

Araştırma Makalesi/ Research Article

# Nurses Teach Nursing in the Language of Tweets: A Qualitative Study

## Tweetlerin Diliyle Hemşireliği Hemşireler Öğretir: Nitel Bir Araştırma

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### ABSTRACT

**Objective:** To examine the reactions of Twitter users to the announcement of non-nursing academic staff to teach vocational courses in a nursing department.

**Methods:** The study was designed using retrospective and qualitative research methods. The research sample consisted of 596 tweets shared on Twitter with the hashtag #NursesTeachNursing. Data were collected between 25.01.2022 and 01.02.2022. Content analysis was conducted on the data collected over the MAXQDA application. Ethics Committee approval was obtained.

**Results:** Six themes were identified in the study, namely the quality of nursing education and services, professional autonomy and image, justice and equality, and emotional reactions.

**Conclusion:** In the study, it was concluded that Twitter users reacted to the announcement of academic staff for non-nursing professionals in the nursing education institution and defended their professional rights. Most Twitter users shared content focused on preserving the quality of nursing education. Twitter users emphasized that the quality of nursing services is related to the quality of nursing education. Twitter users stated that society has the right to receive qualified nursing services and students have the right to receive qualified nursing education. These data, which are related to the profession of nursing and nursing education and reflected to social media, were also guiding in terms of strengthening the profession, making it visible and finding solutions to the problems experienced.

**Keywords:** Nursing education, nurse instructor, social media, Twitter, qualitative study.

### ÖZ

**Amaç:** Twitter kullanıcılarının bir hemşirelik bölümüne mesleki dersleri vermek üzere hemşire olmayan akademik kadro ilanı ile ilgili tepkilerini incelemektir.

**Yöntem:** Bu araştırma retrospektif ve nitel araştırma yöntemleri kullanılarak tasarlanmıştır. Araştırmanın örneklemini Twitter'da #HemşireliğiHemşirelerÖğretir hashtag'i ile paylaşılmış 596 tweet oluşturmaktadır. Veriler 25.01.2022 ile 01.02.2022 tarihleri arasında toplanmıştır. MAXQDA uygulaması üzerinden toplanan verilerin içerik analizi yapılmıştır. Etik kurul onayı alınmıştır.

**Bulgular:** Çalışmada hemşirelik eğitiminin ve hizmetlerinin niteliği, mesleki otonomi ve imaj, adalet ve eşitlik, duygusal tepkiler olmak üzere altı tema belirlenmiştir.

**Sonuç:** Twitter kullanıcılarının hemşirelik eğitim kurumuna hemşire olmayan meslek üyelerine yönelik akademik kadro ilanına tepki gösterdikleri ve meslek haklarını savundukları sonucuna ulaşılmıştır. Twitter kullanıcılarının çoğu hemşirelik eğitiminin niteliğinin korunmasına yönelik paylaşımlarda bulunmuştur. Twitter kullanıcıları hemşirelik hizmetlerinin kalitesinin hemşirelik eğitiminin kalitesi ile ilişkili olduğunu vurgulamıştır. Twitter kullanıcıları toplumun nitelikli hemşirelik hizmeti alma ve öğrencilerin nitelikli hemşirelik eğitimi alma hakkı olduğunu belirtmiştir. Hemşirelik mesleği ve eğitimi ile ilgili sosyal medyaya yansıyan bu veriler, mesleği güçlendirme, görünür kılma ve yaşanan sorunlara çözüm bulma açısından da yol göstericidir.

**Anahtar Sözcükler:** Hemşirelik eğitimi, hemşire öğretim elemanı, sosyal medya, Twitter, nitel araştırma.

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## Introduction

The Turkish Nursing National Core Education Program (TNNCEP) (2014) states that undergraduate nursing education aims to train nurses to evaluate the developments and changes affecting healthcare. The program aims to prepare nurses who can meet the nursing care needs of individuals, families, and society based on an evidence-based approach. Nurses should be able to fulfill their roles and functions by using interpersonal communication skills and working in cooperation with interdisciplinary teams. Additionally, the program emphasizes the importance of adhering to professional values and ethical principles, being involved in nursing education and research, and adopting lifelong learning (TNNCEP, 2014). Nursing education in Turkey started to be given at the bachelor's degree in 1955, at master's degree in 1968, and at the doctoral degree in 1972. These dates are important in the education of professional members, and especially the beginning of doctoral education in nursing contributed to the training of nurse academicians. As a result, the number of scientific research, congresses and events in nursing has increased day by day, and the evidence-based practice approach has been adopted more (Çamlıca and Kartal, 2021; Dikmen and Ulupınar, 2022; Korkmaz, 2011).

