

*Case Study*

## **Exploring Disruptive Adolescent Behaviours on Social Media: A Case Study During the Times of Crisis**

**Aliff Nawil<sup>1\*</sup>, Nor Yazil Khamis<sup>2</sup>, Zalmizy Hussin<sup>3</sup> and Muhammad Noor Abdul Aziz<sup>1</sup>**

<sup>1</sup>*School of Education, Universiti Utara Malaysia, 06010 Sintok, Kedah, Malaysia*

<sup>2</sup>*Centre for Modern Languages, Universiti Malaysia Pahang Al-Sultan Abdullah, 26600 Pekan Pahang, Malaysia*

<sup>3</sup>*School of Applied Psychology, Social Work & Policy, Universiti Utara Malaysia, 06010 Sintok, Kedah, Malaysia*

### **ABSTRACT**

Social media usage has been observed to increase in times of crisis, like the COVID-19 pandemic, when it served as the primary means of communication with the outside world. The amplification is hypothesised to cause higher adverse consequences to adolescents with disruptive behaviours. These vulnerable youngsters, characterised by higher negative emotionality, could experience a more unfavourable impact of the media than those with non-disruptive behaviours. However, the extent to which the media can affect disruptive adolescents is unknown. Twenty-one secondary school adolescents identified with several disruptive behaviour records were selected for a survey and online observation of an explanatory mixed-method design. Nine adolescents' personal Instagram accounts were observed for over three months. The data recorded a medium-high social media use among the respondents, particularly in maintaining existing relationships. There were patterns of oblivious, excessive attention-seeking posts from the qualitative exploration, which conflicts with the adolescents' weak agreement on using the media to make themselves known. The adolescents' postings on spiritual advice brought some engrossing tone down of the adolescents' behaviours. The grounded religious beliefs could be their self-control

mechanism when using the media. The echo chamber of their spiritual advice postings and controlled media use could be much-needed interventions for adolescents with disruptive behaviours.

#### **ARTICLE INFO**

*Article history:*

Received: 14 December 2021

Accepted: 28 July 2023

Published: 14 November 2023

DOI: <https://doi.org/10.47836/pjssh.31.4.01>

*E-mail addresses:*

[aliffnawi@yahoo.com](mailto:aliffnawi@yahoo.com) (Aliff Nawil)

[nyazi@umpsa.edu.my](mailto:nyazi@umpsa.edu.my) (Nor Yazil Khamis)

[zalmizy@uum.edu.my](mailto:zalmizy@uum.edu.my) (Zalmizy Hussin)

[matno@uum.edu.my](mailto:matno@uum.edu.my) (Muhammad Noor Abdul Aziz)

\* Corresponding author

*Keywords:* Adolescence, behaviour, crisis, disruptive, social media

## INTRODUCTION

Bozzola et al. (2022) asserted that social media usage has risen rapidly since the beginning of the COVID-19 pandemic. Social media is extensively used to be updated with current affairs (Nisar et al., 2019) because the convenience of getting information instantly on the screen display has become a modern necessity compared to printed materials. As a result, social media use among teenagers becomes vital. The platform considerably impacts adolescents' motivation and life satisfaction, as Kereste and Tuhlofer (2020) reported. Adolescents use it to express their ideas freely (Boulianne et al., 2020) and gain attention and attraction (Hawk et al., 2019). The media has also created new career opportunities for youth, such as content creators and social media influencers, which are increasingly in demand (Giles & Edwards, 2018). The platform is also used to connect with friends and family, share or exchange ideas with the online community (Chukwuere & Chukwuere, 2017), create self-profile, send photos and videos, and update news statuses (Oeldorf-Hirsch & Sundar, 2015).

However, similar to many benefits, the conveniences can lead social media users to act worse than face-to-face interactions. (Hjetland et al., 2021). Uncontrolled use of media by adolescents may bring about adverse consequences, which include heightened risk for behavioural problems (Bozzola et al., 2022). Teenagers using social media without supervision are likelier to use aggressive language (Adelantado-Renau et al., 2019), hate speech (Del Vigna

et al., 2017), cyberbullying (Byrne et al., 2018), sexting and cyber pornography (Farré et al., 2020; Van Ouytsel et al., 2021). We posit that the risk is likely higher negative emotionality for adolescents with disruptive behaviours than their peers. It may also double their mental and psychological health stress, sleeplessness, anxiety, and frustration (Ting & Essau, 2021).

When the virus first hit Malaysia on January 24, 2020, to slow the spread of COVID-19, the nation implemented a Movement Control Order (MCO), which included closing down educational facilities. (Khor et al., 2020). Ting and Essau (2021) reported a significant increment of time spent among Malaysian students on social media during the crisis. As a result, many adolescents who stayed at home resorted to social media for communication. The online environment has affected local teenage mental health and well-being (Hashim et al., 2020; Yusuf & Ahmad, 2020). Numerous emotional and psychological health issues, such as stress and addictive behaviours, were anticipated to arise due to the COVID-19 outbreak's protracted routine interruptions (Ding et al., 2021).

Despite this, Koh et al. (2020) stated that Malaysians' altered behaviour in reaction to the COVID-19 epidemic is "novel and expected at the same time" (p. 48). Several previous crises reported similar behaviour changes. Nevertheless, this time, most Malaysians are impacted by a person's social media network rather than their traditional network of associations. Some changes are beneficial, but excessive

or uncontrolled media use could have adverse consequences because adolescents' problematic behaviours have raised a serious concern in Malaysia (Ling et al., 2017). Media and information-communication technology have been discovered by Mansor et al. (2017) as the key contributors to disruptive behaviours in adolescents. However, the extent to which the media can affect disruptive adolescents is unknown. Therefore, this study aims to analyse social media usage among the selected disruptive Malaysian adolescents and explore its adverse impacts on adolescents.

## LITERATURE REVIEW

### Theoretical Background

It is crucial to know the factors behind different behavioural changes caused by the media during the pandemic. Behaviourism views external physical actions and internal states such as thoughts and emotions as a 'behaviour' (Hayes, 2016). Relational frame theory states that humans acquire knowledge and experience by connecting ideas to create a complex network that influences their thinking and decision-making. (Koh et al., 2020, p. 46). It implies that what a person does with that concept within their social network varies.

The social attachment model by Mawson (2005, p. 108) rationalises this variation based on individuals' anxiety. According to the concept, attachments are crucial "for normal human growth, development, social functioning, health and longevity". It also describes the basic essence of human beings. In times of crisis, if the anxiety experienced

is mild and attachment figures are absent, the behaviour tends to lean towards familiarity, which, in this scenario, via social media, is appropriate behaviour. If the anxiety increases significantly, individuals are required to seek out and get closer to safeguard figures such as family and friends. This behaviour is predictable in times of crisis.

