of age since it was introduced to the worldwide. The function itself serves a variety of purpose to the users especially students itself. Mainly, it could be academic purpose, personal or even professional used but it could lead negative impact on them which addictiveness, distracting of productive day for example. The attitude or perspective which is view on social media utilization will determine their usage for their own benefits in pushing forward their career or knowledge.

According to Kaplan & Haenlein (2010) notes that social media is a group of Internet-based applications which build based on the ideological and technological foundations of Web 2.0 that allow the creation and exchange of User Generated Content. A study done by Yahaya & Ayodeji (2019) describes that social media is an online application which developed of foster used-centred social interaction such as

social networking sites, social citation tools, virtual worlds, audio and video tools, research and writing collaboration tools, e-project management tools and social bookmarking and sharing tools. In a study done by Peter (2015) found that social media can be defined as a group of mobile marketing application that allows of creation and exchanges of generated content among the users itself which it is known as mobile social media which it allows sharing and use current location of user and time delay between sending and receiving message. A study done by Yahaya & Ayodeji (2019), mentioned that social media on mobile gadget such as Smartphones and Tablets is functioning same as web based media which allow users to share the ideas, thoughts, opinion, interact or connect and collaborate with other users. A study done by Kaplan & Haenlein (2010) categorized social media in to six categories which are collaborative projects such as Wikipedia, blogs, content communities such as Youtube and Slideshare, social networking sites such as Facebook, virtual game worlds, and virtual social worlds.

2.2.1 Twitter

Twitter is a social networking tool that allow users to share information in news feed which is known as "tweet" or "re-tweeting" and is limited in to 140 characters and in educational context (Yahaya & Ayodeji, 2019). It can be represented a powerful of an alternative way for educator to publicize research, interact with students and connected widely with scholar community for interesting resources and new stories (Mistry, 2011). According to a study by Peter (2015), notes that Twitter has function "follow" to follow the updates of friend they "follow" and also can send direct message or reply publicly to friends. Twitter can build a new relationship by allowing users to view other people's tweet and also can to form, interact with each other or join the

networks (Mistry, 2011). The existence of "tweet" will help the educator to open up discussion to create community of learners to establish connection between learners or learners with tutors, access to external resources and facilitate the feedback from learners (Mistry, 2011). Based on a statistic of Rose (2018), found 12.6 million of users Twitter. Based on findings of Jiménez-Rodríguez et al. (2021), 41 of 107 nursing students is using Twitter in their daily life. Twitter is promoting social connections among student by enhancing communication and critical thinking which allow students posting weekly tweets regarding extend classroom discussion by sharing content with other students, organize study groups, post class announcements and connect with classmates (Peter, 2015).

2.2.2 YouTube

YouTube is a site for video sharing which is most viewed which estimated two billion and hundred thousands of uploaded video because this application can immediately access such as movies, new stories and music videos (May et al., 2013). Professional organization and university can access YouTube to create channels by organizing and share information or ideas especially in nursing education related content to enhance learning with interactive visual sources through video clips (May et al., 2013). In a study done by Clifton & Mann (2011), notes that YouTube give a great beneficial to their institution which can provide a wider access of learning materials that can be accessed anywhere at any time. They also mentioned that students can engage with lesson at a suitable place and time which can fulfil the specific need of student nurse that lives off-campus. In a study done by Duke et al. (2017), found that 86.9% of nurse student use YouTube for educational purpose. For example, a video clips explaining disease of leukaemia regarding of sign and symptoms and medication used to help nurse students to engage with content and understand the information (May et

al., 2013). In a study done by Clifton & Mann (2011) also mentioned that YouTube can help nurse student to recall of previous lesson and do not have to waste time of waiting at library for access the information and also can help educators to stimulate the discussion by encouraging nurse students to give feedback, response or comments.

YouTube provide free video-sharing Web for public availability of educational information and instructional in medium of video which it can serve in broad audience including professional (Kircaburun et al., 2020; Myers & Myers, 2017). Thus, it can enhance their virtual learning through watching videos such as therapeutic nurse-patient communication and obtain patient education materials to promote student engagement active leaning, critical thinking and application of knowledge (Myers & Myers, 2017). In previous study has similar findings which were 91.75% of medical students (Bhandarkar et al., 2021), 75% of university students (Kircaburun et al., 2020) and 764 of nursing students (Alharbi et al., 2022) were used YouTube in their daily used. This findings also supported where 55% of college students access YouTube for educational purpose (Gupta & Sengupta, 2021) and 137 of nursing students use YouTube for learning purpose (Vizcaya-Moreno & Pérez-Cañaveras, 2020a). It shows that nursing students can use YouTube to learn a variety of patient case studies or educational videos in short and relevant clips of full length features such as watch nurse-patient communication and examine healthcare provider interactions or even to access the patient education information (Myers & Myers, 2017).

