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## Assessment of Social Media Use on Study Habits among Nursing Students: A Case study of Babcock University

Sussan Udoaku Ogbuiyi PhD

*Babcock University Library, Illisan-Remeo, Ogun State, Nigeria, ogbuiyis@babcock.edu.ng*

Chuks Daniel Oriogu

*University of Africa Toru-Orua, Bayelsa State Nigeria, orioguchuksdaniel@yahoo.com*

Folashade Munirat Lawal

*University Library, Afe Babalola University, Ado-Ekiti, Ekiti State, princessshade02@gmail.com*

Chukwuemeka Anthony Onyebuchi

*Kola Daisi University Oyo State, chukwuemekaanthony@yahoo.com*

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# **Assessment of Social Media Use on Study Habits among Nursing Students: A Case study of Babcock University**

## **Abstract**

**Objective-** The main objective of the study is to investigate the assessment of social media use on study habits among nursing students in Babcock University Ilesha-Remo, Ogun State, Nigeria.

**Methods-** The study adopted survey research design. Structured questionnaire was used to collect data. Statistical Package for Social Sciences (SPSS) was used for analysis. Specifically, data collected were analyzed using charts, graphs, percentages and frequency were used to answer the research questions. The Analysis of Variance was used to test hypotheses at 0.05 significant level.

**Results-** The results and findings revealed that 66 (68.8%) of the respondents use social media many times a day while a handful of them use it occasionally. Most of the respondents use SM less than one hour. The study reveals that the respondents mostly use WhatsApp and YouTube. The study shows that the time spent on the use of social media has no significant effect on the study habit of nursing students. The study also reveals that social media use has no significant effect on the study habits of nursing students of the institution under study.

**Conclusion-** The most dynamic and adorable technology of the 21<sup>st</sup> Century, common to the internet generation students is social media. Its potentials and capability to enhance quality education is paramount to academic performance. Therefore, understanding the use of SM among nursing students demands that librarians should sensitize them on the need to blueprint their study schedule in order to activate their consciousness in utilizing the potentials of social media to their education.

**Keywords:** Nursing Students, Social Media, Study Habits, Use, Nigeria

## **Introduction**

The internet generation characteristics of students have increased the use of social media tools in universities. Its potentials have enhanced interaction, access to information, information sharing and collaboration with users around the world. It is the most significant and life-changing technologies of the 21<sup>st</sup> Century ... as major components of commercial, entertainment and

academic activities (Anderson, 2019). The use of social media by students have expanded their connection and communication with peers, which have greatly bring tremendous opportunities to educational system. Although, there is digital divide between supporters and critics of social media integration into the classroom and further concern about equality and opportunity of access and usage of social media technologies for all students (Guy, 2012). Basically, studies have examined social media as a facilitator and communication tool that can be used to facilitate learning and contribute to the college transition and adaptation (DeAndrea, et al, 2011). Therefore, as use of social media continue to proliferate, there is need to understand its use implication on the education of nursing students study habits.

### **Historical Background of Babcock University Library**

Babcock University was established and founded by the Seventh Day Adventist Church in West Africa. The university began in September 1999 in Ilishan-Remo, Ogun State, Nigeria with 1006 students. Now Babcock has a diversified student population of over 10,000 and has expanded to 38 courses, and a college of postgraduate studies. The university has nine schools, namely: School of Agriculture & Industrial Technology, Babcock Business School, College of Health & Medical Sciences, School of Basic & Applied Science, School of Computing & Engineering, School of Education and Humanities, Schools of Law and Security Studies, School of Public & Applied Health and School of Nursing Sciences. The mission of Babcock University is to offer high quality professional general and vocational education to prepare men and women for responsible dedicated and committed service to God and humanity.

However, the university library started operation right from the inception of the university. Babcock university library known as Lazi Otti memorial library which has five faculty or branch libraries namely: Law library, Medical library, Education and humanities (EAH) library, Science and technology (SAT) library, Nursing library and Public health library which are to cater for all staff, students and host community. The library has an enormous collection of print resources and electronic resources equitable in all subject areas. The university have an effective internet and Wi-Fi services.

