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Digital transformation of nursing students' learning methods: A descriptive study on YouTube usage

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Abstract

The use of digital media platforms in education has diversified teaching methods and enriched students' learning experiences. The integration of technology-based learning techniques in nursing education ensures more permanent and continuous learning for students. In this context, video-sharing platforms such as YouTube have become significant tools in education. This study aims to evaluate the usage of YouTube by nursing students for learning their courses. This descriptive-cross-sectional study includes 330 students enrolled in the 2023-2024 academic year. Data were collected face-to-face using the "Introductory Information Form" and the "Educational Purpose YouTube Acceptance Scale". It was determined that 98.5% of nursing students own a smartphone. While 60.3% of students prefer the internet for completing assignments, 71.2% watch videos online for practical lessons. Students use the internet mainly for revising topics (32.25%) and accessing information quickly (28.4%). The average score on the Educational Purpose YouTube Acceptance Scale was 3.92, with sub-dimension scores for performance expectancy, behavioral intention, social influence, effort expectancy, and trust found to be 4.02, 4.05, 3.68, 4.47, and 3.37, respectively. This study shows that nursing students are inclined to use YouTube videos for learning their courses. Producing and utilizing reliable YouTube content tailored to the nursing curriculum could contribute significantly to nursing education.

Keywords: Digital learning, educational videos, nursing education, nursing students, social media, YouTube

Introduction

In today's world, where technology has become an integral part of our lives, the internet is a technological product accessible anytime and anywhere, meeting individuals' needs. The accessibility of information has enabled people to manage their own learning processes. New technologies are used in many fields, including education. The increase in information available on the web and the ability to access information more quickly via the internet have allowed individuals to create unique, creative, and dynamic learning environments. Video-sharing sites have become a crucial tool in meeting this need [1,2].

Videos are an example of multimedia learning. Research has shown the benefits of multimedia in the learning process, particularly in converting cognitive input into long-term memory, which is an indicator of learning. They provide the user with unlimited control over the learning process, do not require

a specific time frame, and are reusable resources [3]. Nursing education videos developed for educational purposes convey information to the student simultaneously through auditory and visual sensory channels [4]. Videos used in the skills training of nursing students also increase the standardization and quality of skill demonstrations [5]. A study evaluating the effectiveness of educational videos as a tool for refreshing and reinforcing nursing skills showed that students who watched the videos were better able to apply the technique and, as a result, exhibited better performance [6].

Founded in 2005 and acquired by Google in 2006, YouTube (<http://www.YouTube.com>) is the world's largest video-sharing website, where users can upload, share, and view videos. "YouTube provides a forum for people to connect, inform, and inspire others across the globe and acts as a distribution platform for original content creators and advertisers [7].

CITATION

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Unlike other sharing sites, YouTube has a network structure where every user's voice, contribution, and value are recognized, and individuals support each other in learning. YouTube videos offer a combination of visual, auditory, and animated components. While watching a video is generally a passive activity, if used effectively, YouTube videos can be an integral part of an active learning strategy that engages students and supports critical thinking. Strategies involving animations, such as those on YouTube, foster more intensive interaction between the student and the content, facilitating the encoding process [8]. Various studies highlight YouTube's effectiveness as a learning tool, showing that students view it positively, use it effectively in language lessons, and benefit from it for academic enrichment [9-11]. In research on university students' perceptions of educational videos on YouTube, regardless of program types and faculties, it was expressed that university students generally found YouTube educational videos to contribute to their learning and motivate them. They believe that teaching becomes more effective as they can learn topics at their own pace and repeat them as much as they want on YouTube, and they think that education becomes more enjoyable with the support of visual materials [12].

