The complex roles of social influence in promoting information technology adoption in nursing education

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"Pressing the buttons has gradually become somewhat of a new technological ritual."

—In "Innovation;" *Wild Wise Weird* (2024)

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The incorporation of information and communication technologies (ICT) within healthcare education plays a significant role in shaping students' development, contributing to the emergence of more proficient healthcare practitioners [1]. As the acceptance and utilization of technology reflect human behavior [2], the challenge resides in the readiness of students to engage with ICT-based systems.

The elements influencing individuals' readiness to implement Information and Communication Technology (ICT) in educational or practical contexts are predominantly analyzed through the lens of the Unified Theory of Acceptance and Use of Technology (UTAUT) and its augmented framework, which encompasses constructs such as effort expectancy, performance expectancy, social influence, facilitating conditions, etc. [3,4,5]. Nevertheless, there has been a scarcity of research focusing on factors like social media utilization and relationships with classmates.

In a recent study in Teaching and Learning in Nursing, Nguyen et al. [6] focus on examining whether the daily duration of ICT usage and the number of social media connections among classmates influence the relationship between social influence and the intention to utilize ICT, particularly among Moroccan nursing students. The study involved a cohort of 702 nursing students from 23 Institutes of Nursing and Health Technology (ISPITS) throughout Morocco [7]. By applying the principles of the Mindsponge Theory and leveraging the strengths of Bayesian analysis [8,9], the research revealed a positive correlation between social influence and students' intention to employ ICT for clinical learning during their internships. This correlation was found to be further amplified by the amount of time spent on social media daily, while it was diminished by the number of classmates who are connected as friends on social media [6].

Illustration from Google Image

The research indicates that promoting the educational utilization of social networking technology is essential for nursing education. This is because social media platforms enhance nursing students' self-efficacy in learning, support peer interactions, strengthen both online and offline social ties, foster professional identity development as nurses, and facilitate discussions and activities for information exchange in their educational and

practical experiences [10,11]. However, an excessive number of connections on social media may lead to a greater volume of information sources. In such instances, inadequate monitoring and management could negatively impact students' mental well-being. Therefore, the implementation of social media platforms necessitates appropriate oversight.

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