

YOUTUBE ON UTILIZATION OF INFORMATION ON CONTAGIOUS DISEASES BY MEDICAL STUDENTS IN TEACHING HOSPITALS IN ABIA AND IMO STATES

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ABSTRACT: *Medical students in teaching hospitals in Abia and Imo States are believed not to be influenced by YouTube on utilization of information on contagious diseases. To reveal whether they receive information on contagious diseases through YouTube is the bases for this study. The survey research method was adopted to investigate a total population of 709 medical students of the two teaching hospitals in Abia and Imo States respectively. Structured questionnaires were used to collect data for the research. Information were provided for the students to ascertain their level of agreement and the result shows that YouTube provides medical students with information on the pattern of the infection/ spread, information on how to avoid contacting an infection, It gives them news on outbreak of contagious diseases and others. The paper therefore concludes that YouTube influences medical student's utilization of information on contagious diseases.*

KEYWORDS: Medical students, YouTube, Utilization, Information, Contagious, Diseases, Abia State, Imo State.

INTRODUCTION

The digital revolution has profoundly changed the face of the academia by unbundling the roles of research and teaching and creating the need for academics to look for information across the globe. It is possible due to the use of online learning tools and the opening up of access to its global data contents and sources.

YouTube, a decade on from its inception, exceeding 1 billion users has become the biggest video-sharing platform on the Internet. Rabee et al. (2015) remark that more than 300 hours of video are uploaded every minute thereby inspiring millions of daily views. YouTube has subsequently become a podium for all video sectors, (YouTube.com, 2015). YouTube is a highly Practical teaching tool, with over half of viewings on portable mobile devices, not limited by time or location, unlike books, lectures, and tutorials. YouTube has been used to teach preschool learners through to graduate level and beyond.

YouTube according to Gordon, Miller, and Collins (2015) is a video-sharing site that is progressively used to share and distribute health-related information, particularly among younger people. It was created in 2005 and provides a platform for 2 billion clip viewings every day (YouTube.com, 2016).

Utilization is the act of using, the state of making use. Uhegbu (2007) posits that use of information is the actual putting into appropriate application of acquired knowledge. Use of information differs from person to person and from one corporate organization to the other according to their information needs and different socio-economic imperatives. It can be viewed within the context of need, accessibility, and function it performs. Utilization of

information (in this case, information on contagious diseases) may be influenced by the type of illness, the age of the patient, gender, medical prescription, health records of the patient and kind of drugs to be purchased, mainly for contagious diseases.

A contagious disease is an infectious disease transmissible by touching one who has it, with a bodily discharge of such a patient or by bodily discharges. Originally the term refers to a contagion (a derivative of contact) or a disease transmissible only by direct physical contact. In the contemporary world, the term has sometimes been broadened to encompass any communicable or infectious disease. The contagious diseases include; flu, swine flu, polio, measles, chicken pox, common cold, meningitis, whooping cough, tuberculosis, cold sores, cholera, Lassa fever and a host of others. The issue of contagious disease is one of the areas of interest of medical students (Kirsch, 2014).

Nagpal, Karimianpour, Mukhija, Mohan and Brateanu (2015) opine that people use sites such as YouTube to better comprehend clinical indications of a disease rather than frequency, outcomes and other features of the disease, and proposing that video producers need to assign more video time on the discussion of clinical symptoms. In the light of the above context, this study, therefore, seeks to investigate the influence of YouTube on utilization of information on contagious diseases by medical students in teaching hospitals in Imo and Abia States.

Statement of the problem

The use of YouTube plays a variety of roles in education which include providing an opportunity to share ideas as well as allowing students to build their communities, collaborate with each other and facilitate learning and research. There is a general belief that YouTube has become an integral part of the students of which medical students are part of. However, this assumption may not apply to the medical students in teaching hospitals in Abia and Imo States as regards utilization of information on contagious diseases such as polio, cholera, measles, common cold, whooping cough, HIV/AIDS, hepatitis, tuberculosis and Lassa fever as there is hardly any empirical evidence to prove otherwise. As available researches by Semthilkuma and Shastri (2017) and Rabee et.al (2015) studied utilization of YouTube in medical education generally.

