Face-book Addiction and Attitudes among Nursing Secondary School Adolescents.

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Abstract

Background: Facebook is still the most popular and widely used platform among adolescents but misusing it leading to face-book addiction that affects attitudes of adolescents **.Aim of the study:** was to investigate face-book addiction in relation with attitudes among nursing secondary school adolescents **Subjects and Methods: Research design:** Cross – sectional descriptive design was adopted to carry out this study. **Setting:** The study was conducted at 6 nursing secondary schools, EL-Sharkia governorate. **Subjects**: 250 nursing students (Multi–stage stratified sample) were participated in the current study during the summer training period of academic year (2018-2019). **Tools of data collection:** three tools were used for data collection: **Tool (I)**: demographic characteristics; Tool **(II)**: The Bergen face-book Addiction Scale; and Tool **(III)**: Attitudes toward face-book scale. **Results:** The study reveals that about three quarters of studied students were face book user. More than half of studied students spend less than four hours daily on face-book. About two thirds of the students had no face-book addiction. There is statistically significant association between attitudes toward face-book and face- book addiction level. **Conclusion:** Majority of the students had no face-book addiction. Face-book addiction had shown a statistical significant negative relation with attitudes toward face-book**. Recommendations:** Screening for early diagnosis of face-book addiction, increase awareness about positive usage of face-book and identify the reasons of face-book addiction.

Key words: Face-book, Addiction,, Nursing students , Adolescents and Attitudes**.**

Introduction

Facebook is a social network site (SNS), which is more popular than other social network sites "The purpose of Facebook is to give people the power to share and make the world more accessible and linked" [1]. Facebook has become the integral part on daily life of the students due to its social and information-based benefits and for entertainment purpose [2]. Despite Facebook's popularity due to better infrastructure, speed, interactivity and free internet access. People especially adolescents still experience some negative effects of excessive Face-book use or are already caught in the addiction's web. Therefore scholars have called this phenomenon as Facebook addiction in its most popular form [3]. Recent research has shown that overuse of Facebook could lead to addictive behavior [4]. Facebook addiction is characterized by the excessive amount of time passed on Facebook. Typically, it depends on the Facebook user of a person that impedes important functions of life such as work, school or close relationships between family and true friends [5]. The current communications revolution has brought young people about a major change in the culture and lifestyles of people, especially for adolescents. Many of the mains issues affecting young people – such as introversion, social isolation, face-book addiction, low school results, bad attitudes and values, Like crime and illegal behavior. This is a direct result of the big change in our popular culture [6]. The use of social networks by students is related to their personality and, therefore, to their attitude towards social

networking. They illustrated that "Some students are more influenced than others depending on their personality [7]." There are significantly more positive attitudes among younger students than older students. Previous analysis also found a positive relationship between the Internet usage rate and the student attitudes towards it where the usage rated is described as "The number of hours that the individuals spend on the Internet". Change in the culture and lifestyles of people, especially for adolescents [8].

Significance of the Study:

Due to its global spread, Facebook has become more and more a subject of interest for researchers. Now days there are many causes for using face-book such as initiating and maintaining relationships, learning about others, recognition, personality and willingness to communicate, social influence, and experience. During the first quarter of 2018, The number of daily active users on Facebook reached 1.45 billion, with a 13 percent increase over last year [9]. Facebook is an integral part of everyday life of almost every student, Facebook does a double-edged sword, as it has positive aspects that students can benefit from it, such as making friends, exchanging information for educational goals and other activities., but due to the misuse and excessive use of Facebook by the student, it led to the student's addiction to it and affect attitudes of nursing students toward Face-book.

Aim of the study:

The aim of the study was to investigate face-book addiction in relation with attitudes among nursing secondary school adolescents.

Research question:

What is the relationship between face-book addiction and attitudes among nursing secondary school adolescents?

Subjects and Methods:

Research design:

Cross-sectional descriptive design was adopted to carry out this study.

Study Setting:

The study was carried out at EL-sharkia nursing schools; their total number is 15 health and population ministry-related nursing schools and 3 health insurance-related secondary nursing schools. Researcher conducted his study on secondary schools Abu kebir , Kafr sakr, Faqous, Diarb Negm, Al abrahimia and Al mabara.

Study Subjects:

The subjects of this study were 250 second and third year nursing students. The number of students taken in the second year was 175 students, and the number of third year students was 75. In the academic year 2018-2019, there were 900 students from the Ministry of Health and Population in the nursing secondary schools and 243 students related to health insurance.

