Ilkogretim Online - Elementary Education Online, 2021; Vol 20 (Issue 6): pp. 5086-5096
http://ilkogretim-online.org
doi: 10.17051/ilkonline.2021.06.497

Internet As A Tool Of Mass Communication Among Students Of Nursing

Insaf Khan Asst. Professor, Department of Media and Mass Communication, Graphic Era Hill University, Dehradun Uttarakhand India.

Abstract

Student nurses benefit from computer and Internet literacy since it facilitates their studies. There is a growing trend of Saudi nationals joining the nursing profession. Throughout their careers, individuals must be able to access and utilise study results using improved technological tools. No studies on computer and Internet use in education by Saudi nursing students were found in the literature review, and only a small percentage of nursing students worldwide use information technology. The focus of this research is on how students at the College of Nursing in Jeddah make use of computing and networking resources in the service of their academic pursuits. Purpose: To provide an account of how students at College of Nursing, Jeddah use computing and networking resources. There was a survey done based on relative frequency. Expert opinions and a pilot study were used to determine the reliability and validity of the self-administered instrument. The response rate was 89% from a suitable sample of 100 female nursing students.

Keywords: Computer and Internet literacy, Saudi Nurse, Nursing Students, expert evaluation, pilot study.

Introduction

The Internet and other forms of social media have emerged as crucial meeting places in modern society, serving as "new public spheres" where a variety of identities may coexist. The Internet and social media have created a "network society" (Castells, 2005) in which people from all over the world are in constant contact with one another. "The Internet-based apps developed upon

the conceptual and technical underpinnings of Web 2.0 that enable the user to produce and share information" (Kaplan & Haenlein, 2010:61) is one definition of social media. On the other hand, as Boyd and Ellison (2007:210) explain, these services are built on the premise that individuals will (1) create a profile that is open or half-open to the public in a connected system, (2) prepare a list with other people who have mutual relationships, and (3) share this list with the lists which have been created by other users in the network and follow it.

Social media's importance in the field of health is growing as its use spreads around the world (Carillo-Larco, 2012:756). This includes the search for health-related information, the improvement of health, the presentation of health, and the communication of risks to patients and health professionals. The way people talk to and about one other about health issues has changed because to social media. Today, numerous health-related organizations and specialists react to issues asked by users through social networks.

Concept Framework: The ability to use computers and the Internet effectively is crucial for a career in nursing. Students nowadays cannot get by academically without learning to utilize computers, the Internet, and a variety of software applications. Student nurses benefit from computer and Internet literacy since it facilitates their studies. They'll need these abilities in their future work, too. As a result, IT literacy is rapidly becoming an essential skill for nurses to possess [1].

Nurses require Internet proficiency not just to further their education but also to assist patients in answering their own health-related concerns online. Patients rely more and more on online health resources to influence their health management choices [2, but here is where nurses come in].

Helping patients and their families find accurate and relevant information requires nurses and future nurses to be familiar with internet health information sites and able to assess important information found there. Since 2005, the College of Nursing in Jeddah, Saudi Arabia has required a computer science course for all second-year nursing students.

Despite the internet's growing significance in the academy, researchers have reported that they make insufficient use of it. This is attributable to many problems, including a lack of computer access and the time required to sift through enormous amounts of material.[25] Researchers found that nurses were reluctant to utilize electronic resources[26] and lacked basic computer literacy.[24, 27–30] There must be a mental change on the part of educators and students alike, as well as the appropriate technological infrastructure, in order to fully embrace the use of computers and the internet in the classroom. Learners need to be provided with knowledge and abilities to utilize computer technology (ICT) in addition to making ICT infrastructures accessible in schools and incorporating them into the curricula[30].

Changed Technological Scenario: Over the last decade, health IT has become more widespread. Nursing schools have risen to the challenge of preparing future nurses to work with anything from clinical information systems to electronic medical records [3]. There is a constant influx of new terms into the IT lexicon, and existing terms are always being refined. It might be difficult to make sense of the terminology used in health IT. Different academics use different terms to discuss the application of information technology in healthcare. The authors of a cross-sectional study of second-year nursing students' perspectives on e-health found that Seventy-seven percent (n=43) of those surveyed by Edirippulige et al. [4] said they had never heard of the phrase "e-health." In addition, Edirippulige et al. [4] note that more than half of the respondents (34), expressed uncertainty as to whether or not e-health is relevant to their future practice. E-health, or electronic health, refers to the electronic dissemination of healthcare-related information and services. There are three basic components to it:

Computer and Internet-enhanced health information delivery [5] for both healthcare providers and patients; does not, however, include the search for evidence-based information inside databases. E-learning is defined in certain contexts as the use of electronic media for educational purposes. Nurses rely on computers and the Internet for a wide variety of tasks, including research, writing assignments, getting ready seminar presentations, watching videos, chatting with classmates and professors, and learning about new trends and innovations in the field.

