

## Impact of Organized Teaching on Selfie Behaviour and Health Among Nursing Students in Bellary.

Mr. Prabhakara R

Department of Community Health nursing

OP Jindal College of Nursing, 2nd floor, OPJ center, opposite the govt model high school, Toranagallu,  
Sandur Taluk, Ballari-583123

### ABSTRACT:

**Background:** Cell phones are increasingly more than just a means of communication; they may even replace desktop PCs in the house by offering access to the web and a high-definition camera called a "selfie camera." Smartphone makers are making sure their smartphones have decent front cameras as selfies become popularity. Technology is also using this sociological trend to gain control over the planet. **Method:** For this study, an evaluative research approach was employed. The independent variable in the research is a video-assisted educational program about the harmful health effects of taking selfies, and its dependent variable is how nursing students perceive these harms. The information was gathered using a methodical 4-point Likert scale. **Results:** The respondents' total pretest behavioral scores, according to the research, were 51.33% with a standard error of 4.59. The posttest results indicated that the respondents' total behavioral scores were 40.1% with a standard deviation of 3.142. At the 0.01 level of significance, the computed "t" value of 16.23 is higher than the table value. The "t" value is therefore considered significant. It implies a drop in nursing students' behavioral proficiency. **Conclusion:** According to a research, teaching nursing pupils about selfies and their harmful effects on their health using video is a useful way to lower their behavior.

**Key words:** Selfies taking behavior, video assisted teaching programme, nursing students

### How to Cite this Article?

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### Introduction

Youth social relationships and self-expression have changed as a result of the proliferation of digital technology and the pervasive usage of cellphones. Selfies are self-portrait photos shot with portable devices and frequently posted on social media, making them one of the most popular digital fads. According to Senft and Baym (2015), snapping selfies has become a common and socially acceptable activity among

teenagers and young adults, including college students. Although selfies are frequently taken for amusement, self-documentation, or social interaction, excessive and risky usage of them can have serious negative effects on one's physical, mental, and social well-being.<sup>1</sup>

This tendency is especially prevalent among nursing students, who are usually young people between the ages of 18 and 25. Understanding the effects of their own health habits as well as the behaviors of the communities they will serve is crucial for those aspiring to careers in healthcare. Increased screen time, recurrent physical strain (such "selfie elbow" or musculoskeletal discomfort), poor posture, and visual fatigue are all associated with the rising fixation with selfies, according to research (Balakrishnan & Griffiths, 2018). Furthermore, snapping selfies in hazardous situations has resulted in many injuries and even deaths globally (Bansal et al., 2018).<sup>1</sup>

In addition to potential health hazards, snapping selfies has been linked to a number of mental health issues. According to Barry et al. (2017), these include narcissism, social anxiety, problems with self-esteem, and body image dissatisfaction, especially when people gauge their value by looking for online validation such as likes and comments. 3 Feelings of inadequacy and poor self-confidence can result from constantly comparing oneself to idealized pictures on social media. According to Balakrishnan and Griffiths (2018), this can occasionally turn into "selfitis," a compulsive need to snap and share selfies that is considered a possible behavioral addiction.<sup>2</sup>

Effective educational initiatives to increase knowledge about responsible digital conduct are becoming more and more necessary in light of these hazards. A dynamic and captivating teaching approach that blends visual and aural learning to improve comprehension and retention is a video-assisted teaching program. Such programs can affect students' knowledge, attitudes, and behaviors if they are well structured (Bastable, 2014). Education on the negative health effects of selfies might help nursing students use technology mindfully, become more self-aware, and develop better behaviors.<sup>4</sup>

Prior research backs up the effectiveness of organized educational programs in reducing teenage hazardous behavior. For example, it has been demonstrated that multimedia-based health education greatly increases understanding and encourages behavioral change in relation to topics like substance misuse, cyberbullying, and mental health (Park & Kim, 2020). In light of this, putting in place a structured educational program

that focuses on selfie-taking behavior is a pertinent and current strategy for nursing students.<sup>5</sup>

Additionally, the study seeks to close a gap in the literature by assessing the efficacy of such a program. Few studies evaluate the effects of focused treatments, while the majority of research on selfie behavior concentrates on its psychological ramifications. The purpose of this study is to assess how nursing students' knowledge and conduct have changed following the educational program and investigate its potential as a preventative approach in health education.<sup>5</sup>

In conclusion, it is critical to address potentially hazardous behaviors like excessive selfie-taking, as digital activity increasingly effects human well-being. In addition to improving their own health, teaching nursing students about the negative effects of this practice on the body and mind equips them to help future patients develop better digital habits. A creative, approachable, and useful instrument for achieving this goal is a well-structured educational program.

