



THE VIEWS OF NURSING STUDENTS ABOUT THE  
PURPOSES OF INTERNET USE AND THE EFFECT OF  
TECHNOLOGY ON EDUCATIONAL ACTIVITIES



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# Background



- Today, technology is frequently used in all levels of education and teaching methods.
- The use of technology in education provide more effective and permanent learning.



It has become compulsory to benefit from technology both in formal education and e-learning in educational environments in universities.



Today, it has become imperative to innovate in the design of teaching materials and learning environments.



∞ The Internet has important contributions in communicating with the world, following the developments in the world, accessing the information and meeting the learning needs of individuals.



According to the world internet usage 2019 statistics, it is reported that 58% of the world population is internet users, 48% are social media users and the number of mobile social media users reaches 3.66 billion.



In a study on university students' internet usage, the average daily internet usage time of students is 167 minutes and the most social networking and information news are followed, as well as watching movies and videos, watching game sites, shopping online and banks. It was determined that they use the internet to perform bank transactions (Balcı et al., 2013).



Today, the university students in the z generation are young people who are conscious in the use of technology, have high awareness about reach information.



Even if these students have a lot of opportunities, it is discussed how they use the internet and how much they benefit from technology in their education life.

# Aim of study



∞ In this context, in this study, it was aimed to examine the opinions of nursing students about the internet usage purposes and the effect of technology on education and training activities.

# Research questions



1. What are the Internet usage purposes of nursing students?
2. What are the opinions of nursing students about the effect of technology on educational activities?

# Methods



- ❧ The research is an analytical-cross-sectional research.
- ❧ The research was carried out in the 2019-2020 academic year at Aydın Adnan Menderes University Nursing Faculty.
- ❧ In the study, the sample was calculated with G\* Power test and 145 students were enrolled in the study (Karasar., 2008).



# Data collection tools



☞ In the collection of the data of the research, a questionnaire (the demographic characteristics of the students, questions about the use of the internet, the technological possibilities they use at school and the effect of the use of technology on learning activities (23 questions) were used.



∞ The scale was used for determine the internet usage purposes of the students, the scale was developed in 2013 by Balcı et al.



- ∞ This scale consists of 46 questions and six sub-dimensions titled:  
“social escape motivation”, “information motivation”, “leisure time motivation”, “economic benefit motivation”, “social interaction and chat motivation” and “entertainment motivation”.
- ∞ The scale is a five-point likert type (1- I disagree, 2- Disagree, 3- Undecided, 4- Agree, 5- Agree completely) scale.

# Results



- It has been determined that 36.6% of students spend 3-4 hours a day on internet and 64.8% use less than 20% of this time to study.
- It has been determined that 83.4% of the students use 8 GB or more of internet monthly and 82.0% of them actively follow the internet by phone.

**Table 1. Students' internet usage features  
(n = 145)**

	Sayı	%
<b>Daily internet usage/ hour</b>		
1-2 hours	18	12,4
<b>3-4 hours</b>	<b>53</b>	<b>36,6</b>
4-5 hours	49	33,8
6 hours or more	25	17,2
<b>How much time to study on the Internet</b>		
Never	16	11,0
<b>20% or less</b>	<b>94</b>	<b>64,8</b>
half the	31	21,4
More than half	4	2,8
<b>Monthly internet usage</b>		
2GB	11	7,6
4 GB	13	9,0
<b>8 GB and above</b>	<b>121</b>	<b>83,4</b>
<b>Internet usage</b>		
Computer	26	17,9
<b>Telephone</b>	<b>119</b>	<b>82,0</b>

# The students reported that the technological opportunities they use in school



- ∞ There are sufficient resources in the library (49.7%),
- ∞ A simulation laboratory (20%),
- ∞ A computer laboratory (13.1%),
- ∞ Access to educational materials that can be downloaded to the phone (10.3%)
- ∞ And use of documents with three or four dimensional images (22.8%).



But, 60.7% of the students stated that these technological opportunities are not enough for educational activities in their schools.

# Results



- ☞ Students' views on the effect of technology usage on learning levels in the lessons were examined.
- ☞ According to this; students reported that the use of technology enriched the course content (82.7%), increased the quality of education (73.8%) and increased motivation (68.9%).

