ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

THE ROLE OF SOCIAL MEDIA IN KNOWLEDGE'S BUILDING AND COMMUNICATION SKILLS IN SCHOOL CHILDREN OF FAISALABAD

Tayyaba zafar Iqbal
Faculty of social science,University of Agriculture,Faisalabad,
Pakistan,cheematayyaba469@gmail.com
Khansa Siddique
Faculty of social science,University of Agriculture,Faisalabad,
Pakistan,Khansasiddique81@gmail.com
Eman Fatima (corresponding Author)
Faculty of social science,University of Agriculture,Faisalabad,
Pakistan,ea516323@gmail.com

Abstract
Social networking platforms have become powerful catalysts in the modern digital age, influencing how people learn and develop their communication abilities. This thesis explores the complex ways in which social media can support people's intellectual development and improve their ability to communicate with others from a wide range of demographic backgrounds. The study commences by analyzing the patterns of social media consumption, emphasizing how these platforms have developed from simple social networking sites to multipurpose ecosystems that include professional networking, education, and self-expression. Through a thorough examination of academic literature, empirical investigations, or qualitative analyses, the study clarifies how social media functions as an evolving platform for information sharing, cooperative learning, and knowledge diffusion. The investigation into the way social networking platforms democratize information access and enable users to create customized learning experiences and interact with a multitude of educational resources is at the heart of the conversation. People utilize social media platforms, such as YouTube lesson videos and academic debates on LinkedIn and Twitter, to engage in self-directed learning, investigate various points of view, and remain up to date with new developments in a variety of fields.

Keywords: social media, knowledge building, Communication skills, School children, Faisalabad, Education, Digital Literacy, Cyber bullying

INTRODUCTION
The integration of technology in classrooms offers educators a plethora of options previously unavailable just a few years ago. While the idea of using various technologies to enhance learning is appealing, it's not always straightforward for instructors. Balancing the adoption of new technologies with maintaining effective teaching practices can be challenging, especially as educators continually adapt to incorporate emerging tools. One common concern is that advancements in technology outpace developments in pedagogy, leading to a sense of frustration among educators. This issue often stems from the fact that those responsible for implementing technology in educational settings, such as technical consultants and IT staff, may prioritize functionality over considerations like student learning outcomes or effective teaching methods. To address this challenge, it's crucial to identify key features of hardware and software technologies that educators want to utilize and then apply educational theory to develop practical teaching strategies. This approach aims to ensure that the integration of technology enhances learning outcomes effectively. An increasingly popular area of interest among educators is social media. These platforms, which encompass websites facilitating collaboration, interaction, and the sharing of user-generated content, align with the concept of "Web 2.0" described. This shift emphasizes the web as a participatory platform rather than merely a source of information retrieval (Boling and Robinson, 1999).
At the core of social media is their capacity to forge connections and foster community. This community behavior, often referred to as a "community of practice" by Hung and, provides a communicative forum where organizations can collaborate to articulate and achieve common

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

goals. While the learning curve associated with social media may not pose significant barriers for traditional students and instructors, developing a theoretical framework for maximizing student learning outcomes through social media use requires further exploration. Pedagogically, the theory of social constructivism, which emphasizes group collaboration in knowledge construction to facilitate learning, naturally aligns with the utilization of social media in educational settings. It's essential to differentiate between knowledge and learning. According to social constructivist theory, knowledge is collaboratively constructed within the environment, while learning remains an internal process within individuals. Although learning can be facilitated through collaboration, it ultimately occurs at the individual level as a result of collaborative knowledge creation. Thus, the internalization of information is viewed as both an individual and social process. As members of a community negotiate meaning, they influence both individual-level learning processes and group-level interactions. Vygotsky proposed that individual learning takes place within the zone of proximal development (ZPD), where intellectual development is still underway. The ZPD encompasses functions that have not yet been mastered, contrasting with the zone of actual development (ZAD), which contains already acquired knowledge. Learning, from Vygotsky's perspective, involves expanding the ZPD into the ZAD. Dialogue and interaction with others play a crucial role in knowledge generation. Social media platforms like Facebook and wikis leverage this aspect by connecting with students in their familiar digital environments, fostering virtual communities of practice and facilitating discussions. Since each student brings unique experiences to the classroom, the participatory nature of social media empowers them to engage actively in the knowledge creation process (Marsh and Ketterer, 2005).

