

Effectiveness of Self-Instructional Module on Knowledge Regarding Selfitis among Undergraduate Students at Selected College at Kollam District

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Abstract

Selfitis is an obsessive-compulsive desire to take photos of one's self and post them on social media as a way to make up for the lack of self-esteem and to fill a gap in intimacy¹. A quantitative study was conducted to assess the effectiveness of self-instructional module on knowledge regarding selfitis among undergraduate students at selected college at Kollam district. The objective of the study was to evaluate effectiveness of self-instructional module on knowledge regarding selfitis among undergraduate students. Nonprobability convenience sampling technique was used to select 30 undergraduate students and the tools used for data collection were socio demographic variables and knowledge assessment questionnaire. The data collected were tabulated and analyzed using descriptive and inferential statistics. The mean posttest knowledge score 14.97 with standard deviation 2.44 was significantly higher than the mean pretest score 9 with standard deviation 2.84 and it was statistically significant at 0.001 level ($t=12.29$, $p<0.001$). Hence the study suggested that self-instructional module was very effective in improving the knowledge regarding selfitis among undergraduate students.

Keywords: Selfitis, Undergraduate students, Self-Instructional Module

Introduction:

In today's hyper-connected world, the social media plays a major role in shaping our identities. It acts like a digital mirror that reflects not just who we are and who we want to be¹. In the age of digital communication, taking and sharing selfies has become a global cultural trend. Selfies often serve as a form of self-expression, identity formation, and social interaction. Receiving positive feedback—such as likes, comments, and shares—can temporarily boost a person's self-esteem.

Smartphone addiction has been widely documented in research across the world. Studies show that students are more vulnerable than middle-aged adults to behavioral addictions. One of the most common behavioral addictions is smartphone addiction which is used and owned by over 1.5 billion people². A selfie is a self-portrait photograph which is usually taken with a smartphone or webcam and shared on social media. With the rise of smartphones and social media platforms like Instagram, Snapchat, and Tick Tok visual self-presentation has become increasingly important especially among younger generations³. Recent statistics shows about 47% of people reported taking selfies regularly. Among individuals aged

18–34, over 40% take at least one selfie daily. Women are estimated to take selfies 1.3 times more often than men⁴. These trends highlight the importance of educating young people about selfitis and its effects. Recent studies indicate that India has reported more selfie-related deaths in the past two years than any other country. Since March 2014, approximately 127 confirmed selfie-related fatalities have been reported globally. Smartphone addiction is one of the most prevalent behavioral issues worldwide with South Korean studies indicating that around 10.4% of individuals in their 20s–30s and 11.4% of those aged 10–20 is addicted to smartphones. In India studies show smartphone addiction rates ranging from 18.5% to 78.8%⁵. In 2018, The HINDU NEWS reports showed that there were 259 selfie deaths in 137 incidents reported globally between October 2011 and November 2017, with the highest occurrences in India, followed by Russia, United States and Pakistan⁶.

A descriptive study conducted in a polytechnic institution at Ernakulam, Kerala involved 400 students selected through convenience sampling. Data was gathered using sociodemographic forms, attitude questionnaires, and the Solanki Selfie Addiction Scale. Most students (85%) owned smartphones and 80% preferred phones with front cameras⁷.

From the above facts, it is very necessary to improve the knowledge of students, in order to prevent or reduce the selfitis behavior. In Kerala, many studies have to be conducted regarding selfitis, even though taking selfies for pleasure and memories increasing day by day. This prompted the investigators to conduct a study, to assess the knowledge regarding selfitis, among undergraduate students. As a part of the study, the investigator prepared a self-Instructional Module on selfitis, which help the undergraduate students to prevent selfitis behavior.

Despite the growing relevance of this issue, limited studies in Kerala have addressed selfitis among undergraduate populations. This gap highlights the need for targeted educational strategies. The present study aims to assess knowledge regarding selfitis among undergraduate students and to evaluate the effectiveness of a Self- Instructional Module designed to promote healthier selfie-taking behaviors and reduce associated risks.

Statement of the problem

A study to assess the effectiveness of self-instructional module on knowledge regarding selfitis among undergraduate students at selected college at Kollam district.

