



A Research Paper on Social Media as Educational Interventions for Nurses Professional Development in The Philippines: A Qualitative Study

Shan Louise Soliva¹, Katelyn Galang², Carline Gay Bajada³, Jaylord Corsino⁴, Rowell Trinidad⁵, Erwin M. Faller⁶

^{1,2,3,4,5} PG Student, ⁶ Adviser

St. Bernadette of Lourdes College

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ABSTRACT

This qualitative study examines the role of social media as an educational intervention for nurses' professional development in the Philippines. Adopting a qualitative phenomenological descriptive research design, the study systematically explores how nurses perceive and engage with social media for their professional growth. Data were collected from 20 nurses across Luzon, Visayas, and Mindanao using purposive sampling, with criteria emphasizing at least one year of service and active use of social media for professional development. The findings indicate that social media serves as a significant platform for accessing digital learning resources, facilitating professional networking, and enabling the shift from traditional learning methodologies to more interactive, flexible, and visual forms of education. However, concerns regarding the reliability of content and technological access barriers suggest a need for enhanced digital literacy and infrastructure. The study advocates for a hybrid learning model that combines the immediacy and flexibility of social media with the depth of traditional learning to provide a comprehensive professional development experience. Recommendations include refining digital platforms to improve accessibility and content quality, establishing guidelines for online conduct, and developing critical thinking and information verification skills among nurses. The study contributes to understanding the evolving landscape of nursing education, emphasizing the necessity for a balanced approach to integrating social media into professional development practices.

Keywords: Social Media, Professional Development, Nursing Education, Philippines, Qualitative Phenomenological Descriptive Research

Introduction

Social media's emergence as a pivotal facet of daily life extends beyond personal interaction to encompass significant roles in professional development and education. This evolution is especially pertinent in the nursing sector in the Philippines. With the advent of digital platforms for various educational purposes, including seminars, training, and higher education programs like master's and postgraduate studies, the impact of social media on professional growth has become increasingly significant (Luckovich & Wigmore, 2021; RNSpeak, 2020). The American Nurses Association (2020) highlights the ongoing need for professional development in nursing to address the changing demands of society, emphasizing the importance of this study for registered nurses with a minimum of one year of experience.

The reliance on social media for healthcare information has grown, as observed by Ashraf et al. (2021), who noted its widespread use among adults with internet access. Social media serves as a platform for sharing personal experiences and professional insights, which is beneficial for both healthcare professionals and the public. However, the effectiveness of social media as an educational tool is contingent on its balanced use alongside traditional learning methods (Ashraf et al., 2021). The pandemic has underscored the role of social media in education, revealing both its conveniences and challenges, such as engagement issues and potential distractions (Inscol, 2023).

In terms of literature, social media's definition as a computer-mediated technology underscores its role in transforming global educational systems (London Publishing, 2023). Almutairi (2020) and Reischl (2018) discuss the applications of social media in nursing education, emphasizing its potential to enhance professional development and public education. Furthermore, the integration of traditional and technological educational methods is crucial for professional growth in nursing, providing opportunities for continuous learning and keeping abreast of the latest research and trends (Tavafian et al., 2022; Morris, 2022).

Professional development in nursing is an ongoing process, vital for maintaining safe and effective patient care. The rapidly evolving digital landscape, including the incorporation of telehealth and AI technologies, necessitates that nurses remain informed and proficient in these areas (1Nurse, 2023; Booth et al., 2021; Kazemi et al., 2020). Social media also plays a key role in facilitating networking among healthcare professionals, thus breaking geographical barriers and fostering collaboration (Markham et al., 2023).

Against the backdrop of social media use and the need for the professional development of nurses, the rationale for this study lies in understanding the effectiveness of social media as an educational intervention in the professional development of nurses in the Philippines. Identifying the most efficient strategies for leveraging social media in this context is essential. This leads to the statement of the problem, which seeks to explore the experiences of nurses in using social media for professional development, ascertain the most effective educational methods on social media, identify the advantages and disadvantages of using social media for this purpose, and propose recommendations for its use in professional development.