For those accustomed to traditional classroom settings, using social media represents a significant shift. In this context, the instructor's role extends beyond information dissemination to moderating user-generated content and fostering community knowledge sharing. While students may be familiar with platforms like Facebook and wikis in their personal lives, the transformation of these sites into pedagogical tools may not be immediately apparent to them (Wenger *et al.,* 2009).

In an era defined by digital interconnectedness, social media has emerged as a ubiquitous force shaping the landscape of childhood experiences. With the proliferation of smartphones and the omnipresence of internet connectivity, children are increasingly engaging with social media platforms at ever-younger ages. While concerns about the potential pitfalls of excessive screen time persist, it is essential to recognize the transformative potential of social media in nurturing the intellectual growth and communication competencies of children (Chang-wells and wells 1993).

This paper endeavors to explore the pivotal role that social media plays in fostering the acquisition of essential knowledge and communication skills among children. It seeks to delve into the multifaceted ways in which social media platforms serve as dynamic tools for learning, collaboration, and self-expression, ultimately contributing to the cultivation of well-rounded individuals capable of thriving in the digital age (Len Hart 2010).

Additionally, children's emotional health and self-esteem may suffer as a result of the improper content, cyber bullying, and harassment they encounter on social media. Social media platforms' anonymity might encourage people to act harmfully without fear of repercussions, increasing the hazards associated with online security and confidentiality issues. Furthermore, children's exposure to a variety of viewpoints and the development of critical thinking abilities may be limited by the algorithmic structure of social media platforms, which can lead to reverberations and filter bubbles. In summary, social media plays a complicated and multidimensional function in forming children's knowledge, posing both opportunities and obstacles. Social media offers problems including disinformation, dependence, cyber bullying, and privacy issues, even while it also has the ability to improve learning opportunities,

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

encourage creativity, and advance cross-cultural exchange. Therefore, collaboration between parents, educators, legislators, and tech corporations is crucial to minimizing these hazards and maximizing the benefits of social media for kids' learning. Through the cultivation of digital literacy, ethical online conduct, and critical thinking abilities, we can enable kids to securely traverse the digital terrain, fully utilizing social media's transformative ability for their academic and individual development (Allen and Seaman, 2008).

Research objectives

1. To find out the demographic factors of respondents.
2. To find out the barriers in the way of smooth learning through social media.
3. To find out the effect of social media on communication skills.

Research questions

Specifically, the research seeks to address the following questions:

1. How do school children in Faisalabad use social media for learning and knowledge acquisition?
2. Does social media usage improve or hinder communication skills in school children?
3. How can social media be leveraged to enhance collaborative learning and knowledge sharing among school children?

Significance of research

Social media platforms expose students to a wide variety of educational content, including videos, tutorials, articles and discussion forms. It helps them stay updated on current events, scientific discoveries and global issues. Students can learn beyond textbooks, making education more engaging and relevant. Students can join study groups, share notes, and work collaboratively on assignments using platforms like Whatsapp, Facebook groups, or educational communities. Creating content improves creativity, presentation skills, and confidence. Social media connects students to cultures, languages, and viewpoints from around the world. Students learn how to search for information, evaluates sources, and use online tools effectively. Positive interactions on social networks can make children feel supported and connected. Sharing experiences and receiving feedback strengthens social interaction skills.

Theoretical framework

The theoretical framework for studying the role of social media in knowledge building and communication skills among school children in Faisalabad is grounded in several key educational and communication theories. Constructive learning theory posits that learners actively construct knowledge through social media interactions and experiences, suggesting that social media platforms provide student with opportunities to collaborate, share ideas, and engage in interactive learning. Social learning theory emphasizes learning through observation and imitation, highlighting how children can improve their communication skills by observing peers and educators on social media platforms. Cognitive theory of multimedia learning asserts that people learn more effectively from combined visual and verbal content, which suggests that educational videos and multimedia posts on social media can support knowledge acquisition. Together, these theories provide a comprehensive framework to understand how social media influences both the cognitive development and communication abilities of school children, highlighting its significance as a tool for learning and skill development in modern educational contexts.

