



Youth Empowerment through Social Media in Career Building

WassieGetahun¹, Lakshmi Srikanth, N.² and Pranaya, D.³

1. Addis Ababa, Ethiopia, Co-founding a Private Post Graduate College(Hallmark College)

2. Assistant Professor, Department of Basic Science & Humanities, Aditya Institute of Technology and Management, Tekkali-AP,India

3. Assistant Professor, Department of Management Studies, Aditya Institute of Technology and Management, Tekkali-AP,India

Abstract: *In contemporary society, social media has emerged as a potent tool for youth empowerment, particularly in the realm of career building. This theoretical study endeavors to explore the multifaceted role of social media in empowering youth in their pursuit of meaningful and fulfilling career paths. Drawing upon a synthesis of relevant literature and theoretical frameworks from disciplines such as sociology, psychology, communication, and education, this research seeks to elucidate the mechanisms through which social media influences various aspects of career development among young individuals. The study aims to delineate the ways in which social media platforms facilitate career exploration, networking, skill development, and personal branding for youth. By examining theoretical perspectives such as social cognitive theory, social capital theory, and identity theory, the research endeavors to uncover the underlying processes and dynamics that shape youths' engagement with social media in the context of career advancement. Moreover, the study explores the potential benefits and challenges associated with the utilization of social media in career building, considering factors such as digital literacy, online professionalism, and ethical considerations. Key objectives of the research include identifying the key ways in which social media empowers youth in their career-building endeavors, examining the factors that influence youth engagement with social media for career purposes, and evaluating the potential implications for stakeholders such as educators, career counsellors, employers, policymakers, and youth themselves. Theoretical insights generated from this study are expected to contribute to a deeper understanding of the complex interplay between social media and youth empowerment in career development contexts. Ultimately, this research seeks to provide theoretical foundations for future empirical studies, practical recommendations for stakeholders, and avenues for further inquiry into leveraging social media effectively for enhancing youth's career trajectories and opportunities in the digital age. Through collaborative efforts and informed strategies, it is envisioned that social media can serve as a catalyst for empowering youth to navigate the complexities of the modern labor market and realize their full potential in their chosen career paths.*

Keywords: Youth Empowerment, Social Media, Career Building, Theoretical Study, Digital Literacy

1. Introduction

In recent years, the pervasive influence of social media platforms has triggered a profound transformation across various facets of society, fundamentally altering the landscape in which individuals navigate their professional trajectories. This digital revolution has notably impacted the youth demographic, characterized by the emergence of digital natives—adolescents and young adults who have grown up immersed in the digital age(Venugopal, K., & Ranganath, N.S. 2012). For this cohort, social media has transcended its initial purpose as a medium for communication and entertainment; it has evolved into a formidable tool for career development and advancement.

The concept of youth empowerment through social media in the realm of career building has become a focal point of interest for an array of stakeholders, ranging from researchers and educators to policymakers and practitioners. This burgeoning interest reflects a recognition of the pivotal role that social media platforms play in shaping the career trajectories of today's youth. As traditional avenues for career advancement undergo rapid evolution, grasping the intricate mechanisms through which social media fosters youth empowerment becomes increasingly imperative(Saumendra das et al.2012).

Against this backdrop, this theoretical study endeavors to embark on a comprehensive exploration of the nuanced relationship between social media usage and the

development of youth careers. It seeks to unravel the complex interplay of factors underlying this phenomenon by drawing upon a diverse array of theoretical frameworks and conceptual lenses. Through a meticulous synthesis of existing literature and theoretical perspectives, this research endeavors to shed light on the multifaceted ways in which social media platforms serve as catalysts for youth empowerment in the realm of career development.

Central to this endeavour is a meticulous examination of the manifold roles played by social media in shaping the career trajectories of young individuals. This includes but is not limited to, exploring how social media platforms facilitate access to information, networking opportunities, mentorship, and skill development resources that are instrumental in fostering career growth and advancement. Moreover, the study will delve into the ways in which social media empowers youth to assert agency over their professional identities, navigate career transitions, and showcase their skills and accomplishments to potential employers and collaborators.

Furthermore, the research will endeavour to elucidate the role of social media in nurturing supportive communities and networks among youth with shared career interests. It will examine how these online communities provide invaluable emotional support, guidance, and collaborative opportunities, thereby bolstering youths' confidence and resilience in pursuing their career aspirations.