Turkish Nurses Association (TNA), founded in Turkey in 1933, is the strongest professional organization in terms of representation at the country level (Korkmaz, 2011). "Ethical Principles and Responsibilities for Nurses," published by TNA is at the top of the ethical codes that guide nurses' professional decisions (TNA, 2009). With the Nursing Law updated in 2007, the legal dimension of the profession was guaranteed (Nursing Law, 2007). International Nursing Council's (ICN) theme for 2022 (Invest in and respect nurses' rights) is important as it draws international attention to nurses' rights (ICN, 2022). It is a right for nursing students to receive a qualified education so that they can provide qualified nursing care, apply nursing ethical codes, and fulfill their roles and responsibilities.

Social media (SM), a web 2.0 tool, is built on ideological and technological foundations (Kaplan and Haenlein, 2010). SM is an application which allows the user to create a fully open/semi-open profile, to produce and share content with the help of this profile, to create and share a list of other users, to communicate with other users and to see

their posts (Boyd and Ellison, 2007; Kaplan and Haenlein, 2010). This study analyzed an event on Twitter, a social media platform, and the posts from Twitter users about this event. In Twitter, one of SM applications, users express their feelings and thoughts via tweets using 280 or fewer characters. Twitter users (TU) can share the tweet shared by another user by retweeting it, can include a tweet in a group by using a hashtag, and can use a tag and directly notify other users to have them read a tweet (Perşad et al., 2018). Twitter was renamed X in 2023 (Stokel-Walker, 2023). Today, when the use of SM is quite common, the data obtained are valuable as TUs reflect their views (Ortiz-Ospina, 2019; Wong et al., 2021).

The research topic is about the signature campaign launched by the Turkish Nurses Association Student Commission via its official twitter account. In a university that provides nursing education, an academic staff announcement was opened to teach nursing courses, and the applicants were required to be graduates of the Faculty of Medicine. In response to this announcement, the TNA student commission opened the hashtag of #NursesTeachNursing on January 25, 2022 and requested support and sharing from Turkish Nurses Association Student Commission Official Twitter Account. In the study, the feelings, thoughts and suggestions of the TU regarding the announcement of non-nursing academic staff were examined by conducting content analysis on the tweets shared. Twitter users consist of individuals in society. In this study, the posts made by Twitter users were voluntarily examined. This study is important in terms of examining the views of twitter users, who are composed of different groups of the society, on nursing education. Studies on different topics examining twitter hashtags have been found in the literature (Bademli et al., 2023; Bogen et al., 2020; Doğan et al., 2022; Doğan et al., 2023; Sharma et al., 2020; Tuna Uysal and Tan Eren, 2020) but no study in the literature examines social media posts about nursing education. We think that the results of the study will contribute to the literature on perception, attitude and image regarding the nursing profession.

## Methods

### Objective of research

The purpose of the research was to examine the feelings, thoughts and suggestions of twitter users regarding the announcement of non-professional

academic staff to be admitted to a nursing education institution.

### Research type

The study was designed using retrospective and qualitative research methods. There are similar studies using this method in the literature (Bademli et al., 2023; Bogen et al., 2020; Doğan et al., 2022; Doğan et al., 2023; Sharma et al., 2020; Tuna Uysal and Tan Eren, 2020). The authors followed the Consolidated Criteria for Reporting Qualitative (COREQ) Research throughout this study (Attepe Özden et al., 2022).

### Study population and sample

The data collection process of this research started with the campaign launched by the TNA Student Commission on its official Twitter account. TNA Student Commission opened the hashtag #NursesTeachNursing (#HemşireliğiHemşirelerÖğretir) on 25.01.2022 and asked TU to support them and share the hashtag. TU supported the hashtag more on the first days of the call than on other days. The Twitter application allowed retrospective data extraction up to a maximum of 7 days. The researchers collected data twice due to this limitation of Twitter. The universe of the study included a total of 5371 tweets shared on this hashtag between 25.01.2022 and 01.02.2022.