The significance of this study extends beyond academic interest, as it aims to contribute to the broader understanding of the impact of digital transformation on healthcare education and professional development. The insights gained can inform strategies for integrating social media effectively into nursing education, thereby enhancing the professional growth of nurses.

Methodology

The study on social media as an educational intervention for the professional development of nurses in the Philippines was structured using a qualitative phenomenological descriptive research design. This approach, integrating descriptive and phenomenological research, was chosen to systematically and accurately interpret the current status and phenomena related to the study's subject (McCombes, 2020; Delve et al., 2022). Conducted nationwide, the research included 20 nurses from various regions (Luzon, Visayas, and Mindanao), selected through purposive sampling. Participants were required to have a minimum of one year of service and experience in using social media for professional development. The study excluded nurses with excessive workloads or an aversion to using social media for learning purposes (Campbell et al., 2020).

Data collection was facilitated through a bespoke survey tool, crafted in English and influenced by previous relevant studies. The survey was consciously designed to minimize respondent fatigue and comprised ten interview questions focusing on the nurses' perceptions and experiences with social media for professional development. These questions were formulated based on the Connectivism Learning Theory.

The process of data collection was executed in two distinct phases. Initially, the social preparation phase involved obtaining necessary approvals and informed consent. This was followed by the actual data-gathering phase, where one-on-one interviews were conducted with participants who had consented. Afterward, data transcribing followed by data processing was done. Throughout this process, strict adherence to the Data Privacy Act of 2012 was maintained, ensuring the confidentiality and privacy of the data collected.

Lastly, Ethical considerations were adhered to throughout the study, with all participants providing informed consent before data collection. This measure, along with the commitment to confidentiality and privacy, underscored the ethical rigor with which the study was conducted. Despite its comprehensive approach, the study was limited by its specific participant criteria and a two-month duration, spanning from the end of September to December 2023.

Results and Discussion

In examining the experiences of Filipino nurses with social media as a tool for professional development, the study unearthed a spectrum of emergent themes which have been synthesized into major themes, each revealing distinct facets of digital learning's impact on nursing education (Table 1).

Table 1. Thematic analysis of the of the experiences of individual nurses using social media for professional development

| Major Themes | Respondents |
|---|-------------|
| Digital Learning Platforms | 1 |
| Networking and Professional Engagement; Online Harassment | 2 |
| Information Gathering and Motivation | 3 |
| Content Quality and Accessibility | 4 |
| Educational Content Engagement | 5 |
| Continuing Professional Education | 6 |
| Learning Efficiency | 7 |
| Visual Learning | 8 |
| User Satisfaction | 9 |
| Professional Networking | 10, 20 |
| Self-directed Learning | 11 |
| Access to Resources | 12 |
| Keeping Up-to-date | 13 |
| Influencer Engagement | 14 |
| Professional Advancement | 15 |
| Certified Professional Development | 16 |

| | |
|--|----|
| Peer Learning and Entertainment | 17 |
| Communication Efficiency | 18 |
| Learning Through Social Interaction | 19 |
| Overall Theme: Enhanced Professional Engagement through Digital Learning and Networking | |

The preference for Digital Learning Platforms was a recurrent theme, with many respondents appreciating the convenience of online seminars and training.

A participant were noted saying *"I usually attend online seminars and trainings since as an infection control nurse I am required to always update myself and the easiest way to attend training now is using social media platforms. Besides, most of the trainings/seminars now are offered online instead of face-to-face."*

Professional Networking emerged as another major theme, reflecting the use of social media as a dynamic space for nurses to connect, share knowledge, and stay abreast of industry updates. According to one participant, *"In my experience of using social media especially for professional development is a practical method to remain up to date and establish connections with a larger network of professionals."*

However, this theme is juxtaposed with experiences of online harassment, highlighting the need for digital etiquette and safe online spaces for professional discourse (Heitmayer & Schimmelpfennig, 2023)

The role of social media in Continuing Professional Education was highlighted, particularly for attending webinars and seminars that provide Continuing Professional Development (CPD) points.