In addition to delineating the myriad benefits of social media in youth career development, the study will also confront the inherent challenges and ethical considerations associated with this phenomenon. This encompasses grappling with issues such as digital privacy concerns, disparities in digital access, online harassment, and the proliferation of misinformation in digital spaces.

By synthesizing these diverse strands within a robust theoretical framework, this research endeavors to offer profound insights into the ways in which social media platforms empower youth in their career endeavors. Ultimately, the findings of this study hold the potential to inform strategic interventions and policies aimed at leveraging the power of social media to foster the professional growth and success of today's youth.

1.1. Key Aspects of the Study:

Social Media as a Catalyst for Empowerment: The study will explore how social media platforms serve as catalysts for youth empowerment in career building. This includes examining how these platforms enable access to information, networking opportunities, mentorship, and skill development resources that were previously inaccessible or limited for young individuals.

Youth Agency and Self-Representation: Understanding how social media allows young people to exercise agency and shape their professional identities is another critical aspect of the study. This involves analyzing how youth curate their online personas, build personal brands, and showcase their skills and achievements to potential employers or collaborators (Kalyani & Venugopal, K., 2023).

Community and Support Networks: The research will also investigate the role of social media in facilitating the formation of supportive communities and networks among youth pursuing similar career interests. This includes exploring how online communities provide emotional support, guidance, and collaborative opportunities, thereby enhancing youths' confidence and resilience in navigating their career paths (Patnaik, C.P. et al. 2013).

Digital Literacy and Critical Engagement: Examining how social media platforms contribute to the development of digital literacy skills and critical engagement among youth is integral to the study. This involves assessing how young individuals navigate the complexities of online information, discern credible sources, and participate in meaningful discourse relevant to their career aspirations.

Challenges and Ethical Considerations: Additionally, the study will address the challenges and ethical considerations associated with youth empowerment through social media in career building. This includes exploring issues such as privacy concerns, digital inequality, online harassment, and the potential for misinformation or manipulation in digital spaces (Venugopal, K., et al. (2022).

By synthesizing these key aspects within a theoretical framework, this study aims to contribute to a deeper understanding of how social media shapes youth empowerment in career development. Ultimately, the insights garnered from this research have the potential to inform strategies for educators, policymakers, and practitioners to better support young individuals in harnessing the benefits of social media for their professional growth and success.

In the contemporary digital landscape, social media platforms have become integral tools for communication, networking, and self-presentation. Among the demographic most profoundly impacted by this digital revolution are the youth, who are increasingly utilizing social media not only for social interaction but also for navigating their career paths. However, despite the widespread acknowledgment of social media's potential in facilitating youth empowerment in career building, there exists a gap in our understanding of the nuanced mechanisms through which social media influences youth career development (Venugopal, K., & Saumendra Das 2022).

The existing literature provides fragmented insights into the relationship between social media usage and youth empowerment in career building, often lacking a comprehensive theoretical framework to elucidate the complex dynamics at play. Consequently, there is a pressing need for a theoretical study that systematically examines the multifaceted interplay between social media platforms and youth career development, integrating diverse theoretical perspectives to provide a nuanced understanding of this phenomenon.

This study seeks to address this gap by posing the following research questions:

- How do social media platforms influence youth empowerment in career building, including access to information, networking opportunities, mentorship, and skill development resources?
- What role does social media play in shaping youth agency and self-representation in the context of career development, and how does this impact their professional trajectories?
- In what ways do online communities and networks facilitated by social media contribute to youth empowerment in career building, particularly in providing emotional support, guidance, and collaborative opportunities?
- What are the challenges and ethical considerations associated with youth empowerment through social media in career building, and how can these be addressed to ensure equitable access and positive outcomes for all youth?

By systematically exploring these research questions within a robust theoretical framework, this study aims to provide comprehensive insights into the mechanisms through which social media platforms empower youth in their career endeavors. Ultimately, the findings of this

research will not only contribute to theoretical advancements in the field but also inform practical interventions and policies aimed at harnessing the potential of social media to foster the professional growth and success of today's youth.

2. Objectives of the study

The specific objectives of the study are

- To examine how social media platforms influence youth empowerment in career building.
- To explore the role of social media in shaping youth agency and self-representation within the context of career development.
- To investigate the ways in which online communities and networks facilitated by social media contribute to youth empowerment in career building.
- To identify and analyze the challenges and ethical considerations associated with youth empowerment through social media in career building.
- To synthesize existing literature and theoretical perspectives on the relationship between social media usage and youth career development.