## **Literature Review**

According to Bryer and Zavatoro (2016) social media are technologies that facilitate social interactions, make possible collaboration, and enable deliberations across stakeholders. The term generally refers to Internet-based tools that allow individuals and communities to gather and communicate; to share information, ideas, personal messages, images, and other content; and, in some cases, to collaborate with other users in real time (Peck, 2014 and ASHP, 2014). It is “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 that allows the creation and exchange of user generated content” (Kaplan and Haenlein, 2010). From these definitions, it can be deduced that social media is a web-based application that allows interaction and collaboration of its users to create and share generated contents. It is a platform that can assist nursing faculty in helping students to gain greater understanding of and/or skills in professional communication; health policy; patient privacy and ethics; and writing competencies (Schmitt, Sims-Giddens and Booth, 2012).

The demand of today’s learning environment entails that an educator should not just focus at the course material alone but on the positive impact of social media integration in the teaching and learning process. This is essential because; students are immersed with the emerging technology in performing their daily academic activities. As such, many of today’s students are “digital natives,” and are very comfortable with the various forms of technology and for students, it opens educational possibilities that often times meet or exceed those found in a classroom setting (Corbeil & Valdes-Corbell, 2007). The use of social media in learning environments increases student engagement, builds communication skills among students and faculty, and assists the students in building a professional profile (Lederer, 2012). It can create connections and interactions among peers, which can enhance the college integration and learning experience (Gray, Vitak, Easton, & Ellison, 2013). The value of social networking sites facilitates the development of cognitive abilities (Alloway, Horton, Alloway, & Dawson, 2013).

However, the implication of social media to students study habits has become a subject of attention, especially now that its utilization is prevalent. Therefore, study habits are learning procedures that enable students to work independently and perform well in academics. It is a vital learning approach that enables students to become successful in a chosen profession. Azikiwe (1998) puts that good study habits are good asset to learners because they assist students to attain

mastery on areas of specialization for a consequent academic performance. Students with good study habits tend to do well in their studies, which invariably improves their academic performance. Devine (2003) asserts that researchers have not found any one study strategy or skill that is best for all students in all learning tasks. The adaptation of any study skills depends on its suitability to the learners study behaviour. Studies have shown that students who do not devote sufficient time to their studies seldom have good study habits (Mendezabal, 2013) and those who had poor study habits performed poorly in school (Siahi and Maiyo, 2015). Nursing students need to imbibe the potential of study habits strategies in order to become independent learners. However, severally literatures have shown the relationship between use of social media and academic performance of students (Paul, Baker, & Cochran, 2012; Rosen, Carrier, & Cheever, 2013; Al-Rahmi, Othman, & Yusuf, 2015; González-Ramírez, Gascó, & Llopis-Taverner, 2015, and Talauel, 2018), without taking cognizance of the impact of social media on study habits which is an essential vehicle to academic performance. Based on Nigeria context, there are limited studies on the effect of use of social media on study habits of students (Ezeji and Ezeji, 2018), therefore, there are no study that intends to focus on nursing students. Nevertheless, nursing is a profession that involves transferring of information to the patients and improving public health (Gorea, et al 2016). Thus, nursing students are expected to use social media to keep up-to-date of health information, follow healthcare delivery forums, share information and collaborate with friends etc. However, in order to practice high quality health care delivery, 'students' need to continuously update their knowledge and unearth the information they need, so as to integrate the best practice in handling and making health care decisions and services (Oriogu, Subair and Oriogu-Ogbuiyi, 2017). However, social media as a pedagogy needs a clear purpose; an orientation; technology support; a timeframe appropriate to the course; and flexibility on the part of faculty and student (Schmitt, Sims-Giddens and Booth, 2012).