Nonetheless, Mawson's (2005) model warns against an increased sensitivity towards perceived deviance, social exclusion, scapegoating, and hate crime. One feature of the affiliative reaction is the desire to move away from some circumstances and toward other perceived familiar conditions that are not objectively safe (Mawson, 2005). Hence, the choice to use the media to escape loneliness or stress during the pandemic may be a familiar thing to do.

For Malaysians, it is interesting that religion is viewed as a source of knowledge and guidance throughout the crisis. (Koh et al., 2020). Most Malaysians seek guidance from religious leaders, consistent with Mawson's model. Religion provides a valid explanation for why COVID-19 is happening. Considering that religion is ingrained in the Malaysian context from an early age, discussing or connecting the crisis from religious perspectives is frequently an obvious choice.

Another description of how individuals create their sense of self and group membership is provided by the Social Identity Theory (SIT) framework. SIT has been used to analyse social media's effects on teenagers' attitudes and behaviour (Lajnef, 2023). Adolescents use social media

to express their identities and compare themselves to others (Rodgers & Rousseau, 2022), achieved through interaction with others with similar values and opinions (Duong, 2020). SIT also explains how social identity processes influence disruptive teenage behaviour on social media (Hogg, 2021). Social media can exacerbate the negative emotions of jealousy, anger, and poor self-esteem due to social influences. Feeling threatened by their social identity or group membership can result in disruptive conduct, such as cyberbullying.

### **Adolescents' Disruptive Behaviours**

Quinn (2005) describes behaviours as an expression of a complex interplay of biological and environmental factors. Disruptive behaviour refers to an action that results in a nuisance to others. It gives a picture of the behaviour that causes problems for others and oneself because it violates human norms and the law (Sun & Shek, 2012). On the other hand, adolescence is a crucial stage in the transition from childhood to adulthood. The initial development of cognitive, social, and emotional changes gradually makes people more susceptible to emotional and behavioural issues. (Wei & Madon, 2019). That is why disruptive adolescent behaviour is often associated with emotions and negative behaviours. It violates others' rights or established regulations, such as violence against people and property.

### **Social Media Effects on Adolescents**

Pew Research Centre (2022) identified adolescents as the dominant social media

users. The development of broadband infrastructure, mobile devices, and competition in the market is the reason for the increase in user statistics (Malaysian Communications & Multimedia Commission [MCMC], 2020). Sophisticated and affordable devices have further expedited the rate of online interactivity (Nawi et al., 2020). All these factors have made it easier for adolescents to access social media.

Studies also warned against excessive use of social media that could affect users' well-being and mental health (Geirdal et al., 2021). Mansor et al. (2017) identified media and communication technology as significant factors influencing problematic behaviours apart from home environment, peer influence, social support and school culture. Cyber-cafe-computing networks and the internet were the sources of undesirable behaviour among adolescents. The superfluosity may impair academic performance (Adelantado-Renau et al., 2019), affect sleeping quality (Brubaker et al., 2020), cause emotional disturbance (Hasan et al., 2018), trigger negative behaviours (Buctot et al., 2020), and reduce task performance (Cao & Yu, 2019). Cheung et al. (2020) found that cyberbullying, cyber harassment, cyber intrusion, and trolling (attacks and provocations) are alarming among adolescents today.

Therefore, emphasis should be given to reflecting and re-evaluating ways to balance the use of social media for leisure, especially during unexpected occurrences or during times of crisis and for adolescents whose brain is hyper-responsive to perceived

rewards (Ali et al., 2021). Teenagers may make bad decisions since their impulse control and response expressions are still developing (Brown & Wisco, 2019). Ling et al. (2017) recommended that parents and teachers practice strict rules to improve adolescents' conscientiousness through proper supervision and monitoring. In this study, 'behaviour' refers to online activities and how adolescents communicate using social media.

**METHODOLOGY**

This study uses the explanatory mixed-method design (Creswell & Clark, 2017) to explore 21 adolescents' online behaviour who have multiple misconduct records (Figure 1).

The study's two-phase design began with quantitative data collection to identify the level of media use among adolescents. A survey was conducted to determine the respondents' social media use level and analysed using mean scores ( $\bar{x}$ ), ranging from low to high levels of social media (Table 1).

Online observation was used to determine the extent of the sample's social

media use. It involved the researchers as the non-participant in jotting down notes and taking screenshots of the postings, keeping records of shared news, comments, 'like' videos or links publicly shared by the nine participants on their Instagram accounts. It was necessary to collect publicly available data to gain insights into their online activities and behaviours. Also, instead of relying on a protocol, the richness of the data is captured through an inductive approach to identify themes and subthemes that emerged organically from the postings without imposing predetermined criteria. The sample's online behaviour was observed via Instagram postings until the postings

Table 1  
Mean scores interpretation on the adolescent's media use level

Mean Score	Level
1.00–2.00	Low (L)
2.01–3.00	Medium-low (ML)
3.01–4.00	Medium-high (MH)
4.01–5.00	High (H)

Note. The level is to identify whether the adolescents have a 'controlled' amount of social media use (low or medium) or excessive (high), which could cause adverse consequences

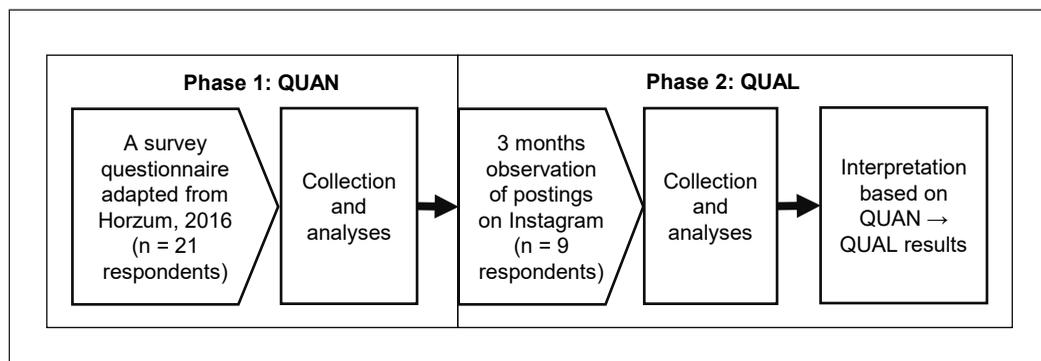


Figure 1. The study's explanatory mixed-method design (adapted from Creswell and Clark, 2017)

showed no new theme—the data reached saturation in three months (December 2020 to February 2021). The data are sufficient to draw necessary conclusions based on the study's objective (Saunders et al., 2018).