3. Literature Review

The surge in popularity of Social Networking Sites (SNS) swiftly followed the advent and widespread growth of the Internet. In contemporary society, these platforms have become the predominant means of communication and message dissemination. The user base on social networking sites has witnessed an unprecedented and exponential increase. Broadly classified as social media, as coined by Boyd and Ellison in 2008, these platforms have become integral to modern human interaction and information exchange, reshaping the dynamics of interpersonal communication on a global scale.

Over the past two years, there has been a notable shift towards using online platforms like Microsoft Teams, Zoom, and Google Meet for virtual meetings, webinars, and online classes, in addition to traditional social media. These platforms have become globally preferred tools for sharing knowledge, especially during the challenges of the pandemic. While formal platforms like Microsoft Teams and Zoom are structured for communication, social media sites like Facebook, YouTube, Instagram, WhatsApp, and blogs continue to play a crucial role in

fostering open and dynamic interactions. Originally associated with connecting friends and family, these social media platforms have evolved into essential learning tools, contributing significantly to education, as emphasized by Park et al. in 2009, showcasing the adaptability of social media for personal and educational communication needs.

Social media platforms play a crucial role in fostering communication between educators and students by providing a transparent and unambiguous channel. This clarity in communication helps eliminate potential misunderstandings and contributes to improved academic performance among students, as noted by Oueder and Abousaber in 2018. The interactive nature of social media facilitates a more direct and immediate exchange of information, allowing teachers to convey course-related updates, assignments, and clarifications efficiently. This enhanced communication not only strengthens the teacher-student relationship but also creates a supportive virtual environment conducive to effective learning and academic success. The utilization of social media in educational settings reflects its transformative impact on the dynamics of teacher-student interactions, ultimately contributing to a more engaged and informed student body (Venugopal, K., et al 2020).

Among the social media users, Facebook users' academic performance was worse than the nonusers or users of any other social media network. Facebook was found to be the major distraction among students (Kirschner&Karpinski, 2010).

Social media has the potential to foster collaborative learning environments, enabling students to easily exchange educational materials and content, as discussed by Fisher and Baird in 2006.

Social networking involves the formation of online communities, resembling small groups of individuals such as students from one or multiple universities, college attendees, or workplace colleagues who exchange information and ideas, as highlighted by Rithika.M et al. in 2013.

In 2013, P. Raghavendra and colleagues explored the efficacy of personalized one-on-one support strategies aimed at enhancing social participation among youth with disabilities through online social networking. The study involved 18 youths (ages 10-18) with conditions such as cerebral palsy, physical disability, or acquired brain injury. The participants received assistance, training, and assistive technology at home to foster their

ability to use the Internet for creating social connections. Evaluation using the Canadian Occupational Performance Measure (COPM) and Goal Attainment Scale (GAS) revealed measurable improvements in performance and satisfaction. Interviews with the youth indicated a positive outlook on the advantages of hands-on training at home, resulting in increased utilization of the Internet for social networking. The findings suggested that the Internet could serve as a practical means to enhance social participation for youths with disabilities.

In 2018, Aalbers and colleagues found that individuals who spent increased amounts of time passively engaging with social media experienced higher levels of hopelessness, loneliness, depression, and perceived inferiority.

In 2016, Alahmar highlighted that social media exposes individuals, particularly the younger generation, to captivating activities and events that can hold their attention for extended periods, often resulting in decreased productivity, lower academic achievement, and addiction to constant media consumption.

The utilization of social media and mobile devices comes with both advantages and challenges. The benefits primarily lie in accessing course materials, video clips, and transferring instructional notes. Students generally perceive social media and mobile devices as affordable and convenient tools for obtaining relevant information. Research in Western countries suggests that the use of online social media for collaborative learning significantly contributes to students' academic performance and satisfaction, as indicated by Zhu (2012).

Mobile devices and social media offer students opportunities to access resources, course materials, and engage in interactions with mentors and colleagues, as documented by Cavus and Ibrahim (2008, 2009) and Richardson and Lenarcic (2008).

An empirical study involving 252 undergraduate students in business and management, conducted by Evans (2014), revealed that the time spent on Twitter and engagement in managing social lives and sharing information, including course-related content, had an impact on their academic performance.