The use of social media is prevalent across all ages and professions and is pervasive around the world (Peck, 2014; George, Rovniak and Kraschnewski, 2013). Facebook and other social networking sites hold potential for integration within education and research in safe and productive ways (Amerson, 2011; Wink, 2011). Twitter used as a teaching tool was evaluated by Mistry (2011) in asynchronous and synchronous class environments. Students were asked to watch videos of clinical scenarios and then communicate via Tweeting about the evolving patient condition. Student response was positive. Tweeting allowed them to reflect, discuss, interact with classmates,

review, make decisions, and reinforce learning. Fraser (2011) outlined best practices related to social media usage by nurses (and students), including various topics related to professionalism, knowledge generation, and developing a functional online reputation. Grassley and Bartoletti (2009) discussed the use of blogs and wikis as part of nursing education, encouraging the use of these tools to facilitate interactive learning and engagement with learners.

## **Aims**

The main aim of the study is to investigate the assessment of use of social media on study habits among nursing students in Babcock University.

The specific objectives to the study are to:

1. determine the extent of use of social media among nursing students;
2. ascertain the most used social media tools among nursing students;
3. determine the purpose of use of social media among nursing students;
4. find out the study habits of nursing students;

## **Hypothesis**

Ho<sup>1</sup>: There is no significance effect of social media on study habit among nursing students

Ho<sup>2</sup>: There is no significance effect of time spent on social media to study habits among nursing students

## **Methods**

The study adopted descriptive survey research method and structured questionnaire was used to collect data. The questionnaires were distributed with the help of the head librarian of Science & Technology (SAT) library to encourage a high response rate. Ninety six (96) nursing students of 300level were sampled during second semester of 2018/2019 academic session. Four research questions and two hypotheses guided the study. The Statistical Package for Social Sciences (SPSS) was used to analyze the data. Specifically, data collected were analyzed using graphs, percentages and frequency counts to answer the research questions while correlation (Pearson Moment Correlation) statistics and Analysis of Variance (ANOVA) were used to test hypotheses at 0.05 significant level.

## Results

**Fig1: Distribution of the Respondents by Gender**

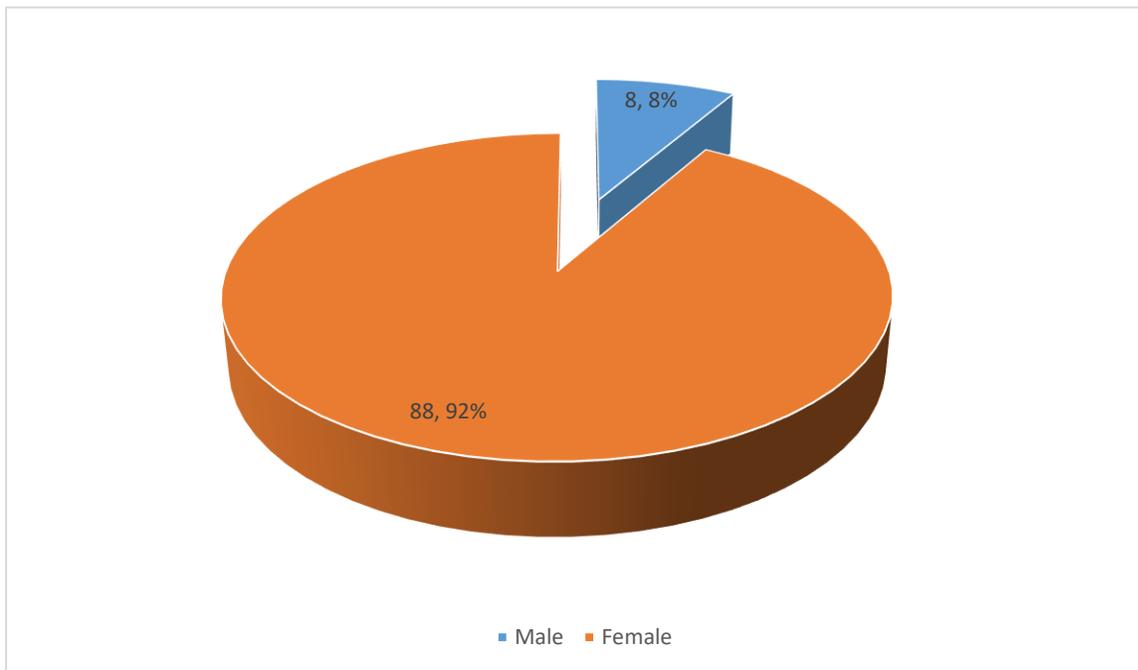


Fig. 1 shows the gender of the respondents. Where 8(8.3%) of the respondents are male, while 88(91.7%) are female.

