

# Uploading Videos on Social Media: A Study of Malaysian Underachievers in Improving Social Confidence and Making Income

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**Abstract:** *According to the Malaysian Education Blueprint 2013-2025, the percentage of male students entering tertiary level has decreased compared to their female counterparts. Without proper management, this alarming situation could affect the country's socio-economic system and the underachieving boys might fail to secure a lasting and steady income. Thus, this study offered a remedy to this situation by conducting a training programme named BE:GINOW to help them manipulate technology by producing videos on social media as one alternative to generate income and improve their social confidence. 173 respondents were chosen to answer a survey, and 4 participants of the programme were involved in a focus group interview. Both groups have demonstrated positive outcomes and they confirmed that posting videos on social media is a powerful strategy for underachievers to generate income and improve social confidence. This study has proven that harnessing the technology wisely enables the academically deficient community to strive and fit into today's economic and social structure. It also demonstrates that more training programmes like BE:GINOW should be conducted massively to empower this group of people to venture into a new field besides their typical working industries.*

**Keywords:** social confidence, technology, training programme, underachieving youths, video production

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## 1. Introduction

### 1.1 Background to the study

The higher education institutions were traditionally predominated by men until 1990 when the number of females entering universities has started to increase, causing the world to face a reverse gender disparity in the institutions (Chang-Da Wan, 2017; Tienxhi, 2017). Millenky (2016) revealed that approximately 88 per cent of the school dropouts were males and this is due to a substantial number of students who have dropped out of schools. The minority number of male students enrolling in tertiary education has become a phenomenon in developed countries such as in the U.S. and Europe (Alam & Saadat, 2020) and most Asian Pacific countries, including Malaysia (Chang-Da Wan, 2017). As reported in the recent Malaysian Education Blueprint under the issue of "Lost Boys", female students of the latest incoming cohort in some universities comprised up to 70 per cent (MOE, 2013). Over the past few years, the gender gap has shown an inclination at the PMR and SPM level because more male students were facing difficulties with the mainstream academic curriculum. This statistic is alarming as

these 'lost boys' could lose their directions and be involved in unlawful activities such as drug abuse and illegal racing. The gender gap has an impact on young people's morale and self-esteem and this has led the left-behind boys to be working in low-wage industries and earning less than their female counterparts. Many school dropouts, according to Renzulli and Park (2000), are from low-income families and racial minority groups and they have been found to have low social confidence as a result of many inadequacies in life.

Fortunately, living in a technology era allows us to witness how smartphones have become multifunctional personal devices to many youths. It is also proven that the way people are using their smartphones evolves every day and it is no longer solely related to communication. It is also worth noting that these days, owning a smartphone without a camera is almost impossible. Due to its technological values in recording high-definition photographs and videos, Cierpka, Hain, and Buchmann (2016) deduced that the cameraphone serves as a crucial instrument for experiencing enjoyment in life. These left-behind boys might take advantage of the smartphone's far-reaching capabilities to become more socially confident and generate income by accessing both faculties of video recording and uploading it to their social media. In his study, Gromik (2012) found that video recording assists people to improve their competency by allowing them to analyse their own performance. Every time they watch the videos, it creates additional room for adjustments and progress. It may aid underachieving youths in identifying their flaws, and they may uncover new strengths as a result of their exploration. The videos generated, however, can only be useful (in terms of information sharing and revenue generation) if they are shared on social media sites. According to Fuchs' most recent book (2021), social media has become an indispensable part of everyone's life, and its pervasive impact can be harnessed to a large extent. According to Baum et al. (2019), social media provides opportunity to reach out to people and can be an effective platform to promote products and disseminate knowledge. Thus, with these two tools at hand, we believe the issue of having a large number of unemployed underachievers can be overcome.

Another point that we would like to address in this research is how these boys' poor social confidence can be enhanced by creating videos and sharing them on social media. Low self-esteem and social confidence have been identified as factors of our male youngsters' academic failure in many previous studies. Muro et al. (2018) affirmed that confidence and motivation in learning are closely related and could influence one another. Therefore, we must first boost the underperforming boys' morale and social confidence. This will inadvertently motivate them to explore their interests to generate income, which can be done via posting videos on social media platforms.

## **1.2 Problem Statement**

Tankovska (2021) reported that YouTube is the most popular social media to date, with 500 hours of videos being uploaded every minute, one billion hours of videos being watched every day and two billion registered viewers every month. Lange (2018) also mentioned that YouTube provides excellent opportunities for viewers to participate in socially oriented, interactive, and independent informal learning processes. This notion corroborates that the massive opportunities offered by this platform allow the users to explore their interests and ameliorate more technical skills like video editing and content management. Besides disseminating quality and useful content, the users can start earning to secure a lasting and steady monthly income. Emerging studies also suggested that using camera phones to take pictures like selfies can promote high self-esteem and self-confidence. Alblooshi (2015) has discovered that people with most selfies are usually highly confident of themselves. He also cited Moreau (2014) that most people are fond of selfies aged around 18-34 years old and this

phenomenon validates that the youth are vigorously active in this activity. Therefore, these studies could infer that facing the camera in doing self-imaging, i.e. picture taking or video recording, could contribute to a high sense of self-validation and gratification and in turn, helping the underachievers to improve their social confidence.