Nursing education is a specialized field structured considering increasing technological opportunities in the globalizing world, cultural characteristics of society, student profile, country realities, requirements, and conditions [13]. Nursing education's fundamental aspect is teaching and demonstrating basic nursing skills. It is essential to effectively teach student nurses basic skills to ensure safe patient care. Current teaching strategies in nursing education fail to meet students' needs in learning these skills. The learning approaches of the current generation of students are unique and diverse due to their use of technology as the primary learning tool. These students can acquire more knowledge by watching video materials and prefer interaction with people and technology. This preference for technology and interaction makes it more appealing than traditional one-way teaching [14]. The use of technology-based learning techniques in nursing education ensures students' learning is more permanent and continuous, providing a more efficient and enriched learning environment [13]. YouTube videos are considered an effective channel and powerful tool for health education as well. YouTube is an engaging and inspiring source for the new generation of students alongside traditional learning methods [13].

YouTube contains various videos related to nursing that support active learning and can facilitate multimodal learning [15]. The purpose of this study is to evaluate the use of YouTube by nursing students in learning their courses. Assessing the use of YouTube by nursing students in learning both theoretical and practical courses will provide guidance for educators to review their teaching strategies and integrate technology. Tailoring course materials to students' learning preferences by leveraging technological platforms and directing students to accurate and reliable content sources will be possible.

Research Questions

1. How frequently do nursing students use YouTube to learn their courses?
2. What are the attitudes of nursing students towards technology-based learning techniques?
3. What is the level of tendency of nursing students to use YouTube videos?

Material and Methods

Research Design

This study is of descriptive-cross-sectional type.

Population and Sample

The study population consisted of 530 nursing students enrolled in the Faculty of Health Sciences at Giresun University during the academic year 2023-2024. This study was conducted with 338 nursing students who volunteered to participate. However, the results obtained from 8 individuals were excluded from the research due to their insufficient quality. This study did not use a sample calculation method. The aim was to reach the entire universe. The power of the study, which was conducted with a sample of 330 people in a group with a universe size of 530, was found to be 100% when calculated with a medium effect size (Cohen's $d=0.5$) and a significance level of 5%. The formula $d=\mu_1-\mu_2/\sigma$ was used to calculate the effect size (μ_1 and μ_2 =means of the groups, σ =standard deviation). These results show that the probability of detecting an expected difference or relationship with the current sample size of the study is high. The study is statistically quite strong and the results can be considered reliable.

Data Collection Instruments

For data collection, an 18-item "Introductory Information Form" was used to inquire about participants' sociodemographic characteristics and the tools they used to learn the course, along with the "Educational purpose YouTube Acceptance Scale" developed according to the literature [1,16,17].

Educational Purpose YouTube acceptance developed by Kılıç and Yılmaz in 2021, the scale consists of 37 items [1]. The scale comprises 5 sub-dimensions: Performance Expectancy, Behavioral Intention, Social Influence, Effort Expectancy, and Trust. The scale is a 5-point Likert type, with responses ranging from "1-Strongly Disagree" to "5-Strongly Agree". Reliability analyses, including Cronbach's alpha values, were conducted for the Educational Purpose YouTube Acceptance Scale and its sub-dimensions. Each item in the scale is scored on a range from 1 to 5, and sub-dimension scores are calculated by averaging the scores of the relevant items. The total scale score is determined by averaging all items. Higher scores indicate a higher acceptance level of using YouTube for educational purposes, while lower scores reflect a lower level of acceptance. Analyzing the sub-dimensions allows for an assessment of which areas individuals

are more or less open to using YouTube. This interpretation can be utilized to develop strategies for integrating digital tools into education at both individual and institutional levels.

Accordingly, the YouTube acceptance scale for educational purposes (0.899), Social influence (0.877), and Effort expectancy (0.927) sub-dimensions used in the current study are found to be highly reliable, while the Performance expectancy (0.791), Behavioral intention (0.797), and Trust (0.695) sub-dimensions are moderately reliable.