Literature Review

Li, *et al.,* (2022) despite the increasing prevalence of social media usage, there remains a dearth of understanding regarding its implications for graduate research training students. This study

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

aims to investigate how and when social media usage influences students' creativity and engagement in their academic pursuits. Primary data were gathered from 383 research students enrolled in various universities across eastern China. The findings indicate that students' utilization of social media is associated with their levels of creativity and engagement in graduate research training, primarily through their behavior of sharing knowledge. Furthermore, cyber bullying was identified as a moderating factor, with the mediated relationships being less pronounced for students experiencing higher levels of cyber bullying. The study concludes by discussing its limitations, proposing future research directions, and outlining implications for both research and practical applications.

Suryadi, *et al.,* (2023) the objective of this study is to develop a framework for enhancing technological literacy among junior high school students. Employing a descriptive qualitative approach, data was gathered through observations and interviews conducted with teachers from junior high schools in the Bogor city region. The study identified a model for bolstering technological literacy, comprising aspects of communication and collaboration manifested through active engagement in learning and research endeavors. This model encompasses individual competencies such as practical skills, critical comprehension, and communicative prowess. The findings of this research offer insights into enhancing technological literacy among junior high school educators in the Bogor City locality.

Smith, *et al.,* (2023) this conceptual paper explores the implications of utilizing social network sites for educational purposes within academic settings. While these platforms were not originally designed for learning, they have gradually become integral tools for transforming teaching and learning practices in schools and higher education. Recognizing the distinctions between these environments, educators and policymakers must continually adapt teaching methods to leverage the growing prominence of social network tools. This shift presents both challenges and opportunities, necessitating a reflection on themes such as communication dynamics between students and educators, maintaining professional conduct online, addressing pedagogical and technological hurdles when integrating social networking into academic practices, and harnessing these platforms for teacher training and professional development. Through examining these themes, this study aims to provide insights into navigating the evolving landscape of education influenced by social network sites. Additionally, it offers implications for policy formulation and practical implementation to optimize the educational potential of these digital platforms.

Smith, (2020) Research on consumer socialization over the past 25 years has produced an outstanding body of knowledge. Our article's goal is to examine these results and evaluate our understanding of how youngsters develop as consumers. We are interested in the developmental sequence that explains how children's knowledge, abilities, and values develop as they grow during childhood and adolescence as consumers. By doing this, we provide a conceptual framework that helps explain consumer socialization as a sequence of stages, with changes between stages happening as kids get older and more socially and cognitively developed. Subsequently, we examine empirical evidence that demonstrates these phases, encompassing kids' understanding of goods, labels, promotions, purchasing, cost, methods of making decisions, techniques for influencing parents, and the motivations and principles behind consuming. In light of the assessed material, conclusions are made regarding.

Smith, (2019) after scientific lessons taught by teachers, students in fourth and fifth grades explored the topic in pairs by asking and responding to one another's self-generated questions. In one setting, questions intended to encourage connections between concepts during a session drove the discussion among the students. Similar course-based inquiries as well as those meant to access past knowledge or experience and foster links between the subject matter and that information directed the discussion in a second circumstance. Every student received training in producing explanations, which serves as an example of complicated knowledge building.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR

Students taught to ask both types of queries engaged in deeper creation of knowledge compared to those who received lesson-based asking alone and controls, according to evaluation on post-lesson information maps and spoken communication during the study.

Jones, (2021) Digital literacy encompasses a wide range of sophisticated cognitive, physical, sociological, and emotional abilities that users require in order to perform well in digital contexts. It goes beyond simply knowing how to utilize programs or operate a digital device. In this context, the necessary tasks include, but are not limited to, "listening" instructions from graphical user interface displays; using digital copies for creating fresh, valuable materials from existing ones; building knowledge from a hyper textual, nonlinear navigation; assessing the reliability and quality of information; and possessing a realistic and mature grasping of the "rules" that govern cyberspace. In addition to giving academics and developers a more efficient way to communicate while creating better user-oriented settings, this recently developed idea of "digital literacy" may be used as a gauge of how well students perform in digital environments. In this work, a comprehensive and revised theoretical structure for digital literacy which encompasses photo-visual, reproduction, branching, information, and socio-emotional literacy is proposed.