"Based on my experience our Clinic offered online webinar and training and the good thing is with CPD unit points"

This suggests an evolution in professional learning, from traditional to digital, with social media platforms offering accessible avenues for nurses to fulfill their CPD requirements (Moorley and Chinn, 2019).

The Information Gathering and Motivation theme points to the dual role of social media in not only serving as a repository of information but also as a source of motivation through interaction with influencers and thought leaders in the nursing field. This dual role is crucial in a profession that requires continuous learning and adaptation to new information and practices (Mlambo et. al., 2021).

However, concerns regarding Content Quality and Accessibility indicate challenges in the reliability of information and the digital divide, which may limit access to quality content for all nurses, especially those in resource-limited settings (Al-Shorbaji, 2022).

Themes of Learning Efficiency and User Satisfaction reflect the user-friendly nature of social media and its effectiveness in facilitating the understanding of complex concepts. Participant said *"My experience for using social media for my professional development was satisfactory."* The high level of user satisfaction reported by respondents suggests a positive reception of social media as a learning tool among nurses (Giroux and Moreau, 2022). Participation in Certified Professional Development programs via social media has also been beneficial, as it provides verifiable credentials and professional recognition, which are vital for career progression (Alsobayel, 2016).

Furthermore, Peer Learning and Entertainment highlight the less formal yet valuable learning that occurs through social interaction and content consumption, which can be both educational and enjoyable (Cilliers, 2020). Lastly, Communication Efficiency demonstrates social media's effectiveness in fostering rapid communication among peers, which is essential in the fast-paced healthcare (Abuhashesh, 2021).

Overall, the theme underscores the shift towards Enhanced Professional Engagement through Digital Learning and Networking, where digital platforms not only facilitate knowledge update and retention but also encourage interactive learning experiences. This aligns with the literature that emphasizes the growing trend of digitalization in professional education, where online platforms are increasingly recognized for their role in offering flexible learning environments (Kokoç, 2019).

Educational Methods and Techniques in Social Media

Table 2. Educational Methods and Techniques in Social Media for Professional Development

| Major Themes | Respondents |
|--|-------------|
| Interactive Learning; Review and Revisit | 1 |
| Interactive Learning; Enjoyable Learning | 2 |
| Modern Visual Learning | 3 |
| Interactive Learning; On-Demand Learning | 4 |
| Visual Learning | 5, 7, 8, 13 |
| N/A | 6 |
| Engaged Learning | 9 |

| | |
|--|----|
| Networking and Expert Access | 10 |
| Active Engagement; Extended Learning | 11 |
| Multimodal Learning; Critical Consumption | 12 |
| Interactive Virtual Learning | 14 |
| Structured Visual Learning | 15 |
| Interactive Learning; Visual Learning | 16 |
| Detailed Instructional Learning | 17 |
| Self-paced Online Learning | 18 |
| Concise Visual Learning | 19 |
| Collaborative Learning | 20 |
| Overall Theme: Interactive and Engaged Visual Learning in a Dynamic Environment | |

The thematic analysis identifies Interactive Learning; Review and Revisit as a prominent theme, emphasizing the value of live lectures and discussions which offer real-time engagement and the convenience of revisiting content for reinforcement. Enjoyable Learning emerged as a key aspect of social media use, with the enjoyment derived from blogging, discussions, and interactive lectures enhancing the learning experience. This enjoyment is not merely about entertainment; it's about creating a positive learning environment that fosters better engagement and information retention (Ansari, 2020).

The trend towards Modern Visual Learning through platforms like YouTube, Reels, and TikTok reflects a shift towards more dynamic and visually appealing content delivery methods. One participant said, *"I prefer Youtube, Reels and TikTok kasi moderning video presentation na makita doon. (I prefer YouTube, Reels, and TikTok because they showcase modern video presentations.)"* These platforms cater to the preferences of contemporary learners who benefit from the visual representation of information (Olowo et. al., 2020).