The sampling inclusion criteria were as follows:

- Having an open Twitter account
- Sharing in Turkish language
- The content shared should be related to the hashtag of #NursesTeachNursing

The sampling exclusion criteria were as follows:

- Retweets were not included in the study because it was determined that TUs shared retweets without comment.
- Replies to tweets were not included in the study because users' replies to tweets could be confusing.

Among the posts, 30 replies, 4721 retweets, and 24 irrelevant tweets were removed, and the research sample was made up of 596 tweets.

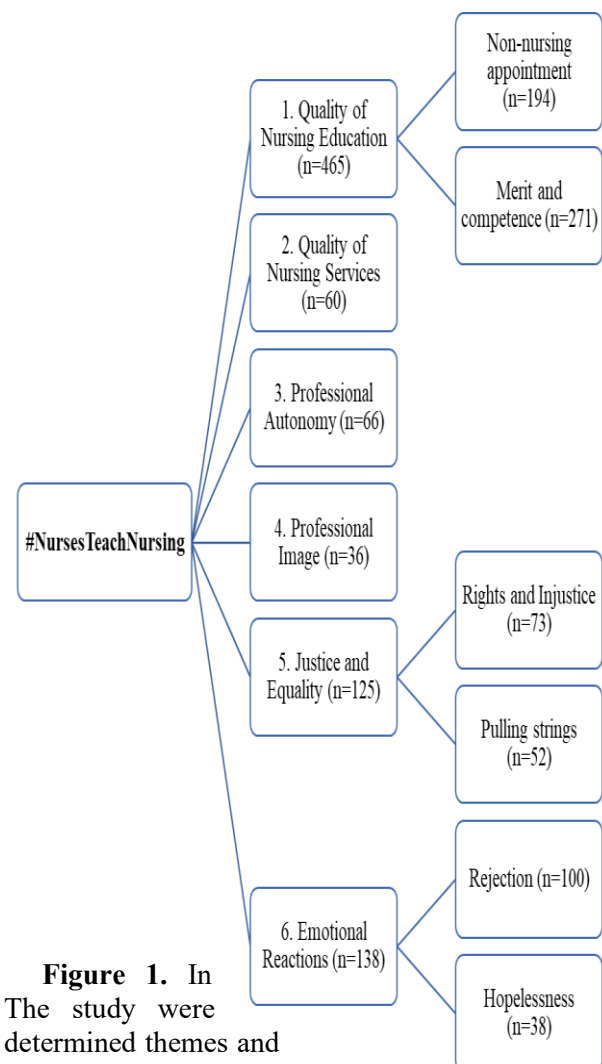
### Data collection

For the data collection, by using the trial version of the MAXQDA application, Twitter was connected, and all the data shared between 25.01.2022 and 01.02.2022 (8 days) with the hashtag #NursesTeachNursing were collected (MAXQDA, 2022). One of the researchers created a new Twitter account and collected the data through

this account. Twitter users shared a total of 5320 posts in the first 4 days (25-26-27-28.01.2022) of the data collection process. Twitter users shared only 51 posts in the last 4 days (29-30-31.01.2022 01.02.2022) of the data collection process. Therefore, the data collection process was terminated.

### Data analysis

Content analysis was applied to 596 tweets shared. As there were more than one theme in the content of the tweets, a total of 890 coding was done. In the study, six themes and sub-codes were determined, namely the quality of nursing education, the quality of nursing services, professional autonomy, professional image, justice and equality, and emotional reactions (Figure 1).



**Figure 1.** In the study were determined themes and codes (N=890)

### Rigorous and Trustworthy

The data were first coded independently by two researchers, and the themes were determined. Next,

the researchers came together, and the process continued until they agreed on each theme and code. Inductive analysis was used for the analysis of the data, and content analysis was performed (Yıldırım and Şimşek, 2021).

#### Research Team

The research team has consisted of two professional female researchers. The first author is a PhD student, works as a lecturer in the Department of Nursing at the university. She has completed qualitative research and MAXQDA training. The second author works as a professor in the Department of Nursing at the university. Authors have previously published qualitative research.

#### Results

The findings covered content analysis of 596 tweets. The university and its rector, which published the academic staff announcement in the tweets, were tagged 170 times, Council of Higher Education (CHE) and its president 68 times, TNA 48 times, Nursing Education Association 22 times, nursing-related branch associations and health unions 12 times, and politicians were tagged 7 times. The themes and codes determined in the study and sample tweets are presented in Table 1.

