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“The Price of Survival”. On the Ontology of Animals in Transcaucasia, using the Example of Georgia

Kornelia Golombek

ABSTRACT

This academic essay titled “The Price of Survival. On the Ontology of Animals in Transcaucasia, Using the Example of Georgia” was developed in the wake of a professional trip to an international congress held in Tbilisi, the capital of Georgia, in October 2024.

At its core, the study analyzes snapshots of a human-pet constellation which, in Georgia, has given rise to a daily “culture of indifference.” This culture reflects fundamental ontological questions about coexistence, polemically mirroring the ethical and moral categories between human existence and the status of the animal as a “thing.”

The empirical dimension of the paper is illustrated through numerous encounters with suffering animals in Georgian urban spaces. These observations illustrate the cruel living conditions under which pets are forced to exist-without societal recognition and in the absence of institutional animal welfare structures.

Keywords: lacking animal protection in georgia, animal ethics as a moral deficit in the 21st century, cultural indifference in the transcaucasus, lack of awareness.

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The empirical dimension of the paper is illustrated through numerous encounters with suffering animals in Georgian urban spaces. These observations illustrate the cruel living conditions under which pets are forced to exist-without societal recognition and in the absence of institutional animal welfare structures.

In addition, the findings are placed within a historical framework, discussing and interpreting human-animal relationships ranging from antiquity to the 21st century.

Keywords: lacking animal protection in Georgia, animal ethics as a moral deficit in the 21st century, cultural indifference in the transcaucasus, lack of awareness.

Preface

In this preface, I would like to provide the reader with a brief introduction to the Caucasian country of Georgia, which serves as the focal point of my discourse. In 2024, I spent seven days in Georgia

while attending an international sociology congress and taking part in a scholarly exchange at Tbilisi State University together with numerous foreign researchers. Yet, it was not the intellectual highlights of these academic debates that moved me most-rather, it was my growing awareness of my own helplessness when confronted with what I observed on the streets and in the surrounding areas of Tbilisi and other Georgian cities: cruel scenes of suffering domestic animals, condemned to vegetate, facing starvation – some of them were only recently born on the pavements of the city.

What inspires the composition of this discourse is, on the one hand, my curiosity in the quest for ethical answers, which various schools of philosophy have sought for centuries, concerning the human-animal relationship; and, on the other hand, my own professional and cultural position as a Polish Christian and educator. Through encounters with thousands of pupils and students from Buddhist cultural backgrounds, I have been able to broaden my horizon of faith towards compassion for all living beings.

On the conceptual structure of the discourse:

My text is intended as a scholarly reflection on my business trip to Georgia and is written in the form of an essay.

The present text comprises 23 pages and is structured into the following chapters and subchapters: Preface. Introduction.

- Categorization. How are animals ontologically “perceived”? On the philosophy of subjectivity and consciousness of the environment.
- The socialization of the dog. Earliest evidence of the relationship between humans and wolves. The noblest of all animals – the dog.

- Animals in the short timeline of the thought of philosophy¹.
- Applied research. Behavioral-therapeutic approaches for dogs and bibliography.

This outline contains, between the chapters, so-called memos-notes that have a direct empirical reference to the topic and reflect the author's experiences. In total, there are three memos that emerged during 2024-2025. Georgia geographically belongs to Transcaucasia. The Eastern parts of the Caucasus mountains are geographically referred to as Transcaucasia. Georgia, is located in the South Caucasus and has a rich palette of cultural-ethnic diversities, providing enriching variety in the country. The capital is Tbilisi, and the official language is Georgian. The Georgian language is unique and has its own script. Georgia's political system is a parliamentary republic; since the 2000s the country has looked toward EU/NATO accession prospects. Georgia also has a rich cultural history and UNESCO World Heritage Sites such as the sacred buildings of Mtskheta can be found on its territory (UNESCO World Heritage).

Further impressions and first-hand information will follow during the course of this article: encounters on the streets of Tbilisi, conversations with passers-by as well as with hotel staff, as well as with Chechen taxi drivers who took me to the mountain villages of the Caucasus. In these villages, there are still archaic shepherd cultures, whose members share what they own with their four-legged companions.

I. INTRODUCTION

Tbilisi (Tiflis), Georgia in October 2024. At 4:00 PM, my Georgian taxi driver picks me up from the

hotel, which is in the city center of Tbilisi, to take me to the airport. The hotel staffers' farewells are very warm and my last impression before we start our journey is the suffering on the streets, where hundreds of pets-dogs and cats-lead a miserable existence. This is where my essay begins: it concerns living beings who, like our *Homo sapiens sapiens* species, have sensations and despite this fact are still cruelly pushed to the verge of existential destruction in the 21st century. Given the lack of animal protection in this Caucasus republic, the "stage of life" is created, on which humans practice a culture of disregard for animals. Georgia and its homeless pets are in a coexistent disharmony-a theme I will address with phenomenological and empirical frameworks. Returning to my trip to the airport: The taxi driver drives through the outskirts of Tbilisi, areas that hardly any tourist has seen. These districts lie along rivers, are largely uninhabitable, yet host hundreds of stray animals. My assumptions are confirmed: animals in need are a pervasive problem in this country-visible to the eyes and perceptions of foreign tourists who visit it. For a moment, I glance through the car window and let the burden of the streets overwhelm me. Helplessness, but also anger, are emotions that fight inside me. As a person who grew up in a culture where animals are treated with empathy and respect, chasms open that I perceive as pain both mentally and physically. Since my childhood in Poland, I have grown up with dogs and for 16 years owned a hunting dog named Tasi. The taxi driver notices my silence and comments: "...*You know, I have had guests from the USA for many years who are shocked by the plight of the stray dogs and cats, so I often bring guests together with the animals to the airport. Most Americans want to rescue the dogs from this misery and simply take them to the USA...*" "...*May I ask you why foreign tourists do that and not the locals?*" is my question and I do not receive an answer.

Distress and ethical abuse of pets seem not to be relevant topics here. Upon my arrival at the airport, I learn that my flight to Germany will depart several hours later. I use the time to once again inspect the premises of the airport. Most of the flights are set to depart for Tehran and Kabul.

¹ Budiansky's book "The Truth About Dogs" (Die Wahrheit über Hunde, Budiansky 2000) reveals that dogs, at their core, are scavengers, and that, contrary to all myths and tales of dogs as mankind's servants, the overwhelming majority of dogs living outside human society are parasites. A few pages later, Budiansky claims that in his role as a merciless observer he loves dogs (cf. Schleidt/Shalter 2018: 22).

Only now do I realize that I have been spatially and mentally distanced from my European cultural circle. During the scientific exchange days at the congress at Tbilisi University I had missed that Georgia borders Western Asia and has almost immediate proximity to Iran. If I should perceive the ontology of the animal-human relationship as a crossing of cultural colors, that would be a fitting assumption. However, this problem also occurs in Europe, for instance in Bulgaria and Romania. With this prelude to my topic, I want to inform readers about the structure of my article.² The philological lens of my text will build a bridge to empirical inquiry. Current scientific results in molecular biology on the evolution of the wolf, which became the domesticated dog, paired with philosophical ethics (Kant, Heidegger). The conceptual structure of my text is arranged so that after each theoretical “key,” a local everyday encounter in Georgia is described.

Habermas emphasises that, even though animals cannot become full discursive partners through language, they should be treated as beings deserving of care in social interactions. Humans must represent the interests of animals since animals cannot advocate for themselves. Humans must respect animals even when they are not capable of discourse (cf. Habermas 1991). Antispeciesism is an ethical stance opposing the discrimination of living beings. All beings should receive equal consideration from humans. Habermas derives this in particular from the discourse principle (D) and ties it to moral rights for all. This contributes to the emergence of peacefully coexisting societies (cf. Hilgerloh-Nuske 2017:15). Porzel (2004) connects linguistics with information technology, focusing on artificial intelligence. In an expert interview he explained how research on animals shapes the understanding of language in linguistics and, in

² Discourse ethics has been part of the philosophical discussion since roughly the 1970s (Gottschalk 1999: 37). Discourse ethics refers to a theory that regards as morally correct and necessary the most impartial discourses as a means to mediate normative claims (Gottschalk 1999: 4). Habermas’s discourse ethics belongs to ethical cognitivism (Lumer 1999: 5), whose fundamental thesis is the conviction that moral questions can be settled through cognitive processes, i.e., epistemic effort (Lumer 1999: 695) (Hilgerloh cited in Gottschalk and Lumer 2017: 2f).

particular, softens hard boundaries between humans and the rest of fauna (cf. *ibid*: 21).

1.1 Categorization. How are animals ontologically “conceived”? On the philosophy of subjectivity and consciousness with respect to the environment.

1.2 Philosophy has asked for millennia what exists and what properties beings have—such as humans. Ontology,³ in the philosophical sense, deals with the fundamental structures of reality and is the doctrine of being. It systematizes entities-concrete or abstract phenomena, properties or processes. Yet, ontology remains separate from epistemology or metaphysical considerations, i.e. regarding questions about God. If ontology turns its “magnifying glass” toward animals, it speaks of “living beings” that differ from humans since they are not capable of logical thinking. In critical ontology, living beings like animals are considered as “individually existing” and “living entities”. In this context, J. Klosters lays out Nicolai Hartmann’s⁴ approach to critical ontology. It also concerns objects such as animals, which he situates as individual “living beings” within their own world.

According to Hartmann, the nature of the subject-the human being-can be understood along several interrelated and mutually complementary categories. Klosters investigates what general role ontology can take and, in particular, what importance a “critical” ontology should have.

Since Hartmann favors the analytic method, he seeks to begin the ascent from the relatively

³ Ontology seeks to address questions about reality and being (as opposed to mere appearance); epistemology is concerned with the structure of knowledge and the scope of thought and experience; ethics is about proper conduct and self-behavior. If one expands the perspective from the individual to the socially constituted existence, ethics merges into politics (Hartmann 1921:3).

⁴ Nicolai Hartmann belongs to those philosophers who develop a stratified theory of reality that takes into account existence, reality, and ideality and thereby links approaches to objects (e.g., animals) and subjects (humans). For his part, Hartmann is a prominent German philosopher who developed a systematic ontology, based precisely on a stratified ontology of the real being.

rational fields that are well established and long cultivated—namely epistemology, logic, ethics, etc.—to an “irrational” ontology. Yet, he must admit that the subject and its influence on these disciplines must also be taken into account (see Klösters 1929: 27). Here, one may speak of a being that intrudes into our sphere of knowledge and of which we immediately perceive that it exists completely independently of our interpretation and decision. This being is grounded in its own conditions of being and laws of being. Although phenomenology of knowledge must clearly expose the aporia with its antinomies—logical contradictions and special paradoxes—in order to later connect them to a harmonious solution, there remains a certain tension between phenomenology and the theory of knowledge. If knowledge is once bound to a particular sphere of being, Hartmann wants to show that knowledge as a thing in itself is a link and a condition of broader relations and conditions of being. “...To grasp the conditions of knowledge” thus already means “to grasp certain relational elements of a larger system of conditions of being...” (p. 280). Consequently, for Hartmann there necessarily emerges a purely ontological determination of consciousness. The projection of thinking—its crossing over into higher determinations of being—is possible precisely because “the entire consciousness, along with its conceptual formations and scientific expansions, is only a mode of being, perhaps its highest stage” (p. 281). Accordingly, the relations of being grounded in the objective being are partly situated in the living sphere of consciousness; they fall “with one end” into the sphere of thought (Klösters, cited in Hartmann 1921: 29f).