All the themes were recorded using NVivo software for thematic analysis. The thematic analysis is used to uncover patterns, trends, and insights within the participants' social media postings. The flexibility of this approach enabled a comprehensive exploration of the data, promoting a deeper understanding of the participants' experiences and behaviours.

### **Sampling**

Twenty-one adolescents (aged between 16 and 17 years old) with disruptive behaviour records from one of the secondary schools in Terengganu were purposively chosen with the help of the school counsellors. The adolescents were reprimanded for several hostile acts in the school; they are also active Instagram users who constantly update their statuses. Nine individuals were chosen for the second phase since the researchers can follow and look at their Instagram accounts. All took part in the first phase. An anonymous coding system for the participants (T1–T9) was used, and their voluntary participation was obtained through individually signed consent forms.

### **The Survey Questionnaire**

A questionnaire with a five-Likert scale of agreement ('Strongly Agree' to 'Strongly Disagree') was developed based on a study by Horzum (2016) that looked into

adolescent Facebook use. The questionnaire has 30 items, which are categorised into seven constructs: Maintaining an existing relationship (MR), meeting new people and socialising (MS), making oneself known and famous (KP), bringing entertainment (EN: four items each), spending free time (FT: three items), functioning as a task management tool (MT: five items) and providing information and educational content (EI: six items).

Three expert panels provided their review of the instrument to ensure its validity. The panel suggested back-to-back translations into the Malay language to optimise the respondents' feedback. The pilot study results showed that the alpha Cronbach coefficient's value for all constructs was above .60, which means high dependability and an acceptable index, as the score is above 0.6 (Nunnally & Bernstein, 1994).

### **The Qualitative Data Validity and Reliability Measures**

Themes and subthemes analyses of the postings use a systematic coding process outlined by Miles et al. (2020). Initially, a set of codes was developed based on a careful data review. These codes were derived from Instagram postings and aimed to capture topics and patterns of behaviours observed within the participants' social media activities. An inductive method was used throughout the coding process to allow new codes and themes to arise from the data (Braun & Clarke, 2006). In this iterative process, the postings were analysed to find patterns, subjects, and concepts that

frequently appeared (Guest et al., 2012). New codes were added whenever unique themes emerged, ensuring a comprehensive and inclusive data analysis.

Intercoder reliability checks were carried out to improve the reliability and validity of the coding system (Miles et al., 2020). Researchers independently coded a subset of the data and discussed their coding decisions based on the principles of qualitative data analysis (Patton, 2015). The researchers carefully reviewed the codes, assessing their relevance to the data and ability to capture the participants' social media use. Any discrepancies or differences in coding were resolved through consensus discussions. By employing these techniques, the researchers ensured the validity and reliability of the identified themes and subthemes regarding social media use among disruptive adolescents.

## FINDINGS AND DISCUSSION

### Phase 1: The Adolescents' Level of Social Media Use

The results are grouped into seven factors (Table 2). The mean score of each factor

shows how much the participants agreed to use social media for that purpose. The factor with the highest agreement was 'maintaining existing relationships' (MR), with a mean score of 4.23. The other factors (MS, KP, FT, MT, EN, and EI) had mean scores ranging from 3.12 to 3.99, which means the participants used social media moderately highly for those purposes during the pandemic.

**Maintaining a Relationship (MR).** The outcomes of using social media to keep up with existing relationships are shown in Table 3. Except for the MR3 item, there is a high level of agreement with this element. The respondents regularly utilise social media to stay in touch with friends and acquaintances (MR2 and MR4), unlike those they infrequently meet (MR3).

**Meeting New People and Socialising (MS).** The participants mostly agreed to use social media for making new friends and socialising (MS), as shown by the medium-high mean scores in Table 4. The only exception was MS2, with a medium-low mean score of 2.86. It means that the participants were

Table 2  
*Levels of agreement on the seven social media use aspects*

No.	Aspect	$\bar{x}$	Level
1	MR Maintaining Existing Relationship	4.23	High
2	MS Meeting New People and Socialising	3.51	Medium-high
3	KP Making Oneself Known and Popular	3.12	Medium-high
4	FT Spending Free Time	3.63	Medium-high
5	MT Functioning as a Task Management Tool	3.29	Medium-high
6	EN Bringing the Entertainment	3.99	Medium-high
7	EI Getting Educational and Information Material	3.63	Medium-high

*Note.* The seven aspects of the questionnaire are adapted from Horzum (2016)

Table 3  
Levels of use in maintaining existing relationships

No.	Item	%					$\bar{x}$	Level
		SA	A	U	D	SD		
MR1	Social media platforms (Facebook, Instagram, TikTok) help me stay connected.	42.9	47.6	-	9.5	-	4.24	H
MR2	Social media helps me stay informed about the people in my life.	47.6	47.6	-	4.8	-	4.38	H
MR3	Social media enables me to communicate with people I seldom see.	14.3	61.9	4.8	14.3	4.8	3.67	MH
MR4	Social media allows me to maintain contact with my family members.	61.9	38.1	-	-	-	4.62	H

Note. The 5-point scale Likert scale ranges from strongly agree to strongly disagree: strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (D) = 2, strongly disagree (SD) = 1, H: High, MH: Medium-high

Table 4  
Levels of use in meeting new people and socialising

No.	Item	%					$\bar{x}$	Level
		SA	A	U	D	SD		
MS1	Social media helps me connect with new people.	33.3	42.9	4.8	19.0	-	3.90	MH
MS2	Social media assists me in finding a romantic partner.	14.3	14.3	33.3	19.0	19.0	2.86	ML
MS3	Social media is popular among my friends, so I use it too.	23.8	52.4	14.3	-	4.8	4.00	MH
MS4	Socialising is the main reason why I use social media.	19.0	23.8	28.6	23.8	4.8	3.29	MH

Note. The 5-point scale Likert scale ranges from strongly agree to strongly disagree: strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (D) = 2, strongly disagree (SD) = 1, ML: Medium-low, MH: Medium-high

not keen on using social media to develop romantic relationships with their partners (MS2), as 33.3% were neutral and 19.0% disagreed with this statement. The most agreeable statement in this factor was MS4, with a mean score of 4.00. It indicates that their peers influenced the participants to use social media.

**Making Oneself Known and Popular (KP).** This factor had the lowest mean score of 3.12 among all the factors. The participants mostly

disagreed (47.6%) with using social media to gain popularity and show off (KP1 and KP2). In comparison, they mostly agreed (47.6% for KP3 and 61.9% for KP4) with using social media to follow celebrities' lives and to share their status updates (Table 5).

**Spending Free Time (FT).** Using the media when bored (Table 6) had the highest level of use among FT2 items compared to spending free time (FT1) and for distractions (FT3), with 90.5% of the respondents agreeing.

