

Influence of Social Media on Nursing Students

In this the possible effects of SM on undergraduate nursing students were analysed. Students that participate in SM may expect to learn more and achieve better outcomes, according to the findings of this review. Student involvement and learning were easier and more flexible when SM was incorporated into the learning process for nursing students, and more results have been discussed in the discussion part. The use of a comprehensive 'systematised' strategy to collect all relevant articles is one of the review's strengths. The use of the PRISMA and ENTREQ standards was another strength. Additionally, the 'sequential explanatory' approach was used to synthesise the data and integrate the quantitative, mixed and qualitative data. Nonetheless, there are several limitations in this review that must be addressed. The first limitation was that English was the only language available, which might have caused the researcher to miss important papers. This review is the first of its kind to look at the impact of SM on undergraduate nursing students, helping to provide a scientific foundation for this unique teaching tool. This emphasises the current SM platforms in use, their possible effects, and the modern technology and learning process capabilities. SM platforms promote learning by encouraging them to study, share, communicate, and build confidence. They help students prepare for exams and assignments. The review's results and suggestions may assist shape future nursing research agendas and influence higher and continuing education learning. Future research initiatives may be established based on these findings and recommendations.

In this systematised literature review, the current evidence was identified and evaluated critically in order to determine the potential impacts of SM on undergraduate nursing students. The findings of this review confirmed the ability and the power of SM to influence the learning process and provide nursing students with valuable outcomes. Equivalent findings were found in the study by Mukhtar et al. (2018). Student engagement and learning became easier and more flexible for the nursing students when SM was involved in the learning process, as confirmed and emphasised by all the included studies (Al-Shdayfat, 2018; Ferguson et al., 2016; Jones et al., 2016; Mather et al., 2016; Pimmer et al., 2018; Tower et al., 2014, 2015; Watson et al., 2016). Moreover, in the learning process of nursing, SM can assist nursing students in their exams, both practical and theory preparation, and it is a good tool for evaluating students. However, according to Jones et al. (2016), some student clarified that if there was no need for the evaluation they might not use it. Another finding was that personal education and solving health issues were some of the benefits of SM experienced by the nursing students; nevertheless, there are no similar research results with which to verify this evidence. This review shows that the usage of SM in nursing education can be positive for students, as it assists them with gaining new knowledge and improving their practical skills (Al-Shdayfat, 2018; Tower et al., 2015; Watson et al., 2016). Similar findings were reported in studies by Clifton and Mann (2011) and Morley (2012). In addition, communication through SM between students and their teachers became more effective with the use of SM and this had a positive impact. The majority of the included studies agreed with this point, which was echoed by Nyangeni et al. (2015). However, some of the included studies

confirmed the opposite and negative impacts were summarised by frequent use and continuous follow-up of social networking programmes. This affects the performance of the nursing students in terms of time consumption, in addition to the level of privacy, as some students felt like they were exposed to everyone (Ferguson et al., 2016). This was examined and similar results were obtained in the studies by Azizi et al. (2019), Hou et al. (2019) and Mukhtar et al. (2018). However, communication via SM may help nurses to expand their personal and professional relationships, a result that has been confirmed by other studies (Garrett & Cutting, 2012; Sigalit et al., 2017), and to gain more confidence and improve their stress. In regard to clarify which SM might be used in nursing education, one of the included studies reported that some of the nursing students might struggle in using SM (Jones et al., 2016); however, the fact that one paper reported this cannot be taken as strong evidence and further research on this is required; however, two of the included studies confirmed that the usage of SM was convenient (Pimmer et al., 2018; Watson et al., 2016). Other studies reported this too (Nyangeni et al., 2015), and from the integrated evidence in this review from the multiple studies that examined and explored these platforms, we can say that Facebook and Twitter were the most suitable SM applications for undergraduate nursing students. Asiri and Househ (2016) conducted a systematic review that examined the use of these two platforms with nursing students; however, because of the inclusion criteria their result on this point might be different. Although this review was clear in its conclusions, it found that there was doubt over the veracity of its assertions in light of the numerous poorly conducted studies and a lack of direct experimentation. Nevertheless, in SM a few low qualities of systematic reviews have been identified in areas like the medical field and other health education fields. The overall consensus among scholars in these subjects is that more work needs to be done in order to arrive at a solid conclusion (Cheston et al., 2013; Smith & Lambert, 2014; Sterling et al., 2017; Whyte & Hennessy, 2017). They concluded that there was insufficient data to support the efficacy of learning through SM. Hence, strong studies that employ accurate, established tools to uncover the causation between SM usage and knowledge building must be carried out, and the comprehension of this instructional tool would be boosted by further studies.