**Table 1.** Examples of tweets for the themes and codes identified

Theme	Code	Examples
<b>Quality of Nursing Education (n=465)</b>	Non-nursing appointment (n=194)	<i>"Neither the quality nor the competency in the appointments outside the field can be mentioned. ..."</i> <i>"As nursing students, we want to receive our training from experts in their fields..."</i>
	Merit and competence (n=271)	<i>"Good-quality, professional nursing education can only be provided by 'NURSE ACADEMICIANS..."</i> <i>"...It is not enough to get an education to give lessons, it is necessary to have worked in the field. ..."</i>
<b>Quality of Nursing Services (n=60)</b>		<i>"...our society deserves good-quality nursing care. Good-quality care requires good-quality education..."</i> <i>"Good-quality nursing care is only possible with good-quality nursing education. ..."</i>
<b>Professional (n=66)</b>	<b>Autonomy</b>	<i>"We are the nurses ..."</i> <i>"The nursing profession is a field with its own oath and professional law. Nursing care can not be given by anyone who has no training in nursing.. stay away from our field!!!..."</i>
		<i>"Nursing is a valuable profession ..."</i> <i>"Look at the state of the huge health sector and at the leading nurses in the field..."</i> <i>"This is literally trying to devalue nursing..."</i>
<b>Justice and Equality (n=125)</b>	Rights and Injustice (n=73)	<i>"It is our right to receive training from competent academicians..."</i> <i>"When there are so many academy graduate nurses, it is unfair to open the staff to someone who graduated from another department. ..."</i>
	Pulling strings (n=52)	<i>"...We don't want pinpoint appointment of staff ... How far is such favor?..."</i> <i>"Just the name is missing in the announcement of the appointment of the staff; I think they should write that name as well. Appointment of staff specific to a person is something like that ..."</i>
<b>Emotional Reactions (n=138)</b>	Rejection (n=100)	<i>"...This mistake should be corrected as soon as possible. ..."</i> <i>"...It's now 2022, and what are we still dealing with? ..."</i>
	Hopelessness (n=38)	<i>"We are tired of asking why and how ..."</i> <i>"Anyone clever goes abroad. You have no value in this country ..."</i>

#### Findings regarding the quality of nursing education

A total of 465 tweets about the preservation of the quality of nursing education were shared by TU. Under this theme, there were codes of non-nursing appointment (n=194) and merit and competence (n=271) in appointments.

#### 1.1. Findings regarding non-nursing appointments

In the tweets shared, it was stated that the quality of nursing education would be negatively affected as a result of non-professional appointments. Some users who tagged the head of CHE and the relevant university rector also shared the following: "People

who are not competent in their job cannot be given that job. If given, then a good result cannot be expected. No appointment can, or should, be done out of the field....”, “Let NURSE academicians teach me about my profession, and we do not want assignments outside the field. We want nursing students to receive good education....”. In another tweet, it was said, “No one can be considered a faculty member at the faculty of nursing, other than a graduate of that faculty!”.

### 1.2. Findings regarding merit and competence in appointments

In almost all of the tweets, which argued that the quality of nursing education could be preserved by ensuring merit and proficiency, it was stated that it was first necessary to be a nurse in order to provide nursing education. Nursing associations, the head of CHE and the relevant university rector were tagged in some of the posts stating that nursing education should be given only by nurses experts in their fields. One user expressed his/her reaction as follows: “If that person who is a graduate of the Faculty of Medicine WANTS a lot to give education in the field of NURSING, our humble advice is that s/he first be a graduate of nursing and then give education by meeting the post-graduate education conditions in nursing...”. Another user calling on the CHE said, “The teaching of the nursing profession should be done by nurses who have earned an academic title in the field of nursing. Nurses' demands must be met by the CHE...”.

Some TUs emphasized that nurses who would give education should also have professional experience. In these tweets, it was pointed out that nursing, which is a practical profession, could not be given by people without professional experience: “...I am in favor of education to be given by a good nurse experienced in the field. I couldn't get any results from any of the lectures I took from my professors who graduated from the faculty of medicine.”, “Anyone who is not from the field or who does not know about the nursing problems cannot fully teach this profession.”. A nurse lecturer tagged the relevant institutions and administrators and shared, “...we have been working in the field for years to contribute to our students...”.