Data Collection and Analysis

Data were collected through face-to-face interviews using the "Introductory Information Form" and the "YouTube Acceptance Scale for Educational Purposes" between January 1, 2024, and March 30, 2024. Data collection took approximately 15-20 minutes. The data were analyzed using the IBM SPSS 26 Statistics Package Program. Categorical variables were calculated as numbers and percentages. Normal distribution, skewness, and kurtosis values were calculated for numerical variables. It was observed that the YouTube acceptance scale for educational purposes and sub-dimension scores of the scale followed a normal distribution. Post hoc Tests were used to compare differences between groups. The Chi-Square Test was applied to compare categorical data. The Pearson correlation test was used to examine the relationship between the YouTube acceptance scale for educational purposes and sub-dimension scores. The correlation coefficient was interpreted as follows: 0.00-0.30 indicates a low level of correlation, 0.30-0.70 indicates a moderate level, and 0.70-1.00 indicates a high level of correlation [18]. Significance levels of 0.01 and 0.05 were considered throughout the study.

Ethical Aspects of the Research

Before the research, ethical approval was obtained from the Ethics Committee of Ordu University Non-Interventional Scientific Research (Date: 08.12.2023 No: 25/324) and official institutional permissions were obtained from the institution where the study would be conducted. The study was conducted in accordance with the principles of the Declaration of Helsinki. Participants were informed about the research, and their consent was obtained. Permission was also obtained for the use of the scale.

Results

Among the students participating in this study, it was observed that 68.8% were female, and in terms of age distribution, 42.4% were in the 20-21 age range, with the highest participation rate of 31.2% from the 3rd year. It is noted that 98.5% of nursing students included in the study own a smartphone. While 88.8% of the students stated that they did not buy textbooks for every course, 54.2% of them found the textbooks they purchased insufficient for learning the course. In the study, it was found that 41.2% of the students spend between 2 and 4 hours on social

media, and 33.0% of them spend time watching educational videos on the internet (Table 1).

In the study, 71.2% of the students stated that they watched videos on the internet for nursing practices, and 47.1% mentioned that the videos they watched for theoretical courses were more efficient than face-to-face classes. It was found that 32.5% of the students preferred YouTube videos to review unclear topics, while 28.4% preferred them for quick access to sought-after information (Table 2).

The mean total scale score of the educational YouTube acceptance scale applied to nursing students was determined as 3.92 ± 0.49 . The participating students obtained the highest mean score in the effort expectancy sub-dimension with 4.47 ± 0.65 , while the lowest mean score was obtained in the confidence sub-dimension (3.37 ± 0.85) (Table 3).

In the comparison of the YouTube acceptance scale for educational purposes scores and sub-dimension scores of nursing students, based on gender distribution in the study, it was observed that there was no significant difference between YouTube acceptance scale for educational purposes score and gender ($t=0.475$, $p=0.635$), performance expectancy ($t=0.396$, $p=0.692$), behavioral intention ($t=0.875$, $p=0.382$), social influence ($t=0.113$, $p=0.910$), effort expectancy ($t=0.213$, $p=0.831$), and trust ($t=0.240$, $p=0.811$) sub-dimension scores. In the study it was found that the YouTube acceptance scale for educational purposes averages of nursing students aged between 20-21 and over 22 years were higher in performance expectancy ($F=4.198$, $p=0.005$), behavioral intention ($F=5.882$, $p=0.003$), and effort expectancy scores ($F=11.142$, $p=0.000$) compared to students aged between 18-19. There was no significant difference in the YouTube acceptance scale for educational purposes, scores among students based on class distribution, and the average scores of the groups were found to be close to each other ($F=2.548$, $p=0.056$). In the comparison of the YouTube acceptance scale for educational purposes, scores based on whether students consider their textbooks sufficient for learning the lesson showed no significant difference ($t=0.102$, $p=0.919$). According to the nursing students' status of watching videos online for nursing practices, it was determined that there was a significant difference between YouTube acceptance scale for educational purposes scores ($t=2.578$, $p=0.010$), performance expectancy ($t=2.628$, $p=0.009$), behavioral intention ($t=4.030$, $p=0.000$), and social influence ($t=2.492$, $p=0.013$) sub-dimension scores (Table 4).

