

Uses of Social Networking Sites among the Undergraduate Nursing Student in Sohag University

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Abstract

Introduction: In new times, the online world has turn way. Both the youth and adults exchange ideas, feelings, personal information, images and videos at a truly amazing rate as a result of the invention of the social media .**Aim:** This study aimed to explore the use of social networking sites between the undergraduate nursing students in the faculty of nursing, Sohag University. **Design:** A descriptive study was used. **Sample:** The 200 students who agreed to participate in this study 90 from the first year and 110 from the fourth year. **Tools:** A self-constructed questionnaire was splitted into five parts to assess uses of social networking sites among the undergraduate nursing student. **Results:** The social network sites are mostly used by the students. Students use Facebook more than any other social networking site followed by YouTube, Twitter and Google plus+. Most of the students use social networking sites for communicating, interactive with friends and online learning. More than one-third of students using 4-6 hours per day. The study also shows the positive view about effect of use social networking sites to connect students with faculty members and friends easier. **Recommendations:** Students should manage their time properly and should give very little time to surf the social network sites.

Keywords: *Social Networking Sites, Student, Facebook & Academic Purpose.*

Introduction

Social media in nursing school in has been to have massive prospect .The expansion of social media sites has been a original sin in the last few years. That have come specialty for billions of users. The growth and popularity of social networking sites have generated concerns among school government, communication experts and socio-psychological researchers about the benefits and possible risks facing undergraduates, as they engage in online social networking to provider for their social and information needs rather than oral or face-to-face communication . The social networking sites are dedicated websites or applications that allow the clients to communicate with each other for sharing information, posting videos, image, comments, and messages (Yeboah & Horsu, 2015 , Riikka, et al., 2014, Charles, et al., 2014, Cartledge et al., 2013). Usage of social media, explain as information networks and message technology that employ a system of intercommunication dealing with interactive and user-generated content and make and continue relationships between people, is increasingly extending (Schmitt, et al., 2012 & Wang, et al., 2011) . Social media act an important role in every student's life. It is easier and convenient to information, supply information and communicates via social media. Teachers and Students are joined to

each other and can make useful uses of these program for the practice of their training. Social media in nursing teaching has been seen to have powerful Potential (Paton, et al., 2011).

The use of social media applications allows students to complete resources and empower students different strengths. Social media make new types of education process opportunities but will also supply new opportunities for the application of the old methods. Social media, one of the most important benefits is that they need information is rapidly available and peer support and learning through social media is possible. Social media applications give wide opportunities to be involved in both public and international operations, thus development nursing (Barry & Hardiker 2012, Seaman & Tinti-Kane, 2013)

One positive aspect of online communities is that the youth can utilize them for academic support social media as the collections of Internet websites, services, and practices that support collaboration, community building, participation, and sharing. It is a system of technology which includes blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and moral worlds (Bryer & Zavattaro, 2011 & Junco, 2014, Lusk, 2010)

The social media platforms which emerged as most commonly used are Facebook, Wiki, followed by

YouTube, Instagram, Weblogs, Slideshare and LinkedIn. Facebook and YouTube are the most used media sites among the teachers with the percentage of 96.4% and 93.9% relatively. The use of social networking by students opens up a strong chance for educational researchers(**Dwamena, et al., 2016**). The literature and anecdotal evidence seem to suggest that learners spend a lot of time on social networking sites (**Yeboah & Horse, 2015**) This cost of funds and more importantly, time, on online social activities supply an insight into the online behavior and preferences of young adults i.e. learners at tertiary education institutions (**Rikka et al., 2014**) Understanding their perceptions of online social networking will provide great benefits to academic researchers as their preferences for online social activities (**Afendi et al., 2012**).

Online social networks (OSNs) have penetrate all generations of Internet users, becoming a distinguished communication tool, particularly in the student community. Thus, institutions and faculty are increasingly using social networking sites, such as Facebook and Linked to connect with current and prospect students and to deliver instructional content (**Paul, Baker, Cochran, 2012**).