1.3 Socialization of the dog. Early indications of the relationship between humans and wolves. The noblest of all animals—the dog.

Connecting the argumentative chain between the relation of humans and animals, ontology refers to the animal, in our case domesticated animals such as dogs. Ontologically, the descendant of the wolf—the dog—is defined through its biological existence as well as its individual developments and behaviors in the context of genetic origin and environmental influences. These aspects are

among the most important features in behavioral research. There is also an ecological closeness to humans.

Deciphering the genetic basis of phenotypic diversity is one of the central goals of modern biological research. Pets offer a unique opportunity to make a significant step toward this goal. The dog is the most phenotypically diverse mammal. As the biomolecular research of Uppsala University confirmed, the dog was domesticated from the gray wolf about 11,000 to 30,000 years ago. After domestication, a period of intensive breeding led to the massive phenotypic diversity we observe today in dog breeds. These two phases of strong positive selection during domestication and breed formation have likely left their signature in the genome (cf. Ratnakumar et al. 2013).

The Ice Age as a geological epoch and the “Mammoth Steppe” as a biogeographical substrate (Guthrie 1990, Fig. 4) are the most important factors in the evolutionary puzzle of canids and likewise of humans. In more recent times, understanding of these factors has changed significantly (Schleidt/Shalter 2018: 12).

Toward the end of the Ice Age, humans domesticated wolves that fed on waste from human camps. Through selection, they created the variety of dog breeds we know today. Or, another hypothesis: the wolves took the initiative and persuaded the wealthy humans to part with some of their abundance by presenting themselves as loyal servants and hunting companions.

Is it conceivable that already 135,000 years ago, Neanderthals, after surviving several climate changes as gatherers and occasional large-game hunters during the Ice Age, also entered the hypothetical ecosystem of large reindeer herds “managed” by wolf packs? Did they already huddle with canids back then? Did humans already begin to push wolves from the apex of the food pyramid even then?⁵ (ibid.6, 18).

⁵ It is quite conceivable that a group of Neanderthals chose the convenient path for themselves, initially as junior partners, to join the nomadic wolves with their large herds

It is a strange-sounding term, because the encounter between wolves and modern humans, as mentioned above, occurred long before the time from which we can speak of human dwellings in the sense of a “domus.” Canids used sleeping caves much earlier. Therefore, perhaps we should speak of “Kubilation” starting from instead of domestication, as proposed earlier (Schleidt 1998) and consider who may have kubilated whom (ibid. p.16).

Dogs and wolves belong to the broad spectrum of predators and scavengers whose evolution began about 10 million years ago, together with that of herd-living ungulates. During the Ice Age, the gray wolf-*Canis lupus*-was the predominant predator in Europe. By keeping pace with the migrations of ungulate herds, it became the first “herder” among mammals (ibid. p.1).

They hunt together, sleep together in the same den and raise their young together. This time-honored social system facilitated the domestication of the dog. Observe⁶ wolves in a pack sniffing each other, wagging their tail to greet, licking each other, and guarding their young and you see all the characteristics we love in dogs, including their loyalty. The “E Pluribus Unum” of the pack goes far beyond the “Unum,” the unity of a group of self-serving fighters. As with state-forming insects (bees and ants), where the colony is only one unit of selection (Moritz

of reindeer and thereby benefit from the abundance without increasing social frictions within the wolf pack (Schleidt / Shalter 2018:18).

⁶ Newer research among the canids (the family of dog-like animals) has yielded results that are considered even more controversial, though they are supported by a much larger data set than the theories about our own origins. They suggest that wolves and jackals diverged as long as about one million years ago. This study is based on the genetic analysis of mitochondrial DNA (mtDNA) from various canid species. Carl Vilà and colleagues (1997, 1999) analyzed mtDNA from individuals of 67 different dog breeds and wolves from around the world, represented by sampling from 27 populations in Europe, Asia, and North America, in the laboratory of Robert Wayne at the University of California, Los Angeles. The results clearly support the hypothesis that the dog is a descendant of the wolf (and not of the golden jackal or other canids, as Darwin and others previously suspected (see Schleidt / Shalter 2018: 15).

1993), the pack became one of the many levels at which natural selection acts (see ibid. p.5).

In summary, from a biological perspective, the process of the intertwining of human and dog becoming only makes sense if we regard it as co-evolution. While the evolution of humans and our primate heritage has long attracted general interest since Darwin’s “The Descent of Man”, the evolution of wolves and dogs has thus far been the concern of only a few paleontologists specializing in carnivores of the Ice Age. As far as we can tell, the ancestry of the dog has not yet been linked to the ancestry of modern humans. Therefore, we may ask: what was the state of affairs among our ancestors and did some wolves diverge from their kin and become the immediate ancestors of dogs? (cf. Schleidt/Shalter 2018, pp. 23f., citing Darwin).

Memo

October 2024, Georgia

During my long stay at Tbilisi Airport, caused by the significant delay of the plane from Germany, I keep recalling the distressing moments and encounters I experienced in Georgia over the past seven days. Unforgettable are the scenes on the streets-with pets, and with people who seem to hardly notice these four-legged creatures anymore. My first day began pleasantly with moving into a centrally located hotel in Tbilisi. The staff spoke Russian-an advantage, since both I and the hotel owners understand the language. What remains especially vivid in my memory, however, is my first car ride: the way local taxi drivers drive is like a stunt show-no regard for speed limits and sometimes only a few centimeters away from the car in front. This sense of chaos and dynamism stayed with me during my later solo excursions into the Caucasus Mountains. The next day, together with our scientific team and colleagues from Tbilisi University, I went on an excursion to the surrounding monasteries of the city, which seem to form a protective ring around the capital. Yet, even before our departure, I was confronted for the first time with an unmistakable sight: dogs and cats stretching endlessly along the roads. I could hardly believe my eyes: silent, dying,

starving animals lying in the dust and inhaling exhaust fumes, right in the middle of throngs of people who hardly paid any attention to them. From that moment on, a painful time began for me. I would have preferred to cancel everything immediately and fly back home. My thoughts revolved around one issue only: the absence of effective animal welfare in Georgia.

I asked myself about the Christian understanding of those people who consider themselves Christians and heirs of this culture-how can they exist amidst such a “co-inferno”? Before our host came to pick us up at the hotel, I spoke with the owners. The hostess told me that this horrific situation of the animals had become almost like a “normal culture” on the streets of Tbilisi-around 300,000 homeless animals live there, in a city with a population of 1.25 million people.

I ask about possible animal welfare organizations, volunteer helpers, or veterinarians who could sterilize the animals or at least end their suffering through euthanasia.

The reply shakes me deeply: *“...No, such a service for animals does not exist. There is only one shelter, funded by a Georgian multimillionaire, but it can take in perhaps five percent of the street animals. A free veterinarian-that does not exist here. Sterilization costs about 50 euros, while most Georgians earn between 180 and 280 dollars a month...”* The words of the hotel hostess trouble me. She explains the misery of the animals by pointing to the country’s economic weakness. Indeed, a large part of the infrastructure seems to be worn down, outside of the city center, which has been nicely polished for tourists. In many apartment buildings, windowpanes are missing and replaced with cardboards. But for me, this is not a sufficient explanation.

I myself come from the late phase of communist Poland, where we had to live with hardship and crises-but dying animals directly at our doorsteps were never seen. After an hour of waiting, our hosts finally arrive-delays here hardly seem worth any mention. Together, we drive to the city of Mtskheta and to the surrounding monasteries. Even today, a year later, it is still difficult for me

to put into words and write down what I saw. In the monasteries, two worlds opened up before me: one in which well-fed nuns and monks devoutly accept alms-and another, right outside the houses of God, in which starving dogs and cats, with trembling bodies and pupils wide like coins, languish in the agony of their approaching death. I so wish I had never had to witness so much suffering with my own eyes. I asked one of the monks the question:

“...Could you explain to me why so much suffering exists here before the House of God and no one does anything about it? Do you not see that the animals are dying here...?” The monk showed no reaction and only answered:

“...We must take care of people, not animals...” I responded:

“...Do you know Saint Francis? Among us Catholics, he is regarded as the patron saint of animals, of the environment and of all creation...” But the monk gave no reply. As a form of protest, I refused to enter the church and instead spoke with the merchants selling their goods to pilgrims. Some of them claimed to have adopted two or three dogs-though I wondered if this was truly the case. At the foot of the mountain, I discovered an old “recluse” surrounded by horses, dogs and a flock of small cats. He told me that in this culture, animals have no significance whatsoever for most people-even though those same people regularly attend church, bow before the altars and make generous donations.



(Caucasian mountain herdsman whom the author has met)

For me, this world remains inverted and incomprehensible. Back at the hotel, my colleagues notice how strongly I am distancing myself inwardly from our shared “educational mission” and how I begin to think about my own paths.

As early as the following day, I tried on my own to find answers to the compassion I have gradually developed. More on this at the beginning of Chapter 3.

II. ANIMALS IN THE SHORT TIMELINE OF PHILOSOPHICAL THOUGHT

In the next step, we turn our attention to the ontology of the animal and the human being. We will illustrate this through a brief timeline of philosophy as well as through Christian and Buddhist ethics. In doing so, we will focus on essential questions, such as how a mammal-the human-defines itself and how animals are viewed within the spectrum of moral ethics. Furthermore, we will examine various perspectives on what being human and being animal could mean, and how animals ought to be treated. Animal ethics in a broader sense can, for example, oppose meat consumption and animal sacrifice, but also oppose ritual ideas of purity or the notion of spiritual transmigration (such as in the Indian doctrine of reincarnation).

Antiquity. In *De Animalibus* (“On Animals”), Aristotle made extensive observations and descriptions of animals. His most important sources on animal ontology are above all his own writings on natural history. It is only in his philosophical works that Aristotle asserts a rigid boundary between human and animal. In his natural history writings, however, he describes this boundary as fluid and attributes rational actions to animals in *De Animalibus*-above all, the capacity for practical wisdom, *phronesis*. Nevertheless, it is his philosophical works that are decisive for the subsequent ancient discussion of animals. In his *Politics*, Aristotle refers to animals (and, incidentally, also to slaves) as rightless “living tools.” Here, he formulates the famous thesis that the human being is *zoon lagon echon* and *zoon politikon* (that is, a rational and a “political” being; (Latin: *animal rationale* and *ens sociale*). Animals, he argues, are incapable of this rational and linguistic capacity, though they can express joy and pain, since they are sentient-similar to human beings. The question of thinking and language, however, ultimately remains unresolved in his work. An explicit animal ethics in the narrower or proper sense first emerges with later thinkers, in particular with Theophrastus-Aristotle’s student and successor as head of the Peripatetic School in Athens-and with Plutarch⁷,

⁷ Plutarch is the author of the work *Moralia*, a collection of approximately 70 treatises on various topics. Three of them deal with animals: *De sollertia animalium* (On the

the most influential animal-friendly philosopher of the Roman era, though primarily known as a historian.

Both emphasised the physical and psychological similarities between humans and animals and they advocated for a more animal-friendly attitude (cf. Markreider 2015: 7-10).