On-Demand Learning highlights the shift towards learning environments that respect the individual's time and schedule, allowing for a more personalized and self-paced learning journey. This is particularly relevant in a profession where work schedules can be irregular and demanding (Caruso, 2014).

Visual Learning remains a strong preference among nurses, with video presentations being singled out for their effectiveness in conveying complex information clearly and memorably (Hafner, 2022). Participant said that *"virtual learning, this technology integration in education is essential for creating dynamic learning environments that foster critical thinking, clinical skills, and compassionate care."*

The theme of Engaged Learning underscores the motivational boost that new, exciting content on social media provides, encouraging continual professional development. This motivational aspect is critical in fields that require lifelong learning, such as nursing (Collie, 2019).

Networking and Expert Access through social media is highlighted as a valuable resource for professional growth, providing avenues to connect with peers and experts within the field. Such networking can lead to opportunities and insights that might not be available through traditional learning channels (Abbas et. al., 2019).

Active Engagement; Extended Learning underscores the role of active participation in learning processes, where note-taking and subsequent research deepen understanding and extend the educational experience beyond initial exposure (Jiang et. al., 2018). The Multimodal Learning; Critical Consumption theme reflects the diverse learning modalities social media offers, requiring users to critically evaluate and choose content that best suits their learning needs (Fazio et. al., 2022)

Interactive Virtual Learning environments are recognized for their potential to foster clinical skills and critical thinking, suggesting that virtual platforms can provide more than just theoretical knowledge (Haleem et. al., 2022).

Structured Visual Learning and Detailed Instructional Learning themes point to the importance of well-organized content and step-by-step instructions for procedural knowledge, vital in clinical settings (Bobek and Tversky, 2016). Themes of Self-paced Online Learning and Concise Visual Learning highlight the importance of autonomy in learning, where learners can quickly access and digest content suited to their immediate needs (Adanir and Guven, 2023).

Finally, Collaborative Learning through social media is noted for its potential to break down geographical barriers, fostering a global community of learners and professionals who can share knowledge and experiences (Liu et. al., 2022). The respondents emphasize: *"For example: to connect with others across organizations and borders, to exchange information and ideas."*

Overall, Interactive and Engaged Visual Learning in a Dynamic Environment emerged as the overall theme, suggesting that the interactivity and visual aspects of social media are critical in enhancing the learning experience. Literature suggests that interactive learning platforms can increase engagement and retention of information, providing a more enriching learning experience compared to static reading materials (Martin and Bolliger, 2018).

Advantages and Disadvantages

Table 3 presents the benefits from using social media for professional development as a nurse. Accessibility and Convenience has emerged as the most significant theme, with respondents appreciating the ability to access educational material and seminars without the constraints of travel, thus offering greater flexibility in learning. This theme highlights the transformation of educational delivery methods, where digital platforms are becoming increasingly integral due to their convenience and adaptability to individuals' schedules and locations (Ulanday et. al., 2021).

“Mostly convenience, easy learning opportunity, unlike before in order for us to attend a seminar we need to book a ticket, hotel, then have a lot of backlogs after since we need to leave work. But now we can attend the lecture while still doing our actual job.”

“Using social media platforms in this era we have is very useful especially for professionals who are currently working and have no time to go to libraries scanning and photocopying books, just 1 click then you can have the answers that you are looking for. Social media makes our lives easy and comfortable (if used properly).”

Visual Learning through video presentations is another key advantage, with many respondents indicating a preference for this method of information absorption. The visual medium is powerful in conveying complex information in a digestible format, which is particularly beneficial in the visually oriented field of nursing (Bobek, 2016).

The theme of Engaged Learning underscores the role of social media in providing an engaging and motivating learning environment. The interactive nature of these platforms can foster an excitement for new knowledge, which is essential for ongoing professional development (Al-Rahmi et. al., 2015). Professional Networking and Growth through social media provides nurses with opportunities to connect with peers, share insights, and stay current with industry trends. This theme resonates with the need for continual professional development and the sharing of best practices within the nursing community (Goolsby, 2017).