Students know the world through more than just books and assignments; they are learning and coordinate to the world using a relatively new form of communication. In a world where connections are essential, graduates are approach into the workplace with a lot to offer. Today's students are admission Facebook, Twitter, and even Instagram to link and share with those around them. One of the most exciting stuff about social media is that users can interact and engage with each other alone through a Web presence, perhaps never even meet in person. (**Joseph, 2013**). Various social networking sites are usage by college students such as Facebook, Twitter, and Instagram, are the most popular ones. Twitter, particularly, has been used in medical education as well as others majors (**Gagnon, 2015**). Success with social media in higher education maybe hang on exploring and confirm students' choices of the tools to hand, with which they are a comfort and familiar and that makes sense for the work (**Tay & Allen, 2011**).

A social network is a set of human beings in the digital figure which represent the registered users who are linked by relationships extracted from the data about their activities, common communication or direct links gathered in the internet based systems (**Musial & Kazienko, 2013**). Clearly, SNSs (particularly Facebook) have become an integral part of daily life many people. A sizeable body of research has addressed the motivation for SNS use including social identification (**Barker,2009**).

Significance of the Study

Despite a massive amount of research published in the field of social media, it seems to be a lack of the nursing students' view on social media use in their studies and in their free time. It is important to understand nursing students' ability to engage with an interest in social media, in order to assess the prospect for its use in teaching methods. Communication in healthcare within social media programs can have essential implications for the nursing profession. Inadequate social media communication can complicate efforts of nursing students to find occupation after graduation. (**Edge, 2016 & Dwamena, et al., 2016**) So it is expected that the outcome of this research will benefit nursing students and faculty members as will show the level of the student's attention on using social network sites.

Aim of the study

This study aimed to examine the use of social networking sites among the undergraduate nursing students in faculty of nursing, Sohag University.

Research Questions

- Which is the most popular social media site for students?
- What are the purposes for using social networking sites?
- What the impression of student about use of social networking in academic purpose?
- What is the amount of time students spend utilizing social media?
- Has there been an effect of social networking to connect students with faculty members and friends?

Research methodology

Design: descriptive study design was used to conduct the current study.

Setting: The study was conducted at Faculty of Nursing, University of Sohag, Egypt.

Subjects: The sample consisting of 200 students divided into two groups. The first group included 90 students of first year and second group 110 of fourth year who agreed to participate in the study.

Tool for data collection

The use of Social Media Questionnaire was used to collect data. The written questionnaire was created by the principal researchers with some questions adapted from Pew Internet and American Life Prohec's Social Networking Websites and Teens Survey" by **Lenhart, et al., (2010) & Helen, et al., (2014)**.

The tool for data collection was a self constructed questionnaire. It was titled the use of social networking sites among undergraduate nursing students of faculty of nursing university of Sohag. The questionnaire divided into five parts. **Part I**

contain top popular social networking sites used by respondents with sex items .The responds answered used or unused while **Part II** the responses on their purposes of using social networking sites with nine items. The questionnaire was homogenously keyed in a 2 point were guided to respond to each items thus: Accepted or Rejected . **Part III** is about impression of student about use of social networking in academic purpose. The questionnaire was homogenously keyed in a 2 point as Parte II Accepted or Rejected **Part IV** is the number of hours per day students spend utilizing social media with six items and **Part V** is the effect of social networking to connect students with faculty members and friends with four items. The responds answered Yes or No.

Pilot study

Pilot study was done on 10% of the study sample (20 students) . Those respondents used for the pilot testing were not considered for the main study. The data were collected using the structured questionnaire sheet which is written by Arabic language. The tool was tested for its reliability on student of Arabic version by Alpha Cronbach's test ($\alpha=0.852$). The tool was tested for its validity by 5 experts from faculty of nursing staff where its value was 92.3%.

Field of the work

Data was collected on May 2016. Data collection was done by the researchers during collage day. The researchers first introduced themselves to students and gave them a complete back ground about the

study and the questionnaire format which predesigned by the researchers in Arabic language in order to collect the required data, and explain the research aims, and invited them to participate in the study by filling out the questionnaire. Then the questionnaire was distributed to students, which agreed and collected on the same day.