Smith, (2020) three models of creative knowledge communities the knowledge-creation model of Nonaka and Takeuchi, the expanding learning model of Engestrom, and the knowledge-building model of Bereiter are examined and contrasted by the writers. In spite of their fundamental differences, these models share important characteristics: Their primary focus is on dynamic processes that aim to transform existing knowledge and behaviors. The writers of this paper identify a third component of learning in addition to defining it as the acquisition of knowledge (the process of learning metaphor) and social group participation (the involvement metaphor). The creation of knowledge through learning (and cognitive action in general) is known as the knowledge-creation metaphor. This method focuses on examining the controlled mechanisms of information creation that are particularly significant in today's culture of knowledge.

Garcia, (2022) with certain services like Facebook, World, and Xiaonei already being offered for sale, social media platforms are growing as a lucrative IT-based industry. Which prospective audience segments will be important users of social network services is still unclear, though. Furthermore, comparing existing web-based community services to the actual decision-making process of an individual to begin utilizing a networking service may reveal some differences. Furthermore, comparing existing web-based community services to the actual decision-making process of an individual to begin utilizing a social media service may reveal some differences. Therefore, this study has two goals. Firstly, we investigate empirically how individual traits impact real-world user adoption of social media services. In order to investigate these individual traits, we modify the Technology Acceptance Model, or TAM, and create a new model that emphasizes three distinct traits: telepresence, altruism, and social identity, as well as one perceived trait the perceived encouragement that is drawn from psychology-based research. We then investigate the possibility that users' perceptions of a target social network service as task- or human relationship-oriented services could operate as the moderator between perceived constructions and actual utilization. Consequently, we find that perceived orientation and encouragement are important factors that influence the real utilization of social media services.

Grosso *et al.,* (2024) we investigate how social media usage incentives influence consumers' online brand-related behaviors (COBRAs: consuming, contributing, and creating of brand-related content) employing a six-dimension gratification and uses (U&G) framework. Using two previously proposed dimensions the type of connections and degree of message customization we analyze these interactions for various social media platforms. The results of a PLS-SEM technique, employing a US-based dataset (n = 939), demonstrate that social media

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

COBRAs are not well explained by "traditional" U&G. On the other hand, the most important COBRAs drivers are Empowerment and Remuneration motives, two U&G that are particularly pertinent to social media use. According to multi group investigations, the relationship between U&G and snakes varies depending on whether social media platform is (a) interviewed- or content-based; or (b) uses broadcast or personalized messages. To encourage users to interact with brand-related information, we make the case for a particular design of promotional activities on various social media platforms.

Muhammadiyeva, (2022) Social media platforms such as Facebook and MySpace function as "networked publics." Just like in unmediated public spaces like parks and shopping centers, young people congregate in networked publics to interact with their peers, make sense of, and contribute to, the culture surrounding them. The interaction between American teenagers in networked publics is examined in this article, along with the ways in which qualities specific to these mediated environments such as stubbornness, search capabilities, reliability, and invisible audiences affect youths' interactions with one another Youth use ethnographic data to examine how they identify these structural features and devise creative solutions to make these systems work. Teenage engagement in social networking sites is contextualized within a historical discourse on adolescent independence and freedom of movement in the US, and problems like anonymity and impression control are examined via the actions of youth.

Muhammadiyeva, (2022) Childhood trauma, or ACEs, can be lessened by trauma-informed social settings, which include communities, systems, services, programs, and policies that provide trauma-informed responses that support resilience, healing, and recovery. But at the moment, there isn't much empirical data to back up the application of particular strategies to achieve this. This study discusses a participatory community transformation process in reactions to ACEs that aims to create a resilient, trauma-aware community in Pottstown, Pennsylvania. The process is informed by a population health viewpoint. We look at the first two years of this change process's execution, which was first focused on social and mental health services and education sectors before eventually reaching 14 other sectors. Service system network processes, as well as human and organizational activities, are tracked using a range of data sources and techniques. The collection and analysis of data to develop ideas instead of test them is a key component of this research. During implementation, data were also utilized to inform comprehension and decision-making. According to the findings, the community is in a good position to build more robust inter-agency and systemic mechanisms for trauma-informed practices within the delivery system of services and in the larger community going forward. We talk about the findings and how they might affect the development of trauma-informed, resilient communities.

