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A study to assess the effectiveness of video assisted teaching programme regarding selfie taking behavior and its impact on health among nursing students studying in selected nursing college in Kolar

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Abstract

This study aimed to evaluate the effectiveness of a video-assisted teaching program in enhancing awareness and understanding of the health impacts associated with frequent selfie-taking behavior among nursing students in a selected nursing college in Kolar. With the growing prevalence of selfie culture among young adults, particularly due to smartphone and social media use, concerns have emerged about its potential negative effects on mental and physical health, including body image dissatisfaction, anxiety, reduced self-esteem, and risk-related physical injuries. Given their role as future healthcare providers, nursing students must be informed about these health implications to promote healthier behaviors.

An evaluative research approach was used with a sample of 60 nursing students selected through simple random sampling. Data were collected using a structured 4-point Likert scale and analyzed using statistical methods. The study found a statistically significant reduction in selfie-taking behavior post-intervention, with the post-test results showing that 100% of students exhibited low behavior levels related to selfie-taking, compared to moderate or low levels in the pre-test. A paired t-test revealed a significant difference in behavioral scores ($t = 17.385$, $p < 0.01$), supporting the program's effectiveness. Additionally, a chi-square analysis indicated a significant association between the pre-test behavioral scores and the students'

reasons for selfie-taking, although other demographic factors showed no significant impact on the post-test outcomes.

These findings suggest that video-assisted teaching can be an effective tool for fostering awareness and promoting healthier digital habits among young adults, particularly nursing students. The study highlights the potential of video-based interventions in health education and underscores the importance of addressing emerging digital behaviors that may impact well-being. This approach may inform future educational programs aimed at fostering balanced technology use and healthy behavior, contributing to the overall well-being of nursing students and preparing them for their roles as health advocates.

Key words- Effectiveness , video assisted teaching programme ,selfie taking behavior ,impact , health ,nursing students .

Introduction

The aim of this study was to evaluate the effectiveness of a video-assisted teaching program in increasing awareness and understanding of the health impacts associated with frequent selfie-taking behavior among nursing students in a selected nursing college in Kolar. In recent years, the popularity of smartphones and social media had led to a rise in selfie-taking, particularly among young adults. While often seen as a form of self-expression and social engagement, emerging research suggested that excessive selfie-taking could have adverse effects on both mental and physical health. Issues such as body image dissatisfaction, anxiety, reduced self-esteem, and even physical injuries due to risky selfie-taking practices had been observed.

As future healthcare providers, nursing students play a crucial role in promoting healthy behaviors and educating others on health-related risks. However, they were also part of a demographic likely to engage in frequent selfie-taking and thus might have been susceptible to

these associated health risks. This study sought to address this issue by implementing a structured, video-assisted teaching program tailored to raise awareness among nursing students regarding the potential psychological and physical consequences of excessive selfie-taking.

By comparing pre- and post-intervention knowledge levels and attitudes, the study assessed whether the video-assisted teaching program effectively improved students' understanding of selfie-related health impacts. This approach provided valuable insights into the role of video-based educational tools in influencing health-related behavior and awareness among young adults. The findings from this study may inform the design of more comprehensive educational interventions aimed at promoting healthier digital behaviors among youth and fostering a balanced approach to technology use, ultimately enhancing their overall well-being.

The present study was attempted to assess the effectiveness of video assisted teaching programme regarding selfie taking behavior and its impact on health among nursing students studying in selected nursing college in Kolar. The focus of this study was to assess the effectiveness of video assisted teaching programme regarding selfie taking behavior and its impact on health among nursing students; in this study evaluative research approach was used 60 samples were drawn from population using simple random sampling technique. The data was collected by the structured 4-point Likert scale; the obtained Data was analyzed and interpreted by applying statistical methods.