Therefore any assumption on the utilization of information through YouTube by medical students on contagious diseases in teaching hospitals in Abia and the Imo States remains speculative and guesswork.. This is the focus of this study.

Objectives of the study

The general purpose of this study is to ascertain whether YouTube influences utilization of information on contagious diseases by medical students in teaching hospitals in Abia and Imo States. The specific objectives of the study are to:

- i. Determine the type of contagious diseases information which medical students in teaching hospitals obtain from YouTube.
- ii. Find out the influence of YouTube on the utilization of information on contagious diseases by medical students in teaching hospitals under study.

LITERATURE REVIEW

Since 2005, YouTube has emerged as a significant host of online video content and is now one of the third most popular websites behind Google and Facebook (Alexa-web Information Company, 2011). The site hosts an enormous range of materials and is famous for music videos and sports clips but has also been used within higher education and health-related cases as a way to converse with current and potential students and disseminate research and teaching-based material and information (Wilkies, Pearce, and Barker, 2011). Nagpal, Karimianpour, Mukhija, Mohan and Brateanu (2015) opine that people use sites such as YouTube to better comprehend clinical indications of a disease rather than frequency, outcomes and other features of the disease, and proposing that video producers need to assign more video time on the discussion of clinical symptoms. According to Singh, Singh, and Singh (2012), chronic disease information delivery via YouTube has shown that university channels provided about 21% of data and were considered sources of useful information.

Dubey et al. (2012) identified that YouTube may be an essential resource for public health information dissemination like West Nile Virus Infection and should be targeted by health care agencies for its use. They further reveal that despite its significance, its major drawback is a lack of confirmation by authorized healthcare experts before these videos are made available for viewing by the community. Azer, AlEshaiwi, AlGrain, and AlKhelaif (2012) posit that YouTube has the advantage of explaining difficult concepts through using simulation, graphic diagrams, vibrant illustrations, analogies, and simulated patients. They reveal that YouTube videos have been evaluated in some areas related to medical/ health issues such as human papillomavirus vaccination, prostate cancer, HINI influenza pandemics and rheumatoid arthritis. In their study Pandey, et al. (2010), reveals that YouTube has a substantial amount of useful information in a time of diseases outbreak like the HINI influenza. They found out CDC uploaded videos are being used in an increasing proportion by medical students and other health professionals as a source of authentic information about the disease.

Pathak et al. (2015) in their study “YouTube as a source of information on Ebola outbreak virus disease” used videos on YouTube on Ebola outbreak from inception to November 1, 2014, and it reveals that the magnitude of YouTube videos on the Internet contains handy information on disease outbreak like Ebola. They further state that although YouTube seems to be a valuable source of information about the outbreak of Ebola disease, official health organizations should endeavour to disseminate scientifically correct information on Ebola on sites such as YouTube and avert unnecessary panic among the general population.

Azer (2014) compared the content of textbooks, eMedicine articles, and YouTube on the cardiovascular processes, and found that YouTube outshined not only on the user interface front but also regarding content and combining of information across a molecular and clinical level. He discovered that YouTube provided up-to-date and digestible educational resources to medical students, with a bonus attribute of interactivity between users via promotion of user comments and feedback.

METHODOLOGY

Exploratory survey research design was used in this study. The population of the study is 709 medical students of the two teaching hospitals under investigation. The questionnaire was used

in collecting data for the research while Mean values and standard deviation were used in analyzing the research questions.

Data analysis and discussion of findings

Out of the 709 questionnaires distributed, 604 were returned showing a response rate of 85%. 105 copies (15%) were not returned. The copies of the questionnaire were distributed and collected with the help of two research assistants.

Eleven kinds of contagious diseases were provided for the medical students to indicate which of them they receive information on through YouTube. See Table 1. It shows that 327 medical students receive information about Flu through YouTube, On Polio 316. To ascertain whether they receive information about cholera through YouTube, 317 indicated yes. On Measles, 301 reported yes to its usage through YouTube. As to whether they receive information on common cold through YouTube, 237 agreed to that. In the area of whooping cough, 317 indicated yes. As to whether they receive information on Tuberculosis through YouTube, 327 were positive. On HIV/AIDs, 298 reported yes to its usage through YouTube. On whether they receive information on Hepatitis "B" through these YouTube, 319 said yes. In the area of Lassa fever, 356 agreed to its usage. To ascertain whether they receive information on Ebola through YouTube, 305 indicated that they use it to get information on Ebola.

