Marica Estrada, Glendalle Patricia Anne Carillo, Edgel Marold Castillo, Janelle Grace Casusi, Wyonna Patrice Catapang, Jose Paulo Cayabyab

Social media use and its impact on the emotional and social well-being of nursing students in a selected private university in Manila

INTRODUCTION

Social media is defined as a form of electronic communication (as Web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (Merriam-Webster Dictionary, 2014). Increased mobile usage of social networking sites is one of the main reasons why social media use is rampantly increasing. As smart- phones and tablets become more popular, many social media users make use of their mobile apps to access their favorite sites. In December 2016, Facebook boasts a staggering 1.15 billion mobile daily active users (Facebook, 2017). Although social media is accessible to nearly anyone, young adults are the most active users. 84% of 18-29-year -olds are on Facebook, while 90% are university students (Al-Rahmi and Zeki, 2017). Further studies show that a high percentage (between 85 and 99%) of this age group are students (Amato and Sobolweski, 2001; Antoci, Sabatni, and Sodini, 2012).

Social media has impacted its users as proven by a study conducted by the Royal Society of Public Health and the Young Health Movement in the UK last 2017. Social media's major purpose, from posting to tweeting, is to allow people to establish connections more than ever before. This causes positive effects that include making and maintaining relationships with people, self-expression, self- identity, emotional support, and community building (Royal Society of Public Health, 2017). Numerous researches have identified reasons why people are motivated to establish these connections online: a need to belong and a need for self-presentation (Barry, Sidoti, Briggs, Reiter, Lindsey, 2017), need for self-worth and self-integrity (Becker, Alzahabi, Hopwood, 2013; Best, Manktelow, Taylor, 2014), need to stay in touch with current friends and family, the need to make new friends, read comments by celebrities and politicians, and find potential romantic partners (Bowman and Akcaoglu, 2014). However, the use of social media also has its negative effects like increased levels of depres-

sion and anxiety, poor sleep quality, dissatisfaction with body image, cyberbullying, FOMO (fear of missing out), and lack of real-world relationships or social interactions (Royal Society of Public Health, 2017); being sidetracked and losing focus on the task at hand during class lectures or presentations (De La Cruz, 2016); procrastination and cramming schoolwork (Wang, Chen, & Liang, 2011); increasingly short attention spans (Silver, 2017); adverse effects on our levels of happiness (Beattie, 2013); and a feeling of inadequacy and low self- esteem due to unrealistic depictions in posts (Duggan and Smith, 2013).

The researchers examined the role of social media use in enhancing or diminishing nursing students' well-being. This included the issues on how social media use works as a support network or how it affects adolescents' social communication and emotional health. Understanding these factors that affect their well-being may lead to increased awareness about what kinds of activity are productive or destructive and may also help to create a conclusive evaluation of the effects of social media use.

Specifically, the study aimed to determine the emotional and social impact of social media use among nursing students in a selected private university in Manila. This study may also influence others to observe online etiquette and become responsible social media users.

METHODS

Study design

This study utilized a descriptive correlational type of research design. A descriptive research design systematically and accurately describes the facts and characteristics of angiven population or area of interest (Duggan and Brenner, 2013). A correlational type of study determines the relationship between 2 or more variables from the same group of participants (Dulock, 1993). The purpose of this study was to determine the relationship between social media and its impact on nursing students' social and emotional well-being.

Participants

The respondents who were eligible to participate in the study included students who are: a) currently enrolled in the selected private university in Manila; b) currently a regular student of the university's college of nursing; c) from levels one to four; d) 18

years old and above; and e) member of social media site. The study was conducted within the premises of the building where the college of nursing is situated in the selected private university in Manila, Philippines.

