

Nursing Students' Attitude toward Educational Use of Social Network at Faculty of Nursing- Menofia University

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Abstract:

Background: The impact of the Internet on education is an important issue that has caught both educators' and practitioners' attention in recent years. **Aim of the study:** was to identify the attitude of Nursing Students toward educational use of Social Network as Facebook. **Subjects & methods: Research design:** A cross sectional descriptive research design was utilized. **Setting:** The study was conducted at Faculty of Nursing, Menofia University, Egypt. **Subjects:** The study sample constituted 320 students. They are all student nurses who were enrolled in the first, second, third, and fourth academic year **Tools of data collection:** Two tools were used to collect pertinent data. Structure interviewing questionnaire Socio demographic characteristics and Student's Attitude toward Social Network in learning scale. **Results:** Showed that the majority of sample was ruled at the first academic year, having personal computer, having network access. There was statistical significant difference between different academic years related to their attitude toward Social Network in learning. And they were favoring applying E learning, which makes more interaction with teacher. **Conclusion:** The use of Facebook positively affected the attitude toward Social Network in learning. Ultimately we must discover how to hand this technology to our students for learning, or education at each level and at different places. **Recommendations:** It is better to use and integrates the strengths of both e-learning and lecture into nursing education to provide the most efficient and effective instruction and overcome the deficiency of limited skills and resources.

Key words: Teaching; Education; Attitude to Computers; social media

Introduction:

The impact of the Internet on education is an important issue that has caught both educators' and practitioners' attention in recent years.⁽¹⁾ Social networking sites have become prominent in today's diverse digital environment. Social networks are broadly defined as associations of people linked by diverse motives, which configure a structure consisting of nodes that are interconnected by more than one type of relationship.⁽²⁾

The increasing popularity of social networking sites (SNS) has changed the way people manage information about their personal and professional lives. Previous studies have considered how medical students use Facebook.⁽³⁾ Facebook has gained popularity in the college student population. Studies have evidenced the broad implications of technology on academic performance.⁽⁴⁾ The social network approach holds that the behavior of an individual is affected by the kinds of relations, or technical ties,

and networks more than by the norms and attributes that an individual possesses.⁽⁵⁾

Despite broad consensus on the use and incredible speed of uptake of most social networks (here, for example, we are thinking of major applications that are commonly used, such as Facebook and Twitter among the general public, and Tuenti and MySpace among younger users) and the generally held view that the potential for their educational use is as vast as it is interesting, the educational exploitation of these resources is limited to isolated experiences in higher education. Paradoxically, even though social networks for teaching staff are fairly numerous, very few teachers have dared to consider or implement training activities in the classroom by using these services.⁽⁶⁾

As Internet facilitates communication no matter the distances, providing clear transmission of all type of information needed in the learning

process, including testing and evaluation systems, e-learning becomes a more suitable environment for many students.⁽⁷⁾ Computer knowledge and skills are becoming essential components technology in nursing education. Nurses must be prepared to utilize these technologies for the advancement of science and nursing practice in local and global communities.⁽⁸⁾ The relationship between humans and computer driven technology has definitely come to assume a central place within the social sciences, applied sciences, education, business, and industry.⁽⁹⁾

E-learning involves the use of computers to aid in the learning process.⁽¹⁰⁾ Whilst traditional teaching methods, such as face-to-face lectures, tutorials, and mentoring, remain dominant in the educational sector, universities are investing heavily in learning technologies, to facilitate improvements with respect to the quality of learning.⁽¹¹⁾ Social media applications are seen to be open rather than closed, bottom-up rather than top-down. Social media users go online to share and rate mash-up and remix, friend and trend.⁽¹²⁾

Facebook is the most powerful social networking site which is used for interaction and communication.⁽¹³⁾ Facebook is defined as "a social utility that helps people share information and communicate more efficiently with their friends, family and co-workers". Originally started as a medium for college student interaction, Facebook enables peer feedback, having goodness of fit with social context and interaction tools.⁽¹⁴⁾

Significance of the study:

In the last few years, in spite of social networks that have revolutionized the way in which many people relate to each other, the social network use is still very limited in the academic field. When they are used, the experiences tend to be very isolated and lacking in continuity. In this context, and by means of a questionnaire, our objective is to

identify students' attitudes towards toward educational use of Social Network as Facebook. This paper explores the use of Facebook within nursing students.⁽⁷⁾

Aim of the study:

The aim of the current study was to identify the attitude of Nursing Students toward educational use of Social Network as facebook.