Cost-Effectiveness is a practical advantage, with many respondents noting the financial savings compared to attending in-person seminars. This cost-saving aspect is crucial in making professional development more accessible to a broader range of nursing professionals (Meyer, 2014). The theme of Continuous Professional Development is closely related to staying informed about the latest trends and practices. Social media platforms allow for ongoing learning and engagement, which is vital in the ever-evolving healthcare sector (Farsi, 2021).

Inclusive Education reflects the democratization of information via social media, which extends beyond medical professionals to the general public, thus contributing to more informed patient care and compliance (Molina et. al., 2021).

Efficiency and Practicality refers to the use of social media for streamlined professional tasks and learning. This theme is particularly relevant in the time-sensitive environment of healthcare, where efficiency can have significant impacts on both learning and patient care (Alhumaid, 2020). Respondents say, *“Using social media can be considered as a supportive and complementary method in nursing education. Nurses can connect with one another, collaborate on research, and offer professional support. Since nurses often work long shifts in stressful environments, it can benefit them to be part of a community of nurses who support one another.”*

Lastly, Self-Directed Learning through social media allows for a more personalized and immediate approach to professional development. *“It benefits me by expanding learning opportunities using social media.”* The autonomy afforded by these platforms empowers nurses to tailor their learning experiences to their specific needs and interests (Khalid et. al., 2020).

The overall theme, Accessible and Engaged Professional Growth, captures the essence of these advantages, illustrating a landscape where social media is a valuable asset in the professional development of nurses. The implications of this study suggest that social media, when used effectively, can be a powerful tool for enhancing nursing education. It provides avenues for learning that are flexible, engaging, and collaborative. However, it is imperative to recognize the need for reliable internet connectivity, critical evaluation of content, and strategies to optimize engagement without compromising the quality of information or professional standards (Mahdavi et. al., 2023).

Table 3. Main benefits from using social media for professional development as a nurse

| Major Themes | Respondents |
|--------------------------------------|------------------|
| Accessibility and Convenience | 1, 2, 3, 4, 5, 7 |
| Accessibility and Cost-Effectiveness | 6, 12 |
| Visual Learning | 8 |
| Engaged Learning | 9 |
| Professional Networking and Growth | 10, 20 |
| Public Engagement and Education | 11 |
| Continued Learning Opportunities | 13, 16 |
| Continuous Professional Development | 14 |
| Inclusive Education | 15 |

| | |
|--|----|
| Efficiency and Practicality | 17 |
| Career Advancement | 18 |
| Self-Directed Learning | 19 |
| Overall Theme: Accessible and Engaged Professional Growth | |

Meanwhile, Table 4 illustrates the array of challenges nurses in the Philippines face when utilizing social media for educational purposes. A significant theme across the responses is Technological Barriers, where unreliable internet connectivity, particularly in remote or underserved areas, inhibits consistent access to online resources.

“Internet connection... the internet connect is weak here in the Philippines!”

This theme echoes concerns about equitable access to digital education and underscores the need for infrastructure development to ensure all nursing professionals can benefit from online learning opportunities (Booth et. al., 2021).

Table 4. Disadvantages of using social media as an educational intervention for professional development

| Major Themes | Respondents |
|--|-------------|
| Technological Barriers | 1, 2, 16 |
| Financial and Technological Concerns | 3 |
| Information Overload and Quality | 4 |
| Limitations of Virtual Interaction | 5, 7 |
| Misinformation and Abuse | 6 |
| Distraction and Focus Issues | 8 |
| Misinformation and Time Management | 10 |
| Misinformation and Credibility | 12 |
| Misinformation and Sensationalism | 13 |
| Privacy and Accuracy Concerns | 14 |
| Critical Evaluation Requirement | 15, 17 |
| Motivational Challenges | 18 |
| Dependency and Complacency | 19 |
| Misinformation and Privacy Issues | 20 |
| Overall Theme: Challenges of Connectivity, Information Integrity, and Learning Engagement | |

Financial and Technological Concerns further complicate the landscape, as respondents noted that despite the potential cost savings over traditional seminars, the investment in reliable internet services remains a financial burden. This highlights the need for cost-effective solutions to enhance internet services, ensuring they support the bandwidth-intensive activities essential for online education (Basar et. al., 2021).

