

A STUDY TO ASSESS THE SELFIE ADDICTION AMONG THE STUDENTS OF SELECTED COLLEGES OF CITY IN VIEW TO DEVELOP SELF-INSTRUCTION MODULE ON MANAGEMENT OF SELFIE ADDICTION

Mrs. Pradnya Mainkar^{1a*}, Ms. Anushka Gangasagare², Mr. Sushant Chavan³, Ms. Shravani Shete⁴, Mr. Rushikesh Kamble⁵, Mr. Devendra Nachar⁶

- a. Research Guide (clinical instructor), D.E. Society's Smt. Subhadra K. Jindal College of Nursing, Pune
- b. Final year student, D.E. Society's Smt. Subhadra K. Jindal College of Nursing, Pune.

***Corresponding Author- Mrs. Pradnya Mainkar**

ABSTRACT

Selfie addiction is an emerging concern in the age of smartphones and social media. This study explores the prevalence and behavioral aspects of selfie addiction among college students, aiming to develop a self-instruction module for its management. The research identifies the compulsive need for taking and posting selfies, often linked to underlying psychological factors such as low self-esteem, narcissism, body image dissatisfaction, and peer approval. These behaviors have become particularly prominent among adolescents and young adults who are active on social media platforms. The study adopted a quantitative, non-experimental descriptive design, employing a convenient sampling method to select 150 participants from selected colleges. A standardized questionnaire based on the Selfitis Behavior Scale (SBS) was used for data collection. The results showed that 33% of students had mild addiction, 27% had moderate addiction, while 20% had either no addiction or severe addiction. A significant correlation was observed between the number of selfies taken and posted and the level of addiction. The findings highlight the necessity of awareness and behavior modification strategies to mitigate addiction tendencies. The study concludes that most participants demonstrated mild to moderate addiction levels, suggesting the importance of structured interventions. This research not only contributes to the understanding of selfie addiction but also provides groundwork for educational strategies to manage this behavior. A self-instructional module is proposed as a supportive tool for students to reflect on their habits and adopt healthier digital behaviors. This research aims to fill the gap in local evidence regarding this phenomenon and serves as a baseline for further in-depth studies on the subject.

Keywords: Selfie, Addiction, Selfitis, College students, Social media

INTRODUCTION

The phenomenon of taking selfies has grown rapidly with the proliferation of smartphones equipped with high-resolution front cameras and the widespread use of social media platforms. What began as a trend has evolved into a behavioral pattern, often reflective of an individual's self-image, need for social validation, and digital identity construction. While selfies serve as a form of self-expression and a means to document experiences, excessive or compulsive selfie-taking can have psychological implications. The term "selfie addiction" refers to an obsessive-compulsive desire to take photos of

oneself, often accompanied by frequent posting on social media platforms to gain attention and approval from peers. The American Psychiatric Association has described such behavior in terms of selfitis, indicating a potential link to underlying mental health issues such as narcissism, anxiety, or depression. Among adolescents and young adults, this habit can influence their emotional well-being, academic performance, and social interactions. In India, where smartphone penetration is rapidly increasing among youth, the issue has gained significant relevance. Despite its widespread occurrence, selfie addiction remains an under-researched topic in the Indian context. Previous studies have shown that individuals with selfie addiction exhibit higher tendencies toward social conformity, attention seeking, and self-esteem issues. Given the digital nature of modern student life, it becomes essential to explore this behavior academically. This study attempts to assess the prevalence and impact of selfie addiction among college students, along with the development of a self-instruction module aimed at helping students understand and manage their behavior. It is hoped that this research will contribute to a better understanding of selfie addiction and promote healthier digital habits among students, preparing them for a more balanced engagement with technology.

NEED FOR THE STUDY

The emergence of digital media has transformed the way individuals interact with themselves and the world around them. One such manifestation is the growing trend of selfie-taking, particularly among the younger population. Selfies, though harmless at first glance, have turned into a tool for constant self-evaluation, comparison, and social validation. This behavior is increasingly linked with psychological consequences such as low self-esteem, anxiety, narcissistic tendencies, and a distorted body image. As adolescents and young adults are among the most active users of social media, they are also the most vulnerable to the effects of digital addiction. The constant urge to present a curated version of oneself through selfies can lead to a dependency that affects mental health and interpersonal relationships. In India, the surge in affordable smartphones and internet accessibility has made it even easier for students to engage in this behavior. While technological advancement is beneficial in many ways, it also brings new challenges. Selfie addiction is one such challenge that requires attention from educators, health professionals, and families alike. Despite being widely observed, the behavior is often dismissed or overlooked due to a lack of awareness and understanding. Therefore, there is a pressing need to study this emerging form of behavioral addiction systematically. This research seeks to assess the extent of selfie addiction among college students and to provide evidence-based solutions in the form of a self-instructional module. This module will be aimed at raising awareness, encouraging reflection, and promoting healthy digital practices among students. By addressing this issue early, institutions can contribute to better mental health outcomes and ensure that students use technology in a balanced and meaningful way.

OBJECTIVES OF THE STUDY

1. To assess the selfie addiction among the students of selected colleges.
2. To associate the findings with the selected demographic variables.
3. To develop a self-instruction module on selfie addiction.

RESEARCH METHODOLOGY

The present study was conducted using a quantitative research approach with a non-experimental descriptive research design to assess selfie addiction among students of selected colleges. The objectives of the study were: 1) to assess selfie addiction among college students, 2) to associate the findings with selected demographic variables, and 3) to develop a self-instructional module for the management of selfie addiction. The study was conducted in selected colleges within the city limits. The sample size consisted of 150 college students selected using a non-probability convenient sampling technique. Data was collected using a standardized questionnaire based on the Selfitis Behavior Scale (SBS), which includes subdomains such as attention seeking, mood modification, social conformity, and self-confidence. The tool was tested for reliability using Cronbach's alpha and was found to be 0.87, indicating high internal consistency. A pilot study was conducted on a small group of 15 students to test the feasibility and clarity of the tool, and necessary adjustments were made. The collected data were analyzed using descriptive and inferential statistics to determine the level of selfie addiction and its association with demographic variables.

RESULTS

Addiction Level	Frequency	Percentage
No Addiction	30	20%
Mild Addiction	50	33%
Moderate Addiction	40	27%
Severe Addiction	30	20%

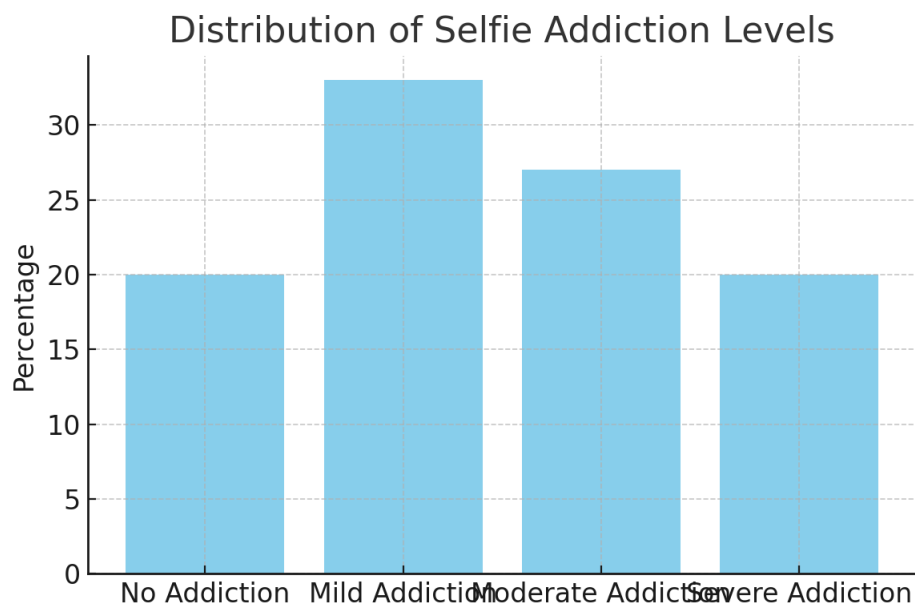


Figure 1: Distribution of Selfie Addiction Levels (Bar Chart)

Selfie Addiction Levels Among Students

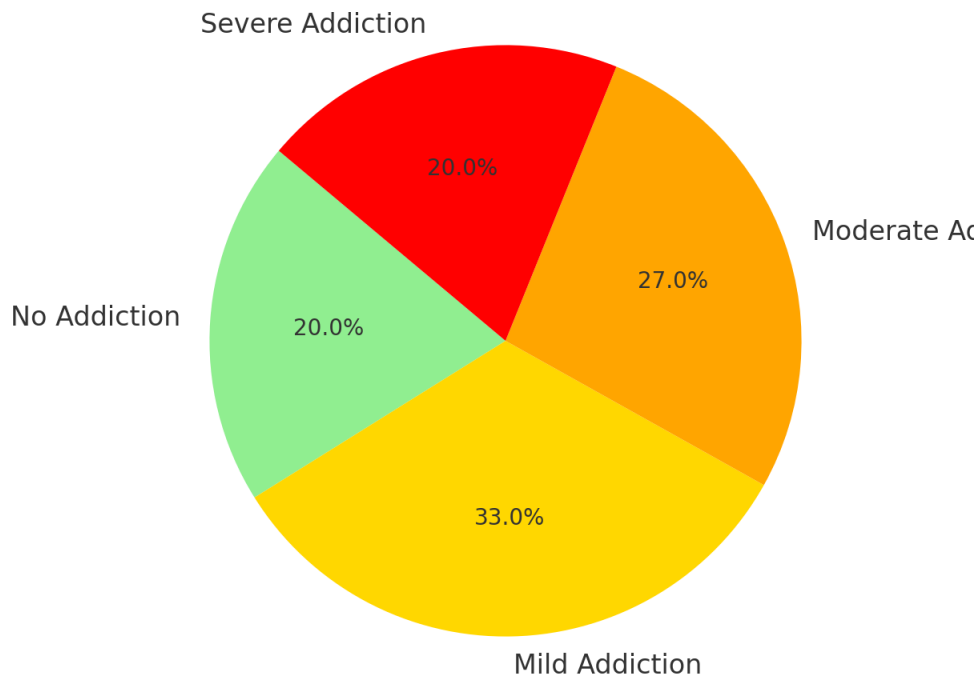


Figure 2: Selfie Addiction Levels Among Students (Pie Chart)

DISCUSSION

The study revealed a notable prevalence of selfie addiction among college students, with most falling into the mild to moderate addiction categories. These findings are consistent with earlier studies conducted in India and globally, which suggest that frequent selfie-taking is not only a form of self-expression but also a response to social and psychological needs. The participants in this study displayed patterns of behavior that align with the core components of the Selfitis Behavior Scale, including social conformity, attention seeking, and mood modification. Notably, students who reported taking and posting selfies multiple times a day had higher addiction scores, indicating a strong association between the frequency of social media activity and the intensity of selfie addiction. The data also showed that factors such as gender, frequency of smartphone use, and social media habits played a role in influencing the addiction levels. Female participants, for instance, were more likely to engage in selfie-posting behavior, often linked to concerns about appearance and social approval. These findings underscore the importance of acknowledging selfie addiction as a potential behavioral concern. While the behavior may appear harmless, its compulsive nature and psychological implications warrant early intervention. The development and implementation of a self-instructional

module, as proposed in this study, could provide students with practical strategies to recognize, reflect on, and regulate their digital behaviors. Educational institutions and healthcare professionals must work together to create awareness about the risks associated with digital overuse, especially among young and impressionable populations. The findings of this study contribute valuable insights into the behavioral patterns of the current generation and can serve as a reference for future research on digital addiction and mental health.

CONCLUSION

This study concludes that selfie addiction is a prevalent behavioral concern among college-going students, particularly in the age of rapid technological advancement and social media influence. A significant portion of the sample population demonstrated mild to moderate addiction levels, influenced by factors such as frequency of selfie-taking, smartphone usage, and social media engagement. The compulsive nature of this behavior, while often overlooked, can impact psychological well-being and interpersonal relationships. By assessing the level of addiction and identifying associated factors, this research highlights the urgent need for early interventions. The proposed self-instructional module serves as a valuable tool to raise awareness and promote healthier digital habits. Future studies can expand on these findings to develop more comprehensive intervention strategies.

Conflict of Interest: None declared

Funding: No external funding received

REFERENCES

1. Balakrishnan J, Griffiths M. (2017). An exploratory study of selfitis and development of the Selfitis Behavior Scale.
2. Sorokowski P, et al. (2015). Selfie-taking and personality traits. *Computers in Human Behavior*.
3. Kaur S, Maheshwari SK, Sharma P. (2018). Narcissistic Personality and Selfie Behavior among college students.
4. Priya S, Latha Venkatesan, Vijayalakshmi R. (2018). Selfie addiction and its impact on academic performance.
5. Boursier V, Manna V. (2018). Self-Presentation and Selfie Behavior in adolescents.
6. Etgar S, Amichai-Hamburger Y. (2017). Not all selfies are equal: Attention seeking and self-presentation.
7. McLean SA, Jarman HK, Rodgers RF. (2019). Selfies and body image: A review of the literature.
8. Re DE, Wang S, He J. (2016). Selfie posting and narcissism.
9. Sung Y, Lee J, Kim E, Choi SM. (2016). Why we post selfies: Understanding motivations behind selfie-posting behavior.
10. Katz JE, Crocker ET. (2015). Selfies and social movements.
11. Chang L, Li W, Loh CH, Chua THH. (2019). Selfie-editing behavior and social media engagement.
12. Vincent J. (2014). Selfitis: A modern mental disorder?

13. Albury K. (2015). Selfies, Sexts and Sneaky Hats: Young people's understandings of gendered practices of self-representation.
14. Lim M. (2016). Social media, selfie culture, and the digital self.