Research Questions:

1. What is the attitude of nursing student toward educational use of social network?
2. What are the relationship between attitude of nursing student and use of social network?

Subjects and Methods

Research design:

A cross sectional descriptive research design was utilized.

Study setting:

The study was conducted at Faculty of Nursing, Menofia University, Egypt

Study subjects:

The study sample constituted 400 students (80 of them refused to participate). They are all student nurses who were enrolled in the first, second, third, and fourth academic year (in the year 2013- 2014) at Faculty of Nursing, Menofia University, Egypt. Their age ranged from 18-22 years old.

Tools of data collection:

Two tools were used to collect pertinent data.

- **Tool one: Structure interviewing questionnaire sheet:** It was developed by the researchers, It was comprised of two parts:
 - **Part (I): Socio demographic characteristics:** It was used to collect data related to student's age, level of academic year, living of place, Family member, and income.
 - **Part (II): Information about uses of computer:** which consists of six questions as; use of personal computer, personal computer

ownership, having access on network, have account on any social network time spent on internet, reason for using the internet.

- **Tool two: scale to measure Attitude toward E- learning:** Questionnaire is a fifteen-item scale that measures attitudes towards E-learning. ⁽¹⁵⁾ This scale consists of three dimensions that measure individual perspective, learning effects and class management within an educational system. Modification was done to be consisted of 13 statements (course will be easier if teacher applies e learning in teaching and by means of e learning I like nursing course more and more).and statements are rated on a 2 point scale which are: yes -No.

Validity and Reliability:

Tool I (part II) Information about uses of computer) and tool (II) (scale to measure Attitude toward e. learning) were tested for reliability using test retest method to ascertain consistency: knowledge related to computer ($r = 0.89$), the instrument content reliability of the scale in Cheng's study is 0.8076. The tools were revised for content validity by 5 juries, who were experts in the field of nursing education.

Field work:

Data was collected at the beginning of the second semester (was extended from and carried out over one month from March to April 2014) academic year 2013 - 2014. After gaining the acceptance of the selected sample to participate in the study, the researcher explained the purpose of the study to students. The students were classified according to their clinical timetable to find the time for data collection as the following (first academic year 20 students per day, second and fourth academic year 17 students per day, and third academic year 10 students per day) approximately.

Pilot study:

It was performed to test the

practicability and applicability of the questions and detect the obstacles and problems that may be encountered during data collection it also helped to estimate time needed to fill questionnaire. It was carried out on 10% of students. They excluded from the sample. Based on the result of the pilot study the necessary modification, clarification and editing of some questions were done.

Administrative and ethical considerations:

Written approval was obtained from the Deans of the Nursing Colleges to collect data from the students on nursing college. The objectives of the study were explained to the students, they were informed that they had the right to accept or refuse to participate in the study and that their information will be used for the purpose of research only.

The study was conducted with careful attention to ethical standards of research and rights of the participants:

- **Informed consent:** The respondents' rights was protected by ensuring voluntary participation; so that informed consent was obtained by explaining the purpose, nature, time of conducting the study, potential benefits of the study and how data will be collected.
- **Anonymity and Confidentiality:** The respondents were assured that the data will be treated as strictly confidential; furthermore, the respondents' anonymity was maintained as they weren't required to mention their names.

Statistical analysis:

Data entry and analysis were done by using statistical package for the social science SPSS. Data was presented using frequencies, numbers and percentage, mean and standard deviation.

Results:

Table (1): Shows that the mean age of studied sample was 19.53 = 1.43, the majority of sample was ruled at the first academic year. Rural

residence represents more than two thirds of studied sample.

Table (2): Presents distribution of the nursing students regarding their computers; showed nearly half of the nursing students having personal computer, 43.8% of them having network access and around one third having social network account. Regarding to computer hours; about half 49.2% of the nursing students using less than 2 hours while only 14.7% use computer more than 5 hours.

Table (3): Displays distribution of the nursing students regarding their attitude toward social network in learning the majority of the students (86.9%) agreed that E learning enhance computer skills, 79.7% reported applying E learning is helpful, about three quarters reported that E learning encourage self-learning, is more sprightly, makes course more interesting, and is more relaxing.