The theme of Information Overload and Quality points to the challenges in discerning credible information amidst the deluge of content available online. Nurses must navigate through a plethora of information, emphasizing the critical need for information literacy skills in digital learning environments (Purnell et. al., 2020).

For both themes, one respondent notes that *“The disadvantage is access to unfiltered information since everything is accessible on the internet.”*

Many respondents expressed a preference for in-person experiences, captured in the theme Limitations of Virtual Interaction. The nuances of physical, hands-on scenarios are often lost in virtual formats, suggesting a gap that needs bridging with innovative online simulation tools or hybrid learning models (Reece, 2015).

The spread of Misinformation and Abuse on social media platforms is a significant concern, with potential implications for professional integrity and public health outcomes.

“Due to false informations that are posted online, you need to be more keen if the content is factual or not. This would require us to further our research on certain topics.”

“Unreliable information, irrelevant data, and violations of patients' privacy rights.”

It is crucial for nursing education to include components that teach how to identify and combat misinformation effectively (Muhammed and Matthew, 2022).

Distraction and Focus Issues are inherent in the multifunctionality of social media, leading to difficulties in maintaining concentration on educational material. This brings to the fore the importance of developing digital discipline and leveraging social media features that promote focused learning (Kolber et. al., 2021).

Misinformation and Time Management pose a dual challenge, as incorrect information not only misguides but also consumes valuable time, which could be spent on verified learning. This indicates the necessity for time management strategies tailored for digital learning (Muhammed and Matthew, 2022).

Privacy and Accuracy Concerns are paramount, with the potential for personal data breaches and the dissemination of inaccurate content. Such risks necessitate stringent data protection measures and the verification of information sources (Ducato, 2020).

"...These technologies also have certain potential hazards, like inaccurate information, invasions of patients' privacy, and the risk of self-diagnosis instead of booking an appointment for a check-up."

"Some are fake news and overacting information."

The themes of Critical Evaluation Requirement, Motivational Challenges, and Dependency and Complacency reflect the need for self-regulation and intrinsic motivation in learning. Nurses must be equipped with the skills to critically evaluate content and maintain a proactive approach to their professional development (Bruguera et. al., 2019).

The overall theme emerging from these discussions points to the Challenges of Connectivity, Information Integrity, and Learning Engagement in the digital age. The implications of the study suggest that while social media presents novel opportunities for nursing education, there must be a concerted effort to address these challenges. Strategies should focus on improving technological access, fostering digital literacy, and creating engaging, interactive, and credible online learning experiences. These strategies are imperative to ensure that the advantages of social media for professional development are maximized for nurses in the Philippines (Almaiah et. al., 2020)

Recommendation strategies

Table 5 presents the recommended strategies for leveraging social media as an intervention for the professional development of nurses in the Philippines, as voiced by the respondents.

Table 5. Recommendations in using social media as intervention for professional development for nurses

| Major Themes | Respondents |
|--|-----------------|
| Blended Learning Approach | 1 |
| Traditional Learning Preference | 2, 3, 9, 12, 18 |
| Personalized Learning | 5, 7 |
| Online Learning Opportunities | 6, 11, 13 |
| Interactive Online Learning | 8 |
| Professional Networking | 10, 14, 20 |
| Self-Directed Learning | 15 |
| Hybrid Learning Model | 16 |
| Information Verification | 17 |
| Critical Thinking in Learning | 19 |
| Overall Theme: Integrating Traditional and Digital Modalities for Enhanced Nursing Education and Professional Development | |

A substantial inclination towards Traditional Learning Preference has been expressed, signifying a belief in the enduring value of face-to-face education. Many participants advocate for in-person interactions, suggesting that despite the advances in technology, conventional learning tools and methods remain pivotal for effective education (Nalini, et. al., 2020). One respondent says, *"Face to Face Learning is still the best."*

Concurrently, the recognition of Online Learning Opportunities by other respondents indicates an acknowledgment of the benefits that webinars and online lectures present. This duality reflects an educational environment where the accessibility and flexibility of online platforms are seen as valuable resources for gaining knowledge and professional qualifications (Ulanday, 2021).