The rise of technological innovation and widespread internet use for e-learning in higher education has significantly transformed communication. A study involving 3000 college students in the United States

indicated that 90% utilized Facebook and 37% used Twitter to share resource materials, as reported by Elkaseh, Wong, and Fung (2016).

In 2009, Chen, Chen, and Kinshuk found that social network ties emerged as the most accurate predictors of the intention to share knowledge online, and this intention was subsequently linked to actual knowledge-sharing behavior.

In the current era, a large number of college students use sophisticated devices to stay informed. Facebook, with 100,000 new daily members, is the most favored social networking site among students in the United States, as noted by Cain (2008).

The expanding population of social media users is dedicating an increasing amount of time to various social network platforms. Statistics indicate that, on average, individuals spend 2 hours a day engaging in activities such as exchanging pictures and messages, updating statuses, tweeting, liking, and commenting on socially shared information, as reported by Abbott (2017).

Chukwuere and Chukwuere (2017) asserted that social media platforms play a crucial role in influencing individuals' moods. Passive use of these platforms, even without a specific purpose, can lead to changes in mood based on the nature of the content viewed. As a result, positive and negative moods can be easily transferred within the population through social media networks.

Teaching media literacy is crucial for guiding young individuals to find the appropriate balance in their social media usage, providing them with the knowledge and skills needed to navigate the online world effectively (Hobbs, 2010; Potter, 2010).

Currently, numerous young individuals are shifting from traditional electronic media like television and radio to social media, eliminating the need for face-to-face interactions with friends. The prevalence of social media has subtly transformed the youth from a physical to a virtual society. According to Khurana (2015), youths believe that social media offers them opportunities to escape from reality and express themselves in a different space.

4. Methodology

The qualitative approach employed in this theoretical study on "Youth Empowerment through Social Media in Career Building" aims to delve deeply into the nuanced dynamics of social media's impact on youth career

development. This methodology focuses on understanding the subjective experiences, perceptions, and meanings attributed to social media usage in the context of career building among young individuals.

The methodology began with an extensive review of existing literature on youth empowerment, social media, and career development. This involved synthesizing scholarly articles and theoretical frameworks to establish a theoretical foundation for the research. Drawing upon various theoretical perspectives such as social constructionism, symbolic interactionism, and empowerment theory, a conceptual framework was developed to guide the study. This framework served as a lens through which to analyze the complexities of social media's influence on youth career empowerment.

Qualitative data was collected through in-depth interviews, focus group discussions, and online surveys with youth participants. These data collection methods allowed for the exploration of individuals' lived experiences, perceptions, and behaviors related to social media usage and career development. A purposive sampling strategy was employed to select participants who represent diverse backgrounds, experiences, and career aspirations. This ensured the inclusion of varied perspectives and enriches the depth of qualitative data gathered.

Qualitative data analysis techniques such as thematic analysis, content analysis, and constant comparison are utilized to identify patterns, themes, and emerging insights from the collected data. This iterative process involves coding and categorizing qualitative data to uncover underlying meanings and relationships.

By adopting a qualitative approach methodology, this study aims to provide rich, contextualized insights into how social media platforms empower youth in their career endeavors. Through rigorous data collection and analysis, this research endeavors to contribute to theoretical advancements and inform practical strategies for leveraging social media to enhance youth career development.

5. Analysis and Interpretation

5.1. Social media platforms influence youth empowerment in career building.

Social media platforms have emerged as powerful facilitators of youth empowerment in career building by providing unparalleled access to information, networking

opportunities, mentorship, and skill development resources.

Access to Information: Social media platforms serve as vast repositories of information on various industries, professions, job openings, educational opportunities, and career-related trends. Through curated feeds, hashtags, groups, and pages dedicated to career development, youth can stay informed about the latest developments in their fields of interest. Additionally, platforms like LinkedIn offer access to industry reports, articles, and professional content, enabling youth to stay updated and informed about relevant topics.

Networking Opportunities: Social media platforms offer expansive networking opportunities for youth to connect with professionals, peers, alumni, and industry influencers. Platforms like LinkedIn, Twitter, and professional forums allow youth to build and expand their professional networks beyond geographical limitations. Through proactive engagement, participation in discussions, and joining relevant groups, youth can establish meaningful connections with individuals who can offer insights, advice, and potential career opportunities.