Khamidova, (2023) Students' literacy and learning methods have unavoidably changed as a result of their frequent usage of new media technology. These novel literacy skills have an impact on scholarly practice when they are introduced into the classroom. For example, when students submit assignments that cite sources with questionable academic authenticity, it puts their academic integrity expectations at odds with those of their teachers. For instance, students will likely exercise different views about fair use of original content and acknowledgement procedures than those supported in academe when they exercise their freshly acquired media literacy abilities by making mashup films for YouTube. However, by clearly outlining the various protocols at work in students' learning, educators can close the gap between these commonplace media activities and more rigorous academic expectations concerning integrity and appropriate speech. Literacy practices allow teachers to address the demands of more discipline-specific academic discourse while also allowing them to experiment with alternative academic literacies that suit new classroom dynamics. In order to get students talking about academic integrity, this paper will address several strategies for starting literacy-related conversations. It will make the case that, for example, decontextualized moralizing about

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

plagiarism is not very helpful. By contextualizing existing literacies in regard to academic standards, educators can build on them when they approach academic integrity as a sort of literacy practice in and of itself.

RESEARCH METHODOLOGY

The present study wants to examine the role of usage of social media in building of required level of knowledge and communication skills of children in Faisalabad.

The research type was quantitative research with a casual comparative research method. The quantitative approach involves the collection of numerical data in order to explain, predict, or control the phenomenon of interest. Quantitative studies design to describe current conditions, referred to as descriptive research.

The main aim is to investigate the role of usage of social media in building required level of knowledge and communication skills of children in district Faisalabad. The instrument used in research was a closed ended in questionnaire. The questionnaire was used as a research instrument to collect information about the role of usage of social media of female students.

RESULTS AND DISCUSSIONS

Demographic factors are important in any type of research especially in social sciences. The important demographic variables are age, gender, grade, school type, role in school because data is collected from Laboratory High School Faisalabad. This chapter is divided into different sections.

Grade

The academic performance of the students was analyzed across various subjects, revealing arrange of outcomes. High achieving students demonstrated consistent excellence particularly in mathematics and science while a note able number struggled with English and social studies, indicating areas needing targeted intervention. Year-on-year comparisons showed a slight improvement in overall pass rates, yet certain performance gaps persisted, especially among students from different socio-economic backgrounds.

Table 4.1 Distribution of respondents according to their grade

Grade(9-10)	F	%
Yes	60	100
Total	60	100

The data given in the table 4.1 suggests the grade of respondents that were 100% of the class 9 and 10.

Table 4.2 Distribution of respondents regarding to level of education attained by parents

Level of education attained By parents	F	%
Yes	34	56.7
No	26	43.3
Total	60	100

The data given in the table describe that 56.7% parents attained level of education. While, 43.3% of the parents responded “no” to the same question. This suggests that a majority (56.7%) of the parents are attained level of education, while a significant minority (43.3%) are not.

Table 4.3 Distribution of respondents regarding to experience about cyber bullying or negative interaction

Cyber bullying or negative interaction	F	%

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

Yes	39	65.0
No	21	35.0
Total	60	100.0

The data given in the table indicates that 39 individuals (65.0%) reported experiencing cyber bullying or negative interactions on social media. while on the other hand 21 individuals (35.0%) indicated that they have not experienced cyber bullying or negative interactions on social media. This suggests that a majority (65.0%) participant faced cyber bullying, while a significant minority (35.0%) does not.

Participate in online discussions or debates on social media platforms

Table 4.4 Distribution of respondents regarding to participation in online discussions

Participated in online discussion	**F**	**%**
Yes	39	65.0
No	21	35.0
Total	60	100.0

The data given in the table indicates that 39 out of 60 respondents, or 65.0%, have participated in online discussions. While on the other hand represents that 21 out of 60 respondents, or 35.0%, have not participated in online discussions.

Conclusion:

In conclusion, this study clarifies how social media helps kids in Faisalabad develop a sufficient amount of understanding and interpersonal abilities. Important insights have been acquired by thoroughly examining the use of social media trends, perceptions, and experiences of youngsters between the ages of 10 and 15. The results show that social media significantly contributes to youngsters in Faisalabad's development of communication skills and knowledge acquisition. Participants described using social media platforms for a range of educational activities, such as reading educational content, taking part in online forums, and working with friends on school assignments. Additionally, social media use has been linked to improved computer literacy, interpersonal communication, and written expression abilities. But it's crucial to understand that using social media comes with risks and obstacles as well, such as being exposed to offensive material, experiencing cyber bullying, and having privacy issues. Therefore, initiatives should be taken to encourage kids to use social media in a responsible and constructive way. These initiatives should include the use of educational interventions as well as the advice and assistance of parents, teachers, and legislators In summary, this study emphasizes how critical it is to comprehend the complex function that social media plays in children's life and how more research and intervention are needed to maximize the positive effects of social media while minimizing the negative ones. Through leveraging social media's instructional potential and developing digital literacy abilities, we can equip kids in Faisalabad with the tools they need to succeed in the digital era and make valuable contributions to society.