4.1 Review's strengths and limitations

One of the strengths of this review is using a comprehensive 'systematised' method to collect all the relevant papers. The other strength was using the PRISMA and ENTREQ guidelines. Additionally, the 'sequential explanatory' approach was used to synthesise the data and integrate the quantitative, mixed and qualitative data. This allowed the researcher to examine and explore SM's impact on undergraduate nursing students. Nonetheless, there are certain limitations that need to be addressed in this review. The first limitation was that the only selected language was English, which may have led the researcher to miss important papers. Second, other material like conference reports, master's theses, and many other formats, including grey literature, were left out. Other forms of data such as grey literature and theses were excluded and these could have provided additional evidence with which to explore the impact of SM. Third, the geographical distribution of the primary research was dominated by Australia; as a result, certain cultural differences in nursing education may have been overlooked in the review's results.

A fourth point to mention is that the research studies that were included were diverse in character and used inefficient research methodologies, and in addition meta-analysis was not used. The SM platforms examined in the included articles were limited and provided little evidence for other popular SM platforms. Fifth, the original data for each paper were inaccessible. Finally, this is a systematised literature review, which was carried out by the current author, and it differs from a systematic review that has more than three authors (Borah et al., 2017). Despite the strengths and limitations that have been reported in this review, it also has given rich information about the experience of nursing students when using SM in education.

4.2 Future research and implications for practice

In this systematised review, Twitter and Facebook were the most highest user base and most frequently used SM platforms in nursing education; however, in health education deferent social platforms and blogs were used (Sterling et al., 2017). Educators in nursing need to examine and explore other SM applications that are popular among young people now such as Snapchat, TikTok and Instagram, in order to develop a greater understanding of their various abilities, and therefore, do so during their future professional lives. Descriptions should go into depth about SM initiatives, as missing explanations of how these applications operate were a common flaw found in the papers reviewed. Other studies have already highlighted this shortcoming (Davis, 2012). University researchers must establish standards for using, explaining and evaluating SM research to make it more credible, reproduceable and transparent. Therefore, The Template for Intervention Description and Replication (TIDieR) is recommended by Hoffmann et al. (2014); it is a list that may be utilised with the research findings in this review on SM to offer more comprehensive and accurate descriptions of these internet resources, see **Appendix 5**. The vast majority of the social networking apps in this study have professors as their lead designers and builders. Nursing students may assist with collaborating on, implementing and assessing SM projects that include designing and executing educational experiences for themselves. Only one study (Wu, 2014) was found through the searching process that was a study on SM in a clinical setting. Researchers therefore need to conduct further studies about SM usage in settings other than academic ones. Nevertheless, in clinical settings it is an important gap to consider. The clinical environment is considered to be a challenging setting for researchers around the world. Furthermore, a limited number of research studies described the profile of the sample, making it impossible to know how pupils of varying ages, genders, nationalities, or social standings learn through SM. This gives an advanced comprehension of whether learning through SM is achievable and helpful in academic programmes at all levels would be realised.

This study provides an insight into the potential use of SM in nursing education, demonstrated through the analysis of multiple studies. Overall, nursing students' general impression of SM is positive. SM usage is important to nursing students as a source of information and it has been consistently growing. Therefore, this has larger implications for the overall educational system for nursing students. For instance, during the COVID-19 pandemic, remote learning has become a significant part of daily learning and SM is no exception. Nursing students have a positive attitude towards SM; they are using it increasingly as an information source and it is an easy method that educators can use to organise collect and communicate information in an interactive fashion. This paper has implications for nursing

education practice and if the conclusions are adopted to change how the curriculum is communicated to nursing students, this could change the non-practical aspect of learning in nursing. Providing information that is communicated online through media preferred by the student and educator could have a positive measurable impact on the entire field. This paper demonstrates that this step can be taken and it is the logical step to improving nursing education communication and learning freedom for educators and nursing students.

4.3 Conclusion

This review is the first of its kind to examine the impact of SM on nursing students at the undergraduate level, assisting in the establishment of a solid research foundation for this innovative teaching tool. Teachers and students will benefit from this since it highlights the SM platforms presently in use, the potential effect of each platform, and the capabilities of this modern technology and learning process. SM platforms are conducive to learning as they encourage them to learn, share, communicate and increase their confidence. They are an effective method for exam and assignment preparation. A future agenda for nursing research may benefit from the review's conclusions and recommendations, which could help to change higher and continuing education learning. Based on these results and recommendations, future research projects may be developed to improve learning at post-secondary educational institutions.

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