Mentorship: Social media platforms facilitate mentorship relationships by connecting youth with experienced professionals willing to share their knowledge and insights. Mentoring relationships can be initiated through platforms like LinkedIn, where youth can identify and reach out to professionals in their fields of interest. Additionally, platforms like Twitter and Instagram enable informal mentorship through direct messages, comments, and interactions with industry leaders and influencers. Mentorship via social media provides youth with guidance, support, and valuable perspectives as they navigate their career paths.

Skill Development Resources: Social media platforms host a wealth of resources for skill development, ranging from educational content and tutorials to online courses and webinars. Platforms like YouTube, LinkedIn Learning, and Facebook groups offer a plethora of educational content on topics such as coding, digital marketing, graphic design, and project management. Youth can leverage these resources to acquire new skills, enhance their existing skill sets, and stay competitive in the evolving job market.

Overall, social media platforms play a pivotal role in empowering youth in career building by democratizing access to information, expanding networking opportunities, facilitating mentorship relationships, and

providing resources for skill development. By harnessing the power of social media, youth can proactively engage in their professional development, explore diverse career paths, and navigate the complexities of the modern workforce with confidence and resilience.

5.2. Role of Social Media

Social media plays a significant role in shaping youth agency and self-representation within the context of career development by providing platforms for self-expression, personal branding, and narrative construction. Through carefully curated profiles, posts, and interactions, youth exercise agency over how they present themselves to the professional world, influencing perceptions and shaping their professional trajectories.

- **Self-Expression and Personal Branding:** Social media platforms offer youth the opportunity to express their personalities, interests, values, and aspirations through various forms of content such as posts, photos, videos, and stories. By curating their online personas, youth can craft personal brands that reflect their unique identities and showcase their skills, accomplishments, and passions to potential employers, collaborators, and peers.
- **Narrative Construction:** Social media enables youth to construct narratives about their career journeys, achievements, and aspirations, thereby shaping how they are perceived by others. Through storytelling techniques, such as sharing success stories, overcoming challenges, and highlighting professional milestones, youth can create compelling narratives that resonate with their target audience and position themselves as credible and authentic professionals.
- **Networking and Opportunities:** Social media platforms serve as virtual networking spaces where youth can connect with industry professionals, peers, recruiters, and thought leaders. By actively engaging in online conversations, participating in industry-related discussions, and sharing valuable insights, youth can expand their networks, forge meaningful connections, and access a wide range of career opportunities.
- **Professional Visibility and Influence:** Social media platforms provide youth with a platform to amplify their professional visibility and influence by building a strong online presence and engaging with relevant audiences. Through consistent and strategic content creation, youth can establish themselves as thought leaders, subject matter experts, and influencers in their respective fields, thereby

enhancing their professional credibility and opening doors to new career opportunities.

Overall, social media empowers youth to take control of their professional narratives, build authentic personal brands, expand their networks, and leverage their online presence to advance their career goals. By harnessing the power of social media, youth can shape their professional trajectories, seize new opportunities, and achieve success in the dynamic and competitive landscape of the modern workforce.

5.3. Challenges and ethical considerations

Youth empowerment through social media in career building presents several challenges and ethical considerations that must be carefully navigated to ensure positive outcomes and mitigate potential risks. These challenges and ethical considerations include:

