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THE INFLUENCE OF SOCIAL MEDIA USAGE ON THE ACADEMIC PERFORMANCE OF NURSING STUDENTS

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ABSTRACT

Literature has cited several challenges of social media usage in the educational process of the students. **Aim:** The paper aims to determine the influence of social media usage on nursing students' academic performance. Likewise, to identify factors which influence social media usage in the learning process of tertiary-level education. **Methods:** This paper utilized descriptive-correlational design. Using G power analysis, a total of 246 nursing students were computed to partake in this study. Mindanao State University, Mindanao Institute of Healthcare Professionals, and Saffrolah Dipatuan Academy were considered as research locale. Frequency, mean, and standard deviation were utilized for descriptive analysis while Pearson correlation was used for inferential data analysis.

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Results: Most of nursing students highly perceived that they use social media basically as past time and leisure ($\bar{x}=3.28$, $SD\pm 0.488$) and also for education and research purposes ($\bar{x}=3.28$, $SD\pm 0.584$). While some nursing students perceived that they use social media for communication ($\bar{x}=3.04$, $SD\pm 0.646$) and entertainment ($\bar{x}=3.14$, $SD\pm 0.658$) purposes only. Most nursing students highly perceived that social media usage have a positive ($n=128$ or 52.0%) and negative effects ($n=163$ or 66.3%) on their academic performance.

Conclusion: The study recommends future researchers and further studies about the need to explore more about the association among demographic profiles, reasons for social media usage and academic performance of the nursing students.

INTRODUCTION

Nowadays, the world is witnessing a real change along with rapid dynamic developments in the field of modern information and communication technology (ICT). Information technology refers to set of computers, software, and services that are used to generate, support, store and share digital information (Alghawli and Almekhlafi, 2019). The rapid growth in technology necessitates that student nurses of the 21st century be skilled in the use of computer technology (Albaqawi, 2020). In this connection, social media made a remarkable influence on society for the recent years. Internet popularity has risen drastically in the activity of daily living of several people across countries (Akman and Turhan, 2016). Social network sites or web-based services is defined as a user-generated online internet content that offers a new method of communication (Calisir *et al.*, 2013). Social media is a platform helps connects individuals near or far (Talaue, 2018). Social media refers to the use of prominent sites like Facebook, Twitter, Skype, WhatsApp, YouTube, Google, Yahoo, Wikipedia, and LinkedIn for communication, collaboration with peers, socialization, content-sharing, sharing information, photos and videos. The rapid popularity of technological world and increasing use social networking websites in the global context in the recent decade have affected the social interaction among individuals (Acheaw and Larson, 2015).

Social networking sites provide an active free and open platform for teaching and learning (Akman and Turhan, 2016). For instance, Facebook has over half billion subscribers and continues to grow. More or less eighty-five percent (85%) of its users are students. Based

on these statistics, teaching staffs are inquiring whether the academic performance of students are not affected by the duration of time the student spent on these websites (Acheaw and Larson, 2015). The introduction of information and communication technology (ICT), in the form of social media, addresses several obstacles in the traditional teaching strategy (Lubua *et al.*, 2017). Social media chooses students as their potential victims. Excessive social infatuation or addiction has negative consequences on students' life. The use of computer and cellular phones have both negative and positive implications in the intelligence and learning among younger population (Talaue, 2018).

The latest updates in ICTs has enhanced the sharing of data or information in the learning process among nursing students (Talaue, 2018; Lubua *et al.*, 2017). Recent ICT equipment also enhanced the learning process by supporting distance online learning programs (like an e-book, online learning materials, online class, online social forums, announcements, academic discussions/communities). Thus, ICT tools offer an alternative to traditional means of managing classes (Lubua *et al.*, 2017). In fact, some educational institutions are using a learning management system, a modern technology that provides an avenue for online learning activities, knowledge sharing and communication channels between students and instructors (Alkhalidi and Abualkishik, 2019). This makes social media to positively shape students' learning experiences (Lubua *et al.*, 2017).