Table 5  
Levels of use in making oneself known and popular

No.	Item	%					$\bar{x}$	Level
		SA	A	U	D	SD		
KP1	Increasing my contacts for popularity is one of my goals for using social media.	9.5	14.3	28.6	47.6	-	2.86	ML
KP2	One of my motives for using social media is to create a positive impression of myself.	4.8	23.8	19.0	47.6	4.8	2.76	ML
KP3	Following the latest news about celebrities is my reason for using social media.	14.3	33.3	33.3	9.5	9.5	3.33	MH
KP4	My profile or status updates are the sole purpose of my social media usage.	19.0	42.9	14.3	19.0	4.8	3.52	MH

Note. The 5-point scale Likert scale ranges from strongly agree to strongly disagree: strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (D) = 2, strongly disagree (SD) = 1, ML: Medium-low, MH: Medium-high

Table 6  
Levels of use in spending free time

No.	Item	%					$\bar{x}$	Level
		SA	A	U	D	SD		
FT1	Social media is my choice of activity during my leisure time.	14.3	38.1	28.6	14.3	4.8	3.43	MH
FT2	Boredom drives me to engage with social media.	38.1	52.4	4.8	4.8	-	4.24	H
FT3	Social media helps me escape from reality.	14.3	23.8	38.1	19.0	4.8	3.24	MH

Note. The 5-point scale Likert scale ranges from strongly agree to strongly disagree: strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (D) = 2, strongly disagree (SD) = 1, H: High, MH: Medium-high

The mean scores for FT items were high, with 3.63 as the average. The respondents' preference for social media when they have nothing else to do had the highest value of 4.24.

**Functioning as Task Management Tool (MT) Aspect.** The aspect scored medium-high levels for all four items except MT3 (Table 7). MT3 showed that most respondents were unsure and disagreed (71.4%) than agreed (28.6%). The respondents depend on technology for personal use compared to group activities. The overall scores revealed a moderately high agreement, with mean scores ranging from 2.81 to 3.67.

**Bringing the Entertainment (EN).** Table 8 shows that 90.4% of the respondents strongly agreed that social media brings entertainment, particularly in listening to music (EN2). It also keeps them entertained through online games (EN1). The media bring enjoyment when they come across funny content (71.4%) and get to share it (66.7%). There is high-frequency use of social media as an entertainment tool, with each item scoring between 3.76 and 4.29.

**Providing Information and Educational Content (IE).** The six items for this aspect reveal mean scores ranging from 3.10 to 4.00 (a medium-high level) (Table 9). The

Table 7  
*Level of use as a task management tool*

No.	Item	%					$\bar{x}$	Level
		SA	A	U	D	SD		
MT1	Applications on social media help me organise my tasks.	4.8	42.9	42.9	9.5	-	3.43	MH
MT2	Social media is where I store and arrange my photos.	14.3	52.4	23.8	4.8	4.8	3.67	MH
MT3	Apps help me collaborate with others.	-	28.6	33.3	28.6	9.5	2.81	ML
MT4	I use social media to save the information of my contacts.	19.0	33.3	23.8	14.3	9.5	3.38	MH
MT5	I use social media to track the birthdays and appointments that I need to attend.	4.8	42.9	23.8	19.0	9.5	3.14	MH

Note. The 5-point scale Likert scale ranges from strongly agree to strongly disagree: strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (D) = 2, strongly disagree (SD) = 1, MH: Medium-high, ML: Medium-low

Table 8  
*Levels of use for entertainment*

No.	Item	%					$\bar{x}$	Level
		SA	A	U	D	SD		
EN1	I use social media to play online games.	47.6	28.6	4.8	9.5	9.5	3.96	MH
EN2	I use social media to listen to music.	57.1	33.3	-	-	9.5	4.29	H
EN3	I use social media to read funny texts (such as jokes, puzzles and stories).	23.8	47.6	28.6	-	-	3.95	MH
EN4	I use social media to share photos and videos.	23.8	42.9	19.0	14.3	-	3.76	MH

Note. The 5-point scale Likert scale ranges from strongly agree to strongly disagree: strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (D) = 2, strongly disagree (SD) = 1, MH: Medium-high, H: High

Table 9  
*Levels of use in getting information and educational content*

No.	Item	%					$\bar{x}$	Level
		SA	A	U	D	SD		
IE1	I rely on social media to communicate information to others.	9.5	33.3	23.8	23.8	9.5	3.10	MH
IE2	I follow the current developments in the world using social media.	23.8	52.4	23.8	-	-	4.00	MH
IE3	I share my opinion with others using social media.	4.7	43.0	42.9	4.7	4.7	3.38	MH
IE4	My educational goals are supported by social media platforms that offer various activities.	9.5	47.6	33.3	9.5	-	3.57	MH
IE5	Social media provides me with resources on a topic of interest.	14.3	57.1	23.8	4.8	-	3.81	MH
IE6	I can access study groups via online platforms that connect people socially.	33.3	38.1	19.0	4.8	4.8	3.90	MH

Note. The 5-point scale Likert scale ranges from strongly agree to strongly disagree: strongly agree (SA) = 5, agree (A) = 4, undecided (U) = 3, disagree (D) = 2, strongly disagree (SD) = 1, MH: Medium-high

respondents' strong preference to keep updates via social media (4.00) is contrary to the striking percentages of uncertainty and disagreement towards using the media to spread information (57.1%). Also, the findings show moderately high use for academic reasons: IE4 (57.1%), IE5 and IE6 (71.4%).

**Summary**

The first phase's findings showed medium-high social media use among the respondents, particularly in maintaining existing relationships. This medium level is interpreted as a good indicator. The adolescents were not addicted to the media, and the reasons for using it (based on the

mean scores) were primarily beneficial. However, the extent to which these disruptive adolescents behave on the media must be explored qualitatively before the study can establish the adverse consequences of social media use. Therefore, the next phase qualitatively explores the nine disruptive adolescents' Instagram postings.

**Phase 2: The Adolescents' Instagram Postings**

Figure 2 presents the qualitative data obtained from the nine adolescents' Instagram accounts (T1 to T9). Nine hundred seven three-month postings were coded in five themes and subthemes and analysed thematically.