Christian Ethics

Christian ethics draws on the messages of the Bible, where various verses address the relationship between humans and animals - for example, in Genesis 1:26-27: God created humankind in His image and granted them dominion over animals. However, this dominion also entails “responsibility and care” for them. The prophet Isaiah goes even further with his reflections, describing in Isaiah 11:6–9 an almost ideal state of peace in which humans and animals live in harmony-for instance: “*The lion shall eat straw like the ox.*” This imagery symbolizes a future free from enmity between man and animal. Thus, animals are creations of God and form part of His creation.

The Middle Ages

Medieval discussions of ethical questions concerning animals were shaped, for instance, by Thomas Aquinas, who based his arguments on biblical texts. Islamic philosophers of the Middle Ages also pursued similar lines of reasoning drawn from the “revealed scriptures,” among them the renowned physician and philosopher Avicenna (Ibn Sīnā), an 11th century scholar active in Persia (cf. *ibid.* 16). In his 2025 study, Steigert demonstrates that the Middle Ages regarded animals as God’s creatures; this endowed them with a certain value and, at minimum, prohibited cruel treatment in the sense of animal cruelty (Stone 1998). Steigert further cites Aquinas, who emphasised that, although animals possess sensations, they exist ultimately for the service of humankind.

Intelligence of Animals), *De esu carniū* (On the Eating of Flesh), *Bruta animalia ratione uti* (That Irrational Animals Use Reason) (Markreider 2016: 13).

Animals were often considered to exist for the benefit of humans, which justified their killing as long as cruelty was avoided (Barad, 1995, p. 142). At the same time, within the foundations of animal ethics, animals were in some cases also regarded as moral role models, especially in terms of their natural virtuousness (Salisbury, 2011, pp. 81-107). Overall, the Middle Ages laid the foundation for many later discussions in animal ethics, even though animals continued to be viewed and treated primarily through theological and anthropocentric lenses (Oelze, 2018, p. 11; *ibid.* 2025, pp. 8f).

The Enlightenment

During the Enlightenment, European philosophical thought turned to the historical and political upheavals of the time and drew on Kant’s ideas (1785/2004). Reflection on the animal and its inner life began to take shape, inspiring thought about Goethe’s “other” creatures. Individualism and humanism, science and theology, paved the way for modern animal ethics in Europe and continued to influence it far beyond Darwin’s time (cf. Ingensiep, 2018, p. 1). (Accessed on 14.08.2025: https://link.springer.com/chapter/10.1007/978-3-476-05402-9_3.)

In his article “*Kant’s Moral Philosophy and Duties with Regard to Animals and Non-Rational Nature in General*”, Geismann (2016) explores Kant’s animal ethics and argues that humans have both duties of virtue and duties of right with regard to animals and non-rational nature. However, this is not because animals are animals or nature is nature, but because the human being is human-more precisely: because the human being is to be understood as a moral subject of duties and rights, as a person (*ibid.*, p. 1).

In his interpretation of Kant and animal ethics, Geismann refers to Fritz Jahr, who proposed applying the Kantian categorical imperative-in the version of the “humanity as an end” formula-also to the natural world around us, especially to living nature. The original formulation reads:

“Act in such a way that you treat humanity, whether in your own person or in the person of

any other, always at the same time as an end, never merely as a means.”

From this, Jahr developed the so-called “bioethical imperative” in the form of the sentence:

“Respect every living being in principle as an end in itself and treat it, if possible, as such!” (cf. *ibid.*, cited in F. Jahr 2016, pp. 1f).

Kant himself also explained:

“Act only according to that maxim whereby you can at the same time will that it should become a universal law.” (Kant, 1785, Vol. 4)

Kant’s categorical imperative, understood as the basis for the doctrine of morals, law and ethics, is rooted in human arbitrium. In contrast to animal arbitrium (*arbitrium brutum*), human arbitrium as free will (*arbitrium liberum*), or practical freedom, is negatively defined by the fact that it is affected by sensory impulses, but – unlike in animals – not completely determined by them. Positively understood, it is the capacity to act independently of the compulsion of sensory drives based on reasons, to determine oneself to actions in the sensible world through motives, that is, through reason as the cause. This self-determination consists in the setting of ends (which presupposes reason-guided motives, but does not automatically render them “rational”). The empirically given capacity “to set any end at all” is, for Kant, “the distinguishing characteristic of humanity (as opposed to animality).”

Since no one can have an end without making the object of their will an end for themselves, it is an act of the freedom of the acting subject – not an effect of nature – to have any end at all for one’s actions (Geismann, 2016, p. 7).

Neuhard (2023) notes that with growing interest, the interdisciplinary field of research known as Animal Studies – also referred to as Human-Animal Studies – has developed (*ibid.* 2023, p. 33; Kompatscher et al., 2017, pp. 17 ff.). Scholars in this field investigate the interactions, relationships and dynamics between humans and animals. They examine the roles animals occupy in culture and society, as well as how the ways of

life of humans and animals intersect and influence each other. Thus, Animal Studies focuses on exploring the points of contact between animal and human societies (cf. Kompatscher et al., 2017, p. 16).

One of the most influential approaches in contemporary animal ethics is the debate on preference utilitarianism, which was developed by Peter Singer. Preference utilitarianism is a modern version of utilitarianism that emerged in the 20th century. Its basic idea: utility is determined by the extent to which the preferences or desires of the individuals involved are fulfilled. Simply put, preference utilitarianism evaluates an action based on how well it satisfies the preferences of those affected, as far as possible (Der Beisbart, 2009, p. 25).⁸

The utilitarian Singer is inspired by John Stuart Mill (1863). His famous work *Animal Liberation* (1975/1990)⁹ is where he first introduces the concept of preference utilitarianism.

What does it mean? Happiness is not exclusive to humans, but is grounded in the fact that all sentient beings are capable of experiencing sensations (and thus pain and pleasure). This gives rise to a moral obligation: humans are morally required to consider the interests of animals.

For example: “I find it morally objectionable when animals are abandoned...” Here, utilitarianism offers a criterion for decision-making to determine which action is morally right in a given situation: among all available options, the one that maximizes overall utility must be chosen (cf. *ibid.*, p. 18).

In modern philosophy, Heidegger provided an ethical interpretation of the relationship between animal husbandry and animal ethics. In his work,

⁸ We often cannot predict the exact consequences of our actions. But perhaps we can estimate the probability that a particular action will lead to certain outcomes. In that case, we should, in practice, aim to maximize the expected utility. (Der Beisbart, 2009, p. 44).

⁹ In *Animal Liberation* (1975/1990), Singer argues for an expansion of society’s moral framework when it comes to the suffering and well-being of animals.

he reflects on the relationship between humans and animals from the perspective of a *humanist*-considering human existence, which shares much with the animal realm, even though he views animals as “living beings” that do not possess the same kind of consciousness and therefore cannot develop a relationship to the “world.”

How do human beings and *Dasein* relate to one another, and what does this relationship mean for Heidegger’s engagement with anthropology?

Following Kant, the anthropological question arose of how the human being-as a theoretical, practical, aesthetic and religious-philosophical subject-can be systematically defined and how these definitions might be coherently integrated. A question that had already been rejected by both Herder and Hegel (Johanßen 2017: 91ff).

In his lecture *The Fundamental Concepts of Metaphysics* (1929/30), Heidegger attempts to work through the anthropological ambiguity of *Being and Time* by trying to understand “world” through a distinction between stone, animal and human-as *worldlessness, poverty in world, and world-forming* (Johanßen 2017: 98, quoting Heidegger 2004: 263).

“*Dasein* is a being that does not merely occur among other beings. It is, rather, ontically distinguished by the fact that in its being this being is concerned about its very being...” (Heidegger 1984: 12)

Thus, Heidegger characterises human *Dasein* as a mode of being that-unlike other forms of being-relates to itself and is responsible for leading its own life (ibid., p. 23).

The animal is *man minus X*; hyperbolic anthropology presents *man as the animal plus X*. Yet, animals are too diverse to be merely defined in a privative way, and if anything, the human being is characterized less by excess than by deficiency and weakness. From this, one might infer the possible dissolution of the anthropological difference (cf. Wild 2013: 33).

At this point, I would like to establish a transition to contemporary animal research and shift my

further arguments toward behavioral therapy for dogs.

Memo (ibid., 2024)

Following my distressing observations in the surroundings of Tbilisi (I visited three cities), I have come to realize that it is not “only” the capital that is overrun with animals in need. The same “medieval” bleakness prevails among the four-legged animals in cities up to 250 km further north in Georgia.

In the final seven days of my stay, I attempted to exhaust my means in trying to understand why this state of animal suffering exists as it does. I reached out to animal welfare organizations in Tbilisi and visited the capital’s only animal shelter, which is located in a run-down suburb at the edge of the city.

My Georgian taxi driver reacted to my questions with indifference and appeared visibly annoyed by my concern for the fate of domestic animals.

Upon arrival at the shelter, I was welcomed by the director, M., who introduced me to two of the staff members.

“...How many dogs are you responsible for?” I ask.

“...The three of us take care of over 500 adult dogs and 68 puppies...”

After hearing this, I was left speechless. Further comments seem unnecessary. To my surprise, dogs of all kinds of breeds approach me—ranging from large, noble Kangals and fighting dogs to small ones. None of them behaves aggressively. I am familiar with the behavior of abused animals who, having lost all trust in the outside world, tend to become aggressive. But here, it’s different: just like in the monasteries, all the animals seem “unnaturally” gentle and submissive.

At this point, I have to revise my previous perception.

All of the dogs housed in this “shelter” are, in fact, among the truly fortunate—because simply having something resembling a “home” is a privilege compared to the misery outside. For my visit, I

had bought several kilos of dry and wet food, which-surprisingly-is just as expensive in Georgia as it is in Germany, despite the fact that the Georgian population earns very low wages. After

spending time with the animals, I speak briefly with M. and his two colleagues before leaving this place-a place that leaves one deep in thought.



(Hungry dogs in front of monasteries)

III. APPLIED RESEARCH

3.1 Behavioral Therapy Approaches for Dogs

Around the year 1900, the first publications on “animal psychology” appeared, along with guides on how to intentionally influence the behavior of dogs (e.g., hunting dogs, police service dogs) through training. Since then, attitudes toward the keeping of dogs and other companion animals have changed significantly.

Animals are no longer kept solely for a specific purpose but have become part of a social human-animal community.

In close cohabitation with humans, situations may arise that pose physical and psychological strain for both sides. When such stress is perceived by the pet owner, they may seek support from various professionals, as Röhrs and Schöning explain in their article *“From the Beginnings of Animal Behavioral Therapy to the Present-Evidence-Based Behavioral Medicine versus Empiricism.”*

The authors reference the work of several scholars, including Askew (1991), who conducted early research on “modern” animal behavioral therapy in the United States during the 1970s.

Therapy for animals drew from findings in various scientific disciplines, particularly ethology and comparative psychology, and initially remained a theoretical field of study within university research institutions.

In the 1980s, animal behavioral therapy entered practical application and was practiced primarily by biologists and a few veterinarians. Training programs in Clinical Animal Behavior began to emerge at universities with appropriate academic departments. Knowledge of ethology across different species plays a key role in the prevention of behavioral issues (Turner, 1995; Schmidt, 2002).

A key task of animal behavior therapists is to “provide scientific information about companion animal behavioral problems and methods of correction” (Askew, 1991). Educating pet owners about species-appropriate care, normal behaviors, and the developmental stages of young animals can help prevent behavioral problems and strained human-animal relationships. In prevention, special attention is given to the topics of fear and aggression behavior (ibid. 2013:2).