The study utilizes the Technology Acceptance Model (TAM) which states that the actual behavior of a human in using technology and information system depends on their attitude, reasoning, and intention (Calisir *et al.*, 2013). It is an influential widely adopted research model related to information technology usage. Perceived user's using a specific application system will increase the likelihood of performance (Sago, 2013). As an application to the study, it aims to understand the factors that influenced nursing students in the use of social media. Literatures have cited several challenges of integrating social media in learning. The paper aims to determine the influence of social media usage on nursing students' academic performance. Likewise, to identify the variables which influence social media usage in the educational process in tertiary-level education. The individuals' socio-demographic characteristics in explaining the nature of the usage of social media.

METHODS

This paper utilized a descriptive-correlational research design. As a descriptive study, it described the socio-demographic profiles of the nursing students as respondents of the study. Also, it discussed the perceived reasons for using social media among respondents. As a correlational study, it aimed to investigate the relationship between the socio-demographic profiles of nursing students and the perceived reasons for using social media among nursing students in selected universities in Mindanao.

The population of interest in the study includes all nursing students studying Mindanao. This paper utilized G power analysis version 3.2 in computing the total sample size needed for the study. Using the effect size 0.20, α err prob of 0.05 and power (1- β err prob) of 0.8, a total of two hundred forty-six (246) nursing students were computed and required to partake in the research.

The following private and public universities in Mindanao namely, Mindanao State University, Mindanao Institute of Healthcare Professionals, and Saffrolah Dipatuan Academy were considered as research locale. The researchers utilized a purposive sampling in selecting the respondents to be able to participate in the study using the following inclusion criteria: (1) Respondents must be a full-time and regular university student, (2) Respondents must be currently enrolled at the undergraduate level at the time of data collection, (3) Respondents must be an active social media user, 4) Respondents must be born originally from any Provinces in Mindanao, and lastly, (5) Respondents have signed and accomplished the informed consent.

The study obtained its ethical research clearance from the Ethical Committee of the College of Health Sciences of Mindanao State University in Marawi City, Lanao Del Sur Province. This research was given a reference code number of **9-2018** dated on the 8th of September 2018. Ethical considerations were primarily observed and maintained throughout conducting the study. A self-made questionnaire was utilized to gather pertinent data. The said instrument tool is divided into

three sections, namely: the demographic profile and the reasons for using social media. Part 1 discusses the respondents' demographic profile that includes age, sex, civil status, year level and the number of hours spend in social media use and the common social media being used, part 2 refers to the reasons for using social media, and part 3 talks about the influence of social media use with respect with their psychological adaptation status. The questionnaire underwent content validation by five experts in the academe profession. Furthermore, pilot testing was conducted to twenty-five (25) nursing students, who were then excluded from the actual research sample. Afterward, the survey questionnaire was tested for reliability using the reliability test before its actual conduction and obtained a 0.815 Cronbach Alpha score.

A letter of permission to conduct the research study was secured from the Administrators of selected private and public universities in Mindanao. Next, researchers purposively select the respondents for this research using inclusion criteria. Afterward, the researchers secured an inform consent from the respondents. The questionnaire were administered to the selected respondents which they accomplished for about 10-15 minutes. More so, data gathered were tallied, tabulated, and interpreted. Data gathering was conducted from October 2018 to March 2019.

Descriptive statistics like frequency, percentage, mean and standard deviation were used to report the socio-demographic profiles, reasons for using social media, and the perceived influence of social media usage among nursing students in their academic performance. Pearson's correlation coefficient is a parametric statistical tool that measures the statistical relationship between two continuous variables (Polit and Beck, 2014). It gives information about the magnitude of the correlation, as well as the direction of the relationship. As an application to this study, the Pearson product-moment correlation coefficient was used to determine if social media usage is correlated with the academic performance of nursing students.