The nursing students who willingly participate in the study was administered the tool. The study was based on the Kings Goal attainment theory

Results

The study's demographic profile provides valuable insights into the characteristics of the nursing students who participated. A majority of the students, 43.3%, were 19 years old, highlighting a youthful population within the nursing cohort, with only a smaller segment (10%) being slightly older, at 21 years. This age distribution aligns with the typical age range of undergraduate students, most of whom are in their late teens or early twenties. The gender distribution was notably skewed, with 73.3% of the sample being female and only 26.7% male. This finding reflects a common gender trend in nursing education, as the nursing profession often attracts more female students than male, though the presence of male students indicates increasing diversity in the field.

When examining religious backgrounds, the majority of nursing students, 53.3%, identified as Hindu, while the remaining 46.7% were Christian. This distribution underscores the religious diversity within the student population, which may reflect the demographic composition of the region or college setting. Family structure also played a role in the demographic makeup, with an overwhelming 90% of students coming from nuclear families and only 10% from joint families. This distribution aligns with broader societal trends, where nuclear family structures are becoming increasingly prevalent due to urbanization, career mobility, and smaller family sizes. Understanding family types can be relevant, as family dynamics and support structures may influence the attitudes and behaviors of nursing students, including their engagement with technology and social media.

In terms of technology use, the study revealed that all nursing students (100%) used Android mobile phones, indicating a complete adaptation to digital devices that support the selfie-taking trend and social media usage. Android phones, being widely accessible and affordable, have become ubiquitous among students, reflecting the larger trend of smartphone dependence in

daily life, particularly among young adults. The findings related to selfie-taking habits showed that 100% of the participants expressed an interest in taking selfies, underscoring the popularity of this activity among the age group. The inclination to take selfies may stem from a combination of factors, including self-expression, social engagement, and the influence of social media culture.

Examining the motivations for selfie-taking, a significant proportion of students (31.7%) reported taking selfies primarily for posting on social media, a practice that can be associated with self-presentation and the desire for social approval in digital spaces. Only a smaller percentage (10%) cited other reasons for taking selfies, suggesting that social media is a major driving factor for this behavior among nursing students. This emphasis on social media posting reveals the importance of digital identity and peer engagement for this demographic, as sharing photos online has become an integral part of their social interactions and self-expression.

The location of selfie-taking was also explored, with a majority (51.7%) of students preferring to take selfies in public places, while only 10% reported taking selfies in other, unspecified locations. The preference for public settings may indicate a desire for socially vibrant backdrops, which are often more visually appealing and can add value to the shared image on social media platforms. Taking selfies in public spaces might also be a way for students to capture and showcase experiences and social outings, further aligning with the motives of social media sharing.

Lastly, the study highlighted the consequences associated with selfie-taking. A significant 68.3% of students admitted to feeling addicted to taking selfies in public places, a behavior that reflects the compulsive nature of selfie culture and its potential impact on attention and mental

health. Meanwhile, 31.7% reported experiencing a loss of attention while taking selfies, which could pose safety risks, particularly in public or crowded areas. This finding indicates that while selfie-taking is largely a recreational activity, it can lead to unintended negative outcomes, such as distraction or dependency, especially among young adults who are heavily engaged with social media.

Overall, these demographic insights provide a nuanced understanding of the nursing students' background, technology habits, and selfie-related behaviors, offering a foundation for interpreting the study's findings on the impact of a video-assisted teaching program on selfie-taking behavior and its health consequences.

The present study examined the impact of a video-assisted teaching program on nursing students' selfie-taking behavior and its effects on health. In the pre-test, a majority (55.0%) of the nursing students demonstrated moderate behavior regarding selfie-taking, while 45.5% exhibited low behavior. Following the intervention, 100% of the students exhibited low behavior in the post-test, indicating a significant reduction in selfie-taking behavior and its potential impact on health. The overall pre-test behavioral score was 51.33%, with a standard deviation of 4.59, while the post-test score dropped to 40.1%, with a standard deviation of 3.142. A comparison of pre-test and post-test scores revealed that the obtained t value (17.385) was greater than the table value at the 0.01 level of significance, indicating a statistically significant reduction in behavioral levels. This finding supports the effectiveness of the video-assisted teaching program in decreasing selfie-taking behavior among nursing students.