Methods of data collection

A permission to conduct the study was obtained from dean of faculty of Nursing Sohag university. tool of data collection were translated into Arabic, and the questionnaire was distributed to the study students to answer the questions. Each sheet took 10 to 15 minutes to be answered. The data collected in three weeks at May 2016.

Ethical consideration

The researchers explained to students the aim and benefit of the study. The students were clearly informed that their participation is voluntary and have the ethical right to participates or refuse the participation in the study. Privacy and confidentiality were resolutely kept in all data collection procedures.

Statistical analysis

Data was analyzed using STATA intercooled version 12.1. Qualitative data was presented as number and percentage and compared using Chi square test. Graphs were produced by using Excel program. P value was considered significant if it was less than 0.05.

Results

When analysis of data about most popular social networking sites used by students at

Table (1): Frequency distribution of the most popular social networking sites used by students.

Items	Year of study	Used		unused		P value
		No	%	No	%	
Facebook	First	87	96.7	3	3.3	0.66
	Fourth	105	95.5	5	4.5	
	Total	192	96	8	4	
YouTube	First	69	76.7	21	23.3	0.01*
	Fourth	98	89.1	12	10.9	
	Total	167	83.5	33	16.5	
Twitter	First	36	40	54	60	0.60
	Fourth	48	43.6	62	56.4	
	Total	84	42	116	58	
LinkedIn	First	19	21.1	71	78.9	0.0001*
	Fourth	3	2.7	107	97.3	
	Total	22	11	178	89	
Google plus+	First	40	44.4	50	55.6	0.36
	Fourth	57	51.8	53	48.2	
	Total	97	48.5	103	51.5	

Items	Year of study	Used		unused		P value
		No	%	No	%	
Instagram	First	10	11.1	80	88.9	0.23
	Fourth	7	93.6	103	6.4	
	Total	17	8.5	183	91.5	
Any other	First	13	20	77	80	0.003*
	Fourth	2	3.8	108	96.2	
	Total	15	7.5	185	92.5	

*Means there is statistical significant differences

Table (2): Distribution the students responses regarded the purpose of using social networking sites.

Items	Year of study	Rejected		Accepted		P value
		No	%	No	%	
For communicating and interacting with friends	First	19	21.11	71	78.89	0.016*
	Fourth	10	9.09	100	90.91	
	Total	29	30.2	171	69.8	
For online learning	First	18	20	72	80	0.227
	Fourth	15	13.63	95	90.36	
	Total	33	33.6	167	66.4	
For finding friends online	First	18	20	72	80	0.022
	Fourth	38	34.54	72	65.46	
	Total	56	28	144	72	
For leisure and personal socialization	First	18	20	72	80	0.0001*
	Fourth	50	45.5	60	54.5	
	Total	68	34	132	66	
For professional activities (searching for job)	First	26	28.89	64	71.11	0.005*
	Fourth	53	48.19	57	51.81	
	Total	79	39.5	121	60.5	
For watching movies	First	36	40	54	60	0.366
	Fourth	51	46.36	59	53.64	
	Total	87	43.5	113	56.5	
For communicating mobilizing and organizing national issue	First	31	34.45	59	65.55	0.214
	Fourth	29	26.36	81	73.64	
	Total	60	30	140	70	
For private messaging, uploading photos and online profiles	First	20	22.23	70	77.77	0.594
	Fourth	28	25.45	82	74.55	
	Total	48	24	152	76	
For updating profile information's	First	21	23.34	69	76.66	0.012*
	Fourth	44	40	66	60	
	Total	65	32.5	135	67.5	