RESULTS

Table 1. Demographic Profile of Nursing Students as Respondents of the Study.

Demographic Profile	Frequency (n)	Percentage (%)
A. Age		
19 years old and below	135	54.9%
20 to 35 years old	88	35.8%

Demographic Profile	Frequency (n)	Percentage (%)
36 years old and above	23	9.3%
B. Gender		
Male	59	24.0%
Female	187	76.0%
C. Name of the University		
Mindanao State University	132	53.7%
Mindanao Institute of Healthcare Professionals	63	25.6%
Ranao Council Al-Khwarizmi International College	51	20.7%
D. Year Level		
First Year	114	46.3%
Second Year	23	9.3%
Third Year	28	11.4%
Fourth Year	81	32.9%
E. Number of Hours Spend in Social Media Daily		
1 to 3 hours	58	23.6%
4 to 6 hours	114	46.3%
7 to 10 hours	74	30.1%
F. Most Frequently Used Social Media Sites		
Facebook	54	22.0%
Twitter	33	13.4%
Instagram	28	11.4%
YouTube	36	14.6%
Skype	5	2.0%
Google	41	16.6%
Yahoo	49	20.0%
OVERALL MEAN	N=246	100.0%

Table 1 depicts the demographic profile of nursing students in terms of age, gender, name of the university, year level, number of hours spent daily in social media, and most frequently used social media sites. From the total of 246 respondents, it was found out that most of the college student as respondents of the

study were adolescents (n=135 or 54.9%), females (n=187 or 76.0%), enrolled in Mindanao State University (n=132 or 53.7%), were First Year students (n=114 or 46.3%), spent an average of 4 to 6 hours daily for social media use (n=114 or 46.3%), and lastly were mostly using Facebook (n=54 or 22.0%).

Table 2. Reasons for Using Social Media among Nursing Students.

Reasons for Using Social Media	Mean	SD	Descriptive Rating
A. Past Time and Leisure			
1. I use social media to spend my extra time.	3.28	.473	Strongly Agree
2. I use social media whenever I have nothing to do.	3.29	.477	Strongly Agree
3. I use social media whenever I get bored and tired.	3.28	.514	Strongly Agree
Overall Mean	3.28	.488	Strongly Agree
B. Communication			
1. I use social media to keep in touch with my family and friends	3.38	.527	Strongly Agree
2. I use social media to meet new people.	2.65	.783	Agree
3. I use social media because it is easier to email via its attached digital features.	3.10	.627	Agree

Reasons for Using Social Media	Mean	SD	Descriptive Rating
Overall Mean	3.04.646		Agree
C. Education and Research			
1. I use social media to look for general information for my assignment, school projects, and homework.	3.23.565		Agree
2. I use social media to find out the latest news and current events or social issues.	3.35.557		Strongly Agree
3. I use social media because it is a new way to research by acquiring & inquiring about other resources.	3.26.629		Strongly Agree
Overall Mean	3.28.584		Strongly Agree
D. Entertainment			
1. I use social media because it is entertaining.	3.28.587		Strongly Agree
2. I use social media to watch videos and view pictures.	3.33.682		Strongly Agree
3. I use social media to upload videos and share photos.	2.81.706		Agree
Overall Mean	3.14.658		Agree

Legend: 1.0-1.75 means *Strongly Disagree*; 1.76-2.50 implies *Disagree*; 2.51-3.25 is interpreted as *Agree*; and 3.26-4.0 for *Strongly Agree*.

Table 2 depicts the reason for social media use among nursing students. Based from the table above, it showed that most of the nursing students strongly agreed that they use social media basically for past time and leisure ($\bar{x}=3.28$, $SD\pm 0.488$) and also for education and

research purposes ($\bar{x}=3.28$, $SD\pm 0.584$). On the other hand, nursing students agreed that they use social media for communication ($\bar{x}=3.04$, $SD\pm 0.646$) and entertainment ($\bar{x}=3.14$, $SD\pm 0.658$) purposes only.