**Fig. 2: Distribution of the Respondents by Age**

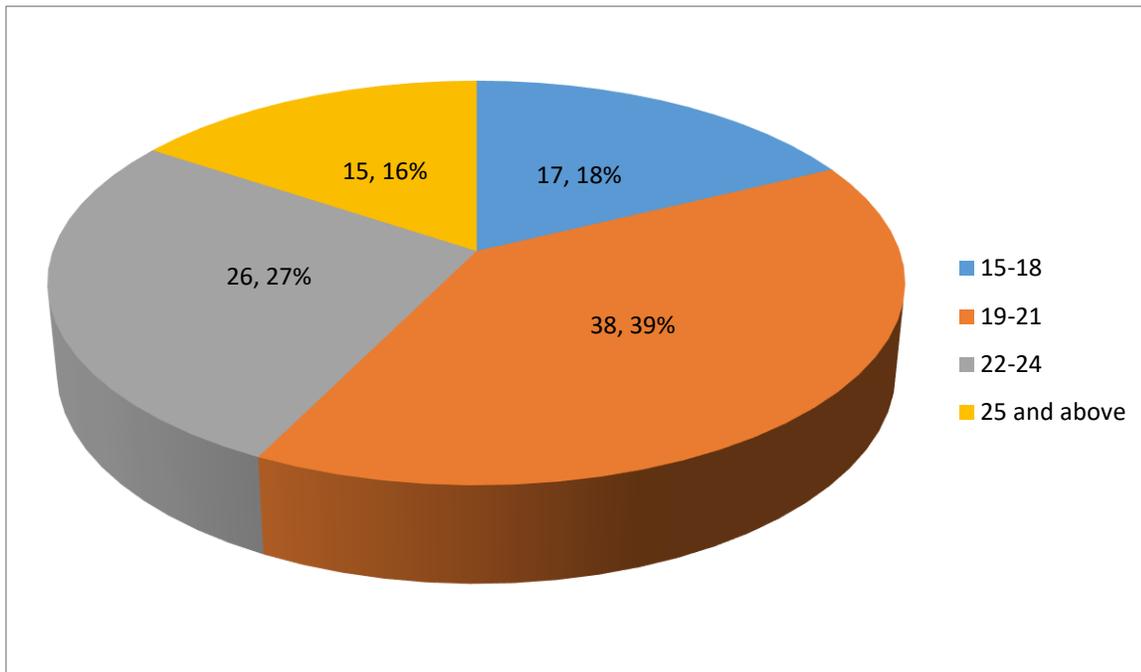


Fig. 2 shows the age distribution of the respondents. The figure shows that 17(18%) of the respondents are within the ages of 15-18years, 19-21years are 38(39%), 22-24years are 26(27%) and 15(16%) are within 25years and above.