Measures

This study made use of an adapted and modified three-part questionnaire. The first part of the questionnaire included the general information which consists of the demographics pertaining to the eligibility criteria of the participants in the study and determines the respondents' duration of social media use which includes: a) less than 2 hours, b) 2-9 hours, and c) more than 9 hours. The second part, which is the Radzyk's Social Well-Being Questionnaire, assessed how a person experiences his or her own social life and how this is related to the construct of social well-being. This set contained 29 randomized items. Participants are asked to rate each item on a level of agreement using a 4-point Likert Scale, which consists of four categories: Strongly disagree (1), disagree (2), agree (3) and strongly agree (4). The results will enable the researchers to identify which of the re-spondents are feeling integrated into a community (an average score of 3-4) and which are in need for social engagement (an average score of 1-2). The higher the score, the higher was the perceived social well-being. The third part of the questionnaire, which is the TKC's Emotional Well- being Questionnaire, was composed of 11 statements that were answerable by Yes (1) or No (2). If the score of "yes" was 3 or more of these statements, the participant may have perceived the need to address his or her emotional well-being but if the score of "yes" was less than 3, then there is a less need to address his or her emotional well-being.

The questionnaire has undergone validation from three experts in different fields, includ-ing a Psychiatric Nursing professor, a Bioethics professor, and an Educational Technology Coordinator. Pilot testing was also done to check for its reliability and to further make the tool culturally sensitive for the Philippine setting. The Cronbach's alpha procured was 0.71. A reliability coefficient of .70 or higher is considered acceptable in scientific re-search. Ten (10) students in the college were included in the pilot testing, however, these students were excluded as participants in the study.

Sample size and statistical methods

This study purposively recruited 525 nursing students based on power analysis with a power of 80.00% and a medium effect size of 0.15. To measure the correlation of social media use to the respondents' emotional and social well- being, respectively, the Pearson correlation coefficient was utilized in the study. The Pearson correlation coefficient, a basic and commonly used type of predictive analysis, is a measure of the strength of a linear association between two variables and is denoted by r. The Pearson correlation coefficient, r, can take a range of values from +1 to -1. A value of 0 signifies that there is no association between the two variables. A value greater than 0 indicates a positive association; that is, as the value of one variable increases, the value of the other variable also increases. A value less than 0 indicates a negative association; that is, as the value of one variable increases, the value of the other variable decreases. Further statistical treatments were analyzed with the official statistician, using SPSS version 24.

RESULTS AND DISCUSSION

Research Question 1: What is the mean score of social media use among nursing students in a selected private university in Manila?

Table 1 shows the mean score of social media use among nursing students in a selected private university in Manila. The table depicts that 76.6% of the respondents use social media for 2 to 9 hours, 12.8% use it for more than 9 hours, and 9.4% use it for less than 2 hours. An overall mean of 2.03 suggests that students spend an average time of 2-9 hours on social media sites. Related works of literature support the claim that the average person spends nearly two hours (approximately 116 minutes) on social media every day (Dunlap and Lowenthal, 2009). Moreover, the results of a study revealed that 45% of their respondents, majority of which are the youth, spend more than 2 hours in social media, whereas 38% spent 1 to 2 hours and 17% spent less than an hour, indicating that a major part of our youth spends an average of 2 to 9 hours accessing social networking sites a day (Edge, 2017).

These findings emphasize a substantial impact of social media sites on college students and adolescents alike on the grounds of its capability to consume a large number of their

time. Consequently, young adults in nursing school can, unknowingly, be susceptible to social media mistakes and possible negative results due to the number of hours they spend on these websites [19]. Moreover, Wallace (2015) asserts that social media, being the dominant intermediary in their lives, can bring forth debilitating effects on youth's lives, including a lack of sleep, poor interpersonal relationships with their parents and teachers, as well as a lack of time in accomplishing school-related tasks. In contrast, according to Ferguson (2013), adequate time must be spent utilizing social media and learn to cope with the complexities they exhibit and not merely focusing on its problems in order for the nursing profession to advance. Although students use social media for a multitude of reasons, usually for communication with friends or for news, using social media within nursing education is still in its emergence (Price et.al, 2018).