Table 3. Perceived Influence of Social Media Usage in the Academic Performance of Nursing Students.

Academic Performance among Nursing Students	Frequency (n)	Percentage Distribution (%)
A. Positive Effect		
1. Agree	128	52.0%
2. Neutral	34	13.8%
3. Disagree	84	34.2%
Total	N=246	100.0%
B. Negative Effect		
1. Agree	163	66.3%
2. Neutral	18	7.3%
3. Disagree	65	26.4%
Total	N=246	100.0%

Table 3 depicts the perceived influence of social media usage among nursing students in their academic performance. Based on the table above, it showed that most nursing students agreed (n=128 or 52.0%) that social media usage showed a positive effect on their academic performance. The research finding is supported by studies in Malaysia and Saudi Arabia. Most students in Saudi Arabia agreed (60.0%) that

social media has a positive outcome on their academic performance, is helpful in their academic work and does not interfere in their academic performance. On the contrary, the study finding showed that most nursing students agreed (n=163 or 66.3%) that there is a negative implication of social media usage in the academic performance of nursing students.

Table 4. Correlation between Social Media Usage and the Academic Performance among Nursing Students.

Independent Variable	Dependent Variable	Pearson r value	Sig. Value (p value)**	Interpretation
Reasons for Using Social Media	Academic Performance of Nursing Students	.803	.000	Significant

**Significant if $p < 0.05$

Table 4 depicts the test of relationship between social media usage and the academic performance of nursing students. Pearson Product Moment Correlation Coefficient revealed a positively high relationship was observed between the use of social media sites and academic performance ($r=.803$, $p=.000$).

DISCUSSION

The first demographic profile is age. The research findings revealed that most nursing students as study participants were adolescents. Accordingly, the majority of the respondents are young people ages 16 to 31 years old. Age is a strong predictor in social media usage. Different age groups have different views regarding the adoption of social media for educational purposes. Younger respondents have more tendencies to use social media for learning and teaching (Akman and Turhan, 2016). Statistics indicate that a large majority of the social network users are teenagers because adapting new technologies are easier for young people (Calisir *et al.*, 2013). Furthermore, younger respondents have more tendencies to use social media for learning and teaching (Akman and Turhan, 2016). In Saudi Arabia, there is a large number of young students who accept and use modern technology with extreme enthusiasm (Alkhalidi and Abualkashik, 2019). The second demographic profile is gender. The study findings revealed that most of the nursing students as study respondents are females. Accordingly, most respondents are female (Calisir *et al.*, 2013). This means that female intent to use of social media sites is more than males (Akman and Turhan, 2016). The third demographic profile is the university name. The study findings revealed that most of the nursing students were enrolled at Mindanao State University. Accordingly, Mindanao State University is a government educational institution of higher education and research and is recognized as the largest state university system across the Mindanao regions. It has grown to a multi-campus university of eight autonomous campuses namely, Marawi, Iligan City, Tawi-Tawi, Misamis Oriental, Maguindanao, General Santos, Jolo, Zamboanga Sibugay. The fourth demographic profile is the year level. The research

findings revealed that most nursing students as study participants were First Year students. Accordingly, educational level is a significant predictor which influences the use and adoption of social media sites (Akman and Turhan, 2016). The fifth demographic profile is the number of hours spent on social media daily. The research findings revealed that most of the nursing students as respondents of the study spent an average of 4 to 6 hours daily for social media use. Accordingly, the largest part of the respondents uses the internet for social media for about 4-6 hours per day (Talaue *et al.*, 2018). Accordingly, the majority of the respondents use the internet for 1-3 hours per day (Calisir *et al.*, 2013). Also, most nursing students spend approximately a weighted mean of 47 minutes on Facebook and logged several/multiple times a day (Acheaw and Larson, 2015). The sixth and the last demographic profile is the most frequently used social media sites. The research findings revealed that the majority of nursing students as study participants were mostly using among other social media sites. This finding is supported by studies in Saudi Arabia. Accordingly, the majority of the participants use Facebook ($n=1002$; 66.4%). The study findings reported that Facebook is the most favorite social media site which supports the notion that 85% of Facebook users are undergraduate students (Acheaw & Larson, 2015). Facebook is currently the most visited website in the world (Calisir *et al.*, 2013). According to the Ministry of Communication and Information Technology in Saudi Arabia, it was reported that 25% and 20% of internet users are using Facebook and Facebook messengers social networking sites, respectively (Alghawli and Almekhlafi, 2019). The changing student demographics and increasing diversity is an anticipated trend that predicted the future of nursing education is (Albaqawi, 2020).

