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## **Exploring Behavior Intention and Attitude Towards Adoption of social media of Nursing Student at School of Nursing Science at a Private University, Thailand**

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### **Abstract**

The study aimed to determine the behavioral intention to adopt the social media as supplementary tool, investigate the attitude towards adoption of social media as supplementary tool, and explore how the nursing students adopt the social media as supplementary tool for Nursing Foundation course of nursing student at a private university. The researchers used mixed research design, quantitative research and qualitative research method. The survey questionnaire with 5 Likert Scale was employed for quantitative research to measure the behavior intention to adopt the social media as supplementary tool for Nursing Foundation course and attitude towards adoption of social media and semi structure questionnaire for qualitative research. The participants of the study who completed and returned the survey were 24 nursing students. The semi - structure questionnaire was employed to explore how the nursing student adopted the social media as supplementary tool for Nursing Foundation course at a private university, The researchers utilized the descriptive statistic to analyze the data for quantitative research and content analysis, inductive and deductive method for the qualitative research. The research findings revealed that the student perception towards all 5 variables were at high level. However; the student perception toward perceive ease of use (PEU) was the highest level ( $=4.67, S.D.=0.71$ ) among all five variables, Perceive usefulness (PU) was at high level ( $=4.35, S.D.=0.58$ ), the student attitude toward using (ATU) social media was at high level ( $=4.16, S.D.=0.51$ ), the student's satisfaction was positive attitude at high level ( $=4.13, S.D.=0.95$ ) and the student behavioral intention (BI) toward adoption of social media was at high level consecutively at ( $=3.92, S.D.=0.73$ ).

**Keywords:** Behavior Intention, Social Media, TAM, Attitude, Nursing Education

## Introduction

The University and School of Nursing Science has invested and allocated the budgetary for resources and facility management and encouraged all instructors to employ varieties of technologies supporting enhancing the conducive of learning environment and teaching and learning process for both nursing instructors and nursing students. However, some universities face a high rate of failure and not all the learners are using technology actively (Al-Azawei, A. (2019). Social media is widely used in nursing education, but there's limited information on how nursing students use it for learning. Social media are online platforms that allow users to connect with other users, initiate lists of connections and interact with each other within the same platform. There are variety of applications for instructors and students for using formally which well plan for educational learning experiences and informally which the students could learned through other learning activities such as extracurricular. From literature reviews have shown that the social media facilitate communication, networking electronically both online and offline platform, formal and informal learning (Giroux & Moreau, 2022). For formal learning, the students can review the teaching materials, submit assignments through the system and the instructors can review the assignment and provide feedback through the system. The nursing students can use social media to create formal institutional structures. Social media facilitates communication, networking, and collaboration. Moreover, for **formal Learning**, students use social media to share, discuss, and clarify course content, supplement university services and electronic library and complete assignments. For **informal Learning**, social media helps students connect with peers and the nursing community, review clinical skills, and follow areas of interest at anytime and anywhere, such as online professional seminar for self-continuing nursing professional development. Toyn and Achwarin (2019) conducted a cohort study by interviewing 10 teachers who taught and demonstrated lab nursing, and 10 sophomore nursing students who enrolled the Fundamental of Nursing subject. The focus group was employed. Several main barriers to effective teaching and learning were found, teachers have limited time for teaching due to congested content and completing the subject matter within the allocated time frame, including having no time for a conclusion and letting students ask questions. While students were given limited time to review concepts of procedures in which they could demonstrate practice in an efficient and effective manner. Some of procedures were complicated and difficult for some nursing students to perform in the nursing laboratory, such as, sterile techniques, wound dressing in different types of wounds, retain Foley's catheter, airway suctioning. the researchers conducted experimental research by using Vodcast as a supplementary learning tool for nursing students to view important concepts for theory part and some procedures for clinical skills development, students could access the vodcast at anywhere and anytime. The results revealed that nursing student performance includes knowledge, and clinical skills could be improved significantly and perceived usefulness, ease of using vodcast, and convenience for the learning.

