

Research Article

Motives for Making Instagram Reels and Awareness of Hazards Inherent in Instagram Reel Making Among Students

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DOI: <https://doi.org/10.24321/2278.2044.202518>

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How to cite this article:

Devi S, Sharma V, Sehar S. Motives for Making Instagram Reels and Awareness of Hazards Inherent in Instagram Reel Making Among Students. Chettinad Health City Med J. 2025;14(2):10-15.

Date of Submission: 2025-02-19

Date of Acceptance: 2025-06-03

A B S T R A C T

Introduction: Instagram is one of the most popular social media platforms. Many young people are engaged in making Instagram short form videos known as reels. They gain popularity by posting reels, but when their posts receive fewer likes and comments, it can lead to a sense of losing control and can trigger feelings of inadequacy, causing depression and instability, negatively affecting mental health, leading to anxiety, stress, and other disorders.

Objective: The study aims to assess students' motives for creating Instagram reels, evaluate their awareness of associated hazards, assess the effectiveness of an educational video in raising awareness, and explore the relationship between demographic variables (age, year of study, family income, and religion) and awareness of risks related to Instagram reel-making.

Methodology: The study used a quantitative pre-experimental one-group pre-test/post-test design with 150 purposively selected students. An educational video on reel-making hazards was presented using power-point presentation with slide explanations. Awareness was measured using a self-structured questionnaire and analysed with descriptive and inferential statistics.

Results: Findings revealed that 80% of students had high motivation, with affiliation as the top motive, followed by achievement and power motives. Awareness rose from 67.33% to 91.33% post-test, with a significant t-value of 10.5. A significant association was found between the student's age and pre-test awareness.

Conclusion: The study found that affiliation motives mainly drove students to create Instagram reels, and the educational video effectively raised awareness about its hazards.

Keywords: Students, motives, Instagram reel, hazards, awareness, educational video

Introduction

Covid19 pandemic has led to the spending of a lot of time on social media platforms and an increase in internet usage¹. Various social media such as Facebook, Instagram, and Twitter are being used by the public. Instagram is one of the most popular social media platforms. Instagram short form videos are called “Reels” and this is a new trend in social media engagement. These brief, snappy video clips captivate viewers with their fascinating content since they frequently have appealing music and quick transitions². Reels are so intriguing that they have turned into a tempting kind of entertainment. The purpose of reel- making is to draw in and hold the interest of viewers. The rapid-fire approach produces a captivating experience when combined with captivating images and music.

This fast-moving content may be very engaging, encouraging longer consumption and maybe addictive behaviours. Reels are a great tool for anyone who is interested in industries like food, travel, fashion & beauty, educational purposes, hospitality, fitness, and more³. These videos usually show people exhibiting their skills, accomplishments, or physical attributes and regularly making these “highlights reels”. Here are “highlight reels” refers to curated videos or social media posts that showcase the most impressive or appealing aspects of someone’s life, skills, or achievements. These reels often present a polished and idealised version of reality, emphasising glamorous or extraordinary moments.

The concern is that viewing these highlight reels can lead to negative social comparisons, where individuals compare their own lives to the seemingly perfect or enviable lives shown in these videos, potentially causing feelings of inadequacy or dissatisfaction. If they make negative comparisons between themselves and the idealised versions of themselves that are displayed on reels by other reel makers, such videos on social media often emphasise physical attractiveness, which can influence how others perceive their bodies by establishing unattainable beauty standards. These reel-making behaviours may make one feel like they need to escape from their own existence. It’s critical to understand that the content of reel films is frequently a highlight reel rather than a true portrayal of daily living⁴. Reel- making videos can be entertaining, but they also have the potential to have a harmful effect on mental health, physical health and financial issues. Social media negatively affects short- term memory it requires information to be repeated time and again in order for it to be recalled later. Information is retained for about 20- 30 seconds only before it starts fading, which was not suitable for the reel-makers⁵.

Continuous making of reels on flawless faces, perfect bodies, and stunt reels can cause harm to self and others

and foster feelings of dissatisfaction, body dysmorphia, a negative self-image, monetary problems and poor academic performances of students. Making Instagram Reels serves various purposes, including self-expression, entertainment, and social connection. For many, receiving likes, comments, and subscriptions can provide validation and foster a sense of community. However, these metrics can also lead to psychological stress, particularly for individuals who may feel rejected or seek external approval for self-worth⁶. According to a study, social media addiction has significantly increased in the modern period, and once someone is trapped, it becomes difficult to quit using it⁷.

According to the latest data, India has 180 million Instagram users, more than any other country. The United States comes in second with 170 million users. Recent research indicates that after the release of Reels, Instagram downloads jumped by 11.46 and users.

Average time spent on the app increased by 3.5% in India⁸. The newest social media craze is the Instagram reel, which affects the attention spans of reel makers. One of the many functions of the hormone dopamine in the brain is that of an incentive and reward system. A temporary pleasure is generated by every like, follow, or even simple notice, which feeds back into the brain’s desire for this kind of satisfaction. One more valuable asset that was captured by social media is the element of our attention that responds to instant, rapid reward: our brains have a very hard time paying attention to things that do not interest them in the same way as we have a hard time avoiding things that give us quick, immediate rewards. The number of minutes one spends on a particular task before getting distracted is referred to as his or her span of attention. These findings were approved by the American Psychological Association in 2011. Excessive use of technology also weakens the neural pathways that are involved in the regulation of emotions, directing and deciding where to focus⁹.

This researcher wants to explore the factors which motivate the young people to make Instagram Reels. This researcher believes that it may satisfy one’s needs like cognitive, affective, personal integrative needs, social integrative needs and the need for fantasy. To make these reels, the young people put their limbs and lives at great risk. Do they do it knowingly or unknowingly? Are the motivating factors to make reels so powerful?

Why do youngsters feel compelled to put their limbs and lives at risk? Is the reel making behaviour an obsession or is it addiction, akin to alcohol or drug addiction in which despite knowing the harmful consequences of the addiction, the person continuous to indulge in addictive behaviour? Through this study the researcher intends to explore the level of motivation of young people for making Instagram reels to assess the level of awareness of young

people about hazards inherent in Instagram reel making and assess the effectiveness of an educational video in generating, spreading and reinforcing awareness about hazards inherent in Instagram reel making.

Methodology

A quantitative research approach with a pre-experimental (one -group pre-test post-test) design was used for the study. The research was carried out on students of Ist to IVth years of B.Sc (Hons.) nursing students from the Lakshmi Bai Batra College of Nursing, New Delhi. A total of 150 participants were selected using purposive sampling technique. Nursing students who were willing to participate and available during the data collection and who actively used Instagram and had experience creating Instagram were included in the study.

The level of awareness of participants was assessed before the intervention using a structured questionnaire. A self-structured educational video was presented to groups of 50 students per session using a PowerPoint presentation with slide explanations on the same day. The level of awareness was reassessed after 7 days using a self-structured awareness questionnaire.

Ethical Consideration

Approval was obtained from the Jamia Hamdard Institutional Ethics Committee (JHIEC), Delhi, to conduct the study. Permission was taken from the principal of the college in which the study was conducted. Informed consent was also taken from the students. Confidentiality and anonymity of the subjects were maintained throughout the study.

Statistical Analysis

Analysis of the data was done with the help of the SPSS 26 software program.

Findings

A total of 150 students participated in the study. Most of the participants 105 (70%), were aged 20–22 years. All participants were female. In terms of educational level, 49 (32.7%) were studying in B.Sc. (H) Nursing IV Year, followed by 44 (29.3%) in B.Sc. (H) Nursing I Year.

Out of 150 students, 67 (44.7%) used Instagram primarily to follow brands and products. A majority of students, 102 (68%), reported making 3–4 Instagram reels per day. Regarding content preferences, 67 (44.7%) students preferred making reels related to trends. 84 (56%) students faced challenges or negative experiences while making Instagram reels.

To determine motives which affects reel making behaviour, the modified mean was calculated for the items, and rank order was given. The rank order of motives is shown in Table 1 (a).

Study findings revealed that 120 (80%) students had high motivation, while as rest 30 (20%) had moderate motivation for making Instagram reels. It is shown in Table 1 (b).

The result indicates that in the pre-test 30.67% students had a moderate level of awareness of hazards related to Instagram reel making, 67.33% had adequate awareness and 2% of students had inadequate awareness whereas in post-test 91.33% of students had adequate awareness, 8% had moderate awareness and 0.67% had inadequate awareness, as shown in Table 2.

The computed 't' = 10.5 value showed a significant difference between pre-test and post- test scores, suggesting that the educational video was effective in increasing the awareness about hazards inherent in Instagram reel making by students, as shown in Table 3.

To find out the association between students' awareness of hazards in Instagram reel-making and selected demographic variables, a chi-square test with Yates' correction was used. The result showed that there was a significant association between the age of students and their pre-test awareness scores, as indicated by a Chi-square value of 18.8 ($p = 0.004$), suggesting that awareness levels varied significantly across different age groups as shown in Table 4.

Table 1 (a).Rank order of motives among students studying in selected College of Nursing

n=150

S.No.	Motives	Modified Mean	No. of Items	Rank Order
1.	Affiliation (No. of items: -14)	30.14	14	I
2.	Achievement (No. of items: -7)	17.4	7	II
3.	Power (No. of items: -6)	14.94	6	III

Table 1 (b).Frequency and percentage distribution of students by their motives for making Instagram reels

n=150

Level of Motivation	Score Range	Frequency	Percentage
Low motivation	(1-27)	0	0%
Moderate motivation	(28-54)	30	20%
High motivation	(55-81)	120	80%

Table 2. Frequency and percentage of the students by the level of awareness scores between the pre-test and post- test awareness scores among students regarding the hazards inherent in making Instagram reels

n=150

Category (Score Distribution)	Pre-Test Level of Awareness		Post-Test Level of Awareness	
Awareness Level	Frequency	Percentage	Frequency	Percentage
Inadequate awareness (0-9)	3	2%	1	0.67%
Moderate awareness (10-18)	46	30.67%	12	8%
Adequate awareness (19-27)	101	67.33%	137	91.33%

Table 3. Mean, SD, median, mode, d.f, t-value and p-value of effectiveness of pre-test and post-test awareness scores of Study Subjects

n=150

Awareness Score	Mean \pm Sd	Mode	Median	D.f	T Value	P Value
Pre-test	19.88 \pm 5.04	22	21	149	10.5	0.000***
Post-test	23.72 \pm 19.8	26	25			

t (149) = 0.526, p=0.000 <0.05

p***<0.001 significance at the level of 0.001

Table 4. Findings related to association between students' awareness of hazards in Instagram reel -making and selected demographic variables using Chi-Square Test with Yates' Correction

n=150

Characteristics	Association							
		Adequate Awareness	Moderate Awareness	Inadequate Awareness	χ^2 test with Yates correction	d.f	χ^2 table	p value @0.05 level of significance
Age (in years)	17-19	12	0	5	18.8	6	12.5	0.004*
	20-22	68	3	34	-	-	-	-
	23-25	18	0	8	-	-	-	-
	25> years	1	1	0	-	-	-	-
Gender	Male	-	-	-	-	-	-	-
	Female	99	4	47	-	-	-	-
	Others	-	-	-	-	-	-	-
Current year of study	First year B.Sc. (H) Nursing	31	1	12	8.45	6	12.5	0.207
	Second year B.Sc. (H) Nursing	28	0	14	-	-	-	-
	Third year B.Sc. (H) Nursing	8	2	5	-	-	-	-

	Fourth year B.Sc. (H) Nursing	32	1	16	-	-	-	-
Family's monthly income	Less than ₹20,000	8	1	4	1.557	6	12.5	0.956
	₹20,001 - ₹40,000	26	1	12	-	-	-	-
	₹40,001 - ₹60,000	24	1	12	-	-	-	-
	>₹60,000	41	1	19	-	-	-	-
Religious affiliation	Hindu	89	4	43	4.104	6	12.5	0.848
	Muslim	5	0	2	-	-	-	-
	Christian	2	0	1	-	-	-	-
	Sikh	3	0	0	-	-	-	-

@0.05 level of significance

Discussion

In order to safely navigate the digital and physical aspects of content creation, students must have an adequate understanding of the safety risks associated with making Instagram Reels. Students can make prudent choices regarding their online activities if they are aware of potential risks such as physical harm, impact on mental health, and issues related to privacy. This information facilitates safer behaviour, like maintaining a safe filming environment, limiting social media use for mental health, and safeguarding personal information. Ultimately, it minimises potential harm while fostering a balanced approach to Instagram reel making that is both creative and appropriate.

A study conducted by Menon revealed distinguished differences in the motivations for using Instagram Reels based on age and gender. Additionally, it was found that various motives and socio- psychological factors suggestively impacted users' behaviours on the platform. Individuals with vain tendencies showed higher levels of engagement with reels; self-promotion for social validation and the desire for entertainment were strong predictors of video creation and participation; users seeking escape from reality tended to engage more in consumption and participation; and those motivated by entertainment were more active in making videos and engaging with reels content⁵.

In this study, affiliation motive was on top of the motives which motivated students to make Instagram reels. Most of the participants had motives related to the affection from the viewers, such as getting recognition, popularity among people and fame. Reel making strengthened their relationships with viewers and followers, helped them to establish their credibility among family and friends, and fostered a sense of community.

Limitations

A key limitation found in this study was the inclusion of only female participants, which limited the generalisability of the findings to other genders.

Conclusion

The study found that, among the three motives for making Instagram Reels, the affiliation motive ranked first, followed by the achievement motive in second, and the power motive in third. Additionally, the results revealed a significant difference in students' awareness of hazards inherent in Instagram reel making before and after the administration of the educational video, as assessed by the structured-awareness questionnaire at the 0.05 level of significance.

Acknowledgement: I would like to express my sincere gratitude to the faculty members of Rufaida College of Nursing, Jamia Hamdard, New Delhi, as well as the principal and administrative staff of Lakshmi Bai Batra College of Nursing, New Delhi, for their constant support throughout this research. My heartfelt thanks also go to Mr. Lateef Ahmad Bhat, Senior Lecturer (Statistics), for his invaluable assistance during the data analysis phase.

Conflict of Interest: None

Source of Funding: None

Author's Contribution: All the contributors equally participated.

Declaration of Generative AI and AI-Assisted

Technologies in the Writing Process: None

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