There were 3 tweets stating that nursing education could also be given by medical doctors: “The most ridiculous hashtag in history; I don't want to break your heart any longer, but we got our basic medical education from a non-medical lecturer...”, “I learned biochemistry and pharmacology from another professor who graduated from the faculty of

pharmacy, and I've never feel offended for that.”, “What could be more natural than the surgeon's explanation of surgical wound care?...”.

### 2. Findings regarding the quality of nursing services

A total of 60 tweets about the quality of nursing services were shared by TU. In all of the tweets, it was emphasized that the quality of nursing education should be preserved in order to protect the quality of nursing services and that this could be achieved with nurse lecturers. “Good-quality nursing education is essential for good-quality health care. For this reason, nurses should teach nursing...”, “Good-quality nursing education, qualified nurses and good-quality care of patients can only be provided via the education to be given by nurse professionals. Out-of-field faculty appointments are not acceptable...”. Some of the users tagged the head of CHE and the relevant university rector, TNA and nursing associations.

### 3. Findings regarding professional autonomy

At total of 66 tweets about professional autonomy in nursing were shared by TU. Under this theme, there were posts which explained professional autonomy in nursing, which defended professional autonomy and which expressed that other professional groups were trying to interfere with nursing. “Nursing, .... It is a well-established and universal profession that started its doctoral program in 1972.”, “Nursing is a PROFESSION with its own ethical values, and its educators should also be NURSEs...”. Users who stated that they were nurses and who advocated professional autonomy expressed their feelings, saying, “This is my field...”, “You get surprised when they say that there are doctoral graduates, associate professors and professors in nursing. Do not touch our field!!!...”.

Some users shared their thoughts by tagging TNA, CHE and the relevant university and their rector, saying, “Half a doctor is heartfelt, half a religious man is devoid of religion...”, “The Nursing Profession is a field with its own oath and professional law. Nursing care cannot be given by anyone who has not received any education in nursing.” and “An autonomous professional group cannot be trained by another autonomous professional group. This is a disgrace to the nursing profession...”. Emphasizing that other professional groups were trying to interfere with nursing, the nurse user shared his/her feelings by saying, “... Those who slander and claim about the education

they have not received take your hands off our field...”.

### 1. Findings regarding professional image

A total of 36 tweets about professional image were shared by TU. The users stated that non-nursing appointments would negatively affect the image of the nursing profession and warned about the risks that may occur by labeling the managers of different associations and organizations. “This officially means trying to devalue nursing...”, “...This profession has never been so discredited...”, “... the announcement regarding appointment of a lecturer HAS serious RISKS for the future of the nursing profession and for the health of the society...”. A user who reported s/he was not a nurse said, “A nurse, am I? No, but we will not allow you to trample another profession with pinpoint appointments ...”.

### 2. Findings regarding justice and equality

A total of 125 tweets about justice and equality were shared by TU. The codes of right and injustice (n=73) and pulling strings (n=52) were identified under this theme.

#### 2.1. Findings regarding rights and injustice

Under this code, tweets that aimed at protecting the rights of students, society, nurse lecturers and the nursing profession were shared. One user, a nursing student, pointed out that s/he had the right to receive education equally, saying, “It is our right to receive education from academicians who are competent in their fields”. Another user said, “...our society deserves good-quality nursing care. The way to good-quality care is through good-quality education...”. The user drew attention to the right of society to access good-quality care. The user pointed to the right of the nurse lecturers, saying “It is unfair to open the staff to someone who graduated from another department when there are so many academy graduate nurses...”. Emphasizing the protection of the rights of the nursing profession, the users said, “... nursing is a profession that needs spending most of the time seeking rights”, “...we sometimes seek rights on Twitter for this profession.”.

#### 2.2. Findings regarding pulling strings

Under this code, some users made a call by tagging CHE and the relevant university rector. The users asked, “...we don't want pinpoint appointment of staff...How far is such favor?”, “Will you turn a blind eye to pulling strings...”, “Just the name is missing in the announcement of the appointment of the staff, I think they should write that name as well.

Appointment of staff specific to a person is something like that...”.

### 3. Findings regarding emotional responses

A total of 138 tweets that could be considered as emotional reactions were shared by TU. The codes of rejection (n=100) and hopelessness (n=38) were identified under this theme.

#### 3.1. Findings regarding rejection

The users absolutely did not accept the situation, saying “there have been such incidents before. But this is the last straw that breaks the camel's back...”, “#Nursesteachnursing; that's not open to discussion.”, “Our stance and attitude are clear.”, “...we do not accept this announcement of appointment.”.