Questions are rising among nursing instructors concerning adoption of social media; mainly, MS Team Application as online and offline platform and adopt Line Application as supplementary tools for teaching and learning of Foundation of nursing profession for nursing students, which requires further inquiry, evaluation and analysis of these obstacles is essential to be identified, addressed to encourage nursing students actively adopts social media as supplementary tool. The investigation and gaining the answers from the perceptions of nursing students from this research study could lead to inspiration and enhancement of the nursing student adoption of social media for effective learning.

### **Research Questions**

1. What is the behavioral intention to adopt the social media application as supplementary tools for Nursing Foundation Course of Nursing Students at a Private University?
2. What is the attitude towards adoption of social media application as supplementary tools for Nursing Foundation Course of Nursing Students at a Private University?
3. How do social media applications support the learning of nursing students in the Nursing Foundation Course?

### **Research Objectives**

1. To determine the behavioral intention to adopt the social media application as supplementary tools for nursing foundation course of nursing students at a private University
2. To investigate the attitude towards adoption of social media application as supplementary tools for nursing foundation course of nursing students at a private University
3. To explore how the nursing students adopt social media application as supplementary tools supporting learning nursing foundation course

### **Scope of the Study**

This study explored a case study of 24 sophomore nursing students who enrolled in the Foundation of Nursing Course at School of Nursing Science, a private university. Thailand.

### **Significant of The Study**

The results of the research could add new vitality into traditional teaching for nursing through the integration of social media application into nursing education. With the adoption of social media application of MS Team and Line Application, could assist both nursing students and nursing instructors for both teaching theory part and nursing practice and nursing foundation skills for nursing students in Nursing laboratory and in clinical Nursing setting, assist students in mastering new ways of learning in and out of the classroom, The nursing instructor could utilize this technology as a supplementary tool in teaching nursing course to improve students learning performance.

## Literature Review

### **Nursing Education and Integration of Technology into Teaching and Learning**

Nursing education is dominated by theory and practice methods and systems. Nurse requires education for standards of nursing performance, knowledge, skills, and attitude towards nursing profession. Nurses need to comprehend and apply knowledge and experiences into the clinical nursing practice area. There are varieties of technologies and teaching pedagogy being considered and selected for using in the field of nursing education both in theory and practice. Learning is always an active process; the learner actively constructs her/his learning from the various inputs she or he receives. This implies that the learners need to be active to learn effectively. With some technology as tools to support teaching and learning nowadays and integration of technology such as social media application and software could be supplementary tools and support teaching and learning. Social media facilitate communication, networking electronically both online and offline platform, formal and informal learning (Giroux & Moreau, 2022). For formal learning, the students can review the teaching materials, submit assignments through the system and the instructors can review the assignment and provide feedback through the system. Nursing students can use social media to create formal institutional structures. Social media facilitates communication, networking, and collaboration. Moreover, for **formal Learning**, students use social media to share, discuss, and clarify course content, supplement university services and electronic library and complete assignments. For **informal Learning**, social media helps students connect with peers and the nursing community, review clinical skills, and follow areas of interest at any time and anywhere. Technology is the driving force for changes and transformation into practices. Technology is the agent to transform knowledge and experiences to teaching nursing instructors how students learn. There are varieties of pedagogical technologies being considered and selected in learning design in the field of nursing education. Giroux and Moreau (2022), explored the qualitative case study of nine nursing students at a Canadian School of Nursing. The findings of interview showed nursing students use social media for formal and informal learning, especially to support their learning outside of formal institution structures, social media plays a role in the learning activities of nursing students studying both face to face and by distance. in their learning formally and informally, creating a "third space" outside formal institutional structures. Social media facilitates electronic communication, networking, and real-time collaboration.

### **Technology Acceptance Model (TAM)**

The exploration of the influence of integration of technology into teaching and learning environment for both teachers and students can be traced back previously till nowadays. Many studies have demonstrated the relationship between belief, attitudes, intentions, and the actual use of technology (Venkatesh et al., 2003). That mostly based on the technology acceptance model (TAM). TAM discovers the usefulness and readiness to adopt the new technology for the task, it is designed to served. Base on the Davits' TAM, two primary constructs determining the attitude that affects the intention to use technology are perceived Ease of Use (PEU) and perceive usefulness(PU) the degree to which one believes adopting the new technology from

the effort (Davis, 1989; Mei et al., 2018; Tarhini et al., 2014) Moreover, there are some external factors suggested by Davis (1989) besides two primary constructs such as factors effect on attitude and behavioral intention is mediated by PE and PEU. Teo (2010) developed and validated an extended of TAM called Technology Acceptance Measure for Pre-service teacher (TAMPST) included subjective norm (SN) and Facilitating Conditions (FC). This extended theory was derived from other theories; Theory of Reason Action (TRA), Theory of Planned Behavior (TPB), Technology acceptance Model, and the Unified Theory of Acceptance and Use of Technology (UTAUT).