*Means there is statistical significant differences

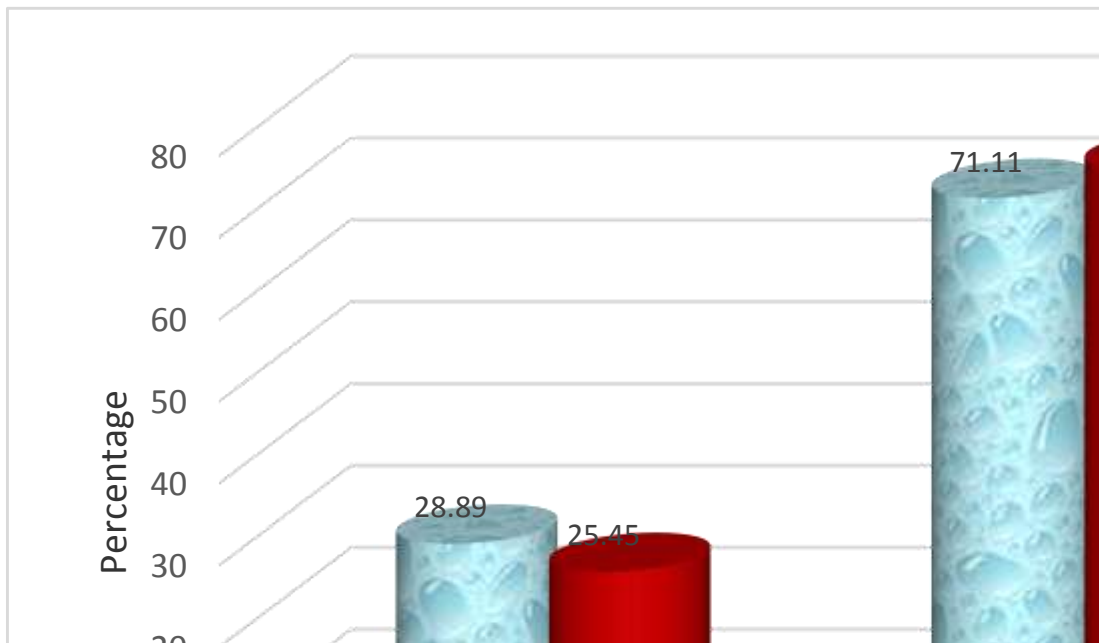


Figure (1) Impression of student about use of social networking in academic purpose

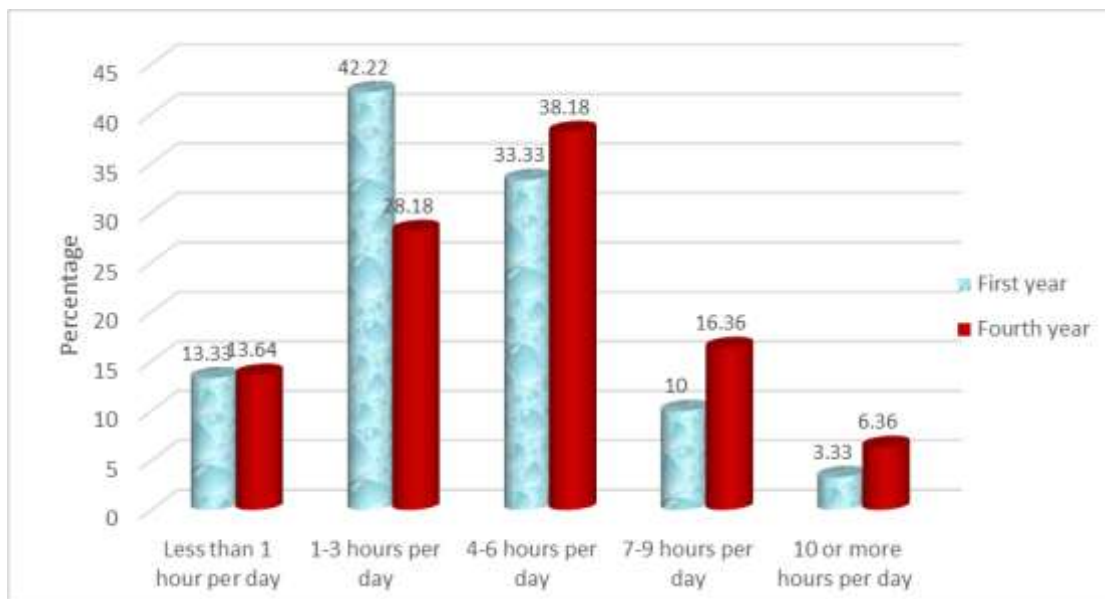


Fig (2): Distribution of hours per day students spend utilizing social media.