According to Unselm (1997), behavioral therapy is understood as “the treatment of behavioral

problems such as a behavioral disorder or an owner-unwanted behavior in animals, through training the animal and providing counseling sessions to change the behavior of the animal's owner" (ibid. 2013:3).

Memo (ibid., 2024)

Following my attempts to establish contact with veterinarians and the sole animal helper, M. and his small mini-team, I gradually gather impressions of the lack of animal welfare in Georgia through numerous conversations with locals. These conversations often arise spontaneously-while shopping at bakeries or supermarkets, during bus rides, with travel guides on longer excursions, with waiters in cafés and in other chance encounters.

On the second-to-last day of our conference stay, I skip the social festivities. Instead, I order a taxi to take me into the higher valleys of the Caucasus, hoping to observe and search for answers.

My colleagues warn me against venturing out alone-but my curiosity outweighs every precaution.

My taxi driver is a Chechen. His car is barely roadworthy: the wheels are missing rims and the car body shows clear signs of a past accident. Yet, he greets me warmly-a young man, open and kind-hearted.

Throughout my 30-year teaching career in Germany, I have become familiar with the mentality of the mountain peoples. In the early 2000s, I many students from this region attended my classes. From my taxi driver, I learn a great deal about the country and its people.

He never stops talking-sharing stories of his difficult life as a refugee in Georgia, where daily survival is a constant struggle-made even harder by the visible misery of the stray dogs.

After a long drive, we finally reach the valleys of the southern Caucasus. Here, idyll and raw, untamed nature merge into one. It is breathtaking.

This is the Georgia I wanted to see-unfiltered, without makeup, without the tourist-friendly facade often staged for Western visitors whose primary aim is consumption.

We encounter shepherds who live in a way that seems almost archaic, together with their flocks of sheep and horses. The welcome is warm. I'm invited to drink tea infused with rose petals. We speak openly, and they respond to my interest in the land and its people with the comment:

"We'll show you where the stray animals live here, too..."

They take me to a remote valley where several packs of true Caucasian Kangals roam freely. Majestic, imposing-and yet, once again, surprisingly gentle.

For them, I've brought five large sacks of dry food and spend two full hours in their company. Watching these dogs in their natural habitat was the crowning moment of my intense and often emotionally exhausting stay in Georgia.

As evening falls, the day comes to a close. I say my goodbyes once more to my four-legged friends and return to Tbilisi.

Back at the hotel, however, my colleagues show little enthusiasm for my solo excursions.

IV. CONCLUSION

Dogs have found their way into a wide variety of human cultures. Of course, not all wolves became herders-just as not all humans did.

Beyond the herds of hoofed animals, humans remained gatherers or specialized as fishers, gardeners, hunters-and eventually became farmers. The dog complemented human abilities and brought advantages in many areas-not only in herding and hunting, but also as pack carriers, guardians, living hot water bottles, diaper service, and loyal companions, such as guide dogs for the blind (Schleidt/Shalter 2018: 23).

In the field of Human-Animal Studies, the focus is on the diverse and complex relationships between humans and animals.

These relationships in modern societies are marked by stark contrasts and deep ambivalences: On one hand, animals are increasingly recognised as autonomous subjects in close personal relationships; on the other hand, there exists a wide range of socially accepted and economically driven human-animal interactions that treat animals as objects-such as in food production or animal testing.

Human-Animal Studies critically examine this diversity and the tensions it produces.

Contradictions in Human-Animal Relationships: Historical Development and Socio-Cultural Variability Human-animal relationships are marked by profound contradictions throughout their historical development and across different socio-cultural contexts. Scholars critically examine, among other things, “...power relations in this area, the artificial boundary between humans and other animals, [...] the discrimination of living beings based on their species membership (speciesism) [as well as] the categorization of animals...” (Kompatscher 2019) (Accessed August 19, 2025; *Mensch-Tier-Beziehung | socialnet Lexikon*).

The *Australopithecus*, an early animal-like being, underwent a remarkable evolutionary transformation over thousands of years. Yet even as a biological animal species, *Homo sapiens sapiens* experienced a unique form of co-evolution with other four-legged creatures during the last Ice Age-especially with wolves. A symbiotic relationship emerged in which the wolf, acting as a hunting companion, contributed significantly to the survival of hunter-gatherer communities.

However, with the rise of monotheistic revealed religions, humans began to distance themselves from their biological origins. They came to view themselves as the “crown of creation,” thus introducing a division between human and animal that continues to influence many cultures to this day. The animal became subject to human mercy-its life and death determined by those who possess language and power.

The price of survival under conditions of dominance and control carries a distinct cultural

imprint. One example of this can be seen in Georgia, the country briefly introduced earlier. There, domestic animals-disconnected from any sense of what life might mean-pay a cruel price simply for having been born in this place.

From the moment of birth, their lives become a relentless race against death: hunger, pain and hopelessness dominate their unbearable daily existence in the 21st century. For many, survival is measured in months or a few short years-until they starve.

The song “*I’ll Stand by You*” by British rock singer Chrissie Hynde might serve as a conclusion to these reflections, powerfully reinforcing the arguments presented here. It is dedicated to all those living beings who receive neither comfort nor protection from their suffering, and yet still spread hope-the hope that there will always be people ready to help without conditions and with full commitment. People who are willing to stand up for hundreds of thousands of abandoned companion animals and animals across the globe, just when they need it most.

I dedicate this song to all the homeless animals-who will never hear it, nor understand it- but who will live on in my memory forever.

I’ll stand by you
 Won’t let nobody hurt you
 I’ll stand by you
 Take me in, into your darkest hour
 I’ll stand by you (The Pretenders 1994)

Final Memo 2024–2025

After arriving in Germany, I did not take the time I needed to recover from what I had seen. Instead of practicing self-care, I organized informational events attended by my students, colleagues and acquaintances.

Together with my graphic designer, I created posters which I made accessible in public places across Germany and at the clinics of my former veterinarians to raise awareness about the lack of animal welfare in Georgia. In fact, I was able to collect donations in cash, which were sent to acquaintances I know in Tbilisi; the funds were

sent three times. With this money, almost 750 kilograms of dry dog food were purchased.

However, due to the lack of engagement from locals—who perceived the aid efforts as one-sided—I was forced, with great emotional pain, to stop my efforts. It was very important to me that my steps to help be seen as “help for self-help,” meaning that locals would strengthen their awareness of their own capabilities and actively participate in a

shared project. Above all, to take an active role in social processes, to break down mental barriers—such as those preventing animal welfare—and to use their own resources wisely, even if it was only one Lari (Georgian currency).

Even if my steps and those of my fellow campaigners did not seem to lead to sustainable development, I know very well that nothing in this world is as certain as change.



(female dogs of the Kangal breed in the Caucasus Mountains)

Half a century ago, Konrad Lorenz wrote:

„... Among all non-human beings, whose mental life, with regard to social behavior, the delicacy of their feelings and the capacity for true friendship comes closest to that of humans, i.e., the noblest of all animals in the human sense, is a fully female dog...” (Lorenz 1950).

Jane Goodall, the most prominent primatologist and chimpanzee researcher, commented on Lorenz’s statement: *“...Watch wolves in a pack, how they sniff each other, wag their tails as greeting, lick one another, and protect their young, then you will see all the traits we so love in dogs, including their loyalty... Even after centuries of selective breeding, it would probably be difficult, if not impossible, to breed a chimpanzee that could live with humans and form even a remotely good relationship with them as our dogs do. This has nothing to do with*

intelligence, but with the need to help, to follow, and to seek recognition...” (Goodall 1997).

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Abraham Tamukum Tangwe

Protestant University of Rwanda

ABSTRACT

The study investigates resilience and inclusive practices by non-violence education in Cameroon as the focal point. The essence of the study was to investigate the relationship between resilience, inclusion and non-violence within the educational context in Cameroon. It has been reflecting how the victims can navigate the challenge with resilience by non-violence. It emanated from a project on the effects of violence on students learning in Cameroon with the research question on their survival ability of such abuses. The study employed a cross-sectional design with a quantitative approach of data collection and processing. The sample participants comprised (n = 924) students randomly selected from eight secondary schools in one region of Cameroon with four schools chosen from the urban center and four others from the rural centre. These schools were used as the primary source of data collection for the study. The collection of data was undertaken with questionnaires that have been tested and validated through multinational and regional organizations, pilot studies, and different institutions. The structured questionnaires were used to elicit data from the participants. The collected data was analysed using JAMOVI.

Keywords: resilience, inclusive practice, non- violence, quality education.

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forward, agencies should provide support to educational institutions in their efforts to assist students who are confronted with violence through the implementation of resilience, capacity building and inclusive practices. These practices will help in addressing discrimination among school communities, preventing violence and cultivating an effective learning environment for all students, irrespective of their background. The advancement of inclusion and resilience signifies a more efficacious approach to addressing school violence and establishing a secure environment for all.

Keywords: resilience, inclusive practice, non-violence, quality education.

Author: Department of Humanities and Science, Protestant University of Rwanda.

I. INTRODUCTION

The essence of this paper was to investigate the relationship between inclusive practices, resilience and non-violence in the educational setting. Education has been identified as a critical factor in addressing inequalities, exclusion, and achieving social cohesion (García-González, 2022). Hence, quality education plays a crucial role in fostering the development of resilient individuals who can navigate challenges, contribute positively to society, and thrive in a complex and interconnected world (Coetzee, 2023). However, the Cameroonian education system, akin to other African countries, grapples with substantial challenges, including gender inequalities, substandard educational quality, and pervasive school violence (Reyes, J. E. 2013; UNICEF, 2016; Brekk, 2023). The pervasive issue of school violence in educational settings has been shown to perpetuate cycles of harm (Kim, E. J., 2023).

Responding to its pervasive nature, the global community convened in September 2015 and adopted 17 Sustainable Development Goals, one of which was dedicated to ensuring access to quality education for all (SDG 4). This initiative aims to foster inclusive and equitable quality education, as well as to promote lifelong learning opportunities for all (UNICEF, 2000). Nevertheless, considerable challenges persist in addressing school violence. Survivors of violence often encounter significant obstacles to accessing and succeeding in education, and consequently, to contributing to school dropout rates (Pochini, 2024). Addressing this issue necessitates the implementation of inclusive practices and the cultivation of resilience capacity building among students within educational settings. The present study will commence with Part One, which will provide a comprehensive overview of the study's background and contextualize the problem. The subsequent section will offer a comprehensive review of the extant literature on the subject. The third section will describe the methodology, followed by the presentation of the findings. The paper will conclude with a discussion.

1.1 Context of the Study

Education has been identified as a critical factor in addressing inequalities, exclusion, and achieving social cohesion (García-González, 2022). It plays a pivotal role in fostering the development of resilient individuals who can navigate challenges, contribute positively to society and thrive in a complex and interconnected world (Coetzee, 2023). However, the nexus of resilience, inclusion, and non-violence in Cameroon is a complex issue, intricately interwoven with historical and social-structural factors. Cameroon, akin to numerous nations across the African continent, grapples with a myriad of educational challenges that impede the attainment of educational excellence and stifle the development of human capital. This assertion is corroborated by Brekk (2023) and Zickafoose (2024). The Cameroonian education system faces several significant challenges, including gender inequalities, inadequate quality of education, insufficient

vocational training, and pervasive school violence (Reyes, 2013; UNICEF, 2016; Brekk, 2023).