Professional Networking has been identified as a significant advantage of social media, with respondents recommending its use for building professional relationships and advancing career opportunities. *"To improve our professional development as a nurse through social media is to get involved in conversations, make connections with industry experts, and create a network of people who can help us in our career."* This theme points to the potential of social media to transcend traditional networking limits, offering wider, more diverse interactions within the professional community (Goolsby and Knestrick, 2017).

The preference for Personalized Learning and Interactive Online Learning suggests a need for educational interventions to be adaptable to individual learning styles and interactive to enhance engagement. Respondents emphasize the importance of one-on-one training and interactive live presentations, which can provide a more tailored and engaging educational experience (Ingkavara et. al., 2022).

The concept of a Hybrid Learning Model emerges as a response to the limitations of purely online or face-to-face methods. Another respondent notes, *“Hybrid online lecture with face to face practicum.”* This model suggests integrating digital modalities with traditional methods, potentially enhancing the scope and depth of nursing education and professional development (Saiz-Manzanarez et. al., 2020).

Critical Thinking in Learning and Information Verification are considered essential, especially in an era where misinformation is prevalent. Respondents recommend the development of critical thinking skills and the verification of online content to ensure the credibility and accuracy of the information (Machete and Turpin, 2020).

“Nurses can learn to be aware & discern fake information when using social media for professional improvement.”

Self-Directed Learning is also highlighted, recognizing that professional development is a continuous, personal journey. Respondents suggest that nurses should be proactive in utilizing social media among various sources to enhance their knowledge base (Liu et. al., 2022).

The overall theme that arises from these recommendations is Integrating Traditional and Digital Modalities for Enhanced Nursing Education and Professional Development. This theme encapsulates the need for a cohesive approach that respects the merits of traditional learning while embracing the advantages of digital platforms.

The findings suggest that while social media can be a powerful tool for professional development, it is imperative to balance it with traditional educational practices to achieve the best outcomes. Additionally, these findings call for educational and professional bodies to develop guidelines and frameworks that support the integration of social media in a manner that respects the preferences for personal interaction, while also capitalizing on the benefits of digital connectivity (Lie et. al., 2022).

Conclusions and Recommendations

The study concludes that social media is a valuable tool for the professional development of nurses in the Philippines, offering convenient access to digital learning and professional networking. While social media facilitates contemporary educational methods and encourages a shift from traditional learning, it presents challenges like content credibility and technological barriers. The trend towards dynamic, interactive, and visually rich content on platforms such as YouTube and TikTok reflects a demand for engaging and flexible learning experiences. However, the quality of content and access issues highlight the need for reliable information and equitable digital reach. The study suggests a balanced approach to professional development that marries the best of digital and traditional learning to cater to diverse learning preferences while promoting critical thinking skills.

To harness the potential of social media effectively, recommendations include enhancing digital platforms to be more user-friendly and content-rich, fostering safer online spaces, and integrating social media into Continuing Professional Education. There is an emphasis on creating interactive and multimodal content that supports varied learning styles and on promoting flexible learning opportunities. Addressing the downsides, such as technological barriers and information literacy, is crucial to ensure that nurses can engage meaningfully with online content and navigate the digital landscape with confidence and discernment.

An integrated learning model, blending online and in-person experiences, could effectively leverage the strengths of both approaches, providing personalized and critical learning experiences. Development programs must include strategies to foster critical thinking and information verification skills to prepare nurses for the complexities of the modern healthcare environment. By adopting such a hybrid approach, the nursing profession can ensure a developmentally rich, accessible, and engaging professional growth pathway that aligns with both current trends and educational standards.

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