However, as the amount of underachieving youths continues to rise, this community can no longer go unnoticed. Douglas-Hall and Chau (2007) asserted that higher education status could secure higher earning, and therefore, these 'lost boys' are continuously earning less due to their low academic attainment. Poor social skills have resulted from this lack, preventing them from forming or even accessing any useful network within their society, which may be used as a tactic to improve their lifestyle. Many of these underachieving male youths are, in fact, employed for low-skilled occupations and are eventually absorbed into the labour market. Cahuc, Carcillo and Zimmermann (2013) affirmed that even though the labour market seems vast, the number of uneducated people has outnumbered the number of jobs that can be offered to them. We can surmise that if this situation is not handled properly, an extensive unemployment crisis may happen in the near future, especially when the Covid-19 pandemic has yet to be resolved.

We are currently conducting a programme named BE:GINOW (Build & Empower: Generating Income in Online World) to create income opportunities for this group of people to be able to make a living by utilising their technological resources wisely in creating positive content on social media based on their existing knowledge, skills and interests. Studies have shown that positive and valuable online content is more potent to go viral (Berger & Milkman, 2012). To our knowledge, there is limited literature on the paradigm of utilising technology among underachievers to boost their social confidence and secure income, therefore this study aims to address that gap. By maximising the use of technology and the support of effective trainings, we believe that these people will have the ability to support their family, contribute to the nation's economy, and score zero poverty even without decent academic grades.

### **1.3 Research Objectives**

This study's research objectives are as follows:

- a. To verify if posting videos on social media can help the underachieving male youths develop and improve their social confidence.
- b. To verify if posting videos on social media can help the underachieving male youths generate income.
- c. To determine if a training programme like BE:GINOW should be conducted to help the underachieving male youths generate income and improve their social confidence.

### **1.4 Significance of the study**

This study posed several vital takeaways that serve as the significance of this study. First and foremost, we believe that each community member deserves fair access to all infrastructures and facilities available in the country. However, as education acts as a vital determinant to drive one's success especially in securing high income, many people who perform poorly in academics could not ensure lasting financial security and hence, restricting their access. As such, providing an avenue like training for this group of people to explore their skills and talents can help them sustain steadily in the community.

Implementing proper training for these school dropouts is essential as they may face various difficulties to earn a living, especially during the Covid-19 pandemic. Havelin, Ballini and Gaini (2020) confirmed that young people who leave school before graduation without any

certificates suffer unfavourable effects in the labour market. Apart from that, an empowering training programme like BE:GINOW appears to help school dropouts who may be doing small businesses. As a result, this type of training programme could help people earn their own money, enhance their abilities, and avoid becoming involved in criminal activity, especially in a crisis like the Covid-19 outbreak. As young people aged 18-29 are the primary users of the Internet (Joshi et al., 2019), we can deduce that leveraging technology to generate income is by far the best method for the underperforming male youths to generate income. These individuals also have low social confidence, which is largely due to their poor academic achievement. As a result, we believe that making videos and sharing them on social media can progressively increase their self-esteem.

### **1.5 Limitations of the study**

There are various limitations in our study that have influenced how we interpret our findings. First, we only permitted male youngsters into our programme, BE:GINOW, due to the higher number of male school dropouts in Malaysia than female peers, despite the fact that the number of female dropouts worldwide is on the rise (Shahidul & Zehadul Karim, 2015). As a result, it is impossible to say if posting videos on social media can assist underachievers of both genders earn more money and increase their social confidence.

Although participating in a training programme like BE:GINOW is expected to boost participants' social confidence and technical capabilities in video production, we could not predict how many "views" and "subscribers" their videos would receive. As a result, we could not justify how much money they can generate from their movies on a monthly basis. Because the number of 'views' and 'subscribers' are important criteria in monetising on YouTube, the findings of this study were unable to identify if posting videos on social media may provide underachievers with a sustainable, long-term, and consistent income.

## **2. Literature Review**

### **2.1 Low academic performance hinders perpetual financial security.**

Education has been identified as a significant aspect in obtaining knowledge, skills, and experiences for self-improvement, which leads to a higher quality of life (Muja et al., 2019). According to Ozturk (2001), students who receive excellent academic grades will be more productive and creative, will be more likely to engage in entrepreneurship and technical developments, and will be more likely to improve their economic security and social growth. In short, we may deduce that poor educational achievement may have an impact on people's lifestyles and financial stability. Consequently, young people with better educational qualifications are more likely to get a job than those who have not completed their school education (Cahuc et al., 2013).