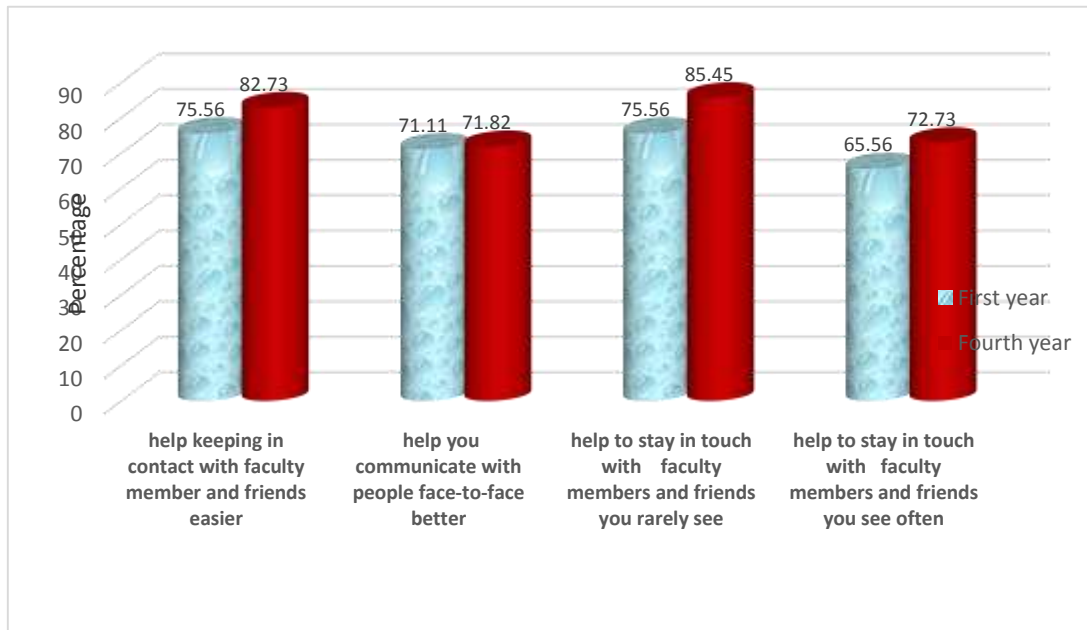


Fig (3): Effect of social networking to connect students with faculty members and friends.

Table (1) Shows the social network sites are mostly used by the students. Facebook is the majority used social networking site among the students (96.7%) of the students used Facebook. No statistically significant differences were found between students in the first and Fourth year of study in using Facebook ($p < 0.66$). Regarding YouTube used 83.5% of students use YouTube and statistically significant differences ($p < 0.01$) were found between students in the first and Fourth year of study in using YouTube. Highly statistically significant differences ($p < 0.0001$) were found between students in the first and Fourth year of study in using LinkedIn. Only (7.5%) of respondents were using another type of social network.

Table (2): Shows that the Purposes of using social networking sites 69.8% of the study participants accepted use social networking sites for communicating and interacting with friends. statistical significant differences were found between students in the first and Fourth year of study for use social networking sites to communicating and interacting with friends ($P < 0.016$). Regarding to use SNS for online learning 66.4 % of the students accepted use social networking sites for online learning. No Statistical significant differences (were found between students in the first and Fourth year of study for use social networking sites in online learning. Highly statistical significant differences were found among students in the first and Fourth year of study for use social networking sites in leisure and personal socialization ($P < 0.0001$). Also statistical significant differences were ($p < 0.012$)

found among students in the first and Fourth year of study for use social networking sites for professional activities (searching for job) and For updating profile information's

Figure (1): This figure Revealed that 71.11% of the study participants of first-year students accepted with the use of SNSs in academic purpose. And 74.5% fourth year accepted. While 28.89% of the study participants of first-year students rejected the use of SNSs in academic purpose. And 25.45% fourth year accepted. Non-significant statistical differences were found between students in the first and Fourth year of this study for Use of SNSs in academic purpose .