**Fig. 3: The Extent of Use of Social Media by Students**

**Fig. 3a: Frequency of Usage**

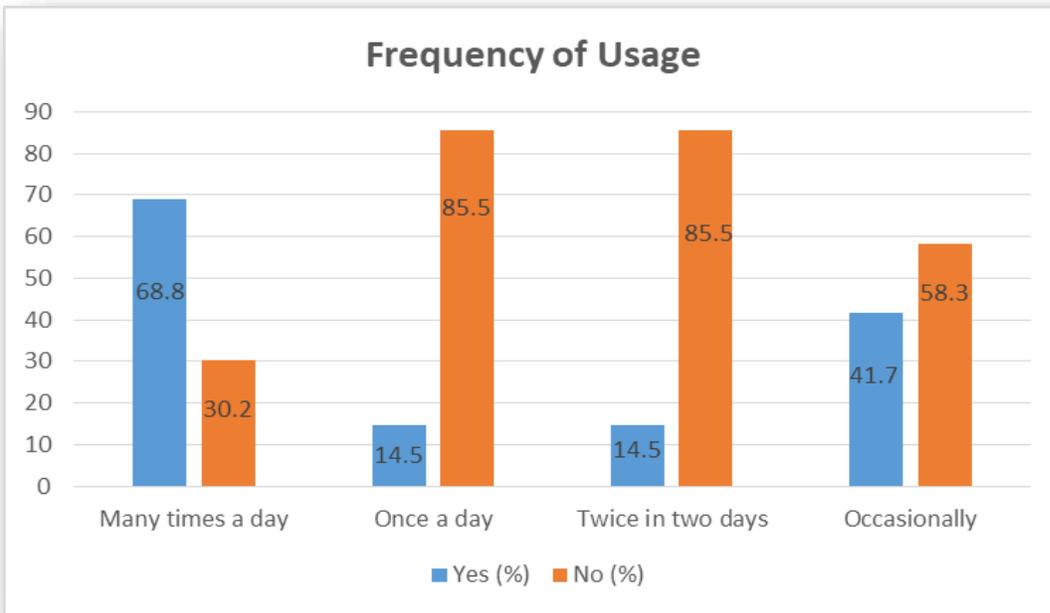


Fig.3a shows the frequency of the use of social media. It shows that 66(68.8%) of the respondents use the social media many times a day, while 40(41.7) of them use it occasionally.

**Fig. 3b: Time Spent on Social Media**

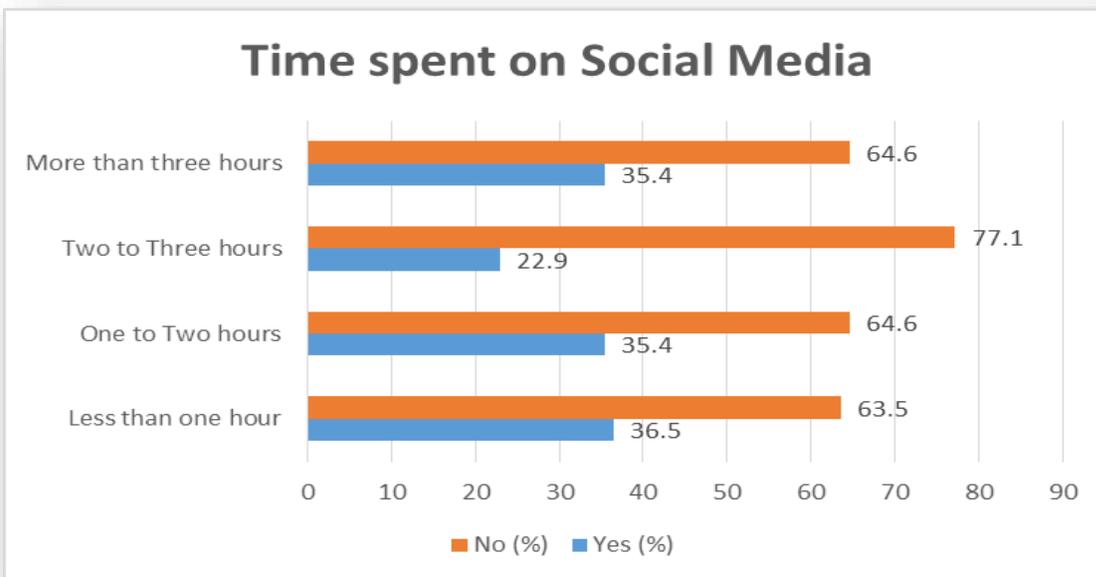


Fig 4b shows the extent of time the respondents spent on social media. 35(36.5%) use it less than one hour, 34(35.4%) use it one to two hours, 22(22.9%) use it two to three hours, while 34(35.4%) use it more than three hours.