Poor academic performance has been found to have a significant impact on students' self-esteem. According to Tam et al. (2021), underperforming youths have low self-esteem and lack a clear vision for their future. It is usual for individuals to have poor motivation and aspirations in life, which obstructs their ability to achieve consistent financial success. Because the majority of academically disadvantaged students originate from low socioeconomic backgrounds, they and their future offspring are likely to repeat the same cycle of poverty and bad health (Omeje et al., 2012). While a pandemic like the Covid-19 pandemic affects a large number of people, van Barneveld et al (2020) surmised that well-paid professionals can still work from home (WFH) compared to millions of crucial frontline staff in low-wage retail and service industries. Therefore, the link is obvious to signify that low achievers with unskilled

jobs may have to face a higher possibility of dealing with financial issues, especially during a pandemic era like Covid-19.

## **2.2 Technology and social media as powerful platforms to shape and reconstruct human activities.**

The advent of technology and social media such as Facebook, Instagram, WhatsApp and YouTube has dramatically changed our lifestyles in various ways, especially in education and business settings. Myers West (2018) defined social media sites as increasingly prominent platforms to communicate, debate, and exchange information. Kumar and Nanda (2019) further clarified that social media has become an essential platform in higher educational institutions to integrate various learning activities that propagate collaboration among learners and staff.

Apart from learning, social media users' virtual actions have been influenced by actions such as sharing, following, and tagging (Alaimo & Kallinikos, 2017). When people are allowed to pass judgement on others' online actions, social media has a tremendous influence on their beliefs and behaviour, according to the study. Given the power of social media and its ability to reach an endless number of users, this creation must be exploited wisely to maximise its monetary and societal benefits.

## **2.3 The usage of cameras in boosting one's social confidence**

Social confidence is related to self-esteem, shyness and social self-efficacy (Durkin et al., 2017). This may also refer to an individual's positive relationships with others including social adjustment and relationship maintenance. A person with low social confidence is believed to have low self-esteem or self-confidence and, therefore, experience social anxiety. Social anxiety, according to Bisson (2017), is a type of anxiety characterised by a dread or anxiety about social circumstances in which the individual believes others will judge them. Social support via social media, on the other hand, could help to lessen social anxiety and allow persons with poor self-esteem to interact in public (Varnali, 2015). Valkenburg, Peter, and Schouten (2006) investigated friend networking websites and discovered that 78 percent of respondents received mostly positive comments from other social media users, boosting their self-esteem. As most social media platforms promote posting pictures, Alblooshi (2015) delineated the relationship between camera and social media by revisiting the looking-glass-self theory that Cooley firstly introduced in 1902. The theory suggested that people frequently use their imaginations to see how others perceive their characteristics, while mirrors are used to foresee the physical features of our bodies and faces during any social events. This hypothesis can be linked to the use of a camera to take selfies, which has become a prevalent social practise in today's world. Taken together, these findings suggest that combining video input with early mental preparation allows users to adjust and reconstruct their unfavourable social self-image, resulting in a reduction in anxiety behaviour.

## **2.4 Posting videos on social media as one strategy to generate income in the online world**

The competitive revolution of social media sites has enabled more new generations and young people to share their talents, abilities, or small companies by submitting videos to these platforms. YouTube, a video-based social media site, is the most popular, with one billion daily visitors (Coromina et al., 2020; Tankovska, 2021) and has emerged as the major source of social media influencers, content creators, and celebrities. Therefore, by becoming online content creators, i.e. Instafamous influencers or YouTubers, these people can share their skills with the world and generate income through their powerful content presented on videos to provide a long-lasting impact (Anand et al., 2019). Considering social media as a quick and

ubiquitous online marketing platform, content creators could encourage collaboration among brand marketers by utilising these channels for their promotional purposes (Baum et al., 2019). In relation to this study, uploading videos on social media could benefit individuals in advertising themselves or their products to stimulate collaborations with other users and generate more sustainable income.

## **2.5 BE:GINOW and the effectiveness of training programmes in developing and improving people's skills and knowledge.**

Training and Development (T&D) programmes in Malaysia have received recognition and continued noting evidence in enhancing the participants' experience, increasing productivity, and improving the employee's commitment to the company (Wan Hooi, 2010). In fact, Malaysia has established the National SME Development Council (NSDC) to assist Small and Medium Enterprise (SMEs) in June 2004, and more than 286,000 SMEs were assisted through 189 development programmes in 2007 (Mohd Zulkifli et al., 2009). Rus et al. (2015) who explored vocational training in Malaysia illustrated that the higher number of skills one possesses increases job opportunities. They discovered that trainees prefer training that adds value to their skills, which is in line with the Malaysian Ministry of Education's promotion of lifelong learning. Mustapha (2017) confirmed that investing in human capital is critical for Malaysia to attain its goal of being a high-income country. He stated that we must first alter the country's workforce landscape, which can begin by equipping people with more creative and inventive working abilities.

The main objective of our programme i.e. "BE:GINOW" (Build & Empower: Generating Income in Online World) is to empower the male underachievers to improve their social confidence and generate income by posting videos on social media. The participants are exposed to strategic content management in order to improve their critical thinking abilities and social confidence in order to live a more fulfilling life. Building self-resilience, brainstorming ideas, preparing material, and producing films are among the program's components. Despite low academic achievement and economic consequences such as the Covid-19 pandemic, it is possible to assume that with the right resources, skills, and supervision, no one in this society will be left behind.

## **3. Methodology**

### **3.1 Research Design**

This research is categorised as a mixed-method research design. Qualitative and quantitative approaches were employed to collect the data, namely questionnaires and a focus group interview. The questionnaires were employed during the first phase of the research, while the focus group interview was conducted during the second phase. Questionnaires were used to gather standardised responses and significant information from the respondents. This method enables the data to be internally consistent and coherent for analysis to collect reliable information about a population sample (Roopa, 2012). The questionnaires were distributed to the respondents to acquire insights about the outcomes of a training programme called BE:GINOW.

### **3.2 Sampling**

To access the population at hand, we have used convenience sampling to respond to the questionnaire. Convenience sampling was used because it allows us to rule out several research limitations such as expensive costs and difficulties to access a population (Taherdoost, 2016).

### **3.2.1 Respondents**

173 students acted as the respondents have answered the questionnaire. All respondents were the researchers' students who were furthering their studies in UiTM Cawangan Pulau Pinang. The respondents' range of age (18-25) represents the youth community that we are assessing in this study. The full details of respondents' demographic information are explained in section 4.0: Findings.

### **3.2.2 Participants**

We used WhatsApp Messenger to disseminate information about the initiative to identify and secure participants who met particular requirements. Following that, the participants or their parents contacted us to learn more about the programme. We began this programme in January 2021 with ten male participants. Five participants, however, resigned from the programme due to their hectic work schedules, with one passing away in March 2021. There were four male volunteers, ages 18 to 25, from rural locations in Peninsular Malaysia at the time of data collection. They are underachievers or dropouts who were unable to continue their education due to a lack of opportunities, being unemployed or already working in various menial industries. All of them registered in January 2021 and underwent various training slots under this training programme named BE:GINOW (Build & Empower: Generating Income in Online World).

## **3.3 Research instrument**

Data collection in this study used two different instruments; questionnaire and interview.

### **3.3.1 Phase 1: Questionnaire**

In this study, we used a Google Form questionnaire, a virtual form to conveniently distribute as it is more accessible for the respondents to answer the questions online. A total of 50 questions were included in the survey, which were divided into four parts. Parts 1 and 2 contained 10 questions each, while Part 3 and 4 had 15 questions respectively. Part 1 assessed the demographic background of the respondents and general information related to watching videos on social media concerning the ideas of frequency, when and why. Part 2 investigated the respondents' perception about underachievers' social confidence, while Part 3 dealt with the perceptions of how underachievers could generate income by posting videos on social media. The final section (Part D) examined the perceptions of how training programmes related to ideal video making techniques and content could empower the underachieving male youths to generate income and improve their social confidence. The questionnaire has gone through a validation process using SPSS and the result of Cronbach Alpha for all parts is 0.734-0.943, indicating that all items are reliable.

The respondents were required to answer all items in Part 1 by selecting the appropriate answer from several answer choices that have been provided that determine the number of frequency. As for Part 2, 3 and 4, all items were answered using a 5 point Likert Scale ranging from strongly agree to strongly disagree.

### **3.3.2 Phase 2: Interview**

A focus group interview was also employed to collect data in addition to the questionnaire, and four individuals were interviewed. The open-ended questions were written in Bahasa Malaysia and were separated into three sections based on the study's research goals, totaling 32 questions. We used Google Meet to do the interview. We took the liberty of simplifying each question once it was read out to the participants for easier understanding. The duration of the interview was 2 hours and 22 minutes.

### 3.4 Data Collection and Analysis

We acquired the information by issuing a virtual questionnaire via Google Form from April 14 to 15, 2021, and asking responders to fill it out online at <https://forms.gle/MYK8WurhsYCX5HHD6>. The Statistical Package for Social Science (SPSS) version 23 was used to analyse the data collected from the respondents. The information gathered was then tallied. The interview, on the other hand, took place over the internet via Google Meet. Every response was written down, and the entire session was recorded. The next section, Findings, has a detailed examination of the findings.

## 4. Findings

The findings are divided into two parts which are Phase 1 (Questionnaire) and Phase 2 (Focus group interview). There are four sections in Phase 1 and three themes in Phase 2. The details are presented in Table 1.

**Table 1: Division of sections and themes in Phase 1 and Phase 2**

Phase 1	
<b>Section I</b>	Ia - Demographic information Ib - Respondents' experiences in watching videos on social media
<b>Section II</b>	Posting videos on social media to improve social confidence
<b>Section III</b>	Posting videos on social media to generate income
<b>Section IV</b>	The importance of a training programme to help underachievers boost social confidence and generate income
Phase 2	
<b>Theme 1</b>	Sharing videos on social media leads to normalising social support and increasing social confidence
<b>Theme 2</b>	Exploiting social media as one way to explore opportunities (especially to generate income)
<b>Theme 3</b>	Training programmes as avenues to upskill one's talents and knowledge

### 4.1 Phase 1 (Questionnaire)

A total of 173 students from UiTM Cawangan Pulau Pinang participated in the survey and completed the questionnaire to garner their perceptions and verify our research objectives.

#### 4.1.1a Demographic information

The majority of the respondents aged between 18-23 years, with 43.9% aged between 18-20 years and 45.7% aged between 21-23 years. With a total number of 74 males and 99 females, 93 were pursuing bachelor's degree programmes, while the other 80 respondents were studying diploma courses. The respondents consisted of 45 students from the Hotel and Tourism Faculty, while 128 students were studying various programmes under the Engineering Faculty.

#### 4.1.1b Respondents' experiences in watching videos on social media

The following data are related to the respondents' experiences in watching videos on social media.

**Table 2: Respondents' experiences on watching videos on social media**

Number of years watching videos on social media	Frequency	Percentage
Less than 3 years	6	3.5
3-5 years	22	12.7
More than 5 years	142	82.1
None of above	3	1.7
Total	173	100.0
Frequency of watching videos on social media in a week	Frequency	Percentage
Every day	151	87.3

Several times in a week	19	11.0
A few times in a month	3	1.7
Total	173	100.0
<b>Reasons for watching videos on social media</b>		
Entertainment	139	80.3
Learning Purpose	15	8.7
Accidental	13	7.5
None of above	6	3.5
Total	173	100.0
<b>Time of watching videos on social media</b>		
No specific time	144	83.2
Only at night after finish classes	18	10.4
Only when there is specific purpose to watch	11	6.4
Total	173	100.0
<b>Action of sharing the videos after watching</b>		
Almost every time after finishing watching a video	5	2.9
Only if the content is interesting	110	63.6
Rarely	52	30.1
None of above	6	3.5
Total	173	100.0

The data imply that most of the respondents have an avid interest in watching videos on social media, and they tend to share the videos after watching them. The majority of the respondents (80.3%) claimed that they watch videos for entertainment, 8.7% use it for learning purpose, and only 7.5% of the respondents happened to find the videos by accident. The data also revealed the majority or 144 respondents (83.2%) had no specific time to watch the videos. In other words, watching videos on social media has become an essential part of their lives. In terms of sharing the videos, over half of them (65.9%) shared the videos they found interesting, but only 2.9% were committed to doing so after each time they have finished watching the videos.

#### 4.1.2 Posting videos on social media to boost social confidence

In this section, respondents were asked about how posting videos on social media could shape social confidence. Table 3 presents the percentages of each item.

**Table 3: Posting videos on social media and social confidence**

Item	Mean	SD	SD		D		DA		A		SA	
			N	%	N	%	N	%	N	%	N	%
1. People who posted videos on social media are usually socially confident.	3.919	0.831	3	1.7	5	2.9	34	19.7	92	53.2	39	22.5
2. People cannot simply post any videos on social media if they are not socially confident.	3.138	1.117	12	6.9	43	24.9	45	26	55	31.8	18	10.4
3. People who are not socially confident hardly record themselves on videos.	3.89	0.985	3	1.7	15	8.7	31	17.9	73	42.2	51	29.5
4. When people post videos related to their interests, skills and knowledge on social media, it sharpens their social confidence.	4.19	0.65	0	0	1	0.6	20	11.6	97	56.1	55	31.8

5. People can have the opportunity to improve their social confidence when they receive positive feedback from the viewers who have watched their videos.	4.427	0.666	1	0.6	1	0.6	8	4.6	76	43.9	87	50.3
6. Posting videos on social media can help people expand their network and become more confident to socialise.	4.167	0.682	1	0.6	2	1.2	16	9.2	102	59	52	30.1
7. Posting videos on social media can open doors for social collaboration.	4.092	0.621	0	0	1	0.6	23	13.3	108	62.4	41	23.7
8. Posting videos on social media can allow people to have more friends to socialise with.	4.127	0.669	0	0	1	0.6	26	15	96	55.5	50	28.9
9. Producing more videos of yourself can improve your social confidence.	3.907	0.801	2	1.2	6	3.5	34	19.7	95	54.9	36	20.8
10. Seeing yourself in videos allows you to assess your weaknesses and social skills to become more socially confident.	3.93	0.751	1	0.6	5	2.9	34	19.7	98	56.6	35	20.2

A large proportion of the respondents agreed that posting videos on social media could boost social confidence. The highest total percentage of agreed and strongly agreed (94.1%) was obtained for item 5, indicating that the viewers’ positive feedback could improve the video creator’s social confidence. In contrast, item 2 (*people cannot simply post any videos on social media if they are not socially confident*) received the lowest percentage, and only 31.8% agreed with it. However, more than half of the respondents (55% - 62%) agreed that posting videos on social media could expand the people’s network (item 6) and open doors to social collaboration (item 7).

#### 4.1.3 Posting videos on social media to generate income

This section contains items concerning the respondents’ perceptions on how the male underachievers could generate income by posting videos on social media. The first section of the survey inquired about respondents’ impressions of the opportunities that social media could provide for underachievers, while the second section inquired about respondents’ beliefs of whether underachievers could produce revenue through social media.

**Table 4: How underachieving male youths could utilise social media to generate income**

Item	Mean	SD	SD		D		DA		A		SA	
			N	%	N	%	N	%	N	%	N	%
1. There are many people out there who are not academically competent but possess strong hand skills.	3.965	0.776	3	1.7	3	1.7	28	16.2	102	59	37	21.4
2. I usually go and seek help from this group of people every time I’m facing problems with my vehicle, air-conditioner, television and other technical equipment.	3.757	0.813	2	1.2	7	4	50	28.9	86	49.7	28	16.2

3. This group of people can make a living by sharing their skills and talents with others.	4.04	0.659	0	0	3	1.7	25	14.5	107	61.8	38	22
4. Social media can become one useful tool for the underachievers to make a living by sharing what they know with others.	4.011	0.747	2	1.2	4	2.3	23	13.3	105	60.7	39	22.5
5. These underachievers should post videos related to their personal skills and knowledge on social media to let others know about it.	3.942	0.67	0	0	3	1.7	35	20.2	104	60.1	31	17.9
6. Videos related to hand skills are useful for me to run my daily activities more smoothly.	3.971	0.677	1	0.6	1	0.6	33	19.1	105	60.7	33	19.1
7. Social media is the best platform for these underachievers to make a living by sharing their skills and knowledge with the public.	3.907	0.701	1	0.6	5	2.9	30	17.3	110	63.6	27	15.6
8. These underachievers can attract viewers to watch their videos by doing how-to videos.	3.971	0.677	1	0.6	5	2.9	30	17.3	110	63.6	27	15.6
9. Consistently posting videos on social media can help these underachievers generate income.	4.011	0.681	1	0.6	4	2.3	31	17.9	100	57.8	37	21.4
10. Interacting with the followers in the comment section can attract more followers to subscribe to the underachievers' upcoming videos.	4.023	0.664	0	0	4	2.3	27	15.6	105	60.7	37	21.4
11. These underachievers can attract more viewers and subscribers if they make collaborations with other social media influencers.	4.092	0.658	0	0	4	2.3	24	13.9	109	63	36	20.8
12. If these underachievers share their videos on multiple social media platforms, more engagement can be achieved.	4	0.69	0	0	4	2.3	24	13.9	109	63	36	20.8
13. These underachievers can also make videos to promote products or services on social media.	4.063	0.601	0	0	3	1.7	21	12.1	106	61.3	43	24.9
14. Videos related to products or services promotion can help these underachievers generate income.	4.028	0.632	0	0	3	1.7	23	13.3	113	65.3	34	19.7
15. Posting videos on social media platforms can provide opportunities to these underachievers to generate a lasting source of income.	3.734	0.784	3	1.7	7	4	43	24.9	100	57.8	20	11.6

The results indicate that most respondents agreed that social media could provide numerous opportunities to the underachievers, with over 60% agreed and more than 20% strongly agreed with the items. 80.4% of the respondents testified that many people out there are not academically competent but possess strong hand skills, and 83.2% confirmed that social media could become one helpful tool for underachievers to make a living by sharing their skills with others. Interestingly, 65.9% of the respondents also asserted that they usually seek help from people in this community to assist them with technical problems related to electrical devices and automobiles.

#### 4.1.4 The importance of a training programme to help underachievers boost social confidence and generate income

This section is related to the respondents' perceptions on how training programmes pertaining to ideal video making techniques and content can help the underachieving male youths produce income and enhance their social confidence. There are 15 items in this section.