Violence against children is a broad category that includes all forms of harm inflicted on individuals under the age of 18. The perpetrators of such violence may include parents, caregivers, peers, intimate partners, or strangers. This violence can occur in a variety of settings, including homes, orphanages, residential care facilities, streets, workplaces, prisons, other detention centers, and schools (Pietro, 2019). Gupta, sees school violence as that which occurs in a school setting, including violence on school property, on the way to or from school, and at school trips and events. It can be physical, sexual violence, Psychological violence, gender-based violence (Gupta, 2023). It may be perpetrated by students, teachers, or other members of the school staff; however, violence by fellow students is the most common (Eaton, 2024). The underlying causes of this violence may vary and include, but are not limited to, factors such as academic underperformance, a history of violence, a hyperactive or impulsive personality, the presence of mental health conditions, witnessing or being a victim of violence, substance use (alcohol, drugs, or tobacco), dysfunctional family dynamics, domestic violence or abuse, access to weapons, the influence of delinquent peers, and economic disadvantage or high crime rates in the community (Tangwe, 2021). However, it is crucial to emphasize that the presence of these factors does not inherently imply that a child will engage in violent behaviour (CDCP, 2016).

The data from the National Crime Victimization Survey (NCVS) yielded insights on nonfatal criminal victimisation experienced by students aged 12–18, as reported by the students themselves. 18 Nonfatal criminal victimisation encompasses theft and violent victimisation, with the later including rape, sexual assault, robbery, aggravated assault and simple assault. In 2022, students aged 12–18 experienced 568,100 victimisations at school. This figure corresponds to a rate of 22 victimisations per 1,000 students enrolled in school (NCSE, 2024). This finding is further corroborated by a study conducted by OCHA (2019), which found that 56.4% of women

in union were confronted with at least one of these forms of violence. It is noteworthy that 33% of girls aged 12 to 25 have experienced violence, and 5% of them have experienced sexual violence (OCHA, 2019). This phenomenon of adolescent sexual problems is not confined to a single country (Kim, 2023). A study conducted in Cameroon revealed that more than 87% of students experienced violent victimisation. These actions have been shown to have a significant impact on the learning abilities of students, including emotional responses, aggressive behaviours, and attachment disorders (UNICEF, 2016). These actions tend to demonstrate challenges in problem-solving abilities and a diminished sense of self-worth. Furthermore, these students encounter difficulties in maintaining concentration during educational activities (Wilson, 2021). The consequences of violence and trauma extend to various aspects of students' lives, including social isolation, school dropout, poor academic performance, and mental health challenges (UNICEF, 2016; Pochini, 2024).

In September of 2015, the global community adopted 17 Sustainable Development Goals, one of which was dedicated to ensuring access to quality education for all (SDG4). The United Nations articulated this position and used it to promote inclusive and equitable quality education and lifelong learning opportunities for all (UNICEF, 2000; UNESCO, 2017). In response to this global initiative, the leaders of Cameroon promulgated Law No. 98/004 of the Cameroon National Educational Guidelines in 1998, which expressly prohibits all forms of violence and discrimination within the educational sector. Despite the enactment of this legislation, concerns have been raised regarding the utilisation of educational institutions as a platform for violent indoctrination (Tchombe, 2006). Notwithstanding, Cameroon has contributed to gender equality in its area of intervention focused on transformative, inclusive, and sustainable growth by relying on the country programme document (CPD) 2022-2026 (UNDP, 2024). However, significant challenges persist in addressing school violence. The pervasive issue of school violence in educational settings has been shown to perpetuate cycles of harm (Kim, 2023).

Consequently, survivors of violence frequently encounter substantial obstacles to accessing and succeeding in education, encountering trauma-related challenges that adversely affect their academic performance, socio-emotional well-being and overall development, and contributing to school dropout rates (Pochini, 2024). These experiences impede the realization of the victims' full potential. However, the resilient nature of these individuals enables them to overcome these challenges with the support of family, community, and educational institutions (Wilson, 2021). However, the dearth of inclusive and supportive environments within educational institutions often fails to address the unique needs of survivors, thereby hindering their recovery and reintegration into the learning process (Bindhani, 2024). This failure to provide adequate support for survivors of violence perpetuates individual suffering and engenders systemic inequalities that hinder the achievement of gender equity in education (Norström, 2023). The contemporary educational landscape, which is characterized by diversity, the promotion of resilience and inclusive practices is imperative for the cultivation of a learning environment that is both non-violent and supportive. However, numerous schools and educational institutions grapple with addressing and mitigating incidents of violence, discrimination, and exclusion. These challenges are often rooted in a paucity of comprehensive strategies that effectively integrate resilience-building and inclusivity into the educational experience. Consequently, victims of such incidents require substantial support to overcome the challenges they face. In this context, the concept of resilience is associated with characteristics such as addictiveness and flexibility. The degree to which a society's capacity to adapt is robust, directly correlates with its resilience in the face of disturbances. The dearth of effective non-violence programs and inclusive practices has been demonstrated to impede the academic and social development of students, thereby exerting a detrimental influence on their mental health and well-being. Researchers have explored related topics but the concept of resilience and inclusion, as well as non-violence, remains under-researched in this context. While

extant literature has identified school violence as a significant impediment to quality education and positive educational outcomes, there is a paucity of literature addressing how victims of violence can persevere in their education. It is imperative to identify and implement evidence-based interventions that promote resilience, inclusivity, and a culture of non-violence within educational settings. This study will contribute to the existing body of knowledge by offering empirical insights related to the aforementioned concept. This paper investigates the relationship between resilience, inclusivity and non-violence within the educational context. In addressing this central research question, the following sub-question emerged:

How does resilience, inclusive practice, non-violence interconnect within the educational context to impede the students' outcomes in Cameroon?

II. LITERATURE REVIEW

This section explores literatures pertinent to this study to deepen and underscore the relevance of this work.

2.1 *Violence and Students' Outcome in Educational Setting*

School violence is the occurrence of violence within the school environment, encompassing incidents that transpire within the school premises (Tangwe, 2021), and during school-organized excursions and activities. Perpetrators of such acts may include students, teachers, or other members of the school staff. However, violence perpetrated by fellow students is the most prevalent form of this phenomenon (Gupta, 2023). This phenomenon, characterized by its pervasiveness, has far-reaching consequences that extend to individuals, families, and communities worldwide. The impact on victims is profound, manifesting in academic, social, and behavioural domains. School counselors assume a multifaceted role in addressing this issue, encompassing counseling, consultation and coordination functions. They assist victims, present prevention curriculum and function as a

referral source. (McWherter, 2005). The etiology of this phenomenon encompasses a multitude of factors, including but not limited to: substandard academic performance, a personal history of violence, a propensity towards hyperactivity or impulsivity, preexisting mental health conditions, exposure to violence as a witness or victim, substance use (alcohol, drugs or tobacco), dysfunctional family dynamics, domestic violence or abuse, access to weapons, influence from delinquent peers and economic disadvantage or elevated crime rates within the community (Gupta, 2023; Tangwe 2023).

Concurrently, violence in educational settings perpetuates cycles of harm (Kim, 2023). The study by Pochini (2024) indicated that survivors of school violence frequently encounter substantial obstacles to accessing and succeeding in education, experiencing trauma-related challenges that adversely affect their academic performance, social-emotional well-being, and overall development. According to the United Nations International Children's Emergency Fund (UNICEF, 2016), violence has a substantial impact on students' learning abilities, including emotional responses, aggressive behaviours, and attachment disorders. These students often exhibit challenges in problem-solving abilities and a diminished sense of self-worth. Furthermore, they encounter difficulties in maintaining concentration during educational activities (Wilson, 2021). The consequences of violence extend to various aspects of a student's well-being, including physical and psychological trauma, social isolation, school dropout, poor academic performance and mental health challenges (Pochini, 2024).

It has been documented that such experiences can potentially result in the onset of various disorders or syndromes. However, it is important to note that these conditions do not necessarily constitute a disorder in and of itself (McWherter, 2005). When children are under duress, they manifest it in several different ways, including temper tantrums, decreased academic performance, altered interpersonal relationships and/or regression to behaviour from an earlier age (Gfroerer, Flowers & Whitaker, 2004). The ability

of resilient victims to overcome these challenges with the support of family, community, and educational institutions has been demonstrated. (Wilson, 2021. (Reyes, 2013). However, the absence of inclusive and supportive environments within educational institutions often results in a failure to address the unique needs of survivors, thereby contributing to discrimination, social injustice and exclusion. This, in turn, hinders their recovery and reintegration into the learning process (Bindhani, 2024).

2.1.1 Resilient Practice in the Education Context

Resilience is the skills, abilities, knowledge, and insight that accumulate over time as people struggle to surmount adversity and meet challenges. It is an ongoing and developing form of energy and skill that can be used in current struggles." (Magudulela, 2017). Conversely, the term "resilience" can also refer to an individual's or an organization's capacity to effectively manage external threats (McWherter, 2005). According to the findings of the United Nations International Children's Emergency Fund (UNICEF, 2016), violence in educational settings exerts a considerable influence on students' learning abilities, encompassing emotional responses, aggressive behaviours, attachment disorders, impaired problem-solving skills, physical and psychological trauma, social isolation, discrimination, and depression (UNICEF, 2016). These factors have the potential to contribute to substandard academic performance and the phenomenon of school dropout (Pochini, 2024). However, survivors of violence often encounter substantial barriers to accessing and succeeding in education (Pochini, 2024; Tangwe, 2021), which limit their opportunities to reach their full potential. Resilient girls and boys can overcome these challenges with the support of family, community, and educational institutions (Reyes, 2013). Within the educational environment, the cultivation of resilience becomes paramount for stakeholders, as it enables the nurturing of the capacity to ensure equitable and suitable learning opportunities and outcomes for all students.

The concept of resilience does not only underpin academic success (Pinkney & Walker, 2019) but

also serves as a catalyst for positive change within educational environments. Various structures and agencies, including teachers, students, community leaders, parents, states, economic structures, business organizations, community leaders, and education departments, among others, have played a pivotal role in effecting a shift in the situation at hand (Mason, 2013). In the educational context, research consistently demonstrates that school administrators and teachers play a critical role in the development of resilience in children who have experienced violence. (Hurlington, 2010).

Irrespective of the social environment in which children find themselves (family, school, or community), research indicates the presence of three protective factors: caring relationships, high expectations, and opportunities for meaningful contribution (Zengarini, 2018). Hurlington, proposed seven strategies to foster resilience in students: Affirming relationships entails fostering a comprehensive understanding of students' non-academic environments and individual competencies. This process involves encouraging students to engage with one another, thereby fostering a sense of community and support. Setting ambitious yet attainable expectations is also crucial for nurturing positive relationships. Collaboratively establish the parameters of the learning environment, set high expectations, collaboratively construct pragmatic objectives with individual students, ensure opportunities for substantial engagement, and embrace the cultivation of resilience as a continuous process (Hurlington, 2010). In view of this, Cherry, a psychologist, has proposed ten strategies for enhancing resilience, including finding purpose, believing in oneself, developing a social network, embracing change, maintaining optimism, self-nurturing, developing problem-solving skills, setting goals, taking action, and committing to the gradual development of skills over time (Cherry, 2022).