Sampling technique: In recruiting students in the study sample a stratified multi-stage cluster sampling technique has been employed.

The sample size:

Total number of students in nursing schools EL-sharkia governorate in academic year 2018-2019 was 1143 and the prevalence of face book addiction was 24% with confidence level 95%. The power of test 80% .The sample was calculated to be 250 (Epi info program).

For sample size calculation, the sample was estimated by proportion allocation technique:$\dfrac{Number\ of\ male}{Total\ number\ of\ students}$X sample size

$$\frac{154}{1143} \; x250 = 33 \; male.$$

Tool for data collection:

In order to fulfill the objectives of the study three tools were used to collect necessary data:

Tool (I): This tool was used to evaluate the personal characteristics of students and their parents. It composed of certain domains, including general characteristics of students and academic data such as school year, gender, residence, Face-book use features, performance of student at previous year and student health status

Tool (II): The Addiction Scale for Bergen Face-book. This scale was developed by Andreassan et al[10] to assess Face-book addiction .It consisted of 18 items, three for each of addiction's six core features. It involves salience, tolerance, mood modification, relapse, withdrawal, and conflict

Scoring:

The scale is rated on a likert scale of 5 points. It has been classified as 1 = very rarely, 2 = Rarely, 3 = sometimes, 4 = often, 5 = very often. Summarized the scores of 18 statements were summed up & divided by 18 for a maximum total of 5. The level of Face-book addiction has been classified as follows: No addiction (1: <2.6), average addiction (2.6: <3.4), and high addiction (3.4 -5).

Tool (III): Attitudes toward Face-book

This scale was developed to assess students' attitudes towards Face-book by Tartaglia[11]   . It consisted of 14 items presenting different opinions on face-book (FB) divided into four categories: worry about self-image (4 items), worry about privacy (4 items), positive attitude toward Face book (3 items) and negative attitude toward Face-book (3 items).

Scoring:

The scale is rated on a likert scale of 4 points. It has been classified as: 1 = strongly disagreement, 2= disagreement, 3= agreement 4 = strongly agreement. The scores of the 14 statements were summed-up& divided by 14 for a maximum total of 4. **Cut off-point of attitude scale as follows:**

- Negative attitude(1-2.49)
- Positive attitude (2.5- 4)

Content Validity and Reliability:

Before the pilot study, Tools were checked through the distribution to three professors in the field of Psychiatric and Mental Health Nursing with cover letters and explanation sheet explaining the study, purpose and other related information to ensure adequacy, relevance, clarity and completeness of the tools. Suggested changes were made. Reliability of the tools was assessed by Cronbach's alpha test in SPSS V.20. They show good level of reliability as follow: face book addiction score (α =0.898), attitudes toward face-book score (α = 0.77), academic achievement score (α =0.75).

Field work:

When permission to continue with the study was given, The researcher met with the managers of the six selected schools and explained the study objective and procedures, then the researcher introduced herself to the students in the classrooms and also asked the students to fill in the form under the researcher's guidance when oral approval had been obtained Data were collected through self-administered questionnaires that were distributed among the 2nd and 3rd academic year nursing students 2018-2019 during the summer training period. Each subject took a period around 15-20 minutes. Period From the beginning of June to the end of July 2019 in days such as Sunday and Monday, almost two months of data collection continued.

Pilot study:

Pilot study was conducted on 25 (10 %) of students and they were excluded from the total number of students to insure the clarity and comprehensiveness of the tool.

Administration and Ethical consideration:

Approval from Faculty of Nursing Zagazig University was obtained to carry out the study. Meetings were held with administrators of the selected schools to clarify the purpose of the study and to gain the cooperation and support during data collection. All students were informed about the purpose of the study and given brief explanation; consequently oral informed consent was obtained from each of them. The right to refuse to participate or withdraw from the study was emphasized without giving any reason. Data Anonymity and confidentiality were considered

Statistical Analysis:

All data were collected, tabulated and statistically analyzed using SPSS 20.0 for windows (SPSS Inc., Chicago, IL, USA 2011). Quantitative data were expressed as the mean ± SD & (range), and qualitative data were expressed as absolute frequencies (number) & relative frequencies (percentage). Percent of categorical variables were compared using Chi-square test when appropriate. Spearman's rank correlation coefficient was calculated to assess relationship between various study variables, (+) sign indicate direct correlation & (-) sign indicate inverse correlation, also values near to 1 indicate strong correlation & values near 0 indicate weak correlation. All tests were two sided. p-value < 0.05 was considered statistically significant (S) and p-value ≥ 0.05 was considered statistically insignificant (NS).