Nursing students' scores on the YouTube acceptance scale for educational purposes were positively and significantly correlated with the sub-dimension scores of performance expectation ($r=0.807$), behavioral intention ($r=0.821$), and social impact ($r=0.734$) at a high level. There was also a positive and significant relationship between the scores of effort expectation ($r=0.623$) and trust ($r=0.673$) sub-dimensions at a moderate level (Table 5).

Table 1. Distribution of nursing students' introductory characteristics, technology usage, and learning behaviors (n=330)

Variables	Category	n	Percentage (%)
Gender	Female	227	68.8
	Male	103	31.2
Age	18-19 age	84	25.5
	20-21 age	140	42.4
	22 years and above	106	32.1
Class	1st class	77	23.3
	2nd class	76	23.0
	3th class	103	31.2
	4th class	74	22.5
Do you have a computer?	Yes	198	60.0
	No	132	40.0
Do you have a smartphone?	Yes	325	98.5
	No	5	1.5
How do you access the internet?	Fixed internet	131	39.7
	Mobile internet	192	58.2
	Free internet	7	2.1
Do you buy textbooks for every course?	Yes	37	11.2
	No	293	88.8
Are the textbooks you purchase sufficient for learning the course?	Yes	151	45.8
	No	179	54.2
What sources do you use when doing homework?	Book	48	14.5
	Internet	199	60.3
	Book and internet	12	3.6
	Other	64	19.4
	All	7	2.2
How much time do you spend daily on social media?	0.00-2.00 hours	84	25.5
	2.01-4.00 hours	136	41.2
	4.01-6.00 hours	78	23.6
	6.01 hours and above	32	9.7
How much time do you spend daily on educational videos on YouTube?	0.00-0.59 hours	109	33.0
	1.00-1.30 hours	100	30.3
	1.31-3.00 hours	88	26.7
	3.01 hours and above	33	10.0

Table 2. Nursing students' online educational video watching habits (n=330)

Variables	Category	n	Percentage (%)
Do you watch videos on the internet for nursing practices?	Yes	235	71.2
	No	95	28.8
If yes, do you find these videos more efficient than laboratory trainings?	Yes	92	39.1
	No	143	60.9
Do you watch videos on the internet for theoretical courses?	Yes	157	47.6
	No	173	52.4
If yes, do you find these videos more efficient than face-to-face classes?	Yes	74	47.1
	No	83	52.9
What is your reason for choosing YouTube videos for learning?	It provides the opportunity to review the topic if it's not understood	264	32.5
	There are no location restrictions	128	15.7
	There are no time restrictions	178	21.9
	It provides quick access to the sought information	231	28.4
	Other	12	1.5

Table 3. Average scores of the YouTube acceptance scale and sub-dimensions

Educational purpose YouTube acceptance scale	n	Min.	Max.	Median	Mode	$\bar{x}$	SD
Performance expectancy	330	2.47	5.00	3.91	4.00	3.92	0.49
Behavioral intention	330	1.93	5.00	4.00	4.00	4.02	0.58
Social influence	330	1.90	5.00	4.00	4.00	4.05	0.59
Effort expectancy	330	1.00	5.00	3.83	4.00	3.68	0.73
Trust	330	1.67	5.00	5.00	5.00	4.47	0.65
Educational purpose YouTube acceptance scale	330	1.00	5.00	3.25	3.00	3.37	0.85

Min.: minimum, Max.: maximum, $\bar{x}$: mean, SD: standard deviation

Table 4. Comparison of nursing students' YouTube acceptance scale for educational purposes and sub-dimension scores with variables