Table (4): Illustrates distribution of the studied scholastic year regarding their Attitude toward Social Network in learning : this table showed that there was statistical significant difference between different academic years related to their attitude toward Social Network in learning with p value = 0.045

Table (5): Shows Comparison of the nursing students at different academic years regarding their Student's Attitude toward Social Network in learning :showed that there was statistical significant difference between different academic years related to their attitude toward Social Network in learning regarding to that they Favoring applying E learning, Applying e learning is helpful, nursing (NG) course apply E learning, E learning makes more interaction with teacher, E learning makes more interaction with classmates.

Discussion:

The result of the present study revealed that the mean age of studied sample was 19.53 ± 1.43 , who was ruled at the first academic year. Deltsidou et al.,⁽¹⁶⁾ reported that the

large majority of students were below 25 years of age. This is the normal age ratio for academic study in Egypt.

The result of the present study showed that nearly half of the nursing students having personal computer, and having network access while around one third having social network account. Regarding this result Thomas and Richard⁽¹⁷⁾ reported that Almost all students (94%) have access to a privately owned personal computer (PC) they can use for their studies, which is either owned by the students themselves or shared with family members or roommates. On contrast Thompson et al.,⁽¹⁸⁾ examined Facebook use in the studied sample and found that 47% had Facebook accounts. Also, Garner et al.,⁽¹⁹⁾ reported that the majority of respondents have a Facebook account. Also white et al.,⁽²⁰⁾ reported that ninety-three percent of respondents having a Facebook account. Although, Deltsidou et al.,⁽¹⁶⁾ reported that approximately 55.6% of students reported that they have not a PC at home, and this is the obstacle to use internet. This discrepancy in result may be due to experience with using computers has been found to influence the person's perception of their skill with computers. And the most access for social media was through mobile and new technology android.

Regarding to time spent on computer, in our study, about half of the nursing students using less than 2 hours while only 14.7% use computer more than 5 hours per day. According to this result white et al;⁽²⁰⁾ reported that 76% of the studied sample described using their account at least two times per day, with 39% using at least five times a day. On the same line; Ophus and Abbitt⁽²¹⁾ reported that a large majority of respondents indicated that they used Facebook either daily, or multiple times each day. The large gape of time spent on computer may be due to the background culture of each society.

The result of the present study revealed that the majority of the

students agreed that E-learning enhance computer skills, and Applying E-learning is helpful, it encourage self-learning, more sprightly, makes course more interesting, and is more relaxing. On the same line, Valenta et al.,⁽²²⁾ found that 71% of students who had just completed an online course felt that asynchronous learning networks provided better access to their professor. Thomas and Richard⁽¹⁷⁾ reported most students agree that E-learning could serve as a supplement for lectures and seminars. However, many students disagree that E-learning could replace traditional ways of teaching. In addition, students' attitudes were positive toward using E-learning with the exception of the amount of time it took to learn new software, and stated that the majority of students spent more time on the Internet-based class than in the regular classroom, furthermore, he reported that students sometimes were overloaded with information, and found that students reported that online courses required more work.⁽²²⁾ This difference may be due to the individual difference and may be affected by previous experience with e-learning.

Facebook can be very useful as an educational tool. Student's attitudes towards such an activity are mostly positive. Students welcomed using social networking site as supplementary to the curriculum. Most students showed that they love spending time on Facebook.⁽²³⁾ Although there is not much study considering the academic use of Facebook, educators are becoming aware of the possibilities for reaching students with learning materials via Facebook.⁽²⁴⁾

The result of the present study revealed that there was statistical significant difference between different academic years related to their attitude toward Social Network in learning. Majority of studied sample favoring applying E-learning which is helpful, makes more interaction with teacher,

and makes more interaction with classmates. Many researchers have shown that social networking provide a good environment to support educational activities by providing interaction, collaboration, active participation, sharing information, resources and critical thinking.⁽²⁵⁾ Also, Alaa et al.,⁽²⁶⁾ documented that use of E-learning enhances communication in teaching, exchange of information with students, and the students had an opportunity to interact with teachers and peers and perceived connection in the learning process. On the same line, Rovai, et al.,⁽²⁷⁾ reported that the students had an opportunity to interact with teachers and peers and perceived connection in the learning process. Researchers explained that by presence of resistance for any change is normal characteristic of society.