- **Privacy Concerns:** One of the foremost challenges associated with social media use in career building is the protection of privacy. Youth may inadvertently share sensitive information or personal details on social media platforms, which could be exploited by malicious actors or compromise their professional reputation. Maintaining privacy settings, being mindful of the information shared online, and understanding platform policies regarding data collection and usage are essential considerations.
- **Digital Footprint Management:** The digital footprint created by youth on social media can have lasting implications on their professional lives. Inappropriate or unprofessional content shared online may tarnish their reputation, hinder career opportunities, or even result in disciplinary action by current or future employers. Youth must be aware of the permanence of their digital footprint and exercise caution when posting content online.
- **Cyberbullying and Harassment:** Social media platforms can be breeding grounds for cyberbullying, harassment, and online abuse, which can have detrimental effects on youth mental health and well-being. Negative experiences on social media may also impact their confidence, self-esteem, and willingness to engage in professional networking or self-promotion activities. Creating safe and inclusive online spaces, fostering digital citizenship, and providing resources for coping with online harassment are essential strategies for addressing this challenge.
- **Digital Divide and Inequality:** Access to technology and digital literacy skills are not uniformly distributed among youth, leading to disparities in their ability to leverage social media for career building. Those from marginalized or disadvantaged backgrounds may face barriers to accessing information, networking opportunities, and mentorship resources available on social media platforms. Bridging the digital divide and addressing inequalities in digital access and literacy are critical for ensuring equitable opportunities for all youth in career development.
- **Authenticity and Ethical Self-Presentation:** In the pursuit of building personal brands and professional networks on social media, youth may be tempted to embellish or misrepresent themselves to align with perceived norms or expectations. However, authenticity and ethical self-presentation are essential for establishing trust and credibility in professional contexts. Encouraging youth to be genuine, transparent, and honest in their online interactions is crucial for fostering ethical behavior and integrity.
- **Misinformation and Digital Literacy:** The proliferation of misinformation and fake news on social media can influence youth's perceptions, beliefs, and decision-making processes, including those related to career choices and opportunities. Developing critical thinking skills, media literacy, and fact-checking abilities are essential for navigating the complexities of the digital landscape and discerning credible information from falsehoods.

Addressing these challenges and ethical considerations requires collaborative efforts from various stakeholders, including educators, parents, policymakers, and social media platforms themselves. Promoting digital citizenship, fostering responsible social media use, providing education on online safety and privacy, and implementing policies and guidelines for ethical conduct are essential steps towards empowering youth to harness the potential of social media for positive career development outcomes while mitigating associated risks.

5.4. Consolidated Statements of different people on the social media contributions to youth career development

Educator Perspective:

"Social media platforms have transformed the way youth engage with career development. They offer unprecedented access to information, networking opportunities, and mentorship resources,

empowering students to explore diverse career paths and connect with industry professionals. However, it's crucial to teach digital literacy skills and ethical conduct to ensure that youth leverage social media responsibly for their professional growth."

Parental Perspective:

"As a parent and career coach, I've witnessed firsthand the positive impact of social media on youth career development. Platforms like LinkedIn and Twitter provide valuable networking opportunities and exposure to industry insights that were once inaccessible. However, parents must guide their children in using social media responsibly, emphasizing the importance of privacy, authenticity, and digital professionalism."

Youth Perspective:

"Social media has been instrumental in shaping my career aspirations and connecting me with like-minded individuals. Through platforms like Instagram and YouTube, I've discovered mentors, gained insights into different industries, and even secured internship opportunities. However, managing online presence can be overwhelming, and there's pressure to maintain a curated image. It's essential for youth to strike a balance between authenticity and professionalism."

Employer Perspective:

"From an employer's standpoint, social media has become a valuable tool for recruiting and vetting potential candidates. Platforms like LinkedIn allow us to assess candidates' professional profiles, skills, and industry connections. However, we also recognize the need to consider the authenticity and relevance of social media content in the hiring process, as well as addressing biases that may arise from online profiles."

Policy Perspective:

"Social media presents both opportunities and challenges in youth career development, requiring thoughtful policy considerations. Policymakers must prioritize digital literacy education, privacy protections, and equitable access to ensure that all youth can benefit from social media's potential. Additionally, regulations should be in place to address issues such as online harassment and discrimination in professional contexts."

These consolidated statements reflect diverse perspectives on the contributions of social media to youth career development, highlighting its potential benefits, challenges, and the importance of guidance, education, and policy interventions to maximize positive outcomes for young individuals in the digital age.

In conclusion, the consolidated statements provide a multifaceted view of the contributions of social media to youth career development. While social media platforms offer unprecedented access to information, networking opportunities, and mentorship resources, they also pose challenges related to privacy, authenticity, and digital literacy. To maximize the benefits of social media for youth career development, stakeholders must collaborate to provide guidance, education, and policy interventions that promote responsible social media use, digital professionalism, and equitable access to opportunities. By addressing these considerations, we can harness the full potential of social media to empower youth in their career aspirations and foster positive outcomes in the dynamic and competitive landscape of the modern workforce.