Literature Review

College of Nurse Jeddah students used search terms like "nursing student," "Saudi," "computer," "Internet," and "education" to sift through the databases of the Medical Library and find relevant articles. CINAHL and Medline were consulted among other databases. Sixteen publications published between 2002 to 2014 were found to be related to the search. The scope of this literature review includes papers published between 2002 to 2014. Since just a handful of nursing student references were uncovered, the scope of the literature research was broadened to include other health care professions. Due to the topic's fast development, the literature search was limited to the last 12 years. Some of the publications are somewhat dated, but they were nonetheless included because of their importance to the research.

Use of Internet among other health care students : In their research, Ogur et al. [6] found that e-mail communication accounted for the majority of Internet use among Turkish medical students (81.6%) and that connecting to the Internet was the most prevalent use of computers (91.9%). Newspaper websites were the most popular overall category (62.8%) for daily visits. Almost half of all student Internet use is spent on health-related sites. Ogur et al. [6] note moreover that students' computer and Internet usage was inversely related to their academic achievement (-0.056 and -0.034, respectively). It was discovered that most medical students' online activity was unrelated to their studies. Once again, the findings may have changed in the intervening decade.

Medical students' learning outcomes were evaluated in relation to their usage of multimedia assets including video clips and collaborative communication tools by Romanov & Nevgi [7]. The course in medical informatics (0.7 credits) consisted of lectures, small group sessions, and eLearning material, and 121 third-year medical students participated. The WebCT (Course Tools)-based e-learning content included six individual courses with embedded videos and group study aids.

A final test was used to evaluate student comprehension. More than two-thirds of pupils (62.6%) watched at least three videos. Female students viewed videos at a far higher rate than male classmates. There were no statistically

significant correlations between video viewing and either self-test performance or eLearning engagement. Students who saw videos were more engaged with WebCT overall, as seen by their increased page views and forum posts. Watching videos was linked to more positive academic outcomes. In spite of their potential as an educational resource, over 20% of third-year medical students did not use video clips.

Results from a research conducted on 800 Iranian medical students attending the Faculty of Medical in Tabriz, Iran from 2000 and 2006 were examined by Ghabili1 & Alizadeh [8]. The computer and internet habits of medical students were studied using a self-administered, anonymous questionnaire. A statistical examination of computer usage among medical students found that 45 percent of students used them for less than an hour each week, and that just 18.3 percent used them for 6-7 hours per week. Eighty percent of all computer uses required some kind of Internet connection.

But of those 320 students who did use the Internet, a full third did so for leisurely pursuits. Nearly 35% and 5% said they logged on to check e-mail and read electronic publications, respectively, and 32% said they used the Internet to look for medical material. Nearly 40% of these people were interested enough in health to look for medical information online. This research found that a cohort of Iranian medical students used computers at a comparatively low rate [8]. In addition, the majority of medical students' Internet use in this study was for entertainment rather than research.

Faculty using Information technology in their work: Hsu [9] found (response rate of 41%) that teachers who had been in the classroom for six years or more and who had participated in at least 10 hours of professional development in web-based education were more likely to employ technology in the classroom. Faculty members at community colleges make use of technology to supplement their teaching, despite the scarcity of online nursing courses. Teachers who reflect on their own learning preferences and the ways in which they shape their lessons may be better able to adapt to their students' needs and make better use of technological tools. More opportunities for professional development, funding for technology, and time off work might all lead to more use of technology in nursing education [9]. Despite the low

response rate and the lack of effort made to increase the response rate via fresh data collection, the results of this study provide valuable baseline information for future research.

Nursing students using the Internet: Nurses use the Internet for a variety of reasons, including their own education and professional development, as well as for the benefit of their patients in their search for answers to questions about their own health. Helping patients and their families get access to health information requires that nurses and nursing students be familiar with available internet resources and able to assess the quality of material found there [10].