**Table 5: The importance of training programmes to help underachieving male youths generate income and improve their social confidence**

Item	Mean	SD	SD		D		DA		A		SA	
			N	%	N	%	N	%	N	%	N	%
1. Do you agree that these underachievers should enrol themselves in training programmes to encourage them to produce videos and post them on social media?	3.878	0.7	1	0.6	4	2.3	36	20.8	106	61.3	26	15
2. Do you agree that these underachievers need guidance to assist them with their video making activities?	3.982	0.575	0	0	1	0.6	27	15.6	119	68.8	26	15
3. Do you agree that these underachievers need to participate in training programmes that guide them with the content and structure before they start producing and uploading their videos on social media?	3.797	0.731	0	0	9	5.2	40	23.1	101	58.4	23	13.3
4. Do you agree that training programmes that expose the youths to the ideal techniques and content in video making can help them produce quality videos?	3.965	0.627	0	0	3	1.7	28	16.2	114	65.9	28	16.2
5. Do you agree that training programmes that expose these underachievers to the ideal techniques and content in video making can help them generate income on social media?	3.901	0.67	0	0	5	2.9	33	19.1	109	63	26	15
6. Do you agree that these underachievers can become more optimistic in the idea of generating income through online videos after their training ends?	3.832	0.665	1	0.6	3	1.7	40	23.1	109	63	20	11.6

7. Do you agree that training workshops can prepare these underachievers to make more friends through social media and in the real world?	3.849	0.665	0	0	4	2.3	41	23.7	105	60.7	23	13.3
8. Do you agree that these underachievers can improve their social skills and knowledge after the training ends?	3.93	0.606	0	0	3	1.7	29	16.8	118	68.2	23	13.3
9. Do you agree that training programmes enable these underachievers to be more confident in sharing their knowledge and skills with others on social media?	3.907	0.675	1	0.6	3	1.7	33	19.1	110	63.6	26	15
10. Do you agree that these underachievers can become more confident to socialise after they have participated in the training?	3.884	0.598	0	0	2	1.2	36	10.8	115	66.5	20	11.6
11. Do you agree that training programmes should be conducted to motivate these underachievers to interact with strangers online?	3.872	0.687	0	0	3	1.7	44	25.4	98	56.6	28	16.2
12. Do you agree that training workshops can help these underachievers to socialise and work well with others, such as making collaborations with other social media influencers?	3.971	0.564	0	0	0	0	30	17.3	118	68.2	25	14.5
13. Do you agree that training programmes can mentally and emotionally prepare these underachievers to receive positive and negative feedback after they have uploaded their videos?	3.89	0.694	1	0.6	2	1.2	40	23.1	102	59	28	16.2
14. Do you agree that training programmes should be conducted massively nationwide in the future to assist these underachievers make quality videos and generate income?	3.884	0.663	0	0	5	2.9	34	19.7	110	63.6	24	13.9
15. Do you agree that training programmes should be conducted massively nationwide in the future to assist these underachievers to confidently tackle their social skills challenges?	3.93	0.634	0	0	1	0.6	38	22	106	61.3	28	16.2

Similar to the data presented in 4.1.2 and 4.1.3, most respondents (above 60%) reported that training programmes could positively impact the underachievers. 68.8% agreed that they must receive guidance in making their videos, which is evidently shown by items 4 and 12. They also asserted that training programmes are highly beneficial in shaping their confidence,

tackling their social skill challenges, motivating them to collaborate with others online and finally being able to produce quality videos to be posted on social media (items 5, 7, 8, 9, 10, 11, 12 and 14).

#### 4.2 Phase 2 (Focus Group Interview)

Based on the results, we identified three main themes, six sub-themes (2 under each theme), and each theme's outcomes. The data is summarised in Table 6 below:

**Table 6: Summary of results from the focus group interview**

Themes	Sub-themes	Outcomes
Sharing videos on social media leads to normalising social support and increasing social confidence	A) Maintaining a good relationship with others (especially with the people in the social circle/ community) B) Receiving positive or constructive feedback from others (especially with the people in the social circle/ community)	- having the confidence to make more friends and expand the network - getting more opportunities to collaborate with others - becoming closer to the community.
Exploiting social media as one way to explore opportunities (to generate income)	A) Exploring different types of social media platforms B) Identifying different strategies to gain more viewers/followers on social media	- recognising the most suitable social media platform to generate income - applying the appropriate strategies to gain more viewers/followers on social media
Training programmes as avenues to upskill one's talents and knowledge	A) A training programme like BE:GINOW teaches participants new skills and knowledge B) A training programme like BE:GINOW helps to shape the participants' mindset and attitude	- ameliorating participants' skills in video editing and content management - enhancing participants' motivation to build a quality life - encouraging them to disseminate knowledge to their communities

##### 4.2.1 Sharing videos on social media and normalising social support to boost social confidence

Based on the data, we identified two sub-themes: maintaining good relationships and receiving positive feedback from people in the social circle. All participants (A, B, C and D) agreed that both ideas (sub-themes) could increase their social confidence in gaining more friends, expanding their network, widening the opportunities for collaboration and becoming closer to the community.