		Valid Percentage	Mean	Std. Deviation	Verbal Interpretation
Social Media Use	1	9.4%			
	2	76.6%	2.0343	.47330	2-9 hours
	3	12.8%			

Legend: 1 - Less than 2 hours; 2 - 2-9 hours; 3 - More than 9 hours

Table 1. Mean Score of Social Media Use Among Nursing Students in a Selected Private University in Manila

Research Question 2: What is the level of the social well-being of the nursing students in a selected private university in Manila?

Table 2 shows the mean score of the level of the social well-being among nursing students in a selected private university in Manila. With a rounded off mean score of 3, the results showed that 90.8% of the respondents exhibit good quality of social relationships and make meaningful social connections. On the data acquired, the results further showed that majority of the respondents feel socially acceptable, socially contented and socially connected based on the given situations on the questionnaire provided. As student nurses, the core of our profession focuses on human interaction. In rendering care, social interaction is beneficial in order to establish rapport with the patients. This makes them comfortable enough in verbalizing what they need and being truthful to what they feel, which makes nursing care more effective and focused. Professors and clinical instructors make use of social media to extend their interaction

with the students from hospital experiences and classroom-based learning to online-based learning. In contrast, Misra, et al. (2014) proved that social media use can negatively affect the quality of face to face social interactions because they have found out that conversations in the absence of social media were rated as significantly superior and have higher levels of empathic concern compared with those in the presence of social media, in which it was found that it interferes with personal closeness, connection and conversation quality of human relationship (Przybylski & Weinstein, 2012). Contrary to these studies, Adler (as cited in Drago, 2015) stated that digital communications can enhance relationships and that the more one can communicate with people using devices, the more likely one can communicate with those people face to face. The use of social media was also proved to be contributing to the developmental tasks such as discovering intimacy, exploring identity, and developing existing friendships which improves the social well-being of an individual (Pea, et al., 2012). Supporting this, Rotondi, Stanca & Tomasuolo (2017) stated that it is widely documented that the quantity and quality of social interactions play a key role for subjective well-being. The need to belong in a society has long served as an important means of improving social interaction (Ahn & Shin, 2013). Moreover, an individual who can perceive social connectedness have the means to establish new friendships and maintain old ones (Rajeev & Jobilal, 2015).

Research Question 3: What is the level of the emotional well-being of the nursing students in a selected private university in Manila?

Table 3 shows the percentage and mean score of the level of emotional well-being among nursing students in a selected private university in Manila. The findings with the least percentage suggest that 40.1% of the emotional well-being of the students are experiencing difficulty in some areas of functioning and would possibly be in need of assistance. A study from the Public Health Institute of Scotland (2003) stated that around 125,000 young people under the age of 19 have identified problems in terms of the emotional health which cause them daily difficulties in living. Many self-report studies reported an unwillingness by college students to speak to teachers about their emotional problems due to their doubts on whether schools are the best location for tackling their

emotional concerns (Harden et al 2001). A study from Robert Gordon University indicated that the young people would talk to family and friends on some intimate issues but were reluctant to speak to guidance teachers due to peer pressure, embarrassment and a belief that their guidance teachers did not really understand them. Gordon and Grant's (1997) reported that students identified boredom, the stress of too much schoolwork, and doing badly academically as the main factors preventing them from 'feeling good' at school. However, Gordon and Grants (1997) also stated that the central concept to 'feeling good' by young people was acceptance from others, perceiving that they were doing well and feeling they were 'virtuous,' confident and in control.