### **The Unified Theory of Acceptance and Use of Technology (UTAUT)**

The Unified Theory of Acceptance and Use of Technology (UTAUT) is a model of individual acceptance that is derived from several models and theories includes Theory of Reasoned Action (TRA), Technology Acceptance Model(TAM) , Motivational Model(MM),Theory of Planned Behavior(TPB), CTAM-TPB, Model of PC Utilization(MPCU), Innovation Diffusion Theory(IDT), and Social Cognitive Theory (Venkatesh et al., 2003) , Compose of the core determinants of usage intention of the four cores, performance expectancy, effort expectancy, social influence and facilitating condition which significantly predict intention (Venkatesh et al., 2003)

### **Behavior Intention**

Punnoose (2012) defined BI as the cognitive representation of one's readiness to perform a specific behavior; it reflects the effort one is willing to give to perform the behavior. The definition was similar to Davis (1989) who defined BI as the degree of effort that a person invests to generate a conscious plan to perform to avoid performing a certain behavior in the future. Several theories including TAM, TPB as well as UTAUT have confirmed BI as the most influential predictor of behavior (Davis, 1989). Mei et al. (2018) studied BI to employ computer-assisted language learning (CALL) by English as a foreign language (EFL) teachers in the People's Republic of China (PRC) using TAM and TPACK as the foundation, found that BI could be predicted by PU, TPACK as well as Facilitating Conditions which unfortunately was unspecified in the study but was believed to be multifactor. However, in the study, the effect of PEU, SE and SN on BI was statistically insignificant.

The study conducted by Aryadoust and Shahsavar (2016) to determine if behavioral intention toward using SM-AHPS affects individual users' satisfaction. A simple linear regression analysis was used. Results showed a significant effect on Users' satisfaction (US), suggesting that 61.8% of the variation was predicted by the listed factor. The predicted US score The result showed that Behavioral intention (BI) ( $\beta=.786$ ,  $t=13.212$ ,  $p<.001$ ) positively predicted Users' satisfaction (US). This suggested that users with a positive behavioral intention to adopt technology were more likely to have positive satisfaction.

The Behavioral intention to use is defined to be the degree of willingness for students to perform a specific behavior to use social media for learning (Noosong & Achwarin, 2021; Punnoose, 2012)

**Perceived usefulness**

Perceived usefulness is defined as the degree to which one believes that using social media applications would enhance learning performance (Davis, 1989; Mei et al., 2018; Tarhini et al., 2014).

**Attitude toward use**

Attitude towards using social media application is defined as how one responds and feels toward using social media application which may be either positive or negative depending on the belief regarding the consequence of integrating of social media application in learning should they perceive that social media application fulfill their students' need then it is less likely for them to have the intention to use (Teo & Lee, 2010). Facilitating Conditions is defined as factors influencing the desire to perform a certain task or, in this case, to integrate social media application in learning which comprise training, technical instruction, classroom supporting policies (Mei et al., 2018; Teo et al., 2008).

**Research Methodology****Research Design**

The researchers employed mixed research design of quantitative method and qualitative method. For quantitative research, a questionnaire with five Likert Scale was administered by the researchers to determine students' perceptions and measure the students' attitude towards adoption of social media as supplement tool for learning nursing foundation course. For qualitative research design, the researchers used a semi-structure questionnaire to explore how the nursing students adopt the social media application as supplementary tools supporting learning nursing foundation course.

**Participants**

The participants of the study were 24 nursing students who completed and returned questionnaires (66.66%) from the School of Nursing Science at a private university, Bangkok, Thailand. The sample of the study was obtained through purposive sampling technique, nursing students, the sophomore nursing students who enrolled Foundation of Nursing Course in semester 1 academic year 2023 at School of Nursing Science, a private university for both quantitative research and qualitative research.