Figure (2): Indicated that, 42.2% of the study participants of first year students agreed with uses the SNS of 1-3 hours per day and 28.18% fourth year agreed. Non significant statistical differences were found between students in the first and Fourth year of this study for using social networking sites of 1-3 hours per day ($P < 0.04$). Relatively for using social networking sites of 10 or more hours per day, (6.4%) of fourth year students agreed and 3.3% of first year. Non significant statistical differences were found among students in the first and Fourth year of this study for using social networking sites of 10 or more hours per day ($P < 0.33$).

Figure (3): Stated that, 85.5% of the study participants agreed of fourth year students were uses the SNS to stay in touch with faculty members and friends you rarely see, and three fourth of first year 75.56% reported that to stay in touch with faculty members and friends you rarely see. No significant difference among first and fourth year students ($P >$

0.08). Regarding to using social networking websites to stay in touch with faculty members and friends you see often, the fourth year reported that (72.7%) and first year students (65.6%). No significant difference among first and fourth year students ($P < 0.27$).

Discussion

Social networking sites are modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages, and information of interest (Dwamena et al., 2016). Social networking can provide many opportunities to innovate the teaching and learning process. Twitter and Facebook are most popular social networks where the students spend most of their times (Michikyan, et al., 2015)

The present study was conducted to explore the use of social networking sites between the undergraduate nursing students in faculty of nursing, Sohag University

The findings of this study reveal that the nursing students of Sohag University, Egypt use social networking sites . More than 96.7% of participants use Facebook site followed by Youtube, Google plus and then Twitter. This means that Facebook is the widespread SNS among nursing students at Sohag University. This convenient with the findings of another study (Camilia et al., 2013, Waqas et al., 2016 & Hadebe, et al., 2016). Which states that Facebook is one of the most popular SNS among students. This study reveals that the majority of the students use more than four social networking's sites which shows how different types of SNS are familiar with the students.

According to the Purposes of using social networking sites 69.8% of the study participants uses social networking sites for communicating and interacting with friends and regarding to use SNS for online learning 66.4% of the students uses social networking sites for online learning which is also in line with the previous study results (Barker, 2009, 2012 & Barker, et al., 2013). Also approves the other study results it find more to appropriate use SNSs for discussion and reason could lie in the fact that most SNSs are designed to enhance interaction, communication and sharing between user; therefore, the communication tools and environments of SNSs are much more conductive than what could be normally found in learning management systems used in Malaysian University (Hamat, et al., 2012, Mehmood & Taswir, 2013).

Regarding to uses of SNSs in academic purpose the findings of this study reveal that more than two third of nursing students of Sohag University uses of SNSs in academic purpose. It agree with Greenhow

(2011), reported that students use their online social networks to fulfill social learning functions, to obtain validation and appreciation of creative work through feedback on their profile pages, to get peer/alumni support and to help with school-related tasks. In the learning point of view, we do not restrict on the use of personal pages for personalization purposes but rather for sharing as the case of discussion forums

As regard to the number of hour spend on social media the present study revealed that 42.2% of the study participants of first year students agreed with uses the SNS of 1-3 hours per day and 28.2% of fourth year. It agree with Waqas et al., (2016) reported that the preeminent number of university students (38.5%) at Lahore use social networks for more than 2 hours.

In addition, the study also shows the positive view about effect of use social networking sites to connect students with faculty members and friends easier(79.5%) and negative view about effect of use social networking sites most of the study participants agreed were uses the SNS to help stay in touch with faculty members and friends rarely see, and see often. No significant difference between first and fourth-year students at this point. This results approved by Selwyn (2007).

Conclusion

Based on the finding of this study concluded that the positive effect of using social networking sites at the academic purpose and to connect students with faculty members and friends.

Recommendations

- Students should manage their time properly and should give very little time to surf the social network sites.
- Students who are heavy users should moderate the use of the sites to avoid Addiction and create a balance between their internet connection and no-connection time while using the sites.

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