2.1.2 Resilience and Inclusive Practices

Sustainable Development Goal #4, harps on ensuring inclusive, equitable and quality education and the promotion of lifelong learning

opportunities for All," that intends to foster inclusive and equitable educational environments that provide quality teaching and learning opportunities, thereby cultivating a lifelong desire and capacity for learning (UNESCO, 2017). Within educational settings, students from diverse backgrounds, with varied health, physical and emotional challenges, coexist. Inclusive education is predicated on the notion that all students should learn together, which necessitates greater diversity in classrooms and schools (Tangwe, 2023). All students are expected to benefit from the provided education, which should compel teachers and schools to engage in creating a good learning environment for all students (Eikeland & Ohna, 2022). Conversely, the concept of inclusive education signifies the facilitation of transformative teaching, learning experiences and environments that address inequitable and dominant structures within educational setups (Kyriazi, 2023).

Inclusive education is regarded as the most effective strategy for ensuring equitable access to education for all children, thereby facilitating their acquisition of the skills necessary for optimal development (UNICEF, 2016). It emphasizes the enhancement of participation for all learners, the establishment of systems that value all individuals equally and the promotion of equity, compassion, human rights and respect. Key aspects of inclusive education include increased placement in the mainstream classroom, equal opportunities for academic and social achievement, the implementation of inclusive pedagogies, and the creation of inclusive school communities (Kefallinou, Symeonidou, & Meijer, 2020). A considerable number of students encounter challenges in their learning, which may include exposure to violence. Pochini (2024), indicated that survivors of violence frequently encounter substantial impediments to accessing and succeeding in education, experiencing trauma-related challenges that adversely affect their academic performance, social-emotional well-being and overall development. It underscores the need for heightened attention and specialized support for survivors of violence to ensure their access to and success in education (Rawe, 2024).

Inclusive classrooms, characterized by a sense of acceptance, value, and support for all students, with an acknowledgment and celebration of diversity and its integration into the learning experience, are of paramount importance in promoting student success, social and emotional well-being, and the cultivation of a positive school community (Kyriazi, 2023).

The support of family, community and educational institutions is crucial for resilience in survivors of violence (Wilson, 2021; Reyes, 2013). To cultivate resilience and inclusive education, schools should implement the following measures to douse the challenges. It should foster a supportive classroom culture, cultivate cultural responsiveness and understanding and ensure equitable access to learning opportunities. Furtherance to this, collaboration with families and communities remains primordial in addressing bias and stereotyping. Promoting social and emotional learning is imperative, as well as offering ongoing support, and advocating for inclusion and equity. Noteworthy is that student voice are integral to fostering a conducive learning environment (Kyriazi, 2023).

2.1.3 Resilience, Inclusion, Non-Violence in Educational Establishments

Inclusive practices, resilience, and non-violence are interconnected concepts that promote positive social change and individual well-being. Inclusive practices, therefore, are seen as the proactive approach of ensuring that all individuals, irrespective of their background, abilities, or characteristics, feel valued, respected and included (Wilson, 2021). These practices foster the creation of environments where individuals have equal opportunities to participate, contribute, and thrive. (Portobello, 2024). Inclusive practices ensure that children facing complex or vulnerable circumstances, as well as children from diverse cultural and linguistic backgrounds, do not lag in developing essential early learning skills (Tangwe, 2021). In this context, resilience is the skills, abilities, knowledge, and insight that accumulate over time as people struggle to surmount adversity and meet challenges" (Portobello, 2024). Additionally, it is defined as an "ongoing

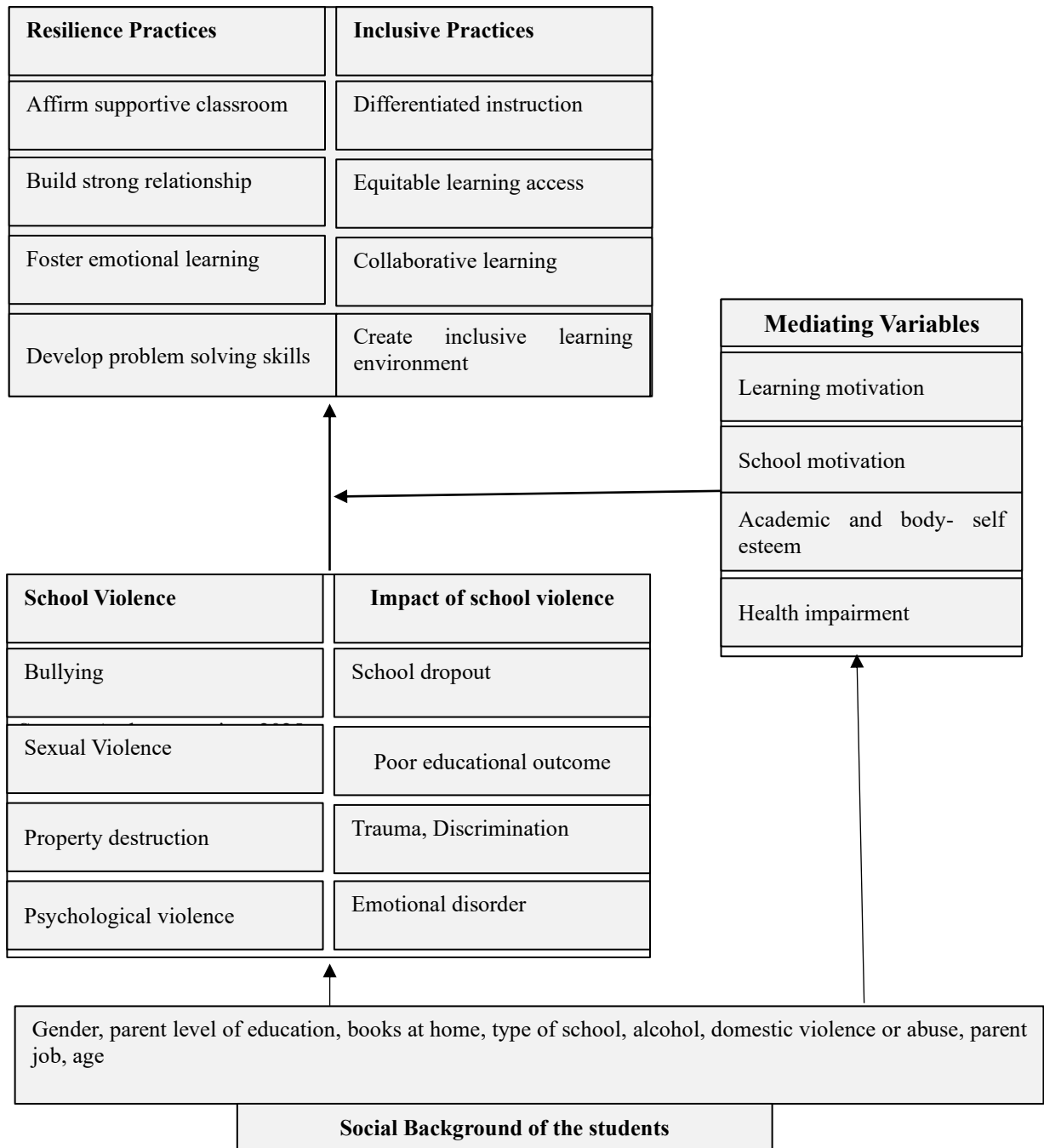
and developing fund of energy and skill that can be used in current struggles" (Magudulela, 2017). Nonviolence is viewed as a philosophy and strategy for achieving social and political change, as well as a way of life that fosters respect for all humanity. Nonviolent strategies may include dialogue, negotiation, and civil disobedience. Inclusive practices, resilience and non-violence are all critical for establishing social justice, promoting the equitable opportunities in learning and enhancing societies that are equitable. Ensuring that children facing complex or vulnerable circumstances, as well as children from diverse cultural and linguistic backgrounds, do not lag in acquiring essential early learning skills is paramount (Eikoh, 2024). Resilience, perceived as the ability to overcome challenges and setbacks (McWherter, 2005; Magudulela, 2017), is a crucial factor in the success of individuals and communities. Non-violence offers a peaceful and efficacious means for achieving social change. A close correlation exists among inclusive practices, resilience and non-violence (Yildirim, Akan & Yalcin, 2016). The implementation of inclusive practices has been demonstrated to foster resilience by engendering a sense of belonging and support among individuals and communities. Conversely, resilience has been demonstrated to play a pivotal role in the sustenance of inclusive practices, particularly in the face of adversity. Non-violence emerges as a potent instrument in promoting both inclusive practices and resilience. The significance of inclusive practices, resilience, and non-violence extends beyond the educational setting, permeating the fabric of society at large. Such processes indicate pro-active and robustness in achieving quality education but in reality, this is complicated and complex.

2.2 Conceptual Framework

This study, sate the gap within the Cameroon context, investigated the relationship between resilience, inclusive practices and nonviolence within the educational context. It proposes actionable strategies to foster a nonviolent and inclusive learning environment for all students. In this regard, the study examined the prevalence of various forms of violence and their impact on learners' cognitive learning outcomes and

achievements. It also explored the potential of resilience and inclusive practices to mitigate violence in educational settings and foster a secure learning environment for all students, irrespective of their differences. A distinguishing aspect of this study is its focus on the concept of resilience and inclusive practices in education, a subject that is less extensively documented in the existing literature. This paper aims to contribute to the existing body of knowledge by exploring how survivors of violence can resist the effects of violence and further their education.

Swaen & George (2022), concieve the conceptual framework to be the structural foundation of a study, illustrating the anticipated relationship between its variables, delineating its pertinent objectives for the research process and demonstrating their integration to derive coherent conclusions. In this study, the independent variables are the various forms of violence (sexual violence, psychological violence, physical violence, and property destruction) and their impact on victims (emotional disorders, poor students' performance). These effects are to be mitigated by the mediating variables of self-esteem, motivation and health impairment. The dependent variables encompass inclusive practices implemented by differentiated instruction, collaborative learning and the creation of an effective inclusive learning environment, among others, as well as resilience practices such as affirming supportive learning, building strong relationships with students, and fostering emotional learning. The social background of the students, including their economic situation, parents' education, and school type, must be controlled, as this social background exerts influence on learning and violence, as previously described. The social background of the students, as well as the context stemming from both the school environment and the family background of the students, will be examined. The constructs are the independent or predictor variables, while the dependent or outcome variables are found on the figure above.