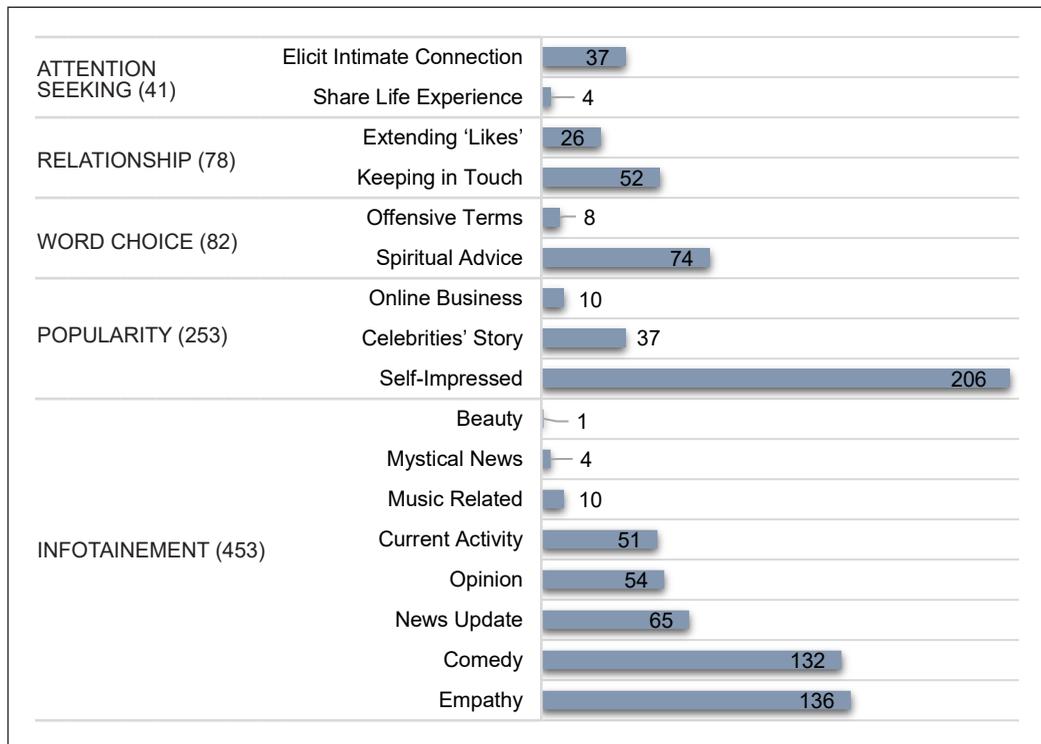


Figure 2. Instagram postings themes and sub-themes by the adolescent  
 Note. The 907 Instagram postings were gathered in three months (December 2021 to February 2022)

**Infotainment.** Infotainment' theme (453) has the most sub-themes: 'empathy' (136), 'comedy' (132), 'news update' (65), 'personal opinion' (54), 'current activity' (51), 'music-related' (10), 'mystical news' (4), and 'beauty' (1). T2 showed empathy by sharing and commenting on a couple's romantic conversation to show her understanding and support for emotional needs by using terms like "darling" or "B" (short for 'baby'), which are popular terms for teenage girls. T5 showed empathy by re-uploading a user's story who posted song lyrics for a broken relationship. What is intriguing is that T5 is a boy who does not mind the 'softness' part of his personality to be known to the public. What started as posting stories for infotainment to their followers leads to telling probably the sensitive part of their personalities.

For 'comedy', T3 posted a video exposing a worker who did not fast. It was later known that the company's CEO was also involved. T1 shared a hilarious video of a sleeping teenager carried out from a room by his friends. These samples showed that the teens used social media as entertainment. For 'current news,' T4 posted actual news of a scattered baby's corpse stabbed by his father, who suddenly went berserk.

**Popularity.** 'Popularity' has three subthemes: self-impressed (206), celebrity news (37), and business (10). 'Self-impressed' has the most frequented postings for the participants to gain popularity. For example, T1 shared a video showing how

to do a self-boomerang move twice. T5 also used his Instagram account to post a story with a question box that said 'drop your number'. The purpose of these posts was to get more new contacts.

'Celebrity stories' is another frequent sub-topic posted by the participants. T3 shared a story about a local celebrity, criticised by some K-pop fans. T7 posted about an actor who tested positive for COVID-19. 'Online business' has postings on beauty products uploaded ten times by T3 in her account story. She is probably an agent or drops ship for the products which use the product's popularity to attract potential customers. Customers who want to know more about the products or place orders might become her new followers, making her more popular apart from gaining some sales profits.

**Word Choice.** Two opposing subthemes are spiritual advice (74) and offensive language (8). The teenagers posted stories about *doa* (prayer) to embrace the coming of Ramadhan, a blessed month for Muslims. The *doa* is shared with their followers so others can use it to gain more rewards. T4 shared about ten chapters of the Qur'an describing how the Prophet Muhammad SAW overcomes his melancholy by performing ablution, being optimistic, having positive thoughts about Allah SWT (God), and quickening to conduct prayer. Additionally, T2 narrated the sunnah of fasting on Monday and Thursday to gain Allah SWT's pleasure and educate humans with noble qualities.

In contrast, the adolescents were also identified as choosing offensive remarks (8). Some posts contained obscene gestures, swear words and profane words. Specifically, the postings had pornographic signals (5), swear words (2), and vulgar words (1). For example, there was a pornographic gesture where T8 uploaded a video of herself with the middle finger gesture or the foul language *fuck*. In addition, T7 uploaded a story in which she was uttering swear words, *shit* when cursing herself.

**About Relationships.** Seventy-eight postings about relationships were identified and categorised into two sub-themes, ‘keeping in touch (52) and ‘sharing ‘likes’ (28). The participants use eight Instagram features like ‘repost’ stories when other participants tag them and ‘ask me a question to indicate a ‘keep in touch’ move. The features allow the participants to share personal information, mention important dates, and recall memories.

Extending the ‘likes’ sub-theme is more of nurturing the relationship. The teens are eager to do anything to increase their number of followers or ‘likes’ from their friends. They want to be as popular as other participants who have more followers. T7 supported her friend by giving her more contacts or likes from her Instagram followers. She also reposted the pictures or videos her friends uploaded to their stories. She tagged them with enticing comments such as “antiknya b” (so beautiful b—a short form for baby) and “hmm lawo” (beautiful) to attract the interest of her followers. The

posting appeared 26 times in the story on the theme of relationships.

**Seeking Attention.** ‘Seeking attention’ has the lowest number of posts (41). The participants used social media to seek or attract their followers and the public’s attention by constantly ‘liking’ newly uploaded statuses and looking forward to opportunities to add a new contact. The ‘seeking attention’ has two subthemes: ‘sharing life experience’ (4) and ‘eliciting romantic connection’ (37). The participants shared their life experiences through their relationship stories and statuses to attract attention. When T3 shared his stories with his partner, he quickly got ‘likes’ from his followers, and when there were new people ‘likes,’ the others started to exchange chats and eventually numbers. It also reflects the type of T3 followers who mutually seek attention by ‘liking’ and pursuing new contacts or followers. The echo chamber also appeared four times by T6.