References:

Reid Chassiakos YL, J., Radesky, D., Christakis, M.A., Moreno , C., Cross, D., Hill , W.S. Swanson , 2016. Children and adolescents and digital media. Pediatrics 138 (5).

Rasheed, M. I., Malik, M. J., Pitafi, A. H., Iqbal, J., Anser, M. K., & Abbas, M. (2020). Usage of social media, student engagement, and creativity: The role of knowledge sharing behavior and cyberbullying. *Computers & Education*, *159*, 104002.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

Hardhienata, S., Suchyadi, Y., & Wulandari, D. (2021). Strengthening Technological Literacy In Junior High School Teachers In The Industrial Revolution Era 4.0. *JHSS (Journal of Humanities and Social Studies)*, *5*(3), 330-335.

Devarapalli R and Biswas A. (2024). Estimating rumor source in social networks using incomplete observer information. *Expert Systems with Applications*. 10.1016/j.eswa.2024.123499. **249**. (123499). Online publication date: 1-Sep-2024

Yang S, Du Q, Zhu G, Cao J, Qin W, Wang Y and Wang Z. (2024). Neural attentive influence maximization model in social networks via reverse influence sampling on historical behavior sequences. *Expert Systems with Applications*. 10.1016/j.eswa.2024.123491. **249**. (123491). Online publication date: 1-Sep-2024

Singh S, Muhuri S, Mishra S, Srivastava D, Shakya H and Kumar N. (2024). Social Network Analysis: A Survey on Process, Tools, and Application. *ACM Computing Surveys*. **56**:8. (1-39). Online publication date: 31-Aug-2024.

Luttrell, R. (2021). *Social media: How to engage, share, and connect*. Rowman & Littlefield.

Grosso, F. O., Rodriguez-Molina, M. N., & Castañeda-Garcia, J. A. (2024). The impact of destination-brand social media content on consumer online brand-related activities (COBRAs). *Tourism Management Perspectives*, *51*, 101239. https://doi.org/10.1016/j.tmp.2024.101239

Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online learning*, *22*(1), 205-222.

Cornelissen, J. P. (2020). Corporate communication: A guide to theory and practice.

Beukelman, D. R., & Mirenda, P. (1998). *Augmentative and alternative communication*. Baltimore: Paul H. Brookes.

Muhammadiyeva, O. (2022). Use of language elements in the process of social communication. *Zamonaviy Lingvistik Tadqiqotlar: Xorijiy Tajribalar, Istiqbolli Izlanishlar Va Tillarni O'Qitishning Innovatsion Usullari*, *1*, 321–323. https://doi.org/10.47689/linguistic-research-vol-iss1-pp321-323

Khamidova, I. (2023). Speech units as an educational subject. *Современные Тенденции Инновационного Развития Науки И Образования В Глобальном Мире*, *1*(3), 259–262. https://doi.org/10.47689/stars.university-pp259-262

Perna, L. W., & Titus, M. A. (2005). The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences. *The journal of higher education*, *76*(5), 485-518.

Cross, R. L., & Parker, A. (2004). *The hidden power of social networks: Understanding how work really gets done in organizations*. Harvard Business Press.

Leu, D. J., Kinzer, C. K., Coiro, J. L., & Cammack, D. W. (2004). Toward a theory of new literacies emerging from the Internet and other information and communication technologies. *Theoretical models and processes of reading*, *5*(1), 1570-1613.

Higginbottom, G. M. A. (2004). Sampling issues in qualitative research. *Nurse Researcher*, *12*(1), 7–19. https://doi.org/10.7748/nr2004.07.12.1.7.c5927

Cogburn, D. L., & Espinoza-Vasquez, F. K. (2011a). From Networked Nominee to Networked Nation: Examining the Impact of Web 2.0 and Social Media on Political Participation and Civic Engagement in the 2008 Obama Campaign. *Journal of Political Marketing*, *10*(1–2), 189–213.

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR