

The Relationship between Selfie and Happiness among Male and Female Nursing Students

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Abstract

Selfies have become an addiction among college students, who spend a lot of time and money uploading and sharing them on social media. The aim is to investigate the relationship between selfie and happiness among male and female nursing students. A descriptive, correlational and cross-sectional design was utilized in this study. A convenience sample of 480 nursing students was utilized in this study. Three tools were used; a personal data sheet, the Selfie Behavior Scale, and the Oxford Happiness questionnaire. The Findings revealed that, 60.5% of nursing students were female, and 67.4% of the studied sample had a moderate level of selfie-taking behavior. Moreover, our findings demonstrated a statistically significant positive correlation between overall selfie-taking activity and level of happiness scale. The research findings conclude that, the prevalence of selfie-taking behavior is moderate level among nursing students, in today's electronic age, photo sharing and selfie behavior are among the most essential activities people enjoy, particularly students. Design psychoeducational programs for university students to enhance adolescents' self-identity and increase awareness about selfie practice and its negative consequences are recommended.

Keywords: Selfie; Happiness; Nursing students; Gender

1. Introduction

According to the Oxford Dictionary, the neologism "selfie" was considered the year's word for 2013. The term was used to illustrate the practice of posting self-portraits on social media (Oxford Dictionaries, 2013). With the development of multiple smart phones and social media, snapping and posting selfies has become more and more common, particularly among younger social media users. However, the impacts of taking and sharing selfies are unclear because they involve judging oneself from a third-person perspective based primarily on observable physical features. One must take into account how others might judge, criticise, and make a public comment on them when posting selfies on social media. (Fox, Vendemia, Smith., & Brehm, 2020).

Furthermore, daily smartphone users take around 93 million selfies (Lee & Sung, 2016). As a result, the "Google Photos" application with a large storage capacity was created to meet the rising requirement to keep multiple selfies and give consumers more storage space. Surprisingly, almost 24 billion selfies were posted on this app within one year (Gray, 2016).

Another study found that young adults who attend college find selfies to be remarkably popular. It estimated that 98% of participants

between the ages of 18 and 24 took selfies, and 69% shared them between three and twenty times per day (Katz and Crocker, 2015). This demonstrates how young people prefer social media sites like Instagram and Snapchat, which are predominantly used for sharing and browsing images (Pew Research Centre, 2018). These numbers and statistics make it urgent to learn more about the psychology of taking selfies and its effects, particularly on young people.

Selfies have become an addiction among college students, who spend a lot of time and money uploading and sharing them on social media. Selfies are posted online for a variety of reasons, mainly enhancing self-esteem (El-slamoni et al., 2021) (Reich et al., 2018), body image (Katz & Crocker, 2015), communication and attention-seeking (Chaudhari et al., 2019), gaining acceptance, appreciation, affinity, and documentation (Srivastava, Upadhaya, & Gupta, 2018; Etagar, & Amichai-Hamburger, 2017).

Gender determines social media platforms use, and uploading selfies are often thought to be a gendered activity (Albury, 2015), with variations depending on the kind of selfie, frequency, attitudes, and reasons. Selfies are used for self-presentation by both males and females (Katz & Crocker, 2015). Males and females have been shown to post distinct selfies yet (Dhir,

2016), and females are more likely than males to post selfies (Sorokowska et al., 2016).

According to (Arpaci et al., 2018), the frequency of uploading a selfie varies dramatically by gender, with females publishing more selfies daily than males. Recent comparative research among nursing students in Egypt and Saudi Arabia discovered gender inequalities in Egyptian and Saudi groups. (El-slamoni et al., 2021; Poe, 2015) discovered that college females with high self-esteem are more likely to share selfies. Likewise, (Nguyen, 2014) found that selfies allow young females to explore their appearance and show themselves in a somewhat more desirable sense. Moreover, young women's inclination to post selfies is influenced by boredom and social pressure. On the other hand, recent research discovered that gender is unimportant regarding selfies (Boursier & Manna, 2018).

An advanced amount of research has been done on the effects of posting and taking selfies. Therefore, more outcomes have been explored. There has been a stronger emphasis on body image and self-esteem than on related feelings like happiness. Selfies have a blessing in disguise, selfies can either enhance happiness and boost self-worth for some people, whereas for others selfies are the source of their sadness and uncertainty (El-slamoni, Ahmed, & Arafat, 2021; Chen, Mark, & Ali, 2016).

Chen, Mark, and Ali (2016) have investigated how selfies can be helpful for people by raising their happiness and reveal how they became happier after taking selfies daily for three weeks and a more natural smile over time was noticed. Another experimental study (Mills, Musto, Williams, & Tiggemann, 2018) examined the consequences of sharing selfies on social media for young females. It was found that taking and sharing a selfie on social media would result in negative consequences as unpleasant mood and declined self-image. As well women who had the opportunity to retake and edit their selfie before sharing it on social media still encountered bad mood and anxiety that were comparable to the responses of those who could not edit their photo. These contradictory findings demonstrate that selfies are a multifaceted phenomenon that needs further investigation. So, the present study aims to contribute to a deeper understanding of

selfies among nursing students and examination of related factors such as gender, and happiness as an associated psychological outcome.

Aim of the study

This research aims to investigate the relationship between selfie and happiness among male and female nursing students.

Research Questions

The research questions were as follows:

RQ1: What is the prevalence of selfie and happiness among nursing students?

RQ2: What are the differences between males and females regarding selfie-taking and happiness among nursing students?

RQ3: Is there a correlation between selfie and happiness among nursing students?

Research Design

Descriptive, correlational and cross sectional design was utilized in this study. It was used to investigate the relationship between selfie and happiness among male and female nursing students. This design allows rapid data collecting and examining the correlations between many variables in their natural academic settings. The data were collected from November 2021 until January 2022. Data were collected using the Google Forms platform because the study could not be carried out due to the physical contact limitations during the COVID-19 health crisis.

Setting

The research was conducted at the Faculty of Nursing, Cairo University, Egypt. The Faculty consists of nine departments according to the following specialties:- (1) Medical surgical, (2) Pediatric Nursing, (3) Obstetric and Gynecology Nursing, (4) Critical & Emergency Nursing, (5) Nursing Education, (6) Psychiatric Mental Health Nursing, (7) Administration Nursing, (8) Community health, (9) Geriatric Nursing. The college awards a bachelor's degree in nursing science. A bachelor's degree, master degree, and doctorate degree in nursing science is awarded by the faculty.

Sample

A Convenience sample of 480 nursing students was utilized in this study. The sample

was selected according to the following inclusion criteria:

1. Both genders.
2. Age between 18-25 years old
4. 1st to 4th level in nursing education.
5. Egyptian students
6. students who interested in taking selfie.
- 7- Students who didn't use smartphone and the international students were excluded from the study.

After excluding international students, the total number of students in the target population was 1600. The sample size was determined by the G*power with a power of $\beta = 1-0.95$, a significance threshold of 0.05 (two tails), and a median effect size of 0.3.

Tools of Data Collection

Three tools were used in the current study:

- a- A personal datasheet:** The researchers created a personal datasheet. It contains information on the participants, such as gender, age, academic level, number of selfies taken each day, and number of monthly selfies.
- b- Selfitis Behavior Scale (SBS):** Balakrishnan & Griffiths (2017) created the Selfitis Behavior Scale (SBS). The SBS aims to identify selfitis behavior in University students. It is a 20-item measurement. The responses are scored on a 5-point Likert scale: (5 = highly agree; 4 = agree; 3 = neither agree nor disagree; 2 = disagree; 1 = strongly disagree). The six elements included in this measure are an environmental enhancement, attention-seeking, social competitiveness, self-confidence, mood modification, and social conformity. SBS has a total score ranging from 20 to 100. The Selfitis Behavior Scale scores categorized as normal less than 40, borderline: 40-60, acute: 60-80, and chronic: 80-100. The total score of the measurement tool's internal consistency coefficient was calculated to be 0.94. The test-retest correlation values determined by the measuring instrument every four weeks were 0.78, 0.76, and 0.72. It is a reliable and accurate tool for assessing the selfie attitudes of high school students, as revealed by (Çıplakand Cam, 2019).
- c- Oxford Happiness Questionnaire (OHQ):** It was developed by Hills and Argyle (2002). It is made up of 29 items to measure happiness.

It employs a six-point Likert-type response structure (strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, strongly agree). For the 12 reverse-scored items, the converted numbers were used. The Cronbach's alpha of this questionnaire was 0.90, indicating a trustworthy scale for use with academic students. The sum of the item scores is an overall measure of happiness as higher scores reflecting greater happiness.

Pilot study

A pilot study was conducted on 50 students who were not included in the final sample to ensure the clarity and application of the study measures, as well as to test the practicality and suitability of the study instruments.

Content validity

Tools were submitted to a panel of five academic expertise at Psychiatric Mental Health Nursing Department- faculty of nursing – cairo university, asked to judge the instrument content validity. These experts were asked to comment on the structure and layout of the instrument in term of the clarity of the questionnaire instructions, readability, and ease of understanding, questions' sequence, and completion time. Based on experts' comments and recommendations, modifications were done.

Reliability

Reliability of the tools were performed to confirm its consistency by alpha coefficient test.

Procedure

To access possible participants, official approval was acquired from the Vice-Dean of Education and Student Affairs at the Faculty of Nursing, as well as the directors of various departments. To find suitable individuals for the present study. The researchers began contacting students who fit the study's inclusion requirements through Whatsapp groups. Following that, the researchers introduced themselves to the participants and discussed the purpose of the study as well as the content of the study tools. Nursing students who consented to participate in the research gave their consent. All research tool-related questions were addressed.

Ethical considerations

Regarding the research tools and the study, formal authorization was acquired from the research ethics committee of the Faculty of Nursing. Participants were requested to give anonymously informed consent in electronic

format before participating in the survey. The purpose of the research, voluntariness, and handling of the replies in secrecy by keeping the responses anonymous were all included in the informed consent. Confidentiality was assured and participants were informed that the content of the tool will be used for the research purpose only

Data analysis

The Statistical Package for the Social Sciences (SPSS), version 21, analyzed the data. Frequency and percentage were used to represent numerical data. Chi-Square was used to determine the differences between personal data and studied variables (selfie-taking behavior and happiness)

Results

Table (1) shows that 60.5% of nursing students were female, and 39.5% were male. About 57.2% of nursing students were between 18 - < 20 years old. 90.8% of nursing students took selfies, and 53.6% shared selfies. For selfie time/day, more than 59.3% of nursing students took one selfie/day, while 13.6% took twice selfie/day and 27.1% took three or more selfies/day, and 53.6% of them shared taken selfies on social media.

Table (1): Frequency and percentage distribution of personal characteristics of nursing students (n= 480)

Personal characteristics	n	%
Gender		
Female	290	60.5
Male	189	39.5
Age		
18 - <20	274	57.2
20 - <22	139	29.0
22 – 24	66	13.8
Nursing educational level		
First	274	57.2
Second	101	21.1
Third	44	9.2
Fourth	60	12.5
Do You Take a Selfie?		
No	44	9.2
Yes	435	90.8
How Many Times Per Day? (n=435)		
Once	258	59.3
Twice	59	13.6
Three Times or more	118	27.1
Do You Share Them? (n=435)		
No	202	46.4
Yes	233	53.6

Figure (1) shows that 67.4% of nursing students had moderate selfie-taking behavior, 21.7% had mild selfie-taking behavior, and 10.9% had severe selfie-taking behavior.

Figure (2) shows that 47% of nursing students were pretty happy, 14.4% of them were very happy" and 30.3% of nursing students "not particularly happy" or "unhappy." On the other hand, 3.8% of them were somewhat unhappy, and 4.6% were somewhat happy.

Table (2) illustrates that $X^2 = 98.124$ and $p = 0.001$ showed a statistically significant difference between selfie taking behavior and level of happiness scale .

Table (3) shows no statistically significant differences in gender and selfie taking behavior.

Table (4) reveals no statistically significant difference between gender and levels of the happiness scale.

Figure (3) shows a statistically significant positive relationship between the total selfie-taking behavior scale and the level of happiness questionnaire increased significantly with an increasing happiness score and vice versa ($r = 0.115$ & $p = 0.012$).

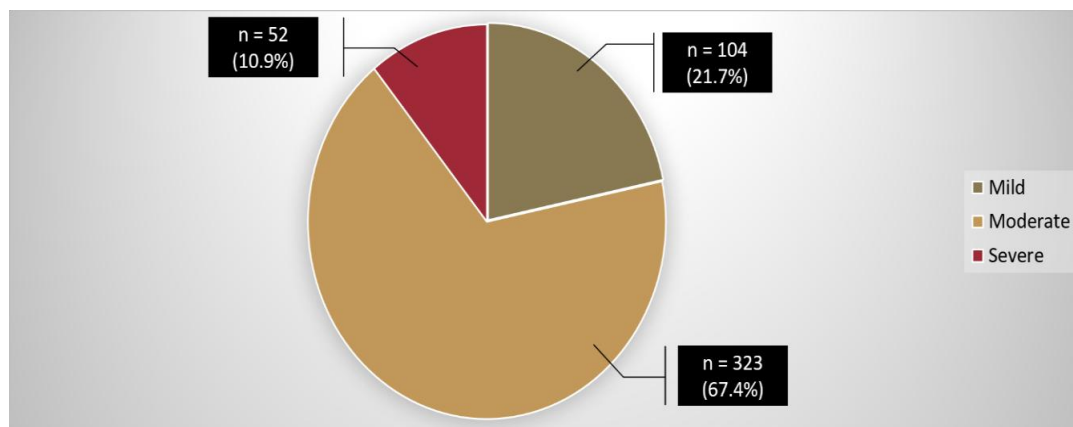


Figure (1): Frequency distribution of studied students in' selfie taking behavior (n=480)

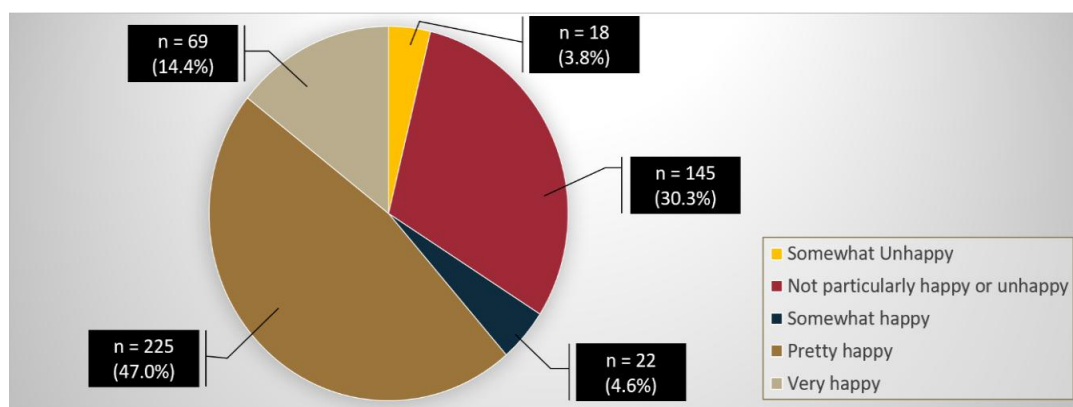


Figure (2): Frequency distribution of the studied students in happiness questionnaire (n=480)

Table (2):Differences of selfie behavior and Oxford happiness questionnaires among nursing students (n= 480)

Happiness \ Selfie behavior	Mild (n=104)		Moderate (n=323)		Severe (n=52)		Chi-Square	
	n	%	N	%	n	%	X ²	P
Somewhat Unhappy	8	7.7	10	3.1	0	0.0	98.124	<0.001
Not particularly happy or unhappy	42	40.4	103	31.9	0	0.0		
Somewhat happy	10	9.6	9	2.8	3	5.8		
Pretty happy	41	39.4	162	50.2	22	42.3		
Very happy	3	2.9	39	12.1	27	51.9		

Table (3): Difference between male and female of the studied students regarding selfie taking behavior questionnaire (n= 480)

Gender	Mild (n=104)		Moderate (n=323)		Severe (n=52)		Chi-Square	
	N	%	n	%	n	%	X ²	P
Female	40	38.5	131	40.6	18	34.6	0.717	0.699
Male	64	61.5	192	59.4	34	65.4		

Table (4): Difference between male and female of the studied students regarding happiness scale (n=480 students).

Gender	Oxford happiness levels										Chi-Square	
	Somewhat Unhappy (n=18)		Not particularly happy or unhappy (n=145)		Somewhat happy (n=22)		Pretty happy (n=225)		Very happy (n=69)		X ²	P
	N	%	n	%	n	%	N	%	n	%		
Female	10	55.6	62	42.8	6	27.3	88	39.1	23	33.3	5.076	0.280
Male	8	44.4	83	57.2	16	72.7	137	60.9	46	66.7		

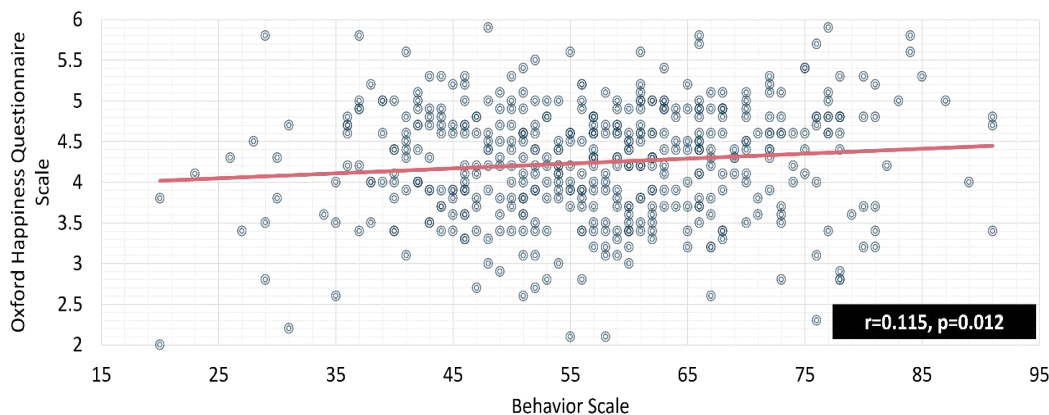


Figure (3): Correlation between of nursing students concerning the selfie taking Behavior Scale and Oxford Happiness Questionnaire (n=480 students).

Discussion

The current study findings revealed that around three fifths of nursing students were females in their first year of the study. This statistic may be read as a rise in the number of female students in the nursing department's four academic backgrounds. This is similar to the results of recent research by(Dikeç& Kebapçı, 2018and Mohamed & Mostafa, 2020), in which the majority of participants (91.4%) were females,with (98.1%) under the age of 25. There were 83 freshmen (25.6%), 73 second-year students (22.5%), 87 third-year students (26.9%), and 81 high school students (25.0 %).

Regarding the number of selfies consumed each day, the present research found that more than half of the participants consumed one selfie per day. This finding may be attributed to motivations underpinning why people share their selfie behaviors, such as drawing attention,

archiving, establishing friends, and narcissism, ensuring that people's view of them is accepted and others approve of this feeling. These results were consistent with those of(El-Slamoni et al.,2021); 80.7% of Egyptian nursing students and68.7% of Saudi nursing students reported taking1-5 times per day.

This discovery might be attributed to those trapped in a vicious loop and establishing a personal profile where they publish their own or collect other people's updates, images, and videos, and connect with others. A fraction of selfieusersconsideredselfies as a method for capturing enjoyable moments spent with family, friends, pets, or anything else. These selfies are a show of affection for that familiarity. This outcome was consistent with the prior research conducted by Gawade(2019). According to the study's findings, 34 (17%) of the 200 individuals did not have selfie addiction, 133 (66.5%) had mild selfie addiction, 32 (16%) had moderate

selfie addiction, and 1 (0.5%) had severe selfie addiction.

The current research revealed that about half of the participants had pretty happiness levels. This finding might be attributed to persons experiencing favorable feelings while engaging in selfie activity. Selfies and picture sharing make people happy, but happiness alone is insufficient for overall well-being. A person may be joyful, but if he or she is not pleased while examining his or her life as its whole, absolute integrity cannot be accomplished. Individuals may become joyful without optimism or delight if the period during which they feel happy is filled with pleasant memories and activities. This conclusion is consistent with (Doğan & Adıgüzel, 2017) discovery that selfie activity and picture sharing might be seen as the loveliest and most enjoyable times. Furthermore, even if a shared picture or selfie is appreciated, the words given by persons such as "I am here", "I am here, too", and "Look, I am happy" might lead them to feel joyful. It may be inferred that this promotes socializing and decreases sadness by allowing people to socialize.

According to the present research, a statistically strong relationship exists between selfie activity and happiness. This conclusion may be explained by the fact that male students are more likely than female students to play games, and male students tend to view videos on a mobile phone, phone calls, or texting. On the other hand, female students are more likely to utilize mobile phone communication capabilities and social networking services. This outcome was similar to (Doğan & Adıgüzel, 2017), which revealed a substantial relationship between the number of selfies taken and happiness through the number of images uploaded on social networking sites (SNS) ($p=0.05$).

Regarding the association between selfie-taking behavior and student gender, the present research found no statistically significant variations between gender and selfie-taking behavior levels. This data might be read as both adolescent genders enjoying shooting selfies and posting, the most prevalent actions among teens, an essential aspect of online self-presentation connected to identity concerns and peer relationships. Furthermore, (McCain et al., 2016),

discovered that people feel good emotions while taking a selfie.

According to this discovery (Arpaci et al., 2018), the relationships between attitudes, intentions, actions, and narcissism are substantial for males but not for women. The findings also revealed gender variations in online activity, with women spending more time on social media and uploading selfies. According to another survey, women are more likely than males to upload and share selfies (Szabo & Buta, 2019). Another research found that, although females are more likely to take selfies as a risky practice, they might be more cognizant of the negative consequences of posting selfies, and men are more likely to take selfies are tied to the excitement, sexual desire, and managing their self-image (Boursier & Manna, 2018).

Concerning the association between selfie-taking behavior and happiness, the current research found a statistically significant positive correlation between the overall selfie-taking behavior scale and degree of happiness. This finding might be taken as picture sharing and selfie behavior in today's electronic environment are among the most essential activities people enjoy, particularly students. These activities make people happy, and participating in one of them is the ultimate state of bliss. This conclusion was similar to (Doğan & Adıgüzel, 2017), who said that there was a strong association between the frequency of selfies and happiness at ($r=.04$, $p>.05$).

Limitations of the study

Although this study included a large sample of teenagers, our research was confined to a single geographic location. Future studies should encompass diverse areas of Egypt so that data from, for example, Northern and Southern Egypt may be compared.

Conclusion

Based on the findings of the study, it is concluded that the prevalence of selfie-taking behavior is moderate level among nursing students. In today's electronic age, photo sharing and selfie behavior are among the most essential activities people enjoy, particularly students.

Implications for Nursing Practice

According to our study findings, we recommend the following:

- Design psycho-educational programs for university students to enhance adolescents' self-identity and increase awareness about selfie practice and its negative consequences.
- Develop effective counseling programs to prevent selfie behavior of university students by identifying the degree of selfie activity and the link between selfie behavior and happiness and identifying the predicted elements influencing selfie behavior.
- It is critical to educate nursing students about the biopsychosocial risks of selfie activity.

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