Objectives:

1. To assess the knowledge regarding selfitis among undergraduate students.
2. To evaluate the effectiveness of a self-instructional module on knowledge regarding selfitis among undergraduate students.
3. To find the association between the pre-test scores of knowledge regarding selfitis among undergraduate students with selected socio-demographic variable.

Hypotheses

Hypotheses will be tested at 0.05 level of significance

H1: The mean post-test knowledge score will be significantly higher than the mean pre-test score.

H2: There will be a significant association between pre-test knowledge scores and selected socio-demographic variables.

Methodology

A quantitative research study was aimed to assess the effectiveness self-instructional module on knowledge regarding selfitis among undergraduate students at selected college at Kollam district. The research design adopted for the present was pre-experimental one group pre-test – post-test design. In this study, the sample consists of 30 undergraduate students of Holy Cross College of Nursing, Kottiyam. The sampling technique used was nonprobability convenience sampling and the conceptual frame work was based on modified Sr. Callista Roy's adaptation model theory (2009), focuses on how individuals respond to changes in their environment, emphasizing adaptation as a central concept in health and illness.(17)Data was collected from 30 undergraduate students from Holy Cross College of Nursing , Kollam for a period from 20/06/2025 to 27/06/2025 by using Knowledge Assessment Questionnaire (KAQ). During the pre- test, participants completed a socio- demographic proforma and a Knowledge Assessment Questionnaire. This was followed by the administration of the Self- Instructional Module. Post-test was conducted after one week by using same Structured questionnaire. Data was analysed using descriptive and inferential statistics. Ethical clearance has been taken after the ethics committee meeting from Holy Cross Hospital, Kollam.

Inclusion Criteria

Undergraduate students who are:

- willing to participate in the study
- having age above 17 years
- having age below 23 years

Exclusion criteria

- Undergraduate students who are:
- non smart phone users
- having lack of social media engagement
- having psychiatric or neurological disorders
- having no access to internet

Statistics

Data was analysed using descriptive and inferential statistics. The distributions of subjects according to demographic variables were shown using frequency, percentages, graphs and tables. Significant difference in the pre-test and post-test mean knowledge scores of 30 undergraduate students were assessed by using Paired 't' test. The association between pre-test level of knowledge scores regarding Selfitis among undergraduate students with selected demographic variables was tested by using chi square.

Results

Section 1: Description of demographic variables of undergraduate nursing students.

The description of the socio- demographic variables according to age, 44% belongs to 18 years of age and 56% belongs to 19-20 years respectively. According to religion, 10% belongs to Hindu, 4% belongs to Muslim and 86% belongs to Christian. According to family background, 96% belongs to nuclear family and 4% belongs to joint family. According mobile use, all 100% students use android phones. According to the knowledge 100% have no previous knowledge about selfitis. 100% undergraduate students post selfies 0-1 times per day. 86% of undergraduate students take selfies at home and 40% of undergraduate students taking selfie at college. 23% of undergraduate students use WhatsApp, and 77% of undergraduate

students use Instagram. 40% of undergraduate students expected <100 number of likes in selfies, 60% of undergraduate students expected 100-500 number of likes in selfies. 100% of undergraduate students have not attended any seminars or classes regarding selfitis.

Section 2:

Knowledge regarding selfitis among the undergraduate students

(n=30)

Knowledge level	Pre-Test Score		Post Test Score	
	Frequency	Percentage	Frequency	Percentage
Excellent	0	0	10	33
Good	9	30	18	60
Average	17	56	2	7
Poor	4	14	0	0

The above table shows that in pre-test 30% of undergraduate students have good knowledge, 56% have average knowledge and 14% have poor knowledge. In post-test, 33% of undergraduate students have excellent knowledge, 60% have good knowledge and 7% have average knowledge.

Section 3

Evaluation of the Self-Instructional Module on knowledge regarding selfitis among undergraduate students.

(n=30)

	Mean	Standard Deviation	Df	t	Table value
Pre-Test	9.00	2.84	29	12.29	0.001
Post-Test	14.97	2.44			

*Significant at 0.01 level.

The above table shows the mean value of pre-test and post-test were 9 and 14.97 respectively. The standard deviations were 2.84 and 2.44. Hence, the paired 't' test value was 12.29. The null hypothesis (H0) was rejected and research hypothesis (H1) was accepted.

Section IV

Association between pretest knowledge and sociodemographic variables.