Source: Authors creation, 2025

Fig.1: Conceptual Framework

III. METHODOLOGY AND METHODS

The study was conceived as a cross-sectional design using quantitative methods (Pandey & Pandey, 2015; Kothari, 2004). A sample population of 924 students in grades four to seven was administered questionnaires. The study necessitated the implementation of a written questionnaire to accommodate the ambiguity and complexity of the students' sentiments and to

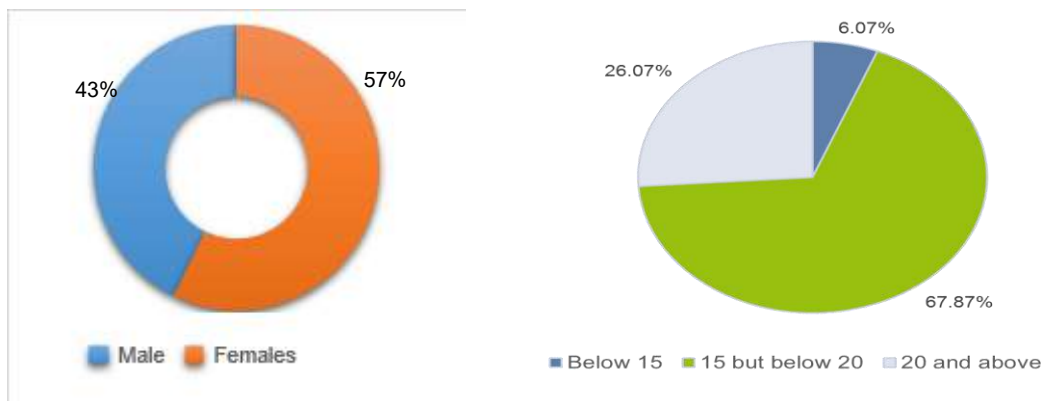
ensure their complete anonymity. The students were informed that they were not required to respond to all questions and that they could withdraw from the study at any time (Devries et al., 2016). The administration of the questionnaires was tailored to align with the developed model. The questionnaire design was adapted from existing scales (Hamburger et al., 2011, p. 84; Heatherton & Polivy, 1991, p. 898). Midgley et al., 2000, pp. 10, 18 & 30; Furlong et

al., 2005, p. 142: Stewart et al., 1988, p. 733: Zimet et al., 1988, p. 35) and composed concerning the explained model. These scales were primarily evaluated in different countries of the global North, where their reliability was extensively validated. In addition, the research instruments were standardized through pilot studies. Eight schools were selected for data collection from two districts that included both public and private schools. The respondents were randomly selected, stratified and willing to participate in the study. The questionnaire was initially administered in English due to the fact that the studies were designed to take place in the English-speaking region of Cameroon. However, due to the subsequent political and social unrest in the Anglophone regions, it was necessary to relocate the study to the French-speaking region of Cameroon. Consequently, the questionnaire underwent a multilingual process, including translation into French and subsequent re-translation into English, with meticulous attention to ensure the quality of the translation and the consistency of the research instruments.

From the selected sample, the gender distribution was found to be uneven, with a high ratio of girls corresponding to the number of girls attending

the schools selected for data collection. This gender imbalance can be attributed to the fact that the permission for data collection was exclusively granted for schools with low tuition fees and a lower academic prestige. This phenomenon can be attributed to the tendency of families with higher socio-economic status and academic background to enroll their male children in schools with stronger reputations.

This disparity in the sample distribution is reflected in the overall composition of the study sample, with males constituting 43% and females 57% of the total sample. The age distribution exhibited a conspicuous variation in the age range. The proportion of respondents below the age of 15 years was 54, constituting 6.1% of the total. In contrast, respondents between the ages of 15 and 20 years constituted 67.8% of the sample. The remaining respondents, categorized as 20 years and above, numbered 232, constituting 26.1% of the total sample. This finding indicates that the mean age for males is 18.1, while for females, it is 18.0 (See Figure 2 below). Filling them lasted for 40 minutes and the students received consent from their authorities to take part.



Source: Primary data, 2018

Fig.2: Sample Gender and Age of Respondents

The scales were adapted from various test instruments utilized by international scientific organizations and educational institutions. As illustrated in table 1, the instruments on the left of the table, measured different types of violence, while the instruments on the right, measured

mediating variables and subject grades. These grades were ranked from 1 to 5 to measure learning outcomes. The social background, adapted from the TALIS student questionnaire PISA, (2009), was used to control these variables.

Table 1: Psychometric Properties of Scale

Types of Violence	Impact of violence	Mediating Learning	Inclusive Practices	Resilience Practice
Psychological violence	School dropout (Hamburger, 2011) $\alpha = 0.83$	Self-Esteem (Heatherton & Polivy, 1991) $\alpha = 0.77$	Differentiated instruction	Affirm supportive classroom
Sexual violence	Poor educational outcomes (Zolotor, 2009) $\alpha = 0.77$	Motivation (Vallerand, R. T. et al., 1992) $\alpha = 0.64$	Equitable learning access	Build strong relationship
Physical violence	Trauma, Discrimination (Zimet et al., 1988) $\alpha = 0.84$	Health (Stewart et al., 1988) $\alpha = 0.83$	Collaborative learning	Foster emotional learning
Structural Violence	Emotional disorder (Furlong, 2005) $\alpha = 0.85$		Creating inclusive learning environment	Development of problem solving skills

Source: Primary data, 2018

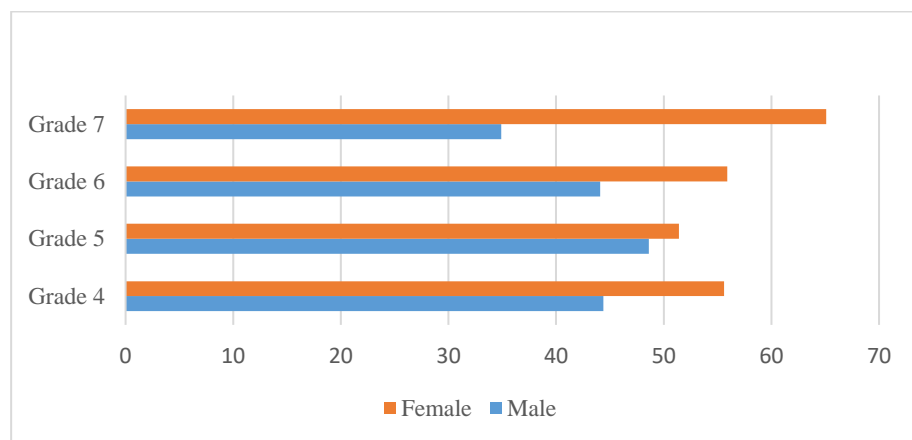
IV. RESULTS

The findings of this study demonstrated the needs of a significant association between resilience, inclusivity and non-violence within the educational context in Cameroon.

4.1 The Profile of Respondents by Age and Gender

The results indicated a probable discordance between physical and sexual violence, in addition to school quality development. The data set included responses from 924 students, with a reported missing value of 12. The sample

population is predominantly female (57.2%), with 390 students, while 42.8% of the sample is male. The gender composition of the sample is not balanced, as discussed in the preceding chapter. The sample population is primarily from grades 4-7, with the majority of students belonging to the second cycle of secondary school in the 6th and 7th grades, respectively. The mean age of students in grade 4 was 16.5 (median = 17), in grade 5 it was 15.7 (median = 16), in grade 6 it was 18.1 (median = 18), and in grade 7 it was 20 (median = 20). In figure 3 below, we went further to undertake a check on gender per class.



Source: Primary data, 2018

Fig. 3: Gender Distribution by Class

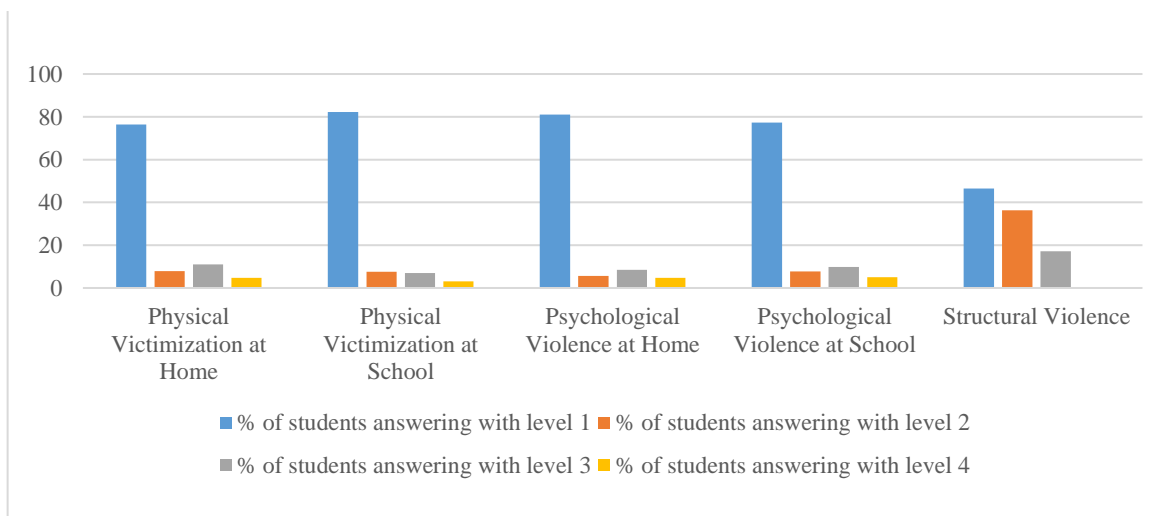
In each of the classes from lower to upper secondary schools, the gender distribution of respondents was found to be unevenly distributed. As illustrated in Figure 2, the proportion of females in each class consistently exceeds that of males. The data presented in Table 1 indicates that the gender balance among students in grade 7 differs from the overall sample balance. Specifically, the proportion of female students in grade 7 exceeds the overall sample average.

4.2 The Structure of Violence by Student's Background

Provide dates defining the periods of recruitment and follow-up and the primary sources of the potential subjects, The parents' educational attainment was found to be a significant predictor of the students' social background, with lower levels of education often correlating with a lower social status. The analysis reveals that the

educational attainment of the mothers is less than or equal to the educational level of their children, with 684 (75%) of mothers having an education level that is less than or equal to their children's educational attainment. The fathers' educational attainment does not vary significantly. Among the fathers, 554 (60.7%) had a maximum education level of ≤ 8 th grade. Consequently, given the students' parents' educational attainment, the quality of education provided by teachers assumes paramount importance.

The prevalence of violence experienced by students was further examined, revealing that approximately 20% of students had been subjected to physical and psychological violence. The prevalence of violence was observed to occur in both school and domestic settings. Furtherance to this, structural violence was reported by more than half of the students, as detailed in figure 4 below.



Source: Primary data, 2018

Fig. 4: Levels of Experienced Violence

This lends further evidence to the concept that restricted access to quality education, healthcare, and social support systems, in conjunction with the absence of adequate parental supervision, communication and emotional support, can contribute to the development of behavioral problems in children, thereby increasing their propensity to engage in violent behaviours. This phenomenon can engender feelings of frustration and hopelessness, which may ultimately result in

aggressive behaviours. Consequently, as the status of parents is a contributing factor to violence, this issue necessitates meticulous consideration, such as teacher-parent collaboration.

4.3 Types of Violence in the Educational Setting

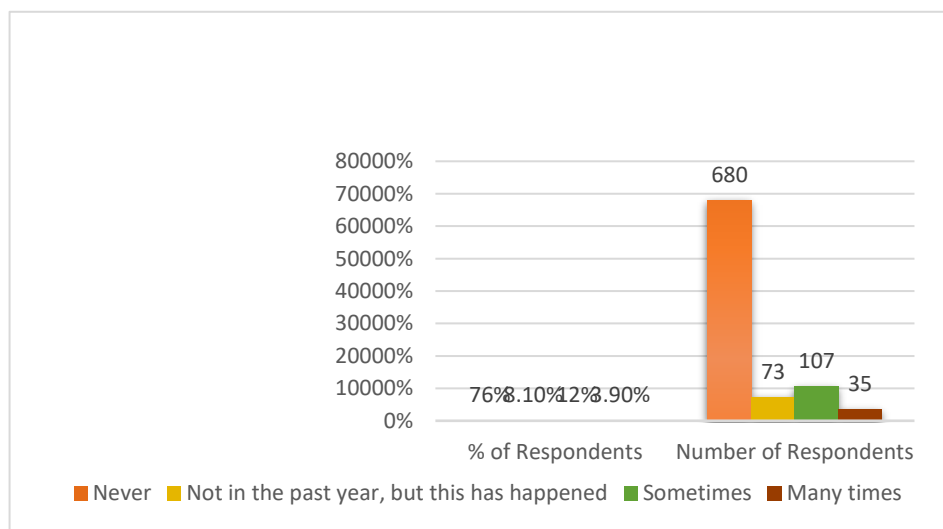
The findings yielded further evidence on the various forms of violence experienced by students. The identified categories of violence encompass

sexual violence, psychological violence, and physical violence. The subsequent section is devoted to a comprehensive presentation of these forms of violence.