The subtheme of ‘eliciting intimate connection’ (37) is strongly connected with seeking attention. T4 connected with many couples through stories uploaded with Instagram tags belonging to their partner. T8 liked to make fun of her partner by pretending to be in dramas, such as calling her little brother their child and using phrases like “*papa derah gok balik anak jerik ey haha haha*” (papa come back quickly your child is screaming/crying). She also ‘encouraged’ the partner’s sweet words using words such as “goodnight b” (baby), “dear,” and many more. These phrases,

which sounded like a married couple's conversation, denote the participant's pursuit of attention to a specific person.

### Summary

The adolescents used Instagram during the pandemic to establish social attachments. With the current situation's limitations, cost and time constraints for a get-together, social media has become their choice to keep up with their friends' stories and updates. Indeed, keeping in touch with people you know is essential as it balances your emotions (Jiang et al., 2020). The study's qualitative data proved that maintaining the existing relationship is crucial to these students—evidence of social attachment where social media has made attaching to something familiar more stress-free. Technology affords more conveniences in its effort, space, and time flexibility, instigating adolescents' preference for social media during their free time.

A thought-provoking conclusion can be drawn from the study's conflicting quantitative and qualitative findings. It was earlier identified that 'Making Oneself Known and Popular' had the lowest agreement (3.12) (Table 2). However, the later exploration shows that the subtheme 'self-impressed' under the theme 'Popularity' has the most frequent postings (206) (Figure 2). The matter confirms the immaturity of the adolescents' impulse control and response expressions, leading to poor decision-making (Brown & Wisco, 2019). The notion fortifies our argument on

the need for close monitoring and controlled media use for the sample.

Moreover, a closer analysis also presented the adolescents' disruptive behaviours when sharing derogatory postings. The study found that when pressured, adolescents lashed out their emotions and dissatisfaction on Instagram. Being verbally disruptive online to escape loneliness or stress during the pandemic is explained in the social attachment model. Increased sensitivity and tendency towards deviance, social exclusion, scapegoating, and hate crime are conditions perceived as familiar but not objectively safe (Mawson, 2005). If caught, an individual may be subjected to legal and regulatory repercussions.

Also, sharing derogatory content without considering its potential effects can lead to serious legal issues (Daud & Zulhuda, 2020) and personal ramifications in the future (Criss et al., 2021). Individuals may face legal consequences if their shared content violates privacy laws (Kadian & Krishan, 2022). In addition, prospective employers may routinely conduct online searches to vet potential candidates, and a history of sharing malicious or offensive content can damage one's reputation and limit opportunities (Eischen, 2021). Hence, they need to be mindful of the potential impact and think twice before sharing content that may have negative implications. The information on fines, lawsuits, and criminal charges related to the improper use of media should be clear to adolescents, just like other physical crimes.

On a positive note, adolescents used the media to share religious, motivating and practical guidance during the pandemic. Generally, there were more postings with positive words than offensive ones (Figure 2). The findings highlight the participants' awareness and effort to extend positivity based on religious reminders and practices for each other's benefit. Posting spiritual guidance, a form of attaching to religious principles sources, was again consistent with Mawson's model. Also, the result concurred with the rising socio-religious movement in the digital space to the activism of Muslim users online (Nawi et al., 2020). The spiritual awareness presented by this disruptive group of adolescents revealed their beliefs in Islamic practices.

## CONCLUSION AND IMPLICATIONS

This exploration of disruptive adolescents' behaviour on social media is significant today to understand how the media causes adverse consequences to netizens, particularly during times of crisis. The study identified the adolescents' use of media and the extent of utilisation that might trigger their aggression. The adolescents showed average time spent on the media during the pandemic, equating to minimal verbal disruptive behaviours detected. The dominant use of the media is to interact with familiar individuals, which is aligned with the social attachment theory. However, familiarity does not deter them from using negative terms when triggered and self-impressed to seek popularity. In addition,

the adolescents' spiritual awareness could anchor their self-control mechanisms when using the media and as an echo chamber for their followers' positive media use.

This apparent sign of social media's indispensability towards adolescent life today should have caused stern involvement from various parties. Related government sectors, mainly through education and sports, should level up strategies and initiatives to inculcate ethical practices and beneficial use of social media from a young age. Moreover, parental involvement and increased role are vital in modelling positive media use and a healthy social environment. Also, understanding SIT might help teachers improve adolescents' deviant behaviour because the theory promotes youngsters' positive social identities when using social media. Since adverse consequences of social media can result in negative publicity and damage a person's reputation, any negativity or misbehaviour should be prevented as the action can quickly get viral and publicised. It could become even more unfortunate if the act tarnishes one's digital footprint, leading to a lifetime of regret. Hence, controlling or limiting their usage time will significantly help them not become addicted to using the media.

Future studies should explore how disruptive behaviour varies across social media platforms and how those platforms may contribute to mitigating this behaviour. Research could focus on developing and testing interventions to reduce or prevent misbehaviour on social media. The measure could include examining the

effectiveness of educational programs, peer-led interventions, and platform-based interventions. Furthermore, there is a need to explore social media use through longitudinal or ethnographic studies to confirm the specific behaviour changes during the crisis. The results can help plan better strategies for future situations that are similar.

### ACKNOWLEDGEMENT

This study received partial funding from the Ministry of Higher Education Malaysia (MOHE) through the research grant (FRGS/1/2023/SSI07/UUM/02/2) of the Fundamental Research Grant Scheme (FRGS). The authors are very thankful to the study participants for their collaboration and to the reviewers and editors for their feedback and helpful suggestions.

### REFERENCES

- Ab Rahman, Z., Awang, J., Ibrahim, M., Mohd Haidhar, K., Yusof, M., Kadir, F. A. A., & Mohamed, S. B. (2018). Element of silent repetition of prayers and self-reflection or introspection approaches in coping with problematic behaviors among adolescents. *International Journal of Civil Engineering and Technology*, 9(7), 261-268.
- Adelantado-Renau, M., Moliner-Urdiales, D., Cavero-Redondo, I., Beltran-Valls, M. R., Martínez-Vizcaíno, V., & Álvarez-Bueno, C. (2019). Association between screen media use and academic performance among children and adolescents: A systematic review and meta-analysis. *JAMA Pediatrics*, 173(11), 1058-1067. <https://doi.org/10.1001/jamapediatrics.2019.3176>
- Ali, A. A. Z., Muhammad, N. A., Jamil, T. R., Ahmad, S., & Abd Aziz, N. A. (2021). Internet pornography exposures amongst young people in Malaysia: A cross-sectional study looking into the role of gender and perceived realism versus the actual sexual activities. *Addictive Behaviors Reports*, 14, 100350. <https://doi.org/10.1016/j.abrep.2021.100350>
- Boulianne, S., Lalancette, M., & Ilkiw, D. (2020). "School Strike 4 Climate": Social media and the international youth protest on climate change. *Media and Communication*, 8(2), 208-218. <https://doi.org/10.17645/mac.v8i2.2768>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, J. A., & Wisco, J. J. (2019). The components of the adolescent brain and its unique sensitivity to sexually explicit material. *Journal of Adolescence*, 72(1), 10-13. <https://doi.org/10.1016/j.adolescence.2019.01.006>
- Brubaker, J. R., Swan, A., & Beverly, E. A. (2020). A brief intervention to reduce burnout and improve sleep quality in medical students. *BMC Medical Education*, 20, 345. <https://doi.org/10.1186/s12909-020-02263-6>
- Bozzola, E., Spina, G., Agostiniani, R., Barni, S., Russo, R., Scarpato, E., Di Mauro, A., Di Stefano, A. V., Caruso, C., Corsello, G., & Staiano, A. (2022). The use of social media in children and adolescents: Scoping review on the potential risks. *International journal of environmental research and public health*, 19, 9960. <https://doi.org/10.3390/ijerph19169960>
- Buctot, D. B., Kim, N., & Kim, J. J. (2020). Factors associated with smartphone addiction prevalence and its predictive capacity for health-related quality of life among Filipino adolescents. *Children and Youth Services*

- Review*, 110, 104758. <https://doi.org/10.1016/j.chldyouth.2020.104758>
- Byrne, E., Vessey, J.A. & Pfeifer, L. (2018). Cyberbullying and social media: Information and interventions for school nurses working with victims, students, and families. *The Journal of School Nursing*, 34(1), 38-50. <https://doi.org/10.1177/1059840517740191>
- Cao, X., & Yu, L. (2019). Exploring the influence of excessive social media use at work: A three-dimension usage perspective. *International Journal of Information Management*, 46(1), 83-92. <https://doi.org/10.1016/j.ijinfomgt.2018.11.019>
- Cheung, C. M., Wong, R. Y. M., & Chan, T. K. (2020). Online disinhibition: Conceptualisation, measurement, and implications for online deviant behavior. *Industrial Management & Data Systems*, 121(1), 48-64. <https://doi.org/10.1108/imds-08-2020-0509>
- Chukwuere, J. E., & Chukwuere, P. C. (2017). The impact of social media on social lifestyle: A case study of female university students. *Gender and Behaviour*, 15(4), 9966-9981.
- Creswell, J. W., & Clark, P. V. (2017). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publication.
- Criss, S., Michaels, E. K., Solomon, K., Allen, A. M., & Nguyen, T. T. (2021). Twitter fingers and echo chambers: Exploring expressions and experiences of online racism using Twitter. *Journal of Racial and Ethnic Health Disparities*, 8(5), 1322-1331. <https://doi.org/10.1007/s40615-020-00894-5>
- Daud, M., & Zulhuda, S. (2020). Regulating the spread of false content online in Malaysia: Issues, challenges and the way forward. *International Journal of Business & Society*, 21(1), 32-48.
- Del Vigna, F., Cimino, A., Dell'Orletta, F., Petrocchi, M., & Tesconi, M. (2017). Hate me, hate me not: Hate speech detection on Facebook. In A. Armando, R. Baldoni, & R. Focardi (Eds.), *Proceedings of the First Italian Conference on Cybersecurity (ITASEC17)* (pp. 86-95). <https://ceur-ws.org/Vol-1816/paper-09.pdf>
- Ding, W. E., Tan, K. A., Fam, J. Y., Mukhtar, F., Lye, M. S., Awang, H., & Munawar, K. (2021). Psychometric evaluation of the Malay version of the Multidimensional Beck Youth Inventories-2 (BYI-2 Malay): Measuring self-concept, anxiety, depression, anger, and disruptive behaviour among adolescents in sheltered homes. *Pertanika Journal of Social Sciences & Humanities*, 29(1), 249-265. <https://doi.org/10.47836/pjssh.29.1.15>
- Duong, C. T. P. (2020). Social media. A literature review. *Journal of Media Research-Revista de Studii Media*, 13(38), 112-126. <https://doi.org/10.24193/jmr.38.7>
- Eischen, K. J. (2021). *Should employers "Like" social media screenings? The pros and cons of social media screenings in hiring*. Drake Law Review. <https://heinonline.org/HOL/LandingPage?handle=hein.journals/dralours71&div=2&id=&page=>
- Farré, J. M., Montejo, A. L., Agulló, M., Granero, R., Chiclana Actis, C., Villena, A., Maideu, E., Sánchez, M., Fernández-Aranda, F., Jiménez-Murcia, S., & Mestre-Bach, G. (2020). Pornography use in adolescents and its clinical implications. *Journal of Clinical Medicine*, 9(11), 3625. <http://dx.doi.org/10.3390/jcm9113625>
- Geirdal, A. Ø., Ruffolo, M., Leung, J., Thygesen, H., Price, D., Bonsaksen, T., & Schoultz, M. (2021). Mental health, quality of life, well-being, loneliness and use of social media in a time of social distancing during the COVID-19 outbreak. A cross-country comparative study. *Journal of Mental Health*, 30(2), 148-155. <https://doi.org/10.1080/09638237.2021.1875413>