##### 4.2.2 Exploiting social media as one way to explore opportunities (to generate income)

This theme includes two sub-themes: exploring different types of social media platforms and identifying the strategies to gain more followers or subscribers on social media. Three of the participants claimed that they have realised the opportunities (related to generating income) provided by social media platforms since school (2015-2016), and they have started to share their videos on social media after completing school. Only one participant stated that he discovered this in year 2020. However, all of them have had the experiences of sharing videos on social media for different purposes. The details are reported in the table below:

**Table 7: Participants' responses (Theme 2)**

Participant	Started sharing videos on social media	Platform Used	No. of videos / viewers	Content type
A	2018	YouTube, Instagram	3 / 8000-30000	Song
B	2015	Facebook, Instagram	10-15 / 10-50	Business
C	2016	YouTube, Instagram	5/ 50-100	Travelling
D	2015	Facebook, Instagram	5/ 20-100	Lifestyle

Participant A started his YouTube account in 2018 and has between 8000 and 30000 subscribers who have watched his videos. Participants B and D began publishing videos to social media (Facebook and Instagram) in 2015, whereas participant C began uploading videos to YouTube and Instagram in 2016. All four participants felt that YouTube is the most effective social media tool for generating revenue. They also suggested some practical tactics for reaching a larger target audience in order to increase the number of viewers or followers and earn revenue. Among the strategies are sharing their YouTube links on other social media platforms, sharing the links to their social circle, collaborating with other YouTubers or social media influencers and improving the videos in terms of the content, layout, sound and graphics.

#### 4.2.3 Training programmes as avenues to upskill one’s talents and knowledge

This section discusses how a training programme like BE:GINOW helps shape the participants’ mindset and attitude and encourage them to explore more skills and knowledge in producing videos. Table 8 exhibits the responses from the participants.

**Table 8: Participants’ responses (Theme 3)**

A	<i>I am now feeling more confident to create more videos as I’ve learned the right skills and techniques in producing videos. The facilitators are kind and helpful.</i>
B	<i>I have learned many new skills especially how to create good contents, the dos and don’ts when sharing videos on social media and the appropriate language to be used.</i>
C	<i>BE:GINOW helps me upgrade my talents and I’ve realised that everyone can be successful as long as we work for it. I am ready to share the knowledge with others.</i>
D	<i>I feel grateful that you have initiated this programme as it really helps me to see my life’s direction. I do not think I would not have the eagerness to produce more videos if I did not join BE:GINOW.</i>

### 5. Discussion

The findings of this study are detailed in section 1.0: Introduction based on the three research objectives. The majority of respondents agreed that posting videos on social media may assist underperforming male youths in developing social confidence, proving our first research objective. The findings support previous research by Alblooshi (2015) and Valkenburg, Peter and Schouten (2006), which found a link between video sharing on social media and users’ self-esteem and social confidence. Underachievers might create and maintain strong relationships with family and friends by posting videos on social media, which would help them gain more virtual followers and receive positive feedback, which will ultimately boost their self-esteem and social confidence. This notion correlates with a study by Varnali (2015) who affirmed the importance of social support to adolescents in improving their self-esteem and overcoming social challenges.

The findings have also verified our second research objective where these underachievers could gain trust from social media users by sharing their skills on online platforms. This resonates with the studies by Baum et al. (2019) and Coromina et al. (2020) who have confirmed that the young generation’s lifestyle has allowed social media to be exploited extensively for them to acquire its maximum values. Even though most respondents confirmed that many underachievers are competent with certain skills, they still displayed strong uncertainty towards the underachievers’ ability to generate a stable income merely by posting their videos on social media. Nevertheless, the participants expressed their willingness to explore and learn to produce more videos until they could generate a steady income.

Aligned with our third objective, the findings have confirmed the importance of a training programme like "BE:GINOW" in giving male underachievers the opportunity to develop their

social confidence and earn money. The majority of our respondents felt that training programmes could assist underachievers enhance their skills and knowledge, raise their motivation to enhance their quality of life, and inspire them to share what they have learned with others. All four participants also asserted that more training programmes like BE:GINOW should be conducted in Malaysia to facilitate the underachievers in enhancing their skills and acting as their moral and income trajectory. This is consistent with several studies by Mohd Zulkifli et al. (2009), Rus et al. (2015) and Mustapha (2017), which have also found the positive results of training programmes, especially in Malaysia.

## 6. Conclusion and Recommendation

With tight movement restriction order and the implementation of SOPs during Covid-19 outbreak, social media has emerged as a handy and effective communication tool. We believe that the current technology opportunities must be fully manipulated for this community to maximise their potential. The essence of social media platforms is it allows users to be of any virtual identity, making them remain highly active online (Gündüz, 2017). As a result, authorities should use the findings of this study to develop appropriate training programmes and to make use of the intelligence of social media and technology to help and assure that underachieving youngsters are competent enough to create revenue online. The advantages of a BE:GINOW-style training programme for underachievers were also clearly demonstrated in this study. They are advantageous for policymakers in the country to build programmes to train more underachievers to use social media to promote their abilities, skills, and businesses. Although many programmes are already available to offer jobs to the underachievers, BE:GINOW on the other hand, is designed to assist these people not only in sharpening their talents and skills, but allowing these millennials to exploit their digital life. Thus, this enables the underachievers to directly reach out to the public and could engage in the whole gamut of video making offshoots such as advertising and marketing activities.

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