Some users emphasized that the situation was not suitable for the conditions of our age, “Just look at what we're trying to tell you in the 21st century?”, “Growing up in the light of science, while defending the darkness...”. One user, who was a nurse, tagged nursing associations and health unions and said, “Can we put the cat among the pigeons, please!!!”.

#### 3.2. Findings regarding hopelessness

The nurse users expressed their emotions, saying “we are tired of asking why and how...”, “Anyone clever goes abroad. ... you have no value in this country...”. One user who said s/he was not a nurse pointed out that the problem was not unique to nursing, saying “there is always incompetence in the academy; they can easily be on the agenda due to the large number of the nurse community; the rights of other departments are defeated, but the result will not change, staff appointments specific to a person will not end...”.

### Discussion

One of the most powerful communication tools of our time is SM, and its power to influence the agenda is indisputable (Demir and Ayhan, 2020; Ortiz-Ospina, 2019). TU expresses its reactions to the issues on the agenda through SM. With this event on Twitter, it was possible to examine the opinions of different groups of society on nursing education. In the study, it was emphasized in most of the tweets shared about the hashtag #NursesTeachNursing that the appointment of non-nurse academic staff to teach nursing courses would negatively affect the quality of education. According to the results of the analysis, the fact that two out of three tweets aimed at preserving the quality of nursing education showed the participants' sensitivity to this issue. The initiation and continuation of nursing education in Turkey

requires employment of a minimum of four faculty members and two lecturers in the department of nursing. At least two of the faculty members must be specialized in one of the fields of fundamentals of nursing, nursing management, medical nursing, child health and diseases nursing, obstetrics and gynecology nursing and surgical diseases nursing, and the other two faculty members should be specialized in one of the other departments of nursing or medicine (CHE, 2019). In the academic year of 2021-2022, a total of 2853 lecturers (338 professors, 291 associate professors, 956 assistant professors, 438 lecturers and 830 research assistants) worked in 191 institutions providing nursing education. In addition, a total of 95,294 students were enrolled in the departments of nursing and midwifery (Higher Education Information Management System, 2022). Considering the fact that doctoral programs in nursing have continued since 1972, it is seen that the number of trained nurse lecturers was not few. For this reason, the fact that the academic staff announcement, which was the subject of the twitter event, was kept closed to the nurse lecturers caused a reaction. Almost all of TU wanted academicians to conduct the courses of nursing who graduated from the department of nursing, who were specialized in the relevant department and who had professional experience in the field. ICN clearly reported that nurses should be responsible for the education of nurses (ICN, 1987). Nursing education consists of theoretical and clinical education. Clinical education provides students with the opportunity to apply theoretical knowledge to practice, to have hands-on experience with patients and to experience planning, organizing, teaching and evaluating patient care (Basavanthappa, 2009; TNNCEP, 2014). Giving basic medicine and behavioral sciences in the nursing education program is necessary to obtain competence in professional practice (TNNCEP, 2014). It is usual for courses such as anatomy, physiology or psychology to be conducted by faculty members specialized in basic medical sciences and behavioral sciences. In the study, some TUs emphasized this situation. However, the fact that the academic staff announcement was published for one of the nursing departments caused reactions. It was stated in the posts that the quality of nursing services would be protected by nursing education and that this could be provided by expert nurse trainers. Considering the fact that one of the basic criteria of being a profession is education (Gönç, 2015), it is not surprising to emphasize the

relationship between nursing services and education.

Another issue pointed to by TU was professional autonomy. As seen in the posts, there was a concern that other professionals, especially from the field of medicine, would be influential in nursing education. In the historical process of the nursing profession in Turkey, Besim Ömer Akalın, a military doctor, left important traces (Çamlıca and Kartal, 2021). We think that doctors' involvement/desire to take part in nursing education might be an extension of this historical connection. There are many studies on autonomy in the international literature. In a systematic review of 27 studies conducted in 17 countries and published between 2000-2019 to examine the autonomy of nurses, it was revealed that nurses needed support for an autonomous working environment and that there was a strong hierarchy in health institutions (Pursio et al., 2021). Studies in Turkey showed that nurses' autonomy was at a moderate (Cerit et al., 2020; Erikmen and Vatan, 2019) and high level (Danacı et al., 2023). It was an expected result that users embraced the nursing profession and that they did not accept intervention in the field. According to the analysis results and those in the literature, it could be stated that professional autonomy in nursing has not completed its development.