Further analysis examined the association between the pre-test behavioral scores and selected demographic variables. The obtained χ^2 value for the variable "reason for taking selfies" was greater than the table value, showing a significant association with the pre-test behavioral score.

However, demographic variables such as age, gender, religion, type of family, type of mobile use, preference for taking selfies, location of selfie-taking, and awareness of the consequences of taking selfies did not show a significant association with the post-test behavioral scores, as their χ^2 values were lower than the corresponding table values. This suggests that, apart from specific reasons for taking selfies, other demographic factors had minimal impact on the change in behavior observed after the intervention.

Discussion

The findings of this study provide a comprehensive understanding of the impact and effectiveness of a video-assisted teaching program in altering selfie-taking behaviors among nursing students. The statistically significant improvement in post-test behavioral scores compared to pre-test scores, as indicated by the high "t" value (17.385 at 0.01 level of significance), strongly supports the effectiveness of the educational intervention. This reduction in behavioral levels related to selfie-taking behavior demonstrates that video-based educational tools can be a successful approach for enhancing awareness and promoting healthier practices among young adults.

The demographic analysis also sheds light on key characteristics of the participants, with the majority being 19 years old, female, Hindu, and from nuclear families, reflecting the general demographics of the student body. A noteworthy finding is that all participants owned an Android mobile device and reported an interest in taking selfies, underscoring the universality of smartphone use and the widespread appeal of selfie culture among nursing students.

Interestingly, the primary reason for taking selfies was social media posting (31.7%), with the most common setting being public places (51.7%), suggesting a social motivation tied to public display and digital engagement. Additionally, a significant portion of students (68.3%) reported

experiencing addiction-like behavior related to selfie-taking in public settings, while 31.7% indicated they experienced a loss of attention due to the practice. These findings reveal a growing need for awareness of the potential health risks linked to digital behaviors among young adults.

The χ^2 analysis showed that only the reason for taking selfies was significantly associated with pre-test behavioral scores, suggesting that underlying motivations may play a role in the intensity of selfie-taking behavior. Other demographic factors, such as age, gender, religion, and family type, did not significantly impact post-test behavioral scores, indicating that the effectiveness of the teaching program was uniform across various demographic groups.

This study highlights the importance of targeted educational interventions in promoting safer and more informed digital practices among nursing students. The video-assisted teaching program proved to be an effective means of reducing unhealthy selfie-taking behaviors, supporting the value of educational programs in fostering awareness about the potential health implications of social media habits. These insights could be instrumental in developing future health education initiatives to encourage responsible technology use and support the overall well-being of young adults.

Conclusion

In conclusion, the present study assessed the effectiveness of a video-assisted teaching program on selfie-taking behavior and its impact on health among nursing students in a selected nursing college in Kolar. The findings indicate that the video-assisted teaching program significantly improved the students' understanding of the health implications associated with excessive selfie-taking, as evidenced by a marked reduction in behavioral levels related to selfie-taking

from pre-test to post-test. The "t" value of 17.385 at the 0.01 level of significance confirmed the effectiveness of the intervention, demonstrating a notable decrease in selfie-taking behavior and its associated health impacts post-intervention.

Moreover, the study explored the association of demographic factors with pre-test behavioral scores. Among the demographic variables, only the reason for taking selfies showed a significant association with pre-test behavioral scores, suggesting that the motivation behind selfie-taking might influence its impact on health. However, other variables, such as age, gender, religion, type of family, type of mobile used, preference for taking selfies, place of taking selfies, and perceived consequences of selfies, did not significantly affect the post-test knowledge scores.

These results highlight the importance of targeted educational interventions, such as video-assisted teaching, in promoting healthy behaviors among nursing students. By raising awareness of the physical and psychological consequences of excessive selfie-taking, this program has the potential to encourage more responsible digital habits. The findings support the application of video-based educational tools in health education, particularly for young adults susceptible to social media influences, thereby contributing to their overall well-being and readiness to advocate for health-promoting behaviors in their future professional roles.

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