### **Martials And Methods**

In order to evaluate the effect of structured instruction on selfie behavior and health among nursing students in Bellary, the current study used an evaluative research technique. To achieve the current study's goals, a single group pre-test post-test (pre-experimental) design was employed. The study was carried out at a particular Bellary nursing college. Nursing students' attitudes on selfie-taking behavior and its effects on health are the dependent variable, whereas organized instruction on selfie behavior is the independent variable. Nursing students from a few Bellary area nursing colleges make up the study's target group. Data was gathered from 60 nursing students from a chosen nursing institution in the Bellary area using the purposive sampling approach.<sup>20</sup> The two-month data gathering period ran from February 2025 to April 2025. SPSS for Windows, Version 16.0, was used to evaluate the data once it was imported into Excel sheets.

Regarding duties and responsibilities in participant recruiting and data collection, the researcher complied with a number of important ethical guidelines. 1] The institutional human rights committee has given its approval. 2] The management of a school granted formal administrative approval. 3] Parents and subjects signed an informed written agreement. 4] Preserve data confidentiality.

### **Criteria for sampling**

The following preset set of criteria was used to choose the samples.

### **Criteria for inclusion**

- 1] Who are willing to participate in the study.
- 2] Who are present during the time of data collection.
- 3] Both male and female nursing students are included in this study.

### **Criteria for exclusion**

- 1] Who decline to take part in the research.
- 2] Who weren't there when the data was gathered.
- 3] Nursing students on the day of data collection, who is ill.

### **The tool's development and selection**

Data was gathered using a standardized interview schedule. It is said to be the best tool for getting answers from both literate and uneducated people. There are two parts to it. Section I: Nursing students' sociodemographic characteristics. The statement with 28 elements pertaining to the intellectual, physical, social, emotional, and economic dimensions makes up Section II: Structured 4-point Likert scale.

### **Creation of a structured educational curriculum**

Based on the goals of the study, the first draft of a structured educational program on selfie-taking habit and its impact on health was distributed to eight medical, surgical, and mental health nursing specialists. Following evaluation of the experts' opinions and ideas (such as extending the usage of acronyms and revising specific elements), the final draft of the program was created.

### **Consistency**

The Split Half method was employed to determine the tool's reliability, and the raw score formula was utilized to get the reliability coefficient. The created tool was proven to be extremely dependable, with an estimated "r" value of 0.88.

### **Data collecting method**

Following official consent from the relevant authorities, data was gathered from 60 individuals. The nursing students were chosen through the technique of purposeful selection. Following their introduction and explanation of the study's objectives, the researcher evaluated the subject's preparedness for participation. The subjects have been guaranteed anonymity and the confidentiality of the information they have submitted, and their signed informed permission has been acquired. The pre-test was administered on the first day, and on the seventh day, an OTP and a structured interview schedule about selfie taking habit and its impact on health were provided. The same technology was used to administer the post-test on the eighth day, and each participant

had 30 minutes to finish the interview schedule.

## Results

The current education was shown to assess the Impact of organized Education on self-efficacy behavior and health among Nursing Students

### Section I The sociodemographic characteristics of nursing students.

The bulk of nursing students (43.3%) are 19 years old, with only 10.0% being 21 years old.

Only 26.7% of the population were boys, while the majority (73.3%) were women. Religion Only 46.7% of nursing students were Christian, while the majority (53.3%) were Hindu.

Family type Ninety percent of nursing students come from nuclear families, whereas just ten percent come from joint families.

Mobile use types the vast majority of nursing students (100%) used Android smartphones.

enjoy taking selfies One hundred percent of nursing students said they enjoyed taking selfies.

The rationale of snapping a selfie Just 10.0% of nursing students took selfies for other purposes, while the majority (31.7%) did so to post on social media.

Where to take a selfie Just 10% of nursing students took selfies outside of public spaces, whereas the majority (51.7%) did so in public.

The repercussions of snapping selfies Only 31.7% of nursing students reported losing focus as a result of shooting selfies, but the majority (68.3%) were addicted to doing so in public.

### Section II: Understanding and contrasting selfie-taking practices and their effects on health

**Table 1: Pretest and posttest selfie taking behavior and its impact on the health level of nursing students**

**N=60**

Selfie-taking behavior level	Before test		After test	
	Incidence	%	Incidence	%
a. Low	27	45.0	60	100.0
b. Moderate	33	55.0	0	0.0
c. High	0	0.0	0	0.0

Total	60	100	60	100
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**Table 1.** The majority of nursing students 55.0% had moderate behavior, 45.5% had low behavior, and 100% had poor conduct in the pretest and posttest on selfie taking behavior and its impact on health.