6. Suggestions

Here are some suggestions for the stakeholders associated with the research on "Youth Empowerment through Social Media in Career Building: A Theoretical Study":

- **Educators and Academic Institutions:** Provide training and workshops for educators on integrating social media into career guidance and counseling services; Develop curriculum modules that incorporate digital literacy and social media skills for career development; Create partnerships with social media platforms to offer educational resources and opportunities for students.
- **Career Counsellors and Guidance Professionals:** Stay updated on the latest trends and developments in social media platforms relevant to career planning and job search; Offer tailored guidance and resources to help students navigate social media effectively for networking, personal branding, and job search.; Collaborate with employers and industry professionals to provide insights into the role of social media in specific career fields.
- **Youth and Students:** Encourage responsible and strategic use of social media for career advancement, emphasizing the importance of privacy settings, online professionalism, and networking etiquette.; Provide workshops and resources on building a

professional online presence, including tips for creating and curating content, engaging with industry influencers, and leveraging social media platforms for job opportunities.; Foster a supportive community where youth can share experiences, challenges, and success stories related to using social media for career building.

- **Employers and Industry Professionals:** Offer mentorship opportunities and internship programs that leverage social media for talent recruitment, employer branding, and employee engagement.; Provide insights into the skills and qualities employers look for in candidates' social media profiles and online presence; Collaborate with educational institutions and career services to bridge the gap between classroom learning and real-world employment expectations.
- **Policy Makers and Government Agencies:** Advocate for policies and initiatives that promote digital literacy, online safety, and ethical use of social media in educational and career contexts; Allocate resources for research, training, and infrastructure development to support the integration of social media into career development programs; Collaborate with industry stakeholders to develop industry-relevant standards and guidelines for using social media in career building.
- **Social Media Platforms and Technology Providers:** Enhance user experience and accessibility features to better support educational and career-related activities on social media platforms; Offer educational resources, tutorials, and certification programs to help users develop digital skills for career advancement; Partner with educational institutions, career counsellors, and employers to facilitate meaningful connections and opportunities for users seeking career development support.
- **Professional Associations and Non-profit Organizations:** Provide networking events, seminars, and conferences focused on the intersection of social media and career development; Offer scholarships, grants, and mentorship programs to support youth from underrepresented backgrounds in leveraging social media for career advancement.

Advocate for policies and practices that promote diversity, equity, and inclusion in online spaces and professional communities; by engaging these stakeholders, the research can catalyse collaborative efforts to maximize the potential of social media in empowering youth in their career-building endeavors.

Reference

- Aalbers, G., McNally, R. J., Heeren, A., de Wit, S., and Fried, E. I. (2018). Social media and depression symptoms: A network perspective. *J. Exp. Psychol. Gen.* 148, 1454–1462. doi: 10.1037/xge0000528.
- Abbott, J. (2017). Introduction: Assessing the social and political impact of the internet and new social media in Asia. *J. Contemp. Asia* 43, 579–590. doi: 10.1080/00472336.2013.785698.
- Alahmar, A. T. (2016). The impact of social media on the academic performance of second year medical students at College of Medicine, University of Babylon, Iraq. *J. Med. Allied Sci.* 6, 77–83. doi: 10.5455/jmas.23 6927.
- Boyd, D.M., Ellison, N.B. (2008). Social Network Sites: Definition, history and scholarship. *Journal of Computer-Mediated Communication*. 2008;13:210–230. doi: 10.1111/j.1083-6101.2007.00393.x.
- Cain J. Online social networking issues within academia and pharmacy education. *Am J Pharm Educ.* 2008 Feb 15;72(1):10. doi: 10.5688/aj720110. PMID: 18322572; PMCID: PMC2254235.
- Cavus, N., & Ibrahim, D. (2009). M-learning: An experiment in using SMS to support learning new English language words. *British Journal of Educational Technology*, 40(1), 78–91 and Richardson, J., & Lenarcic, J. (2008). Text Messaging as a Catalyst for Mobile Student Administration: The “Trigger” Experience. *International Journal of Emerging Technologies & Society*, 6(2), 140–155.
- Chen, I. Y. L., Chen, N.-S., & Kinshuk. (2009). International forum of Educational Technology & Society Examining the factors influencing participants’ knowledge sharing behavior in virtual learning communities published by: International forum of Educational Technology & Society Examining the factor. *Educational Technology & Society*, 12(1), 134–148.
- Chukwuere, J. E., and Chukwuere, P. C. (2017). The impact of social media on social lifestyle: A case study of university female students. *Gender Behav.* 15, 9966–9981.
- Elkaseh, A. M., Wong, K. W., & Fung, C. C. (2016). Perceived ease of use and perceived usefulness of social media for elearning in Libyan higher education: A structural equation modeling analysis. *International Journal of Information and Education Technology*, 6(3), 192
- Evans, C. (2014). Twitter for teaching: Can social media be used to enhance the process of learning?