**Fig. 5: Most Use of Social Media Tools**

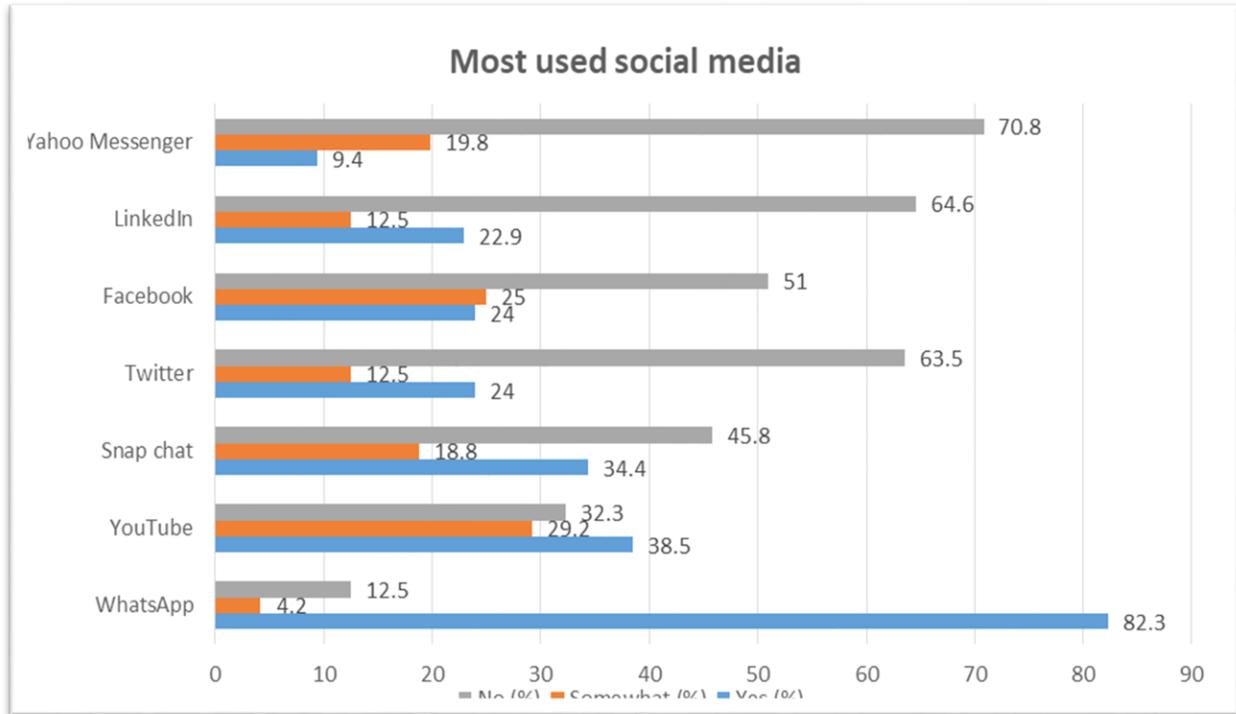


Fig.5 shows the most used social media tools among the respondents. It shows that WhatsApp are 79(82.3%), YouTube 37(38.5%), Snap chat 33(34.4%), Twitter 23(24%), Facebook 23(24%), LinkedIn 22(22.9%), and Yahoo Messenger 9(9.4%).

**Table 1: The Purpose for the Use of Social Media**

Purpose of Use of social media	Yes (%)	Somewhat (%)	No (%)
To share information	90(93.8)	3(3.1)	3(3.1)
To be up to date with current news and event	81(84.4)	10(10.4)	5(5.2)
Collaborate with classmates	78(81.3)	4(4.2)	14(14.6)
Access literature (Information resources)	76(79.2)	12(12.5)	8(8.3)
To share opinions	64(66.7)	20(20.8)	12(12.5)
Discuss content with lecturers	39(40.6)	33(34.4)	24(25)

Table 1 shows the purpose of using social media by the respondents. The table reveals that 90(93.8%) of the respondents use social media to share information, 81(84.4%) to be up to date with current news and events, 78(81.3%) collaborate with classmates, 76(79.2%) to access literature (Information resources), 64(66.7) to share opinions, and 39(40.6) is to discuss content with their lecturers.