Nonetheless, the overall findings showed a mean score of 2 which indicates that the nursing students in a selected private university in Manila have good emotional well being as well as resiliency and are likely not in need of counselling services. This finding

	Valid Percent	Mean	Std. Deviation	Verbal Interpretation
Social Well-Being	1 .2% 2 5.6% 3 90.8% 4 2.3%	2.9619	.29382	Agree

Legend: 1 - Strongly Disagree; 2 - Disagree; 3 - Agree; 4 - Strongly Agree

Table 2. Percentage & Mean Score of Level of Social Well-Being of the Nursing Students in A Selected Private University In Manila

		Valid Percent	Mean	Std. Deviation	Verbal Interpretation
Emotional	1	40.1%			
	2	58.8%	1.5943	.49150	No

Legend: 1 - Yes; 2 – No

Table 3. Percentage & Mean Score of Level of Emotional Well-Being of The Nursing Students In A Selected Private University In Manila

implies that 58.8% of the nursing students are likely emotionally stable in most areas (studies, outside activities, future planning, organizing, relationships, and behavior). Emotional stability has a leading role when it comes to achieving good results in educational, sport, and other fields (Serebryakova, 2016). Those who are extremely satisfied with their performance displayed higher mastery in their emotional well-being than those who are continuously concerned about their work. Individuals that are more emotionally stable are better able to manage their environment and control several external

activities ultimately creating a higher point of emotional well-being (Amato & Sob-olewski, 2001). Emotional well-being is a core factor in whether or not students can learn effectively (Warwick, Maxwell, et al, 2006). Some of the respondents verbalized that, among other things, 'surrounding self with good people', 'engaging self in other ac-tivities', and 'learning to adjust in academic work stressors' contribute to them feeling more settled in college and experiencing a profound 'sense of satisfaction'. Hence, the findings in the level of emotional well-being of the nursing students in a selected private university in Manila suggests that the students are likely flourishing and are currently feeling fulfilled. It was stated from a study of New Community School in East Lothian (Edwards 2001) that young females reported that having good friendships and close family relations helped to maintain their emotional well-being, while majority of the young males reported that being physically active helped in maintaining their emotional well-being.

Research Question 4: Is there a significant relationship between social media use and the level of social well-being?

Table 4 displays the relationship between the frequency of social media use and its effect on the social well-being of the nursing students in a selected private university in Manila. The Pearson value of .023 suggest that there is a positive relationship between the two variables which means that the social well-being increases with frequent social media use. A study of Valenzuela (2009), states that social media has been one of the resources available to people for social interaction. Social interaction takes place in sharing experi-ences such as success stories, occasions and travels in social media which users find more reliable and unbiased (Arsal 2008; Litvin et al., 2008). The frequent use of social media is affected by the fact that the need to belong, to have close personal connections and relationships with other is the very essence of human existence (Baumeister & Leary, 1995; Paul, 2008), this can be observed when students make use of social media to inter-act with others through video chatting, commenting and tweeting which makes the com-munication easy and attainable no matter the distance (Gosling et al., 2011).

However, a study by (McDol et al., 2016) indicates that spending more time on social

networks reduces the satisfaction that children feel with all aspects of their lives, except for their friendships. It is also said in the same study that this may be due to three reasons; "social comparisons", "finite resources" and "cyberbullying." Another study also suggests that social use of media cannot replace or substitute the social function of face-to-face communication because it does not facilitate the avoiding of social isolation and seeking connectedness (Ahn & Shin, 2013).

Research Question 5: Is there a significant relationship between social media use and the level of emotional well-being?

Table 5 presents the relationship between the frequency of social media use and its effect on the emotional well-being of the nursing students in a selected private university in Manila. The Pearson value of 0.39 suggests that there is a positive relationship between the two variables which means that the emotional well-being still increases with frequent social media use which was based on our questionnaire that mainly has negative questions that are then answered negatively by our respondents. It is then understood by the researchers that more social media hours lead to a better emotional well being of the nursing students. A study on Australian consumers, say that social media likes are the same as getting a 'hug'. The same brain areas that are activated for food and water are also activated for social stimuli. This can be a smile, someone telling you you're doing a great job or you're trustworthy, or even merely cooperating with somebody. All of these social 'reinforcers' are abstract but show similar activity in the reward centers of the brain. This suggests that, perhaps, if you are getting positive feedback in social media—

Social Hours	Media	Emotional Well- being	Pearson Value	Significance	P-value (Two-tailed)
Mean	SD	Mean	.039	Significant Positive	.000
2.0343	.47330	1.5943			

Table 4. The Relationship Between Social Media Use and Level of Social Well-Being

'likes' and shares and retweets—it's a positive 'reinforcer' of using social media, and one that allows you to, a.) get the positive effects of it, and, b.) return to it seeking out more social reinforcement. (Delgado, 2015).