It is noteworthy that the number of tweets dealing with professional image was low. TU reported that they considered the nursing profession sacred and valuable and that they were concerned that non-nursing appointments might devalue the profession. It is thought that they are trying to attract attention by writing in capital letters that the appointment of non-nurses will pose a risk to the future of the profession. In studies carried out with nurses and nursing students, it was seen that the attitude towards the profession was positive (Aslan Doğan et al., 2024; Erol and Türk, 2019; Eycan and Ulupınar, 2023; Göl, 2018; Khatri and Sharma, 2018; Mai et al., 2018). In a study conducted in Turkey, an emotion analysis of tweets shared during a period including nursing week was conducted. This study was carried out during the Covid-19 global pandemic, and it was stated that some of the tweets containing negative emotions were related to the professionalization of nursing (Doğan et al., 2022). Considering the findings related to autonomy in the study, and the literature, it is thought that the nursing profession is in the process of professionalization.

In the study, under the theme of justice and equality, attention was drawn to the right of students

to receive equal education and to the rights of nurse lecturers. It was stated that the society had the right to access good-quality care and that the rights of the profession should be protected. Nurses who receive doctoral education can work as administrators, educators, researchers and consultants in universities and health institutions (Dikmen and Ulupinar, 2021). It was pointed out that finding a job in post-doctoral higher education institutions positively affected the careers of academicians and increased their scientific productivity (Yang and Webber, 2015). Men have been legally entitled to practice the nursing profession in Turkey since 2007 (Nursing Law, 2007). Therefore, women are more numerous in the nursing profession (Kahraman et al., 2015). In the literature, it was reported that academic women were exposed to inequality; that compared to men, women are paid less salary for similar work; and that there were barriers to their academic progress (Freund et al., 2017; Morgan et al., 2018; Murphy et al., 2021). The ICN theme for 2022 (Invest in & respect nurses' rights) is parallel to an important code in our study, which was related to rights and injustice (ICN, 2022). The fact that ICN drew attention to this issue gave the impression that injustices in the profession of nursing were also experienced internationally. The predominance of women in the profession of nursing might be the cause of the posts regarding gender-based injustice and inequality. Appointment from non-nursing fields to positions that are entitled to nurse academicians hinders the society's right to have qualified service.

In some of TU's posts, feelings of rejection and hopelessness were expressed. These tweets were thought to be a reflection of the injustices suffered. In the literature, use of YouTube and SM was recommended to increase the visibility of the profession of nursing in a positive way (Hoeve et al., 2014; Kelly et al., 2012). We believe that the twitter event increased the visibility of nurses and enabled them to claim their rights.

### Conclusions

The study included the content analysis of the posts in the twitter event opened with the hashtag of #NursesTeachNursing. The posts were gathered under the themes of the quality of nursing education and services, professional autonomy and image, justice and equality and emotional reactions. According to the results of the study, it was stated that nursing education can be given by expert and experienced nurses and qualified nursing care can be

provided with quality nursing education. In the study, it was determined that there were limited posts regarding the autonomy and image of the nursing profession. Twitter users emphasized that nurses and lecturers have the right to work in nursing departments, nursing students have the right to receive qualified education, and the public has the right to receive high-quality nursing services. These data, which are related to the profession of nursing and nursing education and reflected to SM, were also guiding in terms of strengthening the profession, making it visible and finding solutions to the problems experienced. It is recommended to conduct studies examining the effect of out-of-field appointments to nursing departments on the quality of nursing education and nursing services.

### Limitations

This study was limited to the tweets shared by TU, whose accounts were open at the time of the data collection. In addition, the lack of reproducibility of the study and the sample size were considered as a limitations.

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**Ethics Committee Approval:** Ethics Committee approval was obtained on April 11, 2022 (number 2022-07). This study was conducted according to the Personal Data Protection Law (Personal Data Protection Law, 2016) and Internet Research's Ethical Guidelines (Franzke et al, 2020).

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### What did the study add to the literature?

- In the study, six themes and sub-codes were determined, namely the quality of nursing education, the quality of nursing services, professional autonomy, professional image, justice and equality, and emotional reactions.
  - Twitter users reacted to the announcement of academic staff for non-nursing professionals in the nursing education institution and defended their professional rights.
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