- Giles, D. C., & Edwards, L. (2018). Instagram and the rise of the social media influencer. *Twenty-first Century Celebrity: Fame in Digital Culture* (pp. 155-173). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-78743-708-120181012>
- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. SAGE Publications.
- Hasan, M. R., Jha, A. K., & Liu, Y. (2018). Excessive use of online video streaming services: Impact of recommender system use, psychological factors, and motives. *Computers in Human Behavior, 80*, 220-228. <https://doi.org/10.1016/j.chb.2017.11.020>
- Hashim, H., Kadir, N. A. A., Mansor, F., & Azudin, M. Z. M. (2020). Open and distance learning (ODL) during movement control order (MCO): Conceptualising the relationships between self-efficacy, learning motivation and performance of higher learning education students. *International Journal of Academic Research in Business and Social Sciences, 10*(8), 258-269. <https://doi.org/10.6007/ijarbss/v10-i8/7530>
- Hawk, S.T., van den Eijnden, R. J., van Lissa, C. J., & ter Bogt, T. F. (2019). Narcissistic adolescents' attention-seeking following social rejection: Links with social media disclosure, problematic social media use, and smartphone stress. *Computers in Human Behavior, 92*, 65-75. <https://doi.org/10.1016/j.chb.2018.10.032>
- Hayes, S. C. (2016). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies-republished article. *Behavioral Therapy, 47*(6), 869-885. <https://doi.org/10.1016/j.beth.2016.11.006>
- Hjetland, G. J., Schønning, V., Hella, R.T., Veseth, M., & Skogen, J. C. (2021). How do Norwegian adolescents experience the role of social media in relation to mental health and well-being: A qualitative study. *BMC Psychology, 9*, 78. <https://doi.org/10.1186/s40359-021-00582-x>
- Hogg, M. A. (2021). Chapter five - self-uncertainty and group identification: Consequences for social identity, group behavior, intergroup relations, and society. *Advances in Experimental Social Psychology, 64*, 263-316. <https://doi.org/10.1016/bs.aesp.2021.04.004>
- Horzum, M. B. (2016). Examining the relationship between gender and personality on the purpose of Facebook usage of Turkish university students. *Computers in Human Behavior, 64*, 319-328. <https://doi.org/10.1016/j.chb.2016.06.010>
- Jiang, H. J., Nan, J., Lv, Z. Y., & Yang, J. (2020). Psychological impacts of the COVID-19 epidemic on Chinese people: Exposure, post-traumatic stress symptom, and emotion regulation. *Asian Pacific Journal of Tropical Medicine, 13*(6), 252-259. <https://doi.org/10.4103/1995-7645.281614>
- Kadian, J., & Krishan, P. (2022). The right to privacy: An overview of the new era of privacy breaches emerging from the advent of social media platforms. *International Journal of Law Management & Humanities, 5*(4), 1062-1068. <https://doi.org/10.1000/IJLMH.113436>
- Keresteš, G., & Štulhofer, A. (2020). Adolescents' online social network use and life satisfaction: A latent growth curve modeling approach. *Computers in Human Behavior, 104*, 106187. <https://doi.org/10.1016/j.chb.2019.106187>
- Khor, V., Arunasalam, A., Azli, S., Khairul-Asri, M. G., & Fahmy, O. (2020). Experience from Malaysia during the COVID-19 movement control order. *Urology, 141*, 179-180. <https://doi.org/10.1016/j.urology.2020.04.070>
- Koh, B. Y. E., Pang, T. P. N., Shoesmith, W. D., James S., Nor Hadi, N. M., & Loo, J. L. (2020). The behaviour changes in response to the COVID-19 pandemic within Malaysia. *Malaysian Journal of Medical Sciences, 27*(2), 45-50. <https://doi.org/10.21315/mjms2020.27.2.5>

- Lajnef, K. (2023). The effect of social media influencers on teenagers' behavior: An empirical study using cognitive map technique. *Current Psychology*, 42, 19364-19377. <https://doi.org/10.1007/s12144-023-04273-1>
- Ling, T. Z., Pheng, J. K. A., Sin, W. W., & Soon-Aun, T. (2017). The relationship between personality traits and behavioral problems among adolescents in Malaysia. *Sains Humanika*, 9(3-2), 29-35. <https://doi.org/10.11113/sh.v9n3-2.1270>
- Malaysian Communications & Multimedia Commission. (2020). *Kajian pengguna internet* [Internet User Research]. <https://www.mcmc.gov.my/ms/resources/statistics/internet-users-survey>
- Mansor, A. N., Sanasi, J., Mohd Nor, M. Y., Mohamad Nasir, N., & Abdul Wahab, J. (2017). Teacher perceptions of managing indiscipline amongst at-risk teenage students: A Malaysian study. *International Journal of Advanced and Applied Sciences*, 4(5), 112-119. <https://doi.org/10.21833/ijaas.2017.05.020>
- Mawson, A. R. (2005). Understanding mass panic and other collective responses to threat and disaster. *Psychiatry*, 68(2), 95-113. <https://doi.org/10.1521/psyc.2005.68.2.95>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2020). *Qualitative data analysis: A method sourcebook*. SAGE Publications. [https://doi.org/10.1016/s0272-4944\(05\)80231-2](https://doi.org/10.1016/s0272-4944(05)80231-2)
- Nawi, A., Zakaria, G. A. N., Hashim, N., Mahalle, S., & Ren, C. C. (2020). The needs of Islamic digital resources in Polytechnic Brunei Darussalam: A preliminary study. *International Journal of Instruction*, 13(1), 225-234. <https://doi.org/10.29333/iji.2020.13115a>
- Nisar, T. M., Prabhakar, G., & Strakova, L. (2019). Social media information benefits, knowledge management and smart organisations. *Journal of Business Research*, 94, 264-272. <https://doi.org/10.1016/j.jbusres.2018.05.005>
- Nunnally, J.C., & Bernstein, I.R. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill, New York. <https://doi.org/10.1177/073428299901700307>
- Oeldorf-Hirsch, A., & Sundar, S. S. (2015). Posting, commenting and tagging: Effects of sharing news stories on Facebook. *Computers in Human Behavior*, 44, 240-249. <https://doi.org/10.1016/j.chb.2014.11.024>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice*. SAGE Publications.
- Pew Research Center. (2022). *Teens, social media and technology 2022*. <https://www.pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/>
- Rodgers, R. F., & Rousseau, A. (2022). Social media and body image: Modulating effects of social identities and user characteristics. *Body Image*, 41, 284-291. <https://doi.org/10.1016/j.bodyim.2022.02.009>
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2018). Saturation in qualitative research: Exploring its conceptualisation and operationalisation. *Quality & Quantity*, 52(4), 1893-1907. <https://doi.org/10.1007/s11135-017-0574-8>
- Sun, R. C., & Shek, D. T. (2012). Student classroom misbehavior: An exploratory study based on teachers' perceptions. *The Scientific World Journal*, 12(8), 1-8. <https://doi.org/10.1100/2012/208907>
- Ting, C. H., & Essau, C. (2021). Addictive behaviours among university students in Malaysia during COVID-19 pandemic. *Addictive Behaviors Reports*, 14(21), 1-7. <https://doi.org/10.1016/j.abrep.2021.100375>
- Van Ouytsel, J., Walrave, M., De Marez, L., Vanhaelewyn, B., & Ponnet, K. (2021). Sexting, pressured sexting and image-based sexual abuse

- among a weighted sample of heterosexual and LGB-youth. *Computers in Human Behavior*, 117, 106630. <https://doi.org/10.1016/j.chb.2020.106630>
- Wei, C. C., & Madon, Z. (2019). Peer attachment, self-efficacy, and aggression among secondary school adolescents in Selangor, Malaysia. *Pertanika Journal of Social Sciences & Humanities*, 27(1), 663-673.
- Yusuf, B. N., & Ahmad, J. (2020). Are we prepared enough? A case study of challenges in online learning in a private higher learning institution during the Covid-19 outbreaks. *Advances in Social Sciences Research Journal*, 7(5), 205-212. <https://doi.org/10.14738/assrj.75.8211>.