Surprisingly, there is a lot of previous research on the effect of social networking site use on self-esteem that is inconclusive or that also shows a positive association. Facebook may represent a special form of social network interaction, which seems to predict impoverished well- being (Kross et. al, 2013). Previous research has shown an association between Facebook use and life satisfaction (Ryan & Xenos, 2011; Wilson, Fornasier, & White, 2010).

However, studies have confirmed that people tend to undergo a kind of withdrawal. A study from Swansea University found that people experienced the psychological symptoms of withdrawal when they stopped using social media. "We have known for some time that people who are over-dependent on digital devices report feelings of anxiety when they are stopped from using them, but now we can see that these psychological effects are accompanied by actual physiological changes." (Reed, 2017).

CONCLUSION

Based on the findings of the study, there is a significant positive correlation between social media use and the social well being and the emotional well being of the nursing students in a selected private university in Manila. This positive relationship among the aforementioned variables means that the social and emotional well being increases with frequent social media use. Hence, this study can claim that social media use can also be beneficial to students in promoting better sense of well-being specifically in the aspect of emotional and social health.

STUDY LIMITATIONS

Some impediments encountered in the study included the fact that only the social and emotional aspects of health were taken into account as physical and mental health were not included. There were also other factors that could have affected the emotional and social well-being of the respondents such as family involvement, interpersonal relationships, academic load, extracurricular load, and stress levels. Another limitation of the study was that it was only conducted among nursing students within the university. Furthermore, the duration of engagement in social media (or the length of time elapsed

since the first usage up to the present) were not taken into consideration. Lastly, organizing the schedule of participants was proved to be another research impediment since their schedule could not match with those of the researchers. To solve the problem, the researchers then arranged the time each day in which they could conveniently gather data from specific sections.

RECOMMENDATIONS AND IMPLICATIONS

The researchers recommend to have a broader scope of respondents, ranging from different colleges and programs to provide more generalizable results and variance of their well-being. Additionally, the researchers would like to recommend that future studies consider the cumulative length of social media use since it can be an additional variable that can affect the results of the study. Likewise, other aspects of a person's well-being (such as physical and spiritual) can also be taken into consideration since social media use may also have an impact to a person's sleep cycles and connection with a higher affinity, among others.

The researchers also recommend that for nursing education, students can utilize social media sites as well as other technologically-advanced resources to interact among their peers for academic purposes to enhance their social and emotional well-being since this can also increase professional connections and can act as an educational tool for students and teachers. Working together via social media nationally and internationally, can lead to innovative solutions to transform old methods and ways of thinking.

The administration's social media handler is recommended to post more motivational content for the students to see and likewise the collaboration of administration, faculty, SWDC and college guidance counsellor to create a program that would freely serve as a support group and outlet in expressing student concerns, not only their feelings but likewise their achievements and the like. The researchers would also like to pay attention to the 40.1% students with poor emotional well being in the data gathered. The researchers recommend for the administration to implement programs and policies to prevent abuse, bullying, especially cyber bullying, violence, and build social connectedness, and promote positive mental and emotional health within their college

institution. It is also recommended to implement programs to identify risks and early in-dicators of mental, emotional, and behavioral problems among youth and ensure that youth with such problems are referred to appropriate services and the administration should also ensure students to have access to comprehensive health services, including mental health and counselling services.

Nurses are recommended also to participate in utilizing social media to further develop their ways to keep up with contemporary society since it has the potential to profoundly connect nurses to their clients and to other professionals resulting in more comprehensive, accessible care and a greater social presence. In addition to promoting their value within the workplace, nurses can also use social media to promote their outside, health-related endeavors and interests.

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