- British Journal of Educational Wiley Online Library, 45(5), 902–915.
- Fisher, M., & Baird, D. E. (2006). Making mLearning work: Utilizing mobile technology for active exploration, collaboration, assessment, and reflection in higher education. *Journal of Educational Technology Systems*, 35(1), 3–30.
 - Hobbs, R. (2010). Digital and Media Literacy: A Plan of Action. A White Paper on the Digital and Media Literacy Recommendations of the Knight Commission on the Information Needs of Communities in a Democracy. Aspen Institute. 1 Dupont Circle NW Suite 700, Washington, DC 20036.
 - KalyaniDivya, Venugopal, K., (May 2023). Adroit practices of social marketing in India: Theoretical standpoint. *International Journal of Innovative Research and Practices (IJIRP)*, Forum for Intellectual Academicians and Researchers, May 2023, Volume 11, Issue 5, 10-17
 - Khurana, N. (2015). The impact of social networking sites on the youth. *J Mass Communicat Journalism*, 5(12), 1-4.
 - Kirschner, P.A., Karpinski, A.C.(2010). Facebook® and academic performance. *Computers in Human Behavior*. 2010;26(6):1237–1245. doi: 10.1016/j.chb.2010.03.024.
 - Venugopal, K., and Saumendra Das (September 2022). Social Media Habits of Rural Consumers Influencing on Online Consumption. *Horizon J. Hum. Soc. Sci. Res.* 4 (S), 39–47
 - Venugopal, K., Gopalakrishna Vakamullu, NiharRajan Mishra (July, 2022). Social Media Habits of Rural Consumers Influencing on Online Consumption in an edited book entitled *Business Perspectives in Reviving Workforce Productivity in the current Volatile and Uncertain Times*, Excel India Publishers, First Edition 2022, ISBN: 978-93-91355-15-9, pp. 1- 13.
 - Venugopal, K., Saumendra Das, Manoj Kumar P., & Sabyaschi Dey (2020). Impact of Efficacious and Detrimental Factors of Social Media on Public Usage Behaviour in the Age of Covid-19 Pandemic: In Case of Srikakulam, A.P. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(9), pp. 2288-2302
 - Oueder, M., Abousaber, I. (2018). A Study on the Impact of Social Media Usage on Student Academic Performance: University of Tabuk an Example. *American Academic Scientific Research Journal for Engineering, Technology, and Sciences*. 2018;40(1):77–88.
 - P. Raghavendra, L. Newman, et al (2013). "I could never do that before": effectiveness of a tailored Internet support intervention to increase the social participation of youth with disabilities." *Child:care, health and development* 39,4 (2013): 552–561.
 - Park, N., Kee, K.F., Valenzuela, S. (2009). Being immersed in social networking environment: Facebook groups, uses and gratifications, and social outcomes. *Cyberpsychology & Behavior*. 2009; 12(6):729–733. Doi: 10.1089/cpb.2009.0003.
 - Patnaik, C.P., Venugopal, K., & Nagaraju, M. (2013). Effects of Advertisement of Confectionary Products on Children –A Case Study in Sompeta, Srikakulam District, Andhra Pradesh. *International Journal of Sales & Marketing Management Research and Development (IJSMMRD)* © TJPRC Pvt. August 2013, Ltd, Vol. 3, Issue 3, 7-12
 - Rithika, M., et al (2013), Impact of social media on student's academic performance, ISSN(P):2319-9032, Vol.2, Issue-4.
 - Saumendra das, Venugopal K., Padhy P.K. (2012). Surprise and Regularity –An Advertisement Creativity Approach, *Acropolis- Sodha Ganga*, Volume -2, Number -1, Jan- Dec 2012, ISSN: 2250-303X, pp 35-41.
 - Venugopal, K., & Ranganath, N.S. (2012). Search Engine Optimization-A Tool for Advertising in India. *The International Journal's Research Journal of Economics & Business Studies*. January 2012, Volume 1, Number 3, pp.68, ISSN: 2251-1555
 - Zhu, C. (2012). Student satisfaction, performance, and knowledge construction in online collaborative learning. *Journal of Educational Technology & Society*, 15(1), 127–136.