**Table 2: Study Habits of Students**

<b>Study Habits of Students</b>	<b>Yes (%)</b>	<b>Somewhat (%)</b>	<b>No (%)</b>
When studying, I don't do other things such as spend time on social media.	90(93.8)	3(3.1)	3(3.1)
I use my "most alert" times for studying (I avoid wasting my best times in chatting.	81(84.4)	5(5.2)	10(10.4)
I always review my class notes within one day after the class in which they were taken.	82(85.4)	10(10.4)	4(4.2)
I use internet, or library resources, when needed.	76(79.2)	12(12.5)	8(8.3)
I study the "tough" subjects when I am most alert.	60(62.5)	11(11.5)	25(26)
I take breaks for progress, not for fatigue or chatting on social media	64(66.7)	20(20.8)	12(12.5)
At the start of each week, I carefully plan my study schedule for the week.	24(25)	33(34.4)	39(40.6)

Table 2 shows the study habits of the respondents. The table reveals the following: When studying, I don't do other things such as spend time on social media 90(93.8), I always review my class notes within one day after the class in which they were taken 82(85.4), I use my "most alert" times for studying (I avoid wasting my best times in chatting 81(84.4), I use internet, or library resources, when needed 76(79.2), I take breaks for progress, not for fatigue or chatting on social media 64(66.7).



	(Constant)	10.114	2.535		3.990	.000			
1	Social Media	-.056	.186	-.031	-.301	.764	.001	.091	.764

a. Dependent Variable: Study Habits

The regression summary of table 4 shows that social media have no significant effect on the study habits of the students (Beta=-.031; t=-.301; p>.05).

Ho2: There is no significance effect of time spent on social media on study habits of nursing students.

Table 5: Regression Summary

Model		Unstandardized Coefficients		Standardized Coefficients	T	Prob.	R <sup>2</sup>	F	Prob.
		B	Std. Error	Beta					
	(Constant)	12.401	1.785		6.948	.000	.031	2.969	.088
1	Time of use of SM	-.445	.258	-.175	-1.723	.088			

a. Dependent Variable: Study Habits

The regression summary of table 5 shows that the time they spend on social media has no significant effect on the study habits of the students (Beta=-.175; t=-.31.723; p>.05).

## Discussion

Analysis of demographic factors reveals that 91.7% of the respondents are female. This shows that female students forms the majority of the population of nursing students in Babcock University. Most of the respondents are within the age bracket of 19-21. This supports the study of Grindrod, et al (2014); Von and Ohno-Machado (2012) that the high usage rate of social media by 18-29 year

olds has motivated the adaptation of clinical curricula to reflect the changing habits and culture of incoming students. Based on the frequency of use of social media. It was revealed that 66 (68.8%) of the respondents use the social media many times a day while a handful of them use it occasionally. However, on the time spent on social media, most of them use it less than one hour 35(36.5%), though few of the respondents use it in varying numbers of hours.

The findings shows that majority of the respondents use WhatsApp and YouTube mostly. This is against the study of Elcockany and Dogham (2018) that found out that the majority of nursing students had multiple Social Network accounts and Facebook is the most favorite for them. Based on the purpose of using social media, majority of the respondents reveals that they use social media to share information, to be up to date with current news and event, collaborate with classmates on assignments, and to access literature (Information resources). This shows that the respondents have a purposeful attitude towards the use of social media. The finding is in line with the study of Kolan and Dzandza (2018) who reported that most students in tertiary institutions are exposed to social media networks and that they use social media for a variety of reasons. The findings reveals that most of the nursing students do not plan their study schedule every week, which is every important strategy of study habits. Majority of the respondents indicated that social media does not effect their writing ability, reading habit and cause distraction to their studies. Finally the study accepts the null hypotheses that there is no significant effect of social media on study habits of nursing students. And also there is no significant effect of time spent on social media on study habits among nursing students understudy. This is in line with the study of Camilia, Ibrahim and Dalhatu. (2013) who found that the frequent use of social media by Nigerian students had no effect on their studies.

## **Conclusion**

The use of modern technologies is germane to the study habits of nursing students. This technologies have helped to revolutionize the educational system and therein; enhance the learning of students. The use of social media tools facilitates nursing students' study habits through providing an avenue for knowledge sharing, collaboration and access to up-to-date information on professional development and advancement of nursing practice. The study shows that social media does not effect study habits of nursing students understudy. The implication is that nursing students

consider the use of social media as very impactful to their studies which has tremendously improve their study habits.

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