Patients with chronic illnesses often turn to internet health information for help, as discovered by Gilmour et al. [2]. Nurses play an essential role in facilitating patients' utilization of this data. According to Gilmour et al. [2], in 2009, they conducted a descriptive cross-sectional study of 540 nurses working in hospital wards. Most respondents (78%) were pleased with their Internet connection at work, and almost half (52%) said they found using online knowledge to better provide treatment. Unfortunately, only around a quarter of the group really asked patients whether they had used the internet to learn more about their condition.

Understanding patient misconceptions was significantly correlated with patient assessment. The results of the research by Gilmour et al. [2] show that despite the benefits of online resources for education, nurses do not always do the continuing evaluation necessary to establish their patients' online information requirements.

Patients' misunderstandings of online content were also identified, and it is true that in the current context of busy wards with rapid patient turnover, assessing the patients' comprehending and the relevance of the data which patients' retrieved from Internet is time-consuming.

Park and Lee [10] surveyed undergraduate learners in nursing in South Korea to determine their level of eHealth literacy. The methodology utilized in this research was a descriptive comparison. A total of 176 South Korean undergraduate nursing students took part. The eHealth Literacy Scale was

used, and participants were requested to fill it out. Descriptive statistics and t-tests were used to examine the data. Participants in a research conducted by Park & Lee [10] said that they find the Internet to be either beneficial or extremely useful when trying to make choices about their health.

Furthermore, individuals emphasized the need of having access to online health services. Most respondents concurred or strongly concurred that they were confident in their ability to use the Internet and get relevant information on their own. Few respondents concurred or strongly concurred that they could identify a reliable online health resource from one that was unreliable. On average, nursing students outperformed pre-nursing students on all measures of eHealth literacy. There were statistically significant differences across the two groups on six of the ten eHealth literacy questions [10].

Nurses have been reported to encounter several challenges while attempting to use online resources and software for educational purposes. Researchers have shown that nurses are eager to learn how to use IT [11]. There may be new developments since these trials were conducted so long ago. Despite nurses' generally optimistic views on the state of scientific nursing knowledge, several obstacles prevent nurses from making full use of research findings. These include a lack of familiarity with and confidence in using online libraries and databases [12].

Larger Perspective: Respondents averaged only 22 years of age. The majority (n=85) of those who answered the survey were also computer science majors. Over eighty-six percent of those who responded had studied computer science at College of Nursing - Jeddah. The others claimed to have studied computer science in high school or at King Abdulaziz University. While 61 percent of students said that their home Internet connection was subpar, 95 percent of pupils had access to computers and 68 percent had Internet access. Over the weekend, 91 percent utilized the Internet for academic purposes, and almost 90 percent said they found the resource helpful. In comparison to email (used by 77.5% of students to contact teachers), Blackboard was utilized by just 41.6% of students.

Eighty-nine percent of respondents looked up articles in online nursing journals, while only 44.9% said they utilized databases for knowledge

management. Only 12% of students (n=89) reported using a database specifically for research. Respondents cited resources including PubMed, Science Direct, and the websites of various publishers and the National Guard Health Affairs databases. Respondents found the most up-to-date medical information (66.3%) and nursing information (69.5%) on the Internet. Eighty-two percent were able to get the nursing-related data they needed from the Internet. The majority, 53.9 percent, had an account with a health-related website. In response to questions on their usage of various software programs, 77.5% of student respondents reported using a Word processor, 50% reported using a reference manager, 92.1% reported using a powerpoint presentation package, and 48.3% reported using Excel.

The research found that nurses had no impediments to Internet access and had enough opportunity to become computer literate. Nurses in this research used computers for academic purposes both at school and at home, although their use of these resources may be improved. From the results of this study, it is clear that nursing students are utilizing the Internet for their research, but they are not consulting primary sources. This indicates that the nursing students in question are not approaching the task of locating relevant research literature in a methodical manner. Nursing students might find useful resources at National Guard Health Affairs. Only around half of the students said they ever used Blackboard to ask questions or get help from their teachers. Blackboard continues to have access and functionality issues, severely limiting its usage throughout the College.