**Research Instrument**

The researchers adopted the research instruments from the previous research, Toyn and Achwarin (2019) and Noosong and Achwarin (2021) for the five Likert Scale questionnaire for quantitative research part and a semi structured questionnaire for qualitative research part. The researchers conducted the content validity of the questionnaire by using the Index of Item Objective Congruence (IOC), evaluated by 3 experts who hold doctoral degree in the field of education, instructional technology, and nursing. To decide on the validity of an item, it must possess at least 0.5 IOC score. The researcher then revised as suggested. Overall, the average IOC score was 0.98, proving the validity of the questionnaire. The Cronbach's Alpha

Coefficient value was 0.96 which was higher than 0.7 indicating the reliability of the research instrument.

### Data Collection

For quantitative research part, the researchers employed the online survey questionnaire with five Likert scale to measure the behavior intention and attitude towards adoption of a social media and qualitative research part, the researchers use the online semi structure questionnaire that focuses on the constructs of TAM model and UTAUT model. The return rate of online questionnaire was 66.66%(n=24).

### Data Analysis

For quantitative research part, the researchers employ the descriptive static to analyze the data from the online survey questionnaire measuring the behavior intention and attitude towards adoption of social media. For qualitative, the researchers employed the content analysis, Inductive and deductive method.

## Results and Discussion

### Quantitative Research: Survey questionnaire (Part I)

#### *Demographic Profile*

The participants of the study were 24 sophomore nursing students from School of nursing science at a private university. The participants of the study were 23 female (95.83%) and 1 male (4.16 %). The age between 18-24 years old were 20 (83.33%) and 25-35 were 4 (16.67%).

**Table 1**

*Demographic Profile (n=24)*

Gender	Frequency	Percent (%)
Female	23	95.83
Male	1	4.16
Age		
18-24	20	83.33
25-35	4	16.67

#### *Descriptive Statistics:*

The research study aimed to determine the behavioral intention to adopt the social media to investigate the behavior intention and attitude towards adoption of social media as supplementary tools and explore how the nursing students adopt the social media application as supplementary tools of nursing student at a private university or nursing for foundation course.

**Table 2**

*Mean, Standard deviation, and Perceptions toward Adoption of social media (n=24)*

Variables	Perceptions		
	$\bar{x}$	S.D.	Interpretation (Level)
Behavior Intention (BI)	3.92	0.73	High
Perceived Usefulness (PU)	4.35	0.58	High
Perceived Ease of Use (PEU)	4.67	0.71	High
Attitude Toward Usage (ATU)	4.16	0.51	High
Users' Satisfaction (US)	4.13	0.95	High

The study was conducted to investigate the student perception toward behavior intention and adoption of social media as supplementary tools to respond with the technology acceptance of social media. The results revealed that the student perception towards all 5 variables were at high level. However; the student perception toward perceive ease of use (PEU) was the highest level (=4.67, S.D.=0.71) among all five variables, Perceive usefulness (PU) was at high level (=4.35, S.D.=.058), the student attitude toward using (ATU) social media was at high level (=4.16, S.D.=0.51), the students' satisfaction was positive attitude at high level (=4.13, S.D.=0.95) and the student behavioral intention (BI) toward adoption of social media was at high level consecutively at (=3.92, S.D.0.73).

### **Summary of Qualitative Research: Survey questionnaire (Part II):**

The result of the students' responses in written form of a survey questionnaire part two concerning "How do social media applications support the learning of nursing students in the Nursing Foundation Course?"

The results showed that nursing students adopt social media to facilitate communication, networking electronically both online and offline platform formally and informally, and support learning Foundation course of nursing both in theory part and nursing practice part in Nursing Laboratory Room. The nursing students use varieties of social media; Line Application, Facebook, YouTube Microsoft Team, and Zoom for engaging in learning. For formal learning the students review course outline, video presentation and teaching materials, submit assignments through the system and the instructors review the assignment and provide feedback through the system. The nursing students use social media creating formal online discussion for real time or online conference in the classroom. Social media helps facilitate student communication, networking, and work collaboratively for studying and working extra curricula activities, creation of virtual study groups where nursing students can share resources for professional development. Moreover, for **informal Learning**, students use social media to share, discuss, and clarify course content, supplement university services and electronic library and complete assignments. For **informal Learning**, social media helps students connect with peers and the nursing community, review clinical skills, and follow areas

of interest at anytime and anywhere, such as online professional seminar for self -continuing nursing professional development.