2.2.3 Facebook

Facebook is a social networking sites that provide for student nurse to autonomously direct and control their learning (Tower et al., 2015). In the statistic of Rose (2018), found that 74.03% of users Facebook in United Kingdom. In a study done

by Naqvi (2019), found that 83.72% of students nursing, medicine and health sciences use Facebook most frequently as social media. While a study done by Morley (2014), notes the nurse students prefer to use Facebook as communication tools during clinical placements compared to Wiki and email groups. Facebook can create personal profile, add other users as friend, send message and can join common-interested group or institution (Peter, 2015). In a study done by Tower et al. (2015), Facebook can immediately provide information needed to the direct student to manage their confusion. Facebook can create a communication medium between students and educator by sharing thoughts, information or issues (Morley, 2014). Through the communication created between student, it can be a good platform to discuss and enhance of understanding of concept of the topic discussion (Awidi et al., 2018) The Facebook group exist can help in managing stress whereas nurse students can share their problems such as issue of study overload or on clinical practice (Tower et al., 2015) and also can help student in motivate learning through sharing knowledge (Awidi et al., 2018).

2.2.4 WhatsApp

WhatsApp is a popular social networking site in all generations. This application is encrypted and instant messaging supported by smartphones. The function is to allow sending and receiving text messages, image, audio messages, videos, document, user locations and contact by using Internet (Nuuyoma et al., 2020). There are 68% of users of WhatsApp in 2018 (Rose, 2018). Other features of WhatsApp is can back up or restore the conversations to be retrieved later (Nyasulu & Dominic Chawinga, 2019). Other than that, social media of WhatsApp also available in WhatsApp Web through website in computers which all the conversations can also be viewed same as in

smartphone (Nuuyoma et al., 2020). WhatsApp's Group Chat can let user to share and chat content up to 256 people at the same time (Kamel Boulos et al., 2016). 52.95% of information and communication technology (ICT) students use WhatsApp as communication with fellow students (Shokouhyar et al., 2017). In a study done by Willemse (2015), notes the nurse students are positively agreed that they can discuss in group and contact to their educators whenever they need guidance which such as to access to variety of clinical cases and information. WhatsApp can create a social support group through enhance discussion such as send a self-help booklet on smoking cessation (Kamel Boulos et al., 2016). A study Nuuyoma et al. (2020) where the nursing students agreed that WhatsApp can give a benefit as a communication tools directly into discussion whereas they are freely can share content, posting a message in WhatsApp group and also freedom in expression, views or opinion without any feeling of intimidation. WhatsApp can be useful in clinical decision-making and patient care which it can facilitate communication, improve learning and maintain privacy which confidentiality (Kamel Boulos et al., 2016).

In other findings of study shown that 98.25% of medical students (Bhandarkar et al., 2021) also mostly used WhatsApp, 87.8% of medical students (AlFaris et al., 2018), 82.3% of nursing students. in Malaysia (Ogbuiyi et al., 2020), 97.5% nursing students from Trinidad and 97.5% nursing students from Tobago (Cathala et al., 2021) and 946 of nursing students (Alharbi et al., 2022). In a similar study which 994 (21.7%) of dental students used WhatsApp.

2.2.5 Instagram

Instagram is in category of media sharing that offers function of exchange text, voice messages, posting and exchanging of photos and videos (Trajković, 2021). In

details, Instagram have feature of direct message (DM) option for exchange photo and also message with friends who they "follow", sixty seconds of duration video, exist of "Story" that allows of share photo and video which it will disappear after 24 hours after posting (Trajković, 2021). In terms of educational photo context undertake in operation theatre for example can be provided with description of scientific information regarding the treatment and outcome of patient (Douglas et al., 2019). Instagram can be used in many activities such as role play, speaking activities through videos (Erarslan, 2019). Instagram also allow of sharing up to ten of photos and long duration video called Instagram Television (IGTV). All of these features can be used as educational tools where students can connect and engage with the instructors (Trajković, 2021). These features can create new methods of learning and teaching which it can give the students the opportunity to share idea and opinion while feeling pleasant and interesting (Coman et al., 2021).