Results:

Table (1) shows that, studied students' age ranged between15-17

with mean score of 16.36±0.5 years. Four fifths of the studied sample were females (80%) and (70%) of studied students' were in second academic year. Regards residence, Majority of studied students were living in rural areas (84%).

As noticed from **Table (2)** shows that 74% of studied students were face book users and 52.8% of them used face book from years. Also, more than two thirds of them enter face book from own mobile (70.8%).More than one half of studied students spend less than four hours daily on Face-book (58.0 %) and main reason for their uses was funny(46%).

Table (3) indicates that, face-book addiction level of studied students were 67.2% of studied students non-addicted, 20% of them had average addiction, while 12.8% had high level of face book addiction. Value of face book addiction score of studied students ranged between18-90 with mean score of 40.4±17.2.

Table (4) shows that, 16.57% of students of second academic year had high level of Face-book addiction compared to 4% of third academic year and the difference was statistically significant (p=0.01).Also 26% of male students had high level of Face- book addiction compared to 9.5% of female students and the difference was statistically significant (p=0.0001).

Table (5) shows that, more than half of studied students (52.4 %) had positive attitude toward Face-book. Value of attitude to Face- book score of studied students ranged between14-56 with mean score of 34.2±6.17.

Table (6) demonstrates that, 70% of urban students had positive attitude toward face- book compared to 49.05% of rural students and the difference was statistically significant

(p=0.019).

Table (7) reveals that there was statistically insignificant difference between Personal characteristics of parents of studied students and students' attitudes toward Face-book p>0.05.

Table (8) shows that, statistically significant association between attitudes toward Face-book and Face-book addiction level (p=0.0008). 43.5% of no addiction students had positive attitude, the percent of positive rise to be 74% and 81.3% among average addiction and high addiction for face book respectively.

Table (9) demonstrates a statistically significant positive correlation between studied students' total attitudes toward Face-book score and Face-book addiction score (P =0.0001).

Discussion:

Face-book is essentially an online social network site where users can share their thoughts, ideas, pictures and other content of friends and family members, and connect with either old or new friends, making the platform very popular with students Gulfisha [3]. But Excessive use of Facebook inevitably interferes with real-world engagement and communication skills, while social skills are declining. Facebook addiction is considered as repetitive and increased use of Facebook ignoring other activities (educational, occupational, family and social). The addict people may start going out less or spend less time out with friends. The things around them might remain unresponsive Soron[12].

Face-book addiction affects secondary school nursing students' attitudes**.** Therefore this study was conducted to assess Face-book addiction in relation to attitudes.

The results of the current study showed that the mean age of the studied sample was 16.36±0.5 with a range from 15-17 years of age the majority of students were female. Also the current study findings revealed that more than two thirds of students in second year. The present study results found that majority of studied students were lived in rural areas.

Regarding the Face-book usage, the current study findings revealed that three quarters of studied students were Face-book users. This might be due to using it for funny. This finding agree with Egyptian study conducted by El afandy [13] who found that Facebook was the most social media used by majority of Egyptian students**.** While in contrast with Al Sharki et al. [14] who recorded that the most commonly used social media among studied students were YouTube, twitter and then Facebook.

As regards the most common source among student for accessing the face-book, the current findings showed that less than three quarters of students enter face-book from own mobile. This result agreed with study of Masthi et al. [15] who revealed that most students had access to Face-book with mobile devices. However, Gomes et al. [16] suggested students are most likely to access Facebook through their laptops.

Concerning daily hours of Facebook use, the current study findings showed that more than half of students spent less than four hours a day on Facebook. Egyptian study approved by El afandy [13] revealed that Egyptian students spent around 1-2 hours per day on Face-book. This result disagrees with Bhavana [17] who noticed students were spending at least 6 hours a day on social media.

As regards the most common reason to use the Face-book, the current study results showed that the highest percentage of students used Face-book for funny use. This result is consistent with a

study conducted by Hark Soylemez [18] who revealed that Facebook users often spend time having fun on Facebook .But study conducted by Evelyn [19] found that the participant used social media mainly to remain linked with old friends.