The first reason for social media use is past time and leisure. The research findings revealed almost all nursing students strongly agreed that they use social media for past time and leisure. This study finding is supported by studies in Ghana and Saudi Arabia. This has the implication that nursing students use social media sites for different purposes not related to

academic-related purposes. In Saudi Arabia, most students never use social media sites for academic-related purposes (Acheaw & Larson, 2015). Most students in Ghana spend 20% of their time using social media for relaxation while getting ready for exams. Social networks allow a college student to relax for the meantime due to the daily distraction from the traditional school routine. Thus, social media served as their free time which is believed to be an integral part of students' life (Talaue et al, 2018). The second reason for social media use is education and research. The research finding revealed that most nursing students strongly agreed that they use social media for learning and research purposes. The research finding is supported by studies in Saudi Arabia, Ghana, and Turkey. Most nursing students in Saudi Arabia and Ghana affirmed that they used social media affects for academic work and educational purposes (Talaue *et al.*, 2018; Acheaw and Larson, 2015). Also, students in Turkey have more tendencies to use social media for learning and teaching (Akman & Turhan, 2016). Some respondents are using the internet and social media usage to make their assignments. Thus, majority of students do not make a habit of going to the library and borrow textbooks in doing their homeworks since the internet is readily accessible (Talaue et al, 2018). The third reason for social media use is communication. The research findings revealed that most nursing students agreed that they use social media for communication. This study finding is supported by studies in Sri Lanka, Saudi Arabia. Study findings revealed that respondents use social media for communication. Specifically, most of the respondents use social media in making communication by chatting with friends, to search for friends and socialize with classmates. Social media websites are online platforms that help to link people far and near (Talaue *et al.*, 2018). Furthermore, the rapid spread and exponential growth of mobile technology allow individuals to use mobile phones as a means of communication (Irugalbandara and Fernando, 2019). Online social media had enhanced the communication between the teaching and students which facilitate the improvement of communication of information, understanding, and ideas about the course. Furthermore, social media serves as an avenue for group discussion, information sharing, building relationships, establishing professional acquaintance (Talaue *et al.*, 2018). The fourth and last reason for social media use is entertainment. The research findings revealed that majority of nursing students agreed that they use social media for entertainment. This research finding is supported by studies in Sri Lanka, Ghana, Turkey, and

Saudi Arabia. This has the implication that nursing students utilize social media for different purposes not related to school-related work. (Acheaw & Larson, 2015). The rapid spread and exponential growth of mobile technology allow individuals to use mobile phones as a means of entertainment and a wide variety of services (Irugalbandara and Fernando, 2019). Study findings revealed that respondents use social media for entertainment like watching movies and listening to music and play online games (Talaue et al, 2018). Thus, entertainment is a significant factor when it comes to using social networks (Calisir *et al.*, 2013). In summary, nursing students strongly agreed that they use social media basically for past time, leisure, education, and research meanwhile nursing students only agreed that they use social media for communication and entertainment. The perceived usefulness refers to the premise of the degree to which a student believes that using a social media system would enhance his/her performance. Thus, perceived usefulness has a positive effect on the intention of one's behavior (Calisir *et al.*, 2013). Meaning to say, using the internet, online media platforms and social media sites rely heavily on the attitude, behavior, and intention of nursing students. Lastly, perceived usefulness is found to be a major determinant of adoption, acceptance, and usage of technology (Sago, 2013).