Category	Performance expectancy	Behavioral intention	Social impact	Effort expectancy	Trust	Scale total score
	$\bar{x}\pm SD$	$\bar{x}\pm SD$	$\bar{x}\pm SD$	$\bar{x}\pm SD$	$\bar{x}\pm SD$	$\bar{x}\pm SD$
Gender (n)						
Female (227)	4.03±0.55	4.07±0.56	3.69±0.70	4.47±0.67	3.38±0.78	3.93±0.48
Male (103)	4.01±0.63	4.01±0.67	3.68±0.80	4.46±0.62	3.36±1.00	3.90±0.53
	t=0.396 p=0.692	t=0.875 p=0.382	t=0.113 p=0.910	t=0.213 p=0.831	t=0.240 p=0.811	t=0.475 p=0.635
Age (n)						
18-19 A (84)	3.85±0.56	3.87±0.52	3.59±0.64	4.19±0.73	3.45±0.67	3.79±0.44
20-21 B (140)	4.10±0.52	4.14±0.57	3.67±0.71	4.57±0.58	3.39±0.87	3.97±0.44
22 age and above C (106)	4.07±0.63	4.08±0.65	3.78±0.82	4.55±0.62	3.30±0.95	3.96±0.57
	f=5.432 p=0.005** D=B,C>A	f=5.882 p=0.003** D=B,C>A	f=1.728 p=0.179 F= -	f=11.142 p=0.000** D=B,C>A	f=0.753 p=0.472 D=-	f=4.198 p=0.016* D=B,C>A
Class (n)						
1st class A (77)	3.82±0.50	3.87±0.54	3.59±0.73	4.21±0.69	3.47±0.73	3.79±0.45
2nd class B (76)	4.04±0.59	4.10±0.60	3.70±0.64	4.41±0.67	3.37±0.76	3.92±0.45
3th class C (10)	4.12±0.57	4.14±0.5	3.68±0.73	4.61±0.62	3.40±0.88	3.99±0.50
4th class D (74)	4.08±0.60	4.06±0.63	3.76±0.82	4.60±0.56	3.23±1.00	3.95±0.54
	f=4.540 p=0.004** D=C,D>A	f=3.463 p=0.017* D=C>A	f=0.736 p=0.531 D=-	f=7.129 p=0.000** D=C,D>A	f=1.048 p=0.371 D=-	f=2.548 p=0.056 D=-
Adequacy of textbooks (n)						
Yes (151)	4.05±0.60	4.07±0.60	3.67±0.76	4.49±0.65	3.34±0.86	3.92±0.50
No (179)	4.00±0.56	4.03±0.58	3.70±0.71	4.45±0.65	3.40±0.85	3.92±0.49
	t=0.666 p=0.506	t=0.501 p=0.616	t=-0.359 p=0.720	t=0.572 p=0.568	t=-0.635 p=0.526	t=0.102 p=0.919
For practical courses, internet video watching status (n)						
Yes (235)	4.08±0.55	4.13±0.54	3.75±0.70	4.49±0.64	3.38±0.85	3.96±0.48
No (95)	3.89±0.63	3.85±0.66	3.53±0.78	4.42±0.67	3.36±0.85	3.81±0.52
	t=2.628 p=0.009**	t=4.030 p=0.000**	t=2.492 p=0.013*	t=0.825 p=0.410	t=0.140 p=0.889	t=2.578 p=0.010*

**p<0.01, *p<0.05, t: independent samples T test, f: one way Anova test, Difference: Tukey-Games Howell Difference; D, SD: standard deviation

Table 5. Examination of the relationship levels between YouTube acceptance scale for educational purposes and sub-dimension scores

Variables	Coefficients	(1)	(2)	(3)	(4)	(5)	(6)
Educational acceptance scale for YouTube (1)	r	1					
	p						
Performance expectancy (2)	r	0.804**	1				
	p	0.000					
Behavioral intention (3)	r	0.821**	0.743**	1			
	p	0.000	0.000				
Social influence (4)	r	0.734**	0.452**	0.567**	1		
	p	0.000	0.000	0.000			
Effort expectancy (5)	r	0.623**	0.542**	0.437**	0.218**	1	
	p	0.000	0.000	0.000	0.000		
Trust (6)	r	0.673**	0.330**	0.355**	0.397**	0.179**	1
	p	0.000	0.000	0.000	0.000	0.001	

**p<0.01, r: correlation coefficient

Discussion

The role of technology and the internet in the educational processes of nursing students is increasingly significant. Research on students' technological infrastructure, internet usage, and learning habits highlights the importance of digital tools and online resources in education. The findings obtained in the study provide important insights into nursing students' tendencies towards digital resources in education and their effects on the learning process.