The undergraduate students agreed that Instagram can be used as educational tools, promote motivation learning and effective way to communicate (Erarslan, 2019). Since the Instagram consist of visual data which can facilitate student to communicate and socialize outside of classroom by engaging in clinical pictures, descriptive videos, multiple-choice questions and also cartoon (Trajković, 2021). The tools in Instagram can help in the process learning such as new languages, create creativity and improves student writing (Coman et al., 2021). Instagram can be used as to give public education such as a video of human dissection from a Dissecting Room to explain the process of behind the cadaver preparation and interpretation of anatomical (Douglas et al., 2019). It would become a fun learning tools and easy by using hash tag too and convey in illustration visual for learning process (Trajković, 2021).

50% of medical students (AlFaris et al., 2018), 76.1% nursing students from UK and 81.7% from Jamaica (Cathala et al., 2021) and 84.5% of health care students mostly used Instagram (Soubra et al., 2022). Instagram also can share photos and videos which to publish it in public or private with entertainment thus many users use it to variety of purpose such as business, marketing and even educations. It shows that Instagram can be used as learning tools such as to learn English (Rasyiid et al., 2021).

2.3 Social Media and Nursing Education

Social networks can be as education tool because users can use it as connectivity and social support, collaborate information discovery, content creation and knowledge and load of information for example as Facebook a well-known famous of social networking sites due to it functional with intentional or spontaneous learning opportunities that help in connecting people worldwide together by sharing interest, exchanging information, sharing ideas, discussion topics (Yahaya & Ayodeji, 2019). The creation of social media can offer an opportunity to nurse students in visualize and interact the learning content by using of multimedia, rich graphics, animation, stimulation virtual environment (Willemse, 2015). The educators and students can use social media for any type of learning such as discussion and share academic information. By using medium the WhatsApp, nurse students can ask questions related with experiences in clinical facilities or to get confirmation from clinical instructor during posting (Willemse, 2015). The accessible literature contains of advantageous style and design utilization at the university level which the developments of contents and focuses on how to share, interact, collaborate and socialize by its utilization (Yahaya & Ayodeji, 2019). In a study of Duke et al. (2017), social media in nurse education is also related to professionalism which it is called as E-professionalism in

meaning of attitudes and behaviours that manifested through digital media to ensure maintain of professional standards of nursing conduct.

In a finding study of Habeeb Adil et al. (2020) stated that 93% of undergraduate students use WhatsApp and YouTube in which 98% of them use it for entertainment, 81% for education and 91% for communication. 84% of undergraduate students agreed that social media does improve quality study and 86% helps in doing project with online group discussion. In a study done by Jiménez-Rodríguez et al. (2021), notes that 89.7% of nurse students claimed they follow an account dedicated to sharing educational content on nursing and 50.05% of them seeking educational content purposely. In a study done by Duke et al. (2017), 94% of nurse students are aware of professional behaviour is expected when using social media. In study of Vizcaya-Moreno & Pérez-Cañaveras (2020), mentioned that almost 60% nursing students in their study choose scale always or very often the use of Google for their clinical learning and for personal purposes mostly nursing students used WhatsApp (85.8%) and Instagram (71.8%).

Social media is attracting more and more attention among students. Social media represent a variety of teaching and learning approaches, both contemporary and innovative (Ferguson et al., 2016). Twitter is a versatile tool for continuing nursing education and as a framework to organize class discussions and it is asynchronous and synchronous class environments whereby students were asked to watch videos of clinical scenarios and then communicate via Tweeting about the evolving patient condition (Bristol, 2010; Mistry, 2011). A study done by Alharbi et al. (2020) reported that nursing student sharing their information that Twitter was the most used social medium to share news and discuss ideas related to the nursing profession. In a present study also found that nursing student explained that social media supported independent learning and decreased their sense of isolation during clinical placements. Other study

findings also similar results which 94.8% of nursing students use social media for personal purpose and 73.4% of them used social media for professional purpose (Alharbi et al., 2022). While other study it was contra with this study findings which 57% of undergraduate students used social media for academic purposes (Benedicta Krampah Akoto Bitherman & Frempong-Kore, n.d.). In previous study found nursing students used social media for education and research purposes with mean 3.28 (Sadang et al., 2019).