The results revealed that the nursing students adopted social media in the Nursing Laboratory room more than theory part in the classroom and practice part in the nursing laboratory room. It was useful, helpful, and accessible. It was useful and flexible, so the students can study any time at anywhere. The nursing students mainly adopted Microsoft Team, could form separate groups for each subject and upload various information related to learning content, Beside MS. Team, the nursing also adopted others, such as Line Application, WhatsApp, WeChat, and YouTube. However, most of the nursing students preferred and frequently adopted MS. Team for nursing practice more than studying the theory part in the classroom. It was useful and helpful for students to review before and after studying nursing practice in the Nursing Laboratory room.

## **Conclusions and Recommendations**

### **Conclusions**

The results of the study are concluded into three parts; Students' perceptions about behavior intention, adoption the social media, as supplement tools for nursing foundation course, student attitude towards adoption of social media application, and how the nursing students adopt social media as supplementary tools supporting learning nursing foundation course.

1. The student perception about adoption social media as supplement tool for nursing foundation course

The results of the students' responses to 21 items of a survey questionnaire part one concerning the perception about adoption of social media as supplementary tool for Foundation of Nursing course which covered all 5 variables; behavior intention (BI), perceive usefulness (PU), perceive ease of use (PEU), attitude toward usage (ATU), and users 'satisfaction (US) were at high level.

2. Attitude towards adoption of social media as supplementary tools supporting learning nursing foundation course.

The results revealed that the attitude of the nursing students towards adoption of social media as supplement tools support learning was positive at high level for both study theory and nursing practice for Foundation of Nursing course. It could create positive atmosphere and conducive learning.

3. How nursing students adopt the social the attitude of nursing students towards adoption media application as supplementary tools supporting learning nursing foundation course.

The results revealed that the nursing students adopted social media for the Nursing Laboratory room more than theory part. The nursing students adopted social media before and after class. as their convenience. It was useful, helpful, and accessible. It was useful and flexible, so the students can study any time at anywhere. The nursing students mainly adopted MS. Team, could form separate groups for each subject and n upload various information

related to learning content, Beside Microsoft Team, the nursing also adopted others, such as Line Application, WhatsApp, YouTube. However, most of the nursing students preferred and frequently adopted the Microsoft Team for nursing practice more than study theory part in the classroom. It was useful and helpful for students to review before and after studying nursing practice in the Nursing Laboratory room.

### **Limitations of The Study**

The limitation of the study was that it was conducted only with the second year of nursing students at a school of nursing students at a private university, the future research should incorporate other group of nursing students for more comprehensive illumination of the findings and to enhance the generalizability of the results.

### **Recommendations**

The study indicates that nursing students use social media for both formal and informal learning, both learning in the theory part and practice for nursing skills development which has significant implications for nursing education. The study suggests that social media can support both formal and informal learning in nursing education. However, nursing students may face challenges when using social media for learning, such as information overloaded with information, and it could be overwhelming for students to sift through and identify credible sources. The attraction of social media can lead to distractions. The nursing students might find themselves scrolling through unrelated content and may affect the students focus and productivity.

The nursing instructors should be noted how students use social media for learning, students must significantly evaluate the information, content and credibility of sources that come across to avoid misinformation, since not all content on social media is accurate or reliable. The nursing instructors be aware of using social media with flexibility and allow choice for students. Nursing education can leverage social media to provide opportunities and choices to support the student learning and achieve specific competencies and learning objectives, filling perceived gaps in the learning experience and improving both formal and informal learning. The findings implied that the nursing instructors need to be utilized more of social media for active learning for both part of theory and on hands nursing skills practice part, initiated active learning activities via social media and provided more time for students on hands skills practice in the Nursing Laboratory Room.

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