Concerning face-book attitudes, the results of the present study showed that more than half of the students have a positive attitude to face-book. This may be interpreted as it has become a way of contact, education, fun and shopping. This result is consistent with the study carried out by El Azazy [20] who stated that the majority of students had a positive attitude towards the internet. .Similarly, a study carried out by Paris [21] which supported the results.

The current study results found that there was a negative association between Face-book addiction and Face-book attitudes. This may be because Face-book addiction affects academic achievement, and therefore there are negative attitudes toward it. This was in agreement with El Azazy [20] who proposed a negative correlation between internet addiction and attitude towards internet use. However, Study carried out by Mahmood [22] revealed that there was a weak relationship between internet addiction and attitudes to internet usage.

Concerning association between attitudes toward Face-book and residence, the finding of current study showed that two thirds of urban students had positive attitudes towards Face-book compared to rural students. Perhaps because of the spread of modern technology among urban more than rural and they knew how to control

Facebook use. This result contradicted with the research conducted by Halder and Khatun [23] who stated that there is no substantial difference in the attitude of students towards using Facebook because of their residence place.

Conclusion:

There was no Face-book addiction among the majority of the studied students. Approximately half of studied nursing students had positive attitude towards face-book &used it for funny**.** Most of them used Face-book from their own phones. Face-book addiction had a statistically significant negative relationship with their attitudes toward Face-book. There was a positive relationship between face-book addiction of studied students and their attitudes toward face-book.

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Recommendation:

Based on findings, the study recommended:

1 -Persistent check for face-book addiction and counseling to guide those who suffer from face-book addiction.

2- Screening for early diagnosis of face-book addiction, increase awareness about positive usage of Face-book and identify the reasons of Face-book addiction.

3-Provide cognitive behavior program for reducing face-book addiction among elementary &secondary school students.

4-Qualitative data may help in understanding users' expectations &symptoms on a day to day basis &their empirical correlates can contribute to develop scales with construct validity education.

Table (1): demographic and personal characteristics of studied students (n=250).

Items	no	%
Age per years		
Mean ± SD	16.36±0.5	
range	15-17	
Academic year		
Second	175	**70.0**
Third	75	30.0
gender		
Male	50	20.0
Female	200	**80.0**
Residence		
Rural	210	**84.0**
Urban	40	16.0
Family members		
<5	54	21.6
≥5	196	**78.4**

Table (2): Face -book using characteristics among studied students (n=250)

Items	No	%
Face book uses		
Yes	185	**74.0**
No	65	26.0
Duration of Face -book using		
Weeks	10	4.0
Months	43	17.2
Years	132	**52.8**
Tool of enter Face- book		
Private computer	6	2.4
Mobile	177	**70.8**
Cafe'	2	0.8
Uses Face- book per hours		
1 :<4 hours	145	**58.0**
4:7 hours	18	7.2
>7 hours	22	8.8
Reason of Face- book using		
Funny	115	**46.0**
Known friend	65	26.0
Shopping	5	2.0
Performance at previous year		
Pass	30	12.0
Good	63	25.2
very good	88	**35.2**
Excellent	69	27.6

Table (3): Mean, standard deviation and range for studied students' addiction of Face -book (n=250):

Items	Mean ± SD
Salience Mean ± SD Range	6.94±3.3 3-15
Tolerance Mean ± SD Range	6.92±3.29 3-15
Mode modification Mean ± SD Range	7.6±3.8 3-15
Relapse Mean ± SD Range	6.8±3.5 3-15
Withdrawal Mean ± SD Range	6.3±3.7 3-15
Conflict Mean ± SD Range	5.9±3.5 3-15
Face-book addiction level no addiction (1:<2.6) Average addiction (2.6 :<3.4) High addiction (3.4 -5))	168 67.2 50 20.0 32 12.8
Mean ± SD Range	40.4±17.2 18-90

Table (4): Association of Socio- demographic and personal characteristics of studied students and Level of Face -book addiction (n=250).