**Table 2: Average, mean percentage and standard deviation for the pretest selfie-taking behavior and its impact on health of students**

N=60

Sl. No.	Selfie-taking habits and their effects on several facets of health	No. of Items	Max Score	Mean	Mean %	SD
1	Dimension of intellect	7	28	14.73	52.67	1.85
2	The physical aspect	7	28	14.1	52.50	1.75
3	The social aspect	8	32	16.11	53.6	2.26
4	Economic aspect	3	12	5.76	47.1	0.96
5	Emotional, aspect	3	12	5.40	45.1	0.84
Total		28	112	57.5	51.33	4.59

**Table 2** reveals that the social component had the greatest mean percentage among the participants (54.06%), followed by the intellectual (52.67%), physical (52.5%), emotional (47.25%), and economic (45.0%) dimensions. The respondents' overall behavioral scores, as shown by the pretest findings, were 51.33% with a standard deviation of 4.59.

**Table 3: Comparison of nursing students' selfie-taking habits before and after tests and their effects on their health scores**

N=60

Sl. No.	Selfie-taking habits and their effects on several facets of health	Before test		After test		Mean difference	t Value	Df	Inference
		Mean	S D	Mean	S D				
1	Dimension of intellect	14.75	1.856	11.79	1.69	3.05	9.527	59	S
2	The physical aspect	14.7	1.759	10.729	1.629	4.0	14.760	59	S

3	The social aspect	16.98	2.266	13.1	1.492	3.883	11.218	59	S
4	Economic aspect	5.67	0.968	4.75	0.704	0.917	5.668	59	S
5	Emotional, aspect	5.4	0.848	4.67	0.933	0.733	5.081	59	S
<b>Overall</b>		57.5	4.597	44.92	3.142	12.583	16.23	59	S

**Table 3** demonstrates that the calculated "t" value of 16.23 is greater than the table value at the 0.01 level of significance. As a result, the "t" value is deemed important. It suggests a decline in the behavioral level of nursing students. This indicates that nursing students' behavioral levels may be successfully reduced by an organized instructional program on selfies and their detrimental health implications.

### Discussion

According to the current study, when it came to selfie taking behavior and its impact on health, the mainstream of nursing scholars 55.0% had moderate behavior, 45.5% had low behavior, and 100% had terrible behavior on the pretest and posttest. The respondents' overall behavioral scores, as shown by the pretest findings, were 51.33% with a standard deviation of 4.59. The respondents' overall behavioral scores on the posttest were 40.1%, with a standard deviation of 3.142, according to the data. In related research, Davi (2022)<sup>6</sup> evaluated the effectiveness of a video-assisted instruction approach in altering the selfie-taking behaviors of nursing students. According to the pre-test data, 55.0% of students exhibited moderate selfie-taking behavior, whereas 45.5% of students had low behavior. All of the students behaved badly after the intervention. The overall behavioral scores decreased from 51.33% (SD = 4.59) in the before test to 40.1% (SD = 3.142) in the after test, indicating a significant decline in selfie-taking behavior. Saied's further research (2019)<sup>7</sup>. This study assessed how nursing students' academic performance, body image, and self-esteem were affected by their addiction to selfies. The results showed that almost 75% of participants took acute selfies. While there were statistically significant associations between chronic selfie habit and the reasons for taking selfies, levels of selfie behavior did not substantially differ from body image, academic performance, or self-esteem. The current study's "t" rate of 16.23 was greater than the table value at the 0.01 level of

significance. As a result, the "t" value is deemed important. It suggests a decline in the behavioral level of nursing students. This indicates that nursing students' behavioral levels may be successfully reduced by a video education campaign about selfies and their detrimental health impacts. The Archana (2022)<sup>8</sup> study on the impact of audiovisual aided education agendas on net habit among students in a few Rajkot trade schools found that the mean post-test knowledge score was significantly higher than the pre-test score at the 0.05 level of significance ( $t_{39} = 23.816$ ,  $p < 0.01$ ). The curriculum was effective in increasing pupils' awareness of internet addiction, according to the study's findings.

### **Restrictions**

- Because the study was carried out in a particular region, generalization is limited.
- Only the population who met the study's requirements may be included in the findings.
- The sample size was restricted to 60 people;
- The study solely assessed attitudes; and scheduling restrictions prevented the implementation of long-term follow-up.

### **Conclusion**

Current study comes to the conclusion that when a video-assisted education approach was put into place, nursing students' selfie-taking behavior significantly decreased. Before the intervention, a sizable percentage of students engaged in moderate to low levels of excessive selfie-taking activity. The efficiency of the educational intervention was proved by the post-intervention findings, which showed that all students had low behavioral inclinations, as supported by a statistically significant t-value. The results imply that this practice is influenced by a lack of knowledge about the negative psychological and physical effects of excessive selfie-taking, including diminished self-esteem, distraction from academic tasks, and possible health problems. In order to encourage responsible digital conduct and advance students' overall well-being, nursing courses urgently need to include preventative and awareness-oriented initiatives.

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