In agreement with our study, Dørup⁽²⁸⁾ reported that greater proportion of first-year medical students' favor replacing traditional lectures with e-learning. Also, Pollara and Zhu⁽²⁹⁾ revealed that students learned more by using Facebook and would like to use Facebook for other educational purposes. Moreover; Abdelaziz et al.,⁽³⁰⁾ mentioned that Students were satisfied with the e-learning program as a teaching method. The researchers explained these higher levels of agreement by the different response scales used.

Significant differences were found with regard to attitudes towards Facebook and online professionalism between the subject disciplines, year of study, age and gender of the students.⁽³⁾ While Draude et al;⁽³¹⁾ reported that after applying e-learning courses and presence of resistance in the final semester medical students used e-mail regularly. This could be explained by that when structured learning activities are integrated into nursing courses, students report an enhanced level of comfort in computer technology by completion of the

course as compared with the onset.

Several scholars have examined the successful use of Facebook in academic setting. Ractham et al.;⁽³²⁾ describe the use of Facebook as enhance participation and foster a positive learning environment in an introductory management information systems course. Also, Cheung and Vogel⁽³³⁾ studies how Facebook can enhance communication between teachers and students.

Conclusion:

Facebook can be very useful as an educational tool. Student's attitudes towards such an activity are mostly positive. Students welcomed using social networking site as supplementary to the curriculum.

High rate of nursing students having personal computer, agree that E learning enhance computer skills, applying E learning is helpful, E learning encourage self-learning, makes course more interesting, and is more relaxing, there was statistical significant difference between different academic years related to their attitude toward Social Network in learning.

Results indicate that the use of Facebook positively affected the attitude toward Social Network in learning. Ultimately we must discover how to hand this technology to our students for learning, or education at each level and at different places.

Recommendations:

The study recommended that it is better to use and integrates the strengths of both e-learning and lecture into nursing education to provide the most efficient and effective instruction and overcome the deficiency of limited skills and resources

E-learning environments with student engagement and improve learning experiences may be significant to learning outcomes

Acknowledgement:

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Table (1): Distribution of the nursing students regarding socio-demographic characteristics

Variable	(n=320)	%
Age (Y)		
▪ Mean \pm SD	19.53 \pm 1.43	
▪ Range	18-24	
Scholastic year		
▪ 1 st	100	31.2
▪ 2 nd	83	25.9
▪ 3 rd	48	15.0
▪ 4 th	89	27.8
Residence		
▪ Rural	258	80.6
▪ Urban	62	19.4

Table (2): Distribution of the nursing students regarding use of computers

Variable	(n=320)	%
▪ Having Personal computer	170	53.1
▪ Using Personal computer	258	80.6
▪ Network access	140	43.8
▪ Social network account	101	31.6
▪ Computer/hour		
○ <2h	127	49.2
○ 2-5h	93	36.0
○ >5	38	14.7

Table (3): Distribution of the nursing students regarding their Attitude toward Social Network in learning

Item	(n=320)	%
▪ Favoring applying e learning in nursing courses	211	65.9
▪ Applying e learning in nursing courses is helpful	255	79.7
▪ Teacher's application e learning in nursing courses is time wasting	94	29.4
▪ E learning improves grades	215	67.2
▪ Hope to apply e learning in NG course	244	76.2
▪ E learning is more relaxing	246	76.9
▪ E learning is more sprightly	252	78.2
▪ E learning makes course more interesting	243	75.9
▪ E learning makes more interaction with teacher	203	63.4
▪ E learning makes more interaction with classmates	200	62.5
▪ E learning enhance computer skills	278	86.9
▪ E learning encourage self-learning	243	75.9
▪ Willing to learn NG courses through e learning	124	38.3
Total score		
Mean \pmSD	21.77 \pm 2.76	
Range	13-26	

Table (4): Distribution of the studied Scholastic year regarding their Attitude toward Social Network in learning