Table 1: kinds of contagious diseases information medical students in teaching hospitals in Abia and Imo States receive as a result of their use of YouTube?.

Contagious diseases	Yes	No	Total
Flu	327	277	604
Polio	316	288	604
Cholera	317	287	604
Measles	301	303	604
Common Cold	237	367	604
Whooping Cough	317	287	604
Tuberculosis	327	277	604
HIV/AIDS	298	306	604
Hepatitis "B"	319	285	604
Lassa Fever	356	248	604
Ebola	305	299	604

YouTube was found to influence utilization of information on contagious diseases by medical students in Abia and Imo States based on the significant mean value of 3.00 as shown in Table 2. YouTube gives medical students in teaching hospitals in Abia and Imo States news on the outbreak of contagious disease ($x = 3.37$). It gives them information on the nature and location of an outbreak ($x = 3.15$). It provides them with information on the pattern of the infection/spread ($x = 3.46$). It gives them information on the cause of the outbreak ($x = 3.21$). It gives them information on how to improve surveillance on the outbreak of contagious diseases ($x = 3.12$); gives them information on how to avoid contacting an infection ($x = 3.45$); gives them information on the cure/ drug to apply for contagious diseases ($x = 3.17$). It provides them with information on how to respond to emergencies ($x = 3.06$) and also provides them with information on the types of people most affected ($x = 3.16$). However, YouTube, as revealed

by the Table, do not provide them with information on the effect on people and society and also do not enable them to get a response from people and society about an outbreak. Both of these had mean values less than the significant mean value of 3.00.

This revelation confirms the findings of Pandey, et al. (2010), that YouTube has a substantial amount of useful information in a time of diseases outbreak like the HINI influenza. They found out CDC uploaded videos are being used in an increasing proportion by medical students and other health professionals as a source of authentic information about the disease.

Table 2: What influence does YouTube have on utilization of information on contagious diseases by medical students in teaching hospitals under study?

Mean values of influence of YouTube on utilization of information on contagious diseases by medical students in teaching hospitals under study

S/N	YouTube on utilization of information on contagious diseases	SD	D	A	SA	Total	Standard deviation	Mean Score
a	It gives me news on outbreak of contagious diseases	20	45	240	299	604	139.31	3.37
b	It gives me information on the nature and location of an outbreak	19	51	298	236	604	136.94	3.15
c	It gives me information on the cause of the outbreak	29	53	244	278	604	128.15	3.21
d	It provides me with information on the pattern of the infection/ spread	14	62	279	249	604	132.51	3.46
e	It gives me information on how to avoid contacting an infection	17	64	230	293	604	131.57	3.45
f	It provides me with information on how to improve surveillance on outbreak of contagious diseases	16	62	318	208	604	138.18	3.12
g	It gives me information on the cure/ drug to apply for a contagious disease	46	94	255	209	604	97.39	3.17
h	It provides me with information on how to respond on emergencies	19	77	305	203	604	128.22	3.06
i	It provides me information on the type of people most affected	12	65	281	246	604	132.47	3.16
j	It provides me with information on its effect on people and society	18	67	288	231	604	128.99	1.78
k	It enables me to get responses from people and society about an outbreak	26	61	261	256	604	124.97	1.94
	Significant mean value							3.00

CONCLUSION

This study has established YouTube a varitable source of information on contagious diseases by medical students in teaching hospitals in Abia and Imo States. Evidence has shown that YouTube aids medical students in the utilization of information on contagious diseases as the

findings indicate that they receive information on the pattern of the infection/ spread, information on how to avoid contacting an infection and others. This shows an agreement with the revelation of Dubey, et al. (2012) and Pandey, et al. (2010) that YouTube may be a valuable resource for public health information dissemination of West Nile Virus infection. Also that it has a substantial amount of useful information in a time of disease outbreak like the H1N1 influenza. The significance of the finding, therefore, is that when medical students make use of this platform, it will enable them to know when there is an outbreak, its pattern and the way to go about it.

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