Somewhat unexpectedly, 22.5% of respondents did not use Word processor, however they may have used another text processor such as Notepad and simply not mentioned it. Most homework and assignments must be provided in Word document format. Word processing software often includes a thesaurus, a reference manager, and tools to fix spelling and grammar. Furthermore, it is now widely acknowledged that nurses require IT abilities, particularly Internet search skills, as part of improving patient competence in assessing open access health information. Students working on essays and, in the future, theses will benefit from improved search abilities, since this will lessen the obstacles they face. Teachers who make extensive use of computers and the Internet in the classroom may inspire their pupils to do the same.

Conclusion

Healthcare education in the digital age relies heavily on online resources. The results of this study may be found at http://jnep.sciedupress.com/volume83/. A research published in the August 2018 issue of the Journal of Nursing Education and Practice found that although nursing students do utilize computers and the internet for educational reasons, many lack the proficiency necessary to make the most of these resources. To fully realize the potential of technology in the classroom, both students and educators must master its application. Many students will be exposed to computers plus the internet for the first time at university; thus, it is crucial to assist them, offer suitable infrastructures, and guarantee that instructors use instructional strategies that center on students. Since the use of social networking sites may expose users' privacy and confidential information, it is recommended that nurses be trained in basic as well as advanced computer skills, and that nurse educators be equipped with the knowledge and skills to inform students on safe internet practices.

References

1. Deltsidou A, Gesouli- Voltyraki E, Mastrogiannis D, Noula M (2010) Undergraduate nursing students' computer skills assessment: a study in Greece. Health Sci J 4:182-188.

2. Gilmour JA, Huntington A, Broadbent R, Strong A, Hawkins M (2011) Nurses' use of online health information in medical wards. J Adv Nurs 68:1349-1358.

3. Jamshidia L Mehrdad AG, Jamshidi S (2012) Assessing nursing students' knowledge and attitudes about computers and the internet. Procedia - Social and Behavioral Sciences 46, 1371-1374.

4. Edirippulige S, Smith A, Beattle H, Davies E, Wootton R (2007) Preregistration nurses: An investigation of knowledge, experience and comprehension of e-health. Australian Journal of Advanced Nursing 25: 78-83.

5. World Health Organization (2012) Glossary. Retrieved Dec 4, 2012, from E-Health

6. Ogur R, Kilic S, Tekbas OF, Hasde M (2004) How medical students use the computer and Internet at a Turkish military medical school. Mil Med 169: 976-979.

7. Romanov K, Nevgi A (2007) Do medical students watch video clips in eLearning and do these facilitate learning? Med Teach 29: 484-488.

8. Ghabili K, Alizadeh M (2008) Computer and Internet use among Iranian medical students. Medical Education 42: 114.

9. Hsu L (2005) Learning styles of community college nursing faculty and their use of technology in teaching. Doctoral dissertation. Columbia University Teachers College.

10. Park, Jin-Hee, Lee, Eunha Bae, Sun Hyoung (2014) Factors Influencing Learning Achievement of Nursing Students in E-learning. J Korean Acad Nurs 40: 182-190.

11. Hobbs SD(2002) Measuring Nurses' Computer Competency: An Analysis of Published Instruments. CIN: Computers, Informatics, Nursing 20: 63-73.

12. Madsen-Rihlert C, Nilsson k, Stomber MW (2012) Information Retrieval-Swedish Specialist Student Nurses` Strategies for Finding Clinical Evidence. Open Nurs J 6: 47-52.

13. Kelley K, Clark, B, Brown, V, Sitzia, J (2003) Good practice in the conduct and reporting of survey research. Int J Qual Health Care 15: 261-266

14. Kaplan, AM., Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. Business Horizons, 53(1): 59-68. DOI:10.1016/j.bushor.2009.09.003

15. Kung, YM.,Oh, S. (2014). Characteristics of nurses who use social media. Computers, Informatics, Nursing(CIN), 32(2): 64–72. http://journals.lww.com/cinjournal/Fulltext/2014/02000/Characteristics_of_Nurses_Who_Use_Social_Media.4.aspx. s. 64.

16. Carillo-Larco, R.M. (2012). Social networks and public health: use of Twitter by ministries of health, International Journal of Public Health, 57(57): 755-756. 756. http://link.springer.com/article/10.1007%2Fs00038-012-0387-4. Accessed on: May 1, 2014. DOI: 10.1007/s00038-012-0387-4