	Scholastic year				F Test	Post hoc value
	1 st	2 nd	3 rd	4 th		
	(n=100)	(n=83)	(n=48)	(n=89)		
	Mean ±SD	Mean ±SD	Mean ±SD	Mean ±SD		
Total score	21.42± 2.69	21.74± 3.06	21.72± 2.88	22.22± 2.43	1.34	1st vs 4th
					0.259	=0.045(S)

Table (5): Comparison of the Nursing Students at Different Academic Years Regarding Their Student's Attitude toward Social Network in Learning

Item	Scholastic year				χ ² Test	P value
	1 st	2 nd	3 rd	4 th		
▪ Favoring applying e learning in nursing courses	62.0	63.0	75.0	77.5	13.94	0.003(S)
▪ Applying e learning in nursing courses is helpful	75.0	69.9	87.5	89.9	13.82	0.003(S)
▪ Teacher's application e learning in nursing courses is time wasting	22.0	36.1	31.2	30.3	4.57	0.206
▪ E learning improves grades	68.0	61.4	66.7	71.9	2.17	0.536
▪ Hope to apply e learning in NG course	73.0	65.1	83.3	86.5	12.83	0.005(S)
▪ E learning is more relaxing	77.0	77.1	75.0	77.5	0.12	0.989
▪ E learning is more sprightly	81.0	79.5	77.1	76.4	0.70	0.872
▪ E learning makes course more interesting	75.0	77.1	72.9	77.5	0.47	0.925
▪ E learning makes more interaction with teacher	50.0	77.1	43.8	76.4	28.94	<0.001(S)
▪ E learning makes more interaction with classmates	49.0	84.3	54.2	61.8	26.10	<0.001(S)
▪ E learning enhance computer skills	88.0	90.4	85.4	83.1	2.17	0.538
▪ E learning encourage self-learning	77.0	72.3	72.9	79.8	1.62	0.654
▪ Willing to learn NG courses through e learning	45.0	31.3	47.9	33.7	6.22	0.101

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سلوك طلبة التمريض تجاه الاستخدام التعليمي لشبكة التواصل الاجتماعي في كلية التمريض جامعة المنوفية

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مقدمة:

إن تأثير الإنترنت على التعليم هو قضية مهمة استحوذت على اهتمام الجمهور سواء من المعلمين والممارسين لمهنة التدريس في السنوات الأخيرة.

الهدف من الدراسة :

هدفت الدراسة الحالية إلى:

تحديد سلوك طلبة التمريض تجاه الاستخدام التعليمي لشبكة التواصل الاجتماعي مثل الفيسبوك في كلية التمريض- جامعة المنوفية.

التصميم البحثى:

تم استخدام تصميم وصفي مقطعي.

مكان الدراسة:

كلية التمريض- جامعة المنوفية

عينة الدراسة:

تكونت عينة الدراسة من ٣٢٠ طالب وطالبة من الفرق الأربعة المختلفة (الأولى والثانية والثالثة والرابعة) من طلاب وطالبات كلية التمريض جامعة المنوفية للعام الاكاديمى ٢٠١٣-٢٠١٤.

أدوات جمع البيانات:

قد تم تجميع البيانات للدراسة الحالية باستخدام الأدوات التالية وهى:

١. استمارة استبيان البيانات الديمغرافية للطلبة والطالبات .
٢. استمارة استبيان لمعرفة مدى الاتجاه نحو الاستخدام التعليمي لشبكة التواصل الاجتماعي.

النتائج:

قد أسفرت النتائج عن وجود فروق ذات دلالة إحصائية بين الفرق الأربع وبين سلوك الطلبة تجاه الاستخدام التعليمي لشبكة التواصل الاجتماعي وكذلك هم يفضلون التعليم الإلكتروني الذى يزيد من تفاعلهم مع المدرسين.

الخلاصة:

أسفرت نتائج الدراسة عن أن استخدام الفيسبوك له تأثير إيجابى للاستخدام التعليمي وفي نهاية المطاف يجب أن نكتشف كيفية تطويع هذه التكنولوجيا لطلابنا للتعلم أو التعليم في كل مستوى، وفي أماكن مختلفة.

التوصيات:

أوصت الدراسة بالآتى:

من الأفضل استخدام وتكامل نقاط القوة فى كلا من التعليم الإلكتروني والتقليدى وتعليم التمريض لتوفير تعليم أكثر كفاءة وفاعلية والتغلب على نقص المهارات والموارد المحدودة