The results revealed that, there was no significant association between pre-test scores of knowledge and socio demographic variable with age of students ($\chi^2 = 5.3$, $p = 0.07$), gender ($\chi^2 = 12.6$, $p = 0.001$), religion ($\chi^2 = 4.54$, $p = 0.33$), type of family ($\chi^2 = 4$, $p = 0.18$), socio economic status ($\chi^2 = 0.80$, $p = 0.6$), residence ($\chi^2 = 2.72$, $p = 0.6$), type of mobile phone use ($\chi^2 = 12.6$, $p = 0.001$), previous knowledge regarding selfitis ($\chi^2 = 12.6$, $p = 0.001$), take more selfies at ($\chi^2 = 7.5$, $p = 0.03$), common social media apps used ($\chi^2 = 0.39$, $p = 0.81$), number of posting selfies in social media ($\chi^2 = 12.6$, $p = 0.001$), expected number of likes in selfies ($\chi^2 = 10.11$, $p = 0.7$), poses preferred for selfie ($\chi^2 = 12.6$, $p = 0.001$), any programs selfitis in your college ($\chi^2 = 12.6$, $p = 0.001$), attended any seminars or classes regarding selfitis ($\chi^2 = 12.6$, $p = 0.001$).

The findings showed that there was no significant association between the pre-test level of knowledge and selected socio- demographic variables. Hence, null hypothesis was accepted and research hypothesis (H2) was rejected.

Discussion

The present study was focused on the effectiveness of self-instructional module on knowledge regarding selfitis among undergraduate students at selected college at Kollam district.

Nursing implications**Nursing Practice**

- Selfitis is common problem in students. In order to decrease its prevalence, Self-Instructional Module is effective and useful.
- Study recommends that ongoing education for students will improve the knowledge regarding selfitis among undergraduate students in order to decrease the prevalence of selfitis among undergraduate students.
- Nurse has an expanded role as a teacher and as a nurse teacher, she can help undergraduate students to improve their knowledge regarding selfitis and to reduce the prevalence of selfitis among undergraduate students.

Nursing Administration

- The findings of the study can help nursing administrators in recognizing selfitis as behavioural health issue requiring attention in community and institutional setting.
- Based on the results, nurse administrators can implement awareness and screening programs in schools, colleges and public health centres
- Training programs for nursing staff can be initiated to identify early signs of selfitis and provide counselling or referrals as needed.

Nursing Education

- Nursing educator should educate nursing students on the definition, causes, types, levels and impacts of selfitis, enabling early identification and appropriate care.
- Train nursing students to provide empathetic counselling, emotional support, and behaviour modification techniques for individuals affected by selfitis.
- Seminars and awareness campaigns for students can also be conducted on the effects of digital addiction.

Nursing Research

- Findings of this study can be a background for future research studies.
- Further studies can be conducted in this area to determine the effectiveness of Self-Instructional Module regarding selfitis.
- The research can be effectively conducted in colleges, schools, community settings and urban health care centres where social media usage is significantly high.

Limitations

- The study is limited to undergraduate students aged 18 – 22 years.
- No follow up was done after the post test of the study.
- The sample size of the study was not adequate to desire statistically significant association between knowledge and selected socio-demographic variables.
- The study was conducted in a single setting which will not give true picture of knowledge regarding self-instructional module on selfitis.

Recommendations

In the light of the findings the above study, the following recommendations were made for further recommendations

1. A similar study can be conducted as a qualitative research using in depth interviews or focus group discussions to explore personal experiences, feelings and motivations behind selfie taking behaviour.
2. Experimental studies can be conducted to study the effect of digital detox on reducing selfitis behaviour.
3. Include mental health and digital behaviour modules in the undergraduate curriculum to enhance students understanding of self-image, social media use and emotional well-being.
4. Involve working professionals mainly cooperate sectors like IT companies and media sectors, where digital presence is important.

Conclusion

Nurses should establish awareness on prevention of selfitis programme and therefore implement this programme in schools by giving immense support to the students who are at risk for selfitis. The results showed that the post-test knowledge scores were significantly higher than the pre-test scores of the undergraduate students. The results showed that Self-Instructional Module was effective in increasing knowledge of Undergraduate students regarding prevention of selfitis among students.

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