According the popularity social media in nursing education, in one survey study done by Giordano & Giordeno (2011), among graduating health sciences student and nursing student stated that Facebook was used by 77% of students, 18% used LinkedIn, and only 7% used Twitter. Moreover, In United Kingdom, 74.8 % statistical shows that application Facebook most used among others application internet (Rose, 2018). In a study done by Tower et al. (2015), notes that among Bachelor nursing student found that Facebook offers a support self-efficacy and peer learning in nursing education, which may enhance students' learning experiences and promote retention. Supported by a mixed -method study done by Morley (2014), shows that between wiki, Facebook, group, e-mail and traditional method, found that Facebook is a helpful tool to promote interaction among peers and between students and faculty during clinical rotations.

Most popular free video sharing Web site is YouTube. According to May et al. (2013) mentioned that educational videos in YouTube can promote student engagement through active learning, critical thinking, and application of knowledge. Beside that from YouTube, students also watch therapeutic nurse-patient communication, observe proper performance of clinical skills, examine healthcare provider interactions, and obtain patient education materials (Clifton & Mann, 2011). YouTube videos as teaching tools in nursing training, A study done by Yavuz van Giersbergen & Soyer-Er (2020),

mentioned that use of YouTube as teaching tools in the Operating Room Nursing elective lecture found that 68.9% of the students expressed a positive opinion and nursing students preferred YouTube videos to be used in education because they can re-watch as many as they like if they do not understand a topic.

2.4 Attitude toward Social Media

Attitudes can be defined as favour or disfavour and beliefs about some matters that are felt to be true which consists three components which are affecting, cognition and behaviour or also can be understand as an effect of feelings about an object, cognitive is belief on object while behaviour is intention to take any action related to object (Goel & Singh, 2016). Based on findings from research of Al-Shdayfat (2018), 64% of student nurse use social media to discuss academic problems with other and 36.2% of them used for educational propose indicating a positive attitude on knowledge for their study but only 3.8% only used social media for professional purpose. Most of 68% agreed to use social media and being on university placement or in clinical settings will reflect positive attitudes towards the professional use (Al-Shdayfat, 2018). 60.5% declared of being responsible on what they had posted in profiles and 70% not aware what other people might say about them in social media. Too much information is a concern for parents especially when teenagers participate in social networking which could lead unwanted behaviour (Peter, 2015).

Social media user with high degree of attitude will seek of meaningful information and advice from other social media user before make a decision (Pang, 2021). Based on research study Goel & Singh (2016), the result of beliefs and attitude towards social media above middle point of mean which is indicating the students have a positive opinion towards social media utilization and also found out it could be useful

for educational purpose. Plus, they also have a positive perspective on efficacy of social media tools compared to traditional educational tool.

The finding study done by of Usher et al. (2014), identified about 36% of nursing students clicking the advertisement to know more about topic in Facebook and 64% of them agree to make decision based on marketing they hear or read in the media such as journal and television. They also prefer to source of information in online social media. Another study done by Price et al. (2018), notes that 47.1% of nurse students agreed social media is very beneficial in awareness of nursing issues followed by 36.4% of them thinking social media can increase confidence in sharing ideas. In the same stud also mentioned that social media can be used as educational tools for access knowledge and increase awareness of nursing issues.

Facebook and Skype can be a good example of interactive social media for collaborative nature of nursing and nursing education (Ferguson et al., 2016). Ferguson et al., (2016) found that the nurse student's perspective Facebook as context of cooperate together to work on group assignment, provide social support during clinical posting, receive reminder, asking or viewing questions and response regarding subject content. A study done by of Yavuz van Giersbergen & Soyer-Er (2020), mentioned that 94.4% of students used internet for education and information with 92.4% spend their time on social media two hour for education. Based on the same study, 71.5% of the nurse student positively agreed the effect of video through YouTube on understanding subjects with 62.5% of them positively considered the contribution of the video assisted education to clinical environment.

A study done by Mather et al. (2016) found that 43% of female undergraduate students prefer online media as primary source with 32% of them prefer journals. In

perspective usage of Facebook is more dominant by 87% of nursing student prefer compared Twitter by 12% only.