In today's rapidly advancing technological landscape, significant changes are occurring in the field of education. The widespread accessibility of mobile technology, particularly through smartphones, has presented new opportunities in educational processes. It is inevitable that individuals undergoing education in the healthcare field, such as nursing students, are also influenced by these technological developments. Nearly all of the nursing students involved in the study (98.5%) were found to own smartphones. These findings are consistent with the results of other studies in the literature [19]. Another study conducted with medical faculty students found that 94.4% of participants owned mobile devices [20]. Education conducted through mobile technologies, which are rapidly integrating into our educational lives, can create a fast and effective learning process between educators and students without the constraints of location and time [21]. The students in the study stated that they used the internet as a learning resource when textbooks were insufficient for their assignments, and they watched online videos to reinforce their understanding of topics. As the use of smartphones among students becomes increasingly prevalent, biases against using these phones for educational purposes should be overcome, and new opportunities for education should be embraced. In a study investigating whether teachers were ready to incorporate mobile

technology-supported learning methods into their teaching processes, participants believed that integrating innovative mobile technology learning with traditional teaching approaches could reduce dependency on face-to-face learning, save time, and help cope with challenges encountered in daily teaching, such as learning resources, unlimited space, and large class sizes [22]. These findings are supported by the reasons why students in the current study chose YouTube videos. While 32.5% of the students aimed to understand the subject, 28.4% preferred YouTube videos because they provided quick access to the information they were seeking.

The majority of students in the study (71.1%) expressed that they find the videos they watch on YouTube for theoretical courses as efficient as face-to-face education. Additionally, 41% of the students reported spending 2-4 hours on social media. With these smartphones constantly in their hands, students can be engaged in distance education instantly. Sharing purposeful educational videos via smartphones, along with receiving feedback, can be utilized to reinforce lessons. Especially in the field of nursing, there is a need for more educational videos [23]. Students may enjoy watching videos that are both entertaining and educational [24].

An important aspect of nursing education is the teaching and demonstration of fundamental nursing skills, alongside theoretical courses. For student nurses to be proficient in providing patient care, these basic psychomotor skills need to be effectively taught. However, nursing education can sometimes fall short in providing practical training due to reasons such as overcrowded classrooms, inadequate laboratory facilities, and shortage of educators [25]. In the current study, more than half of the students expressed that they did not find YouTube as efficient as laboratory training. However, the results of a study

conducted with nursing undergraduate students indicated that YouTube videos demonstrating nursing skills facilitated better understanding of the subject matter [14]. Participants attending classes using YouTube videos reported that the classes were fun and engaging, and some students even found this format conducive to better learning [26,27]. While YouTube videos may not serve as the primary source for teaching lessons, they can be utilized to reinforce learning in classes.

Nursing students generally perceived the educational adoption and use of YouTube positively. A positive and high-level correlation was found between YouTube acceptance scale for educational purposes scores and the sub-dimensions of performance expectancy, behavioral intention, and social influence. It can be said that nursing students' beliefs in the benefits of YouTube, such as easy access to classes, enhanced learning efficiency, and helping them achieve academic goals, influenced their intention to use YouTube for learning. According to the Unified Theory of Acceptance and Use of Technology, four core variables (performance expectancy, effort expectancy, social influence, and facilitating conditions) determine behavioral intention and ultimately behavior [28]. The results of the study support this theory. Therefore, it can be concluded that the most significant influence on nursing students' acceptance and usage behavior of YouTube for learning purposes is their perception that YouTube will benefit their learning processes.