Items	Level of Face book addiction						total	χ²	p-value
	no addiction (1:<2.6)		Average addiction (2.6 :<3.4)		High addiction (3.4 -5))				
	No	%	no	%	no	%			
Age per years									
15	2	66.67	0	.00	1	33.33	3		
16	97	62.58	35	22.58	23	14.84	155	5.7	0.22
17	69	75.00	15	16.30	8	8.70	92		
Academic year		.		.		.			
Second	109	62.29	37	21.14	29	**16.57**	175	8.9	**0.01**
Third	59	78.67	13	17.33	3	4.00	75		
Sex		.		.		.			
Male	16	32.00	21	42.00	13	**26.00**	50	35.2	**0.0001**
Female	152	76.00	29	14.50	19	9.50	200		
Residence		.		.		.			
Rural	144	68.57	40	19.05	26	12.38	210	1.14	0.56
Urban	24	60.00	10	25.00	6	**15.00**	40		
Family members		.		.		.			
<5	30	55.56	14	25.93	10	**18.52**	54	4.4	0.11
≥5	138	70.41	36	18.37	22	11.22	196		
Child order		.00		.00		.00			
First	75	70.75	18	16.98	13	12.26	106	4.43	0.35
Middle	74	68.52	22	20.37	12	11.11	108		
Last	19	52.78	10	27.78	7	**19.44**	36		

Table (5): Mean, standard deviation and range for studied students attitudes toward Face book (n=250):

Items	Mean ± SD	
Worry self- image Mean ± SD Range	9±2.5 4-16	
Worry about privacy Mean ± SD Range	10.9±2.7 4-16	
Positive attitude Mean ± SD Range	7±2.1 3-12	
Negative attitude Mean ± SD Range	7.3±1.9 3-12	
Attitudes toward Face- book		
negative attitude(1-2.49)	119	47.6
positive attitude (2.5- 4)	131	52.4
Mean ± SD Range	34.2±6.17 14-56	

Table (6): Association of demographic and personal characteristics of studied students and attitudes toward face-book. (n=250).

Items	Attitudes toward face book				total	χ²	p-value
	negative attitude(1-2.49)		positive attitude (2.5-4)				
	no	%	no	%			
Age per years	.						
15	1	33.33	2	66.67	3	0.25	0.88
16	74	47.74	81	**52.26**	155		
17	44	47.83	48	52.17	92		
Academic year	.		.				
Second	81	46.29	94	**53.71**	175	0.4	0.53
Third	38	50.67	37	49.33	75		
Sex	.		.				
Male	19	38.00	31	**62.00**	50	2.3	0.13
Female	100	50.00	100	50.00	200		
Residence	.		.				
Rural	107	50.95	103	49.05	210	5.9	**0.019**
Urban	12	30.00	28	**70.00**	40		
Family members	.		.				
<5	23	42.59	31	**57.41**	54	0.69	0.41
≥5	96	48.98	100	51.02	196		
Child order	.		.				
First	49	46.23	57	53.77	106	1.1	0.58
Middle	55	50.93	53	49.07	108		
Last	15	41.67	21	**58.33**	36		

Table (7): Association between Personal characteristics of parents of studied students and attitudes toward Face-book .(n=250)

Items	attitudes toward Face-book				total	χ^2	p-value
	negative attitude (1-2.49)		positive attitude (2.5- 4)				
	no	%	no	%			
Father education	.		.				
Illiterate	7	70.00	3	30.00	10		
Read and write	22	47.83	24	52.17	46	2.2	0.69
Basic education	24	44.44	30	55.56	54		
Secondary	38	46.91	43	53.09	81		
University	28	47.46	31	52.54	59		
Father occupation	.		.				
Employees	60	46.88	68	53.13	128		
Private	53	53.00	47	47.00	100	5	0.17
Rent	2	22.22	7	77.78	9		
not work	4	30.77	9	69.23	13		
Mother education	.		.				
Illiterate	16	55.17	13	44.83	29		
Read and write	19	54.29	16	45.71	35	6.7	0.15
Basic education	23	47.92	25	52.08	48		
Secondary	36	37.89	59	62.11	95		
University	25	58.14	18	41.86	43		
Mother occupation	.		.				
Employee	29	45.31	35	54.69	64	0.18	0.67
House wives	90	48.39	96	51.61	186		

Table (8): Association between Face-book addiction and attitudes toward Face-book among Students (n=250):

Items	Attitudes toward face- book					χ^2	p-value
	negative attitude (119)		positive attitude(131)				
	no	%	no	%			
Face- book addiction							
no addiction (1:<2.6)	95	56.5	73	43.5	168	18.7	**0.0008**
Average addiction (2.6 :<3.4)	18	36	32	74	50		
High addiction (3.4 -5))	6	18.7	26	81.3	32		

Table (9): Correlation matrix between studied students' total attitudes toward Face-book score and Face-book addiction score, (n=250):

Item	Total attitudes toward face-book score	
	(r)	p-value
Total Face-book addiction score	0.374	0.0001(S)

Statistically significant (s)
r=correlation coefficient

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