Based on the table above, it showed that most nursing students agreed that social media usage showed a positive impact on their learning and academic performance. This study finding is supported by studies in Malaysia and Saudi Arabia. Most nursing students in Saudi Arabia agreed that social media has a positive outcome on their academic performance, is helpful in their academic work and does not interfere in their academic performance. Specifically, the result of the study stated that students do their homework from the internet and watch educational videos on YouTube. Likewise, the use of social media in education improves learning method by equipping the students with the ability to acquire more useful information, get link with different learning groups, use online platforms, access to the school website, subscribe to educational systems that make learning accessible (Talaue *et al.*, 2018). Furthermore, 21st-century learning skills can only be acquired by developing specific competencies like communication, information technology, and media literacy skills. Such skills allowed Malaysian students to use technology to access, manage, and generate new information and communicate it with others (Muhamad and Seng, 2019; Ponniah *et al.*, 2019). On the contrary,

the study finding showed that most students agreed that social media usage demonstrated a negative impact on their learning and academic performance. This study finding is supported by a study in Saudi Arabia and Ghana. Accordingly, most students strongly agreed that social media has a negative influence/impact on their academic performance. The use of social media affects and influences negatively on the performance of nursing students.

Accordingly, social media took up most of the spare time of the student. Excessive social infatuation or addiction has negative consequences on students' life. Student experiences potential harm from excessive social media usage in their learning and academic performance. The long hours spent on social media make them having a hard time completing their assignments, reading books, and preparing for their lessons. Some students cannot leave their phones during the class session. This negatively affects the physical and spiritual development of the students (Talaue *et al.*, 2018). Lastly, spending more time on social media make is significantly correlated to slightly lower grades, interfere with academic activities, and poor academic performance. Thus, Facebook remains a major distraction on the academic performance of the current generation (Acheaw & Larson, 2015). The effect of technological advancement on the education of nurses is an anticipated trend which predicted the future of nursing education (Albaqawi, 2020).

The study findings revealed that there is a positively high correlation observed between the use of social media sites and academic performance of student nurses. Meaning, the increasing social media usage is a predictor for good academic performance of nursing students. Thus, social media usage will somehow bring significant improvement in the academic performance of this higher education students. This study finding is supported by studies in Tanzania. Accordingly, respondents displayed a positive perception of the significance of social media usage in the learning process. The positive perception is because of the ability of social media to connect learners in the learning process ($p= 0.022$). The majority of nursing students reported that social media easily facilitates the learning process for university-level students in Tanzania (Lubua *et al.*, 2017).

CONCLUSION

Therefore, the study concludes that most of the nursing students as respondents of the study were adolescents, females, studying in Mindanao State University, were

First Year students, spent an average of 4 to 6 hours daily for social media use, and lastly were mostly using Facebook. Furthermore, majority of students strongly agreed that they use social media basically for past time and leisure and also for education and research purposes. On the other hand, nursing students agreed that they use social media for communication and entertainment purposes only. majority of the nursing students agreed that social media usage has positive and negative effects on their academic performance. A positively high correlation was observed between the use of social media sites and academic performance of student nurses.

This paper highly recommends higher educational institutions need to enhance social media usage in the improvement of the learning process of nursing students. Also, the research recommends academic institutions to utilize social media and other forms of learning management systems as tools not only for communication and entertainment but also for learning. The researchers recommend limiting the time the nursing students spent on social media sites and emphasize the need to replace those hours in internet usage in reading academic books to improve students' knowledge. Likewise, nursing students should be properly educated about the positive and negative effects of social media in their overall learning and academic performance. The study recommends future researchers and further studies about the need to explore more about the association among demographic profiles, reasons for social media usage and academic performance of the nursing students.

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Competing Interests

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