Table 2. Students' views on the effect of technology usage on learning activities in lessons (n = 145)

Students' Views	Yes		No		Undecided	
	n	%	n	%	n	%
Technology is effective in developing my creative thinking skills.	113	<b>77.9</b>	10	6.9	22	15.2
It is effective in teaching technology writing skills.	78	<b>53.8</b>	36	24.9	31	21.3
Technology is effective in teaching reading skills.	93	<b>64.1</b>	22	15.2	30	20.7
Technology is effective in teaching listening skills.	100	<b>69.0</b>	17	11.7	28	19.3
Technology is effective in teaching critical thinking skills.	99	<b>68.3</b>	20	13.8	26	17.9
I think more independently thanks to the technology .	64	<b>44.2</b>	23	15.8	58	40.0
I think technology will increase my success.	98	<b>67.6</b>	15	10.4	32	22.0
Technology ensures active participation in classes.	85	<b>58.6</b>	27	18.6	33	22.8
It increases the quality of education.	107	<b>73.8</b>	12	8.3	26	17.9
It increases students' motivation.	100	<b>68.9</b>	24	15.2	23	15.9
It is effective in attending the lesson.	81	<b>55.9</b>	35	24.1	29	20.0
It enriches the course content	120	<b>82.7</b>	9	6.3	16	11.0
It makes theoretical issues more permanent.	111	<b>76.5</b>	11	7.6	23	15.9
The use of video in lessons is effective in my learning.	119	82.0	15	10.4	11	7.6

## The Sub-dimensions Of The Scale The Aims Of The Students To Use The Internet Mean Scores Results



☞ **Social interaction and chat motivation (3.93 ± 0.14)**

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☞ Leisure Time (3.90 ± 0.24)

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☞ Information Motivation (3.85 ± 0.20)

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☞ Entertainment Dimension (3.82 ± 0.40)

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☞ Economic Benefit (3.67 ± 0.20)

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☞ Social Escape Motivation (3.08 ± 0.27)

# social interaction and chat motivation



- ☞ To share information with other people
- ☞ To communicate with people they knows
- ☞ To provide opinions and advice to others

# Leisure Time Motivation



They stated that there are alternative options to spend time when bored and to find interesting things, it is enjoyable to use the internet.

# Information Motivation



- ∞ To have an idea about a subject,
- ∞ To learn the exam grades,
- ∞ To help source for lessons
- ∞ To learn news on the world and Turkey.

# Entertainment Dimension motivation



- 87.6% of the students stated that they used the internet to listen to music
- 62.8% of them used to play games.

# Economic Benefit Motivation



They stated that they use the internet in order to obtain useful information about the products and services, because they like the convenience of shopping on the internet, and because they can find discounted products.

# Social Escape Motivation



- ∞ Helps to evacuate,
- ∞ Doesn't have a better job to do,
- ∞ For a moment to get away from their problems,
- ∞ They stated that it was because it opened doors to other worlds.

# Discussion



- ☞ According to the results of the study done by Dursun (2004); students send the Internet mostly via e-mail (18.30%) and reading news, watching the media (16.68%); at least, it has been determined that it uses it to make money on the internet (.65%).
- ☞ In our study, it was determined that most of the students use internet to social interaction and provide information.



∞ In a study on university students' internet usage, the average daily internet usage time of students is 167.5 minutes and the most social networking sites and information news sites are followed, as well as watching movies and videos, watching game sites, online shopping and bank transactions. (Balçı et al., 2013).



- ∞ In our study, it was determined that students' daily internet usage time was 3-4 hours.
- ∞ 87.6% of the students stated that they used the internet to listen to music and 62.8% of them used to play games.



∞ According to the results of the study conducted by Dinçer et al., also determined that 33.3% of the students used the internet to research lesson topics, 26.6% used the internet for watching movies, music and videos, and 13% used the internet for social communication.



œ In a study conducted with the students of nursing and midwifery, the purpose of using the internet of students is social media (78.3%), communication (76.6%), education (73.3%), shopping (36.6%), banking (18.1%), The game has been reported as entertainment (41.8%) and news tracking (55.9%) (Küçük, 2017).

# CONCLUSION



It was found that the students who participated in the study thought that the use of technology was effective in their learning activities, increased their motivation and developed their creative thinking skills. It was determined that students mostly used the internet for social interaction, free time activities and obtain information.



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