A strong behavioral intention can increase motivation, enhance focus, encourage effort and persistence, strengthen positive attitudes, and influence the selection of learning strategies in the learning process. In the study, nursing students' behavioral intentions towards watching educational videos on YouTube were found to be high. A strong intention to consume educational content can encourage individuals to seek, watch, and even produce educational content, which supports and enriches the learning process.

The social influence dimension of the YouTube acceptance scale for educational purposes is defined as the degree to which an individual believes that important people expect them to use a new system [28]. Studies in the literature support the results of this study, indicating that social influence has a significant impact on users' behavioral intentions to use online learning systems [29-32]. It can be said that nursing students' intentions to watch educational videos on YouTube are influenced by their classmates and surroundings.

When evaluating the reliability for the acceptance of the YouTube scale, "reliability" refers to the extent to which content or channels are considered trustworthy. For a content or channel to be reliable, it should be sourced from accurate and credible sources and should not contain misleading or false information. In a study evaluating the quality of clinical skills videos on YouTube, out of a hundred videos analyzed, only one was considered "good" [16]. Another study investigating the

usefulness of health education videos on YouTube found that these videos had low utility as a source and poor quality [33]. Therefore, it is important to direct nursing students to YouTube channels with reliable content. The study's results indicate that nursing students are capable of distinguishing whether the information they access online is accurate and reliable.

Nursing students' perceptions of effort regarding the scale averages were found to be high. Effort Expectancy in the scale is defined as the degree of ease associated with using the system and the physical and mental effort expended in using the system. Okumus and Topuz, in their studies on the usability of video environments, concluded that YouTube is easy to use, rich in content, and a fast platform [34]. YouTube videos are open, accessible, searchable, and goal-oriented. Since almost all students have smartphones and are social media users, it can be assumed that they do not have difficulty using YouTube channels. Ease of use can encourage nursing students to use YouTube videos for educational purposes.

Conclusion

This study examined nursing students' attitudes towards technology and how they use digital resources in their educational processes. The findings indicate that students generally own smartphones and use online resources such as the internet and YouTube for educational purposes. Additionally, the reasons why students prefer these platforms were found to be the opportunity to review topics when they have difficulty understanding them and quick access to information. The results of the YouTube Acceptance Scale indicate that students perceive YouTube positively and have positive views, especially in terms of performance expectancy, behavioral intention, and effort expectancy.

The results of the study emphasize the importance of effectively using digital resources in education. The tendency of students to use digital tools effectively in education can help make learning processes more efficient. In this context, it is necessary to increase the use of digital resources in nursing education and to increase students' access to these resources.

Future research could delve deeper into how nursing students utilize digital resources and more thoroughly evaluate the impact of these resources on the learning process. Additionally, there is a need for studies exploring how students and educators can integrate digital resources into educational programs to strengthen their role in education. This way, the use of digital tools in education can be made more effective, enhancing students' learning experiences.

Limitations

This study was conducted with students from only one country and one school. Since the resources and opportunities may vary between countries and schools, the usage of YouTube videos

may differ as well. The study predominantly consisted of female participants, and the regions where the students came from were not specified, which are weaknesses of the research. In the study, a scale was used to measure the role of YouTube in students' educational lives. The absence of qualitative questions was considered a limitation in data collection. Personal opinions and suggestions from students could have provided valuable insights for this study and future studies.

Strengths: The participants of the study came from various regions of the country where the school is located, which is a strength of the study.

Suggestions for Future Research: Future studies could investigate which YouTube videos are used more for education, how the integration of YouTube videos with teaching strategies affects students' academic success, and conduct multicenter studies to gather more diverse data.

Conflict of Interests

The authors declare that there is no conflict of interest in the study.

Financial Disclosure

The authors declare that they have received no financial support for the study.

Ethical Approval

Before the research, ethical approval was obtained from the Ethics Committee of Ordu University Non-Interventional Scientific Research (Date: 08.12.2023 No: 25/ 324) and official institutional permissions were obtained from the institution where the study would be conducted.

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