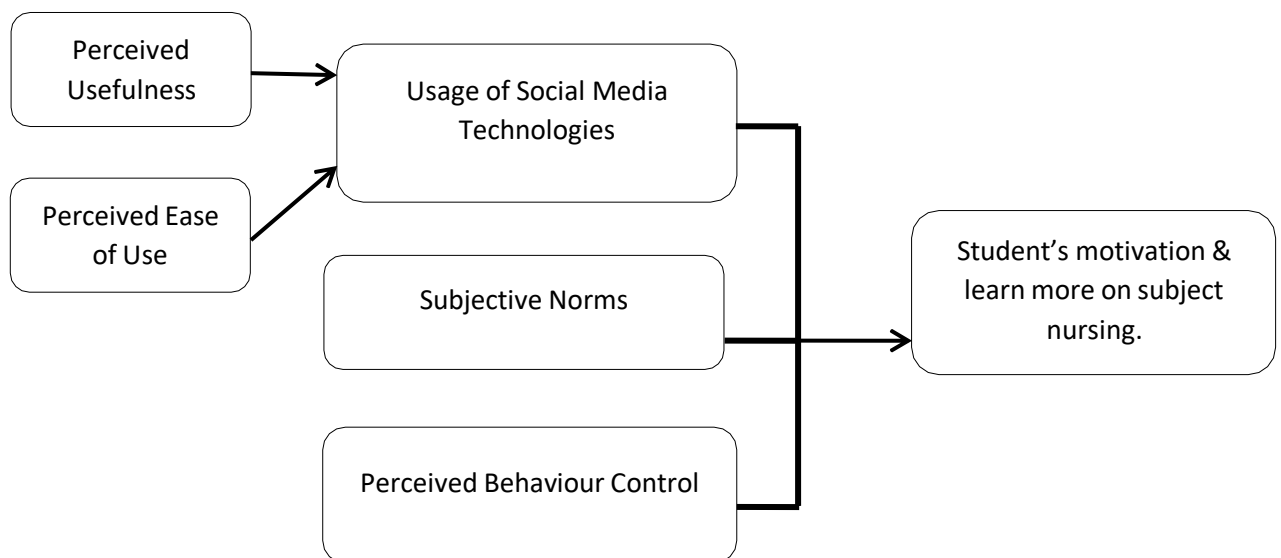## 2.5 Theoretical and Conceptual Framework

Figure 2.1: The Combined-Technology Acceptance Model and Theory of

Planned Behaviour, Taylor and Todd (1995)

One theoretical approach to understand attitude of user social media is the Combined-Technology Acceptance Model and Theory of Planned Behaviour (C-TAM-TPB). This model has been selected as for the theoretical framework appropriately or suitable for this study. C-TAM-TPB model also had been used in study of Arif & Kanwal (2016), in explaining of utilization of the social media and their attitude in academic performance.

The C-TAM-TPB model consist of five components which are perceived usefulness, perceived ease of use, usage of social media technologies, subjective norms and perceived behaviour control. This model was determined by factor which are subjective

norms which propose the intention is solely and will influence the adoption behaviour and intention. Subjective norms is a person's beliefs that he or she should or not to perform certain behaviour to obey the specific referent. People's perception in terms of their own capability to perform certain behaviour is known as perceived control behaviour.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter explained about the research methodology and research method that been used in the study. This chapter begin with research design, study setting and population, sampling plan, instrumentation, variables, data collection method and ethical considerations.

3.2 Research design

A cross-sectional study was conducted to determine the social media usage among nursing students in School of Health Sciences, Universiti Sains Malaysia.

3.3 Study setting and population

The sample population was carried out among nursing students from Programme Diploma Year 1, year 2, Year 3 and Programme Degree Year 1, Year 2, Year 3 and Year 4 that are currently enrolled in School of Health Sciences, USM.

3.4 Sampling plan

3.4.1 Sample criteria

Inclusion criteria	Exclusion criteria
• All nursing students in School of Health Sciences, Universiti Sains Malaysia	• Does not have any one of social media which are YouTube,WhatsApp,Instagram, Twitter and Facebook

Table 3.1 Sample criteria

3.4.2 Sample size estimation

A calculation of the sample size is taken from previous study by Jiménez-Rodríguez et al. (2021).

For the proportion of population is:

$$n_0 = (z^2 pq)/e^2$$

n_0=sample size

Z= 95% of confidence interval (CI) =1.96

p=anticipated population proportion

q= 1-p

e=precision-0.05

n=participants

drop out= 10%

For objective 1: To determine the types of social media among undergraduate nursing students.

Anticipated population proportion is taken from previous study Jiménez-Rodríguez et al, (2021) which 100% thus it will be 0.1.

$$n = (1.96^2(0.1)(1 - 0.1))/0.05^2$$

$$n = 138$$

For objective 2: To determine the average time of social media use for nursing education among undergraduate nursing students.

Anticipated population proportion is taken from previous study Jiménez-Rodríguez et al, (2021) which 23.3% thus it will be 0.23.

$$n = (1.96^2(0.23)(1 - .023))/0.05^2$$

$$n = 272$$