4.3.1 Sexual Violence

The findings evidenced that both girls and boys reported equal levels of exposure to sexual violence. Among the 885 respondents, 201 students, or 22.7%, indicated that they had been subjected to sexual abuse, characterized by teachers requesting sexual activities in exchange for favourable marks. The mean score on the scale

indicated by the students was $M = 1.44$ ($SD = 0.55$). It is noteworthy that 24.0% of the students who had experienced sexual violence were affected. Both genders were affected equally, with 201 students, or 22.7% of the reported 885 respondents, indicating that they had experienced sexual abuse at the hands of their teachers, who demanded sexual practices in exchange for marks. These findings underscore the prevalence of sexual victimization as a significant form of violence within the context of the study's sample. Figure 5 provides a comprehensive overview of experiences related to sexual violence.



Source, Primary data 2018

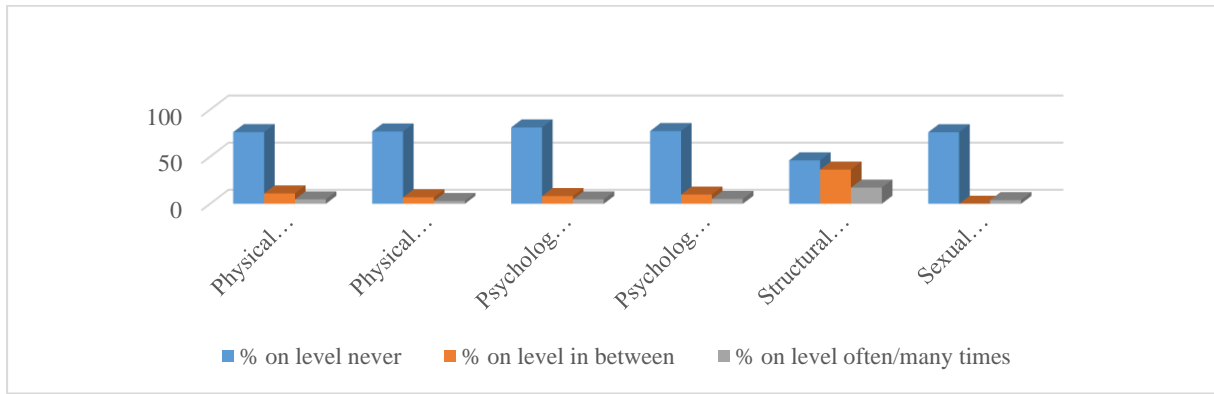
Note: As sexual harassment is a traumatic experience which should have zero probability; the scale was related to the different levels by using 1 for 1,0; 2 = 1,01 to 2,0; 3 = 2,1 to 3,0; 4 = 3,1 to 4,0 n = 924; as 895 students did respond to the scale = 96,8 %.

Fig. 5: Experienced Sexual Violence

Based on the findings above, sexual violence in educational settings has been demonstrated to engender a multitude of consequences for victims, including trauma, academic struggles, and long-term mental health issues. Conversely, survivors' resilience capacity assists them in coping with the effects of trauma and healing. Nevertheless, it is imperative to acknowledge that resilience alone is inadequate to ensure justice and support are provided to survivors. Ensuring inclusive environments that foster a sense of safety and support for all students, irrespective of their background or identity, is imperative in preventing sexual violence and providing comprehensive support to survivors and ensuring respect for diversity by the students.

4.3.2 Psychological and Physical Violence

The aforementioned findings indicated that 23.9% of the students experienced physical victimization at home, while 23.2% suffered in school. In addition, 18.9% of the students reported experiencing psychological bullying at home, while 23.2% indicated that they had been subjected to this form of mistreatment in the school environment. Moreover, 53.9% of the students perceive their school environment to be hostile. Figure 5 below gives an overview of the different levels of experienced violence by the harmonized scale.



Comment: Physical and Psychological victimization had a four level measure, 1 = Never, 2 = Once, 3 = Sometimes, 4 = Often.

Structural Violence had a three level measure 1 = Not at all, 2 = Sometimes, 3 = Very Often. Sexual Violence had a four measure level, 1 = Never, 2 = Not in the past year but this has happened, 3 = Sometimes, 4 = Many times

Source: Primary data, 2018

Fig. 5: Summary of Experienced Violence

The results above, shows that the prevalence of violence indicates challenges with the school’s inclusive dimension and apparently showing proof of student’s survivor instincts apparently based on their ability to be resilient in the face of such challenges. But in spite of this strength of resilience, school results are affected due to a poor school quality and leading to drop outs from school.

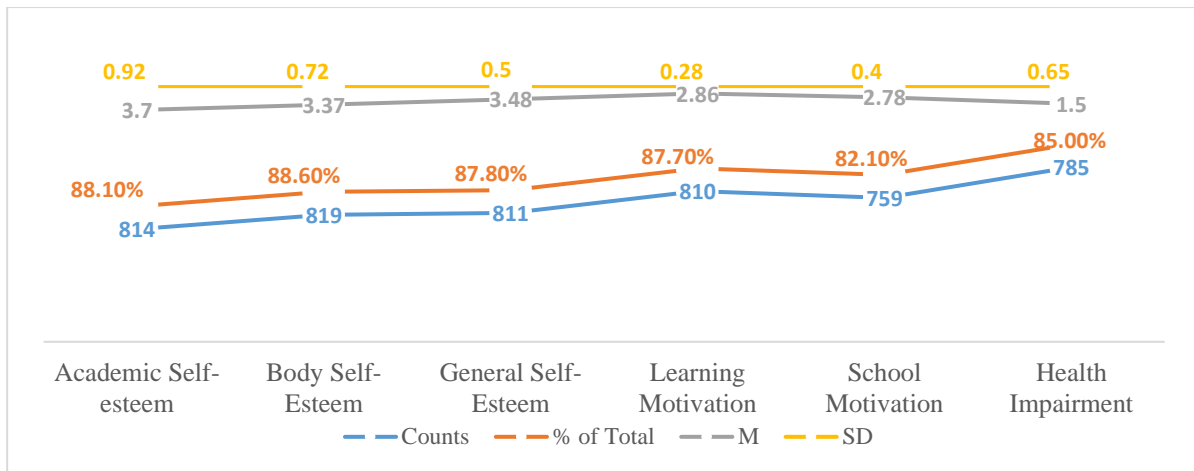
4.4 The Impact of Violence in the Educational setting

The primary data demonstrated that violence against children has a detrimental impact on their social interaction and educational outcomes. To facilitate a more profound comprehension of this phenomenon, the ensuing section will elucidate the repercussions of violence on children.

4.4.1 Violence and Learners' Social Interaction

In the context of the learning process, the concept of self-esteem was assessed in relation to three distinct domains: body self-esteem, general self-esteem and academic self-esteem. In the context of body self-esteem, students were invited to provide ratings on items such as "I am pleased with my appearance," ranging from 1 = not at all, to 5 = extremely positive. This yielded a M = 3.48 (SD = 0.15). In the case of general self-esteem,

students indicated how they felt in relation to others by answering questions such as "I feel that others respect me," with a M = 3.04 (SD= 1.31). The academic self-esteem of the students was assessed on a scale of 1= not at all, 5= extremely, and they were asked to rate "I feel confident that I understand things," which led to M = 2.78 (SD= 0.13). In the context of learning motivation, students were prompted to indicate their inclination to learn, with a statement such as, "One of my objectives in class is to acquire as much knowledge as possible." The scale was answered with a M = 2.86 (SD= 0.28). In regard to school motivation, students were asked to rate statements regarding their motivation to be or not to be in school. For instance, they were asked to indicate whether they agreed or disagreed with the statement, "I really feel that I am wasting my time in school." The students' responses to this scale revealed a mean M = 2.78 (SD = 0.40). In regard to their health conditions, the students were asked, "For how long has your health limited you from eating, studying, bathing, and dressing?" The students responded with M = 1.50 (SD = 0.65). The statistical analysis revealed that the academic and body self-esteem, as well as their health, indicated challenges. Furthermore, the general self-esteem, learning, and school motivation levels of the students were found to be average.



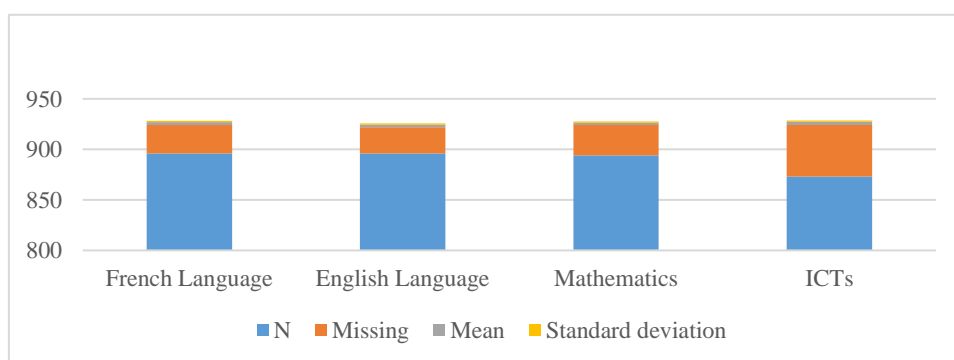
Source: Primary data, 2018

Fig. 6: Summary of Learning Mediators

The findings above, indicated that individuals exposed to violence manifest low self-esteem, which can impede their capacity to recover from adversity. These individuals may engage in risk-taking behaviours as a coping mechanism, thereby exacerbating the problem. In this regard, a paucity of support from educators and policymakers can likely lead to a deficiency in inclusivity and a sense of belonging. To address these issues, educators and policymakers can implement inclusive practices that promote social interaction, resilience and a culture of non-violence.

4.4.2 Violence and Educational Outcomes of Learners

The data on grading indicates that 779 (85.4%) of the 912 students who have experienced violence indicated fail scores in at least one of the important subjects. This finding suggests that there are significant issues with the educational quality, as evidenced by the system's output. These issues are also reflected in the high rate of class repetition. The subject grades that were used to assess school outputs were the French Language, English Language, Mathematics and ICTs. The subjects had five measurement levels to ease the data collection (see fig. 7)



Grading had five measurement levels, 1 = Fail, 2 = Average, 3 = Fair, 4 = Good, 5 = Very good

Source: Primary data, 2018

Fig. 7: Grading Levels of Subjects

The dependent variable of class repetition indicated N = 898 and 26 missing data. The data indicates that 26.3% of the students, equivalent to

236 individuals, had never repeated a class. Meanwhile, 369 students, representing 41.1% of the sample, had repeated once. Finally, 293

students, accounting for 32.6% of the sample, had repeated their classes twice or more times. The mean number of retakes was 2.06, with a standard deviation of 0.765, as shown in Table 2. Furthermore, 662 students (73.7%) had repeated

at least one class. This rate of repetition is notably high in comparison to international standards (Carey & Ernst, 2006), indicating a deficiency in the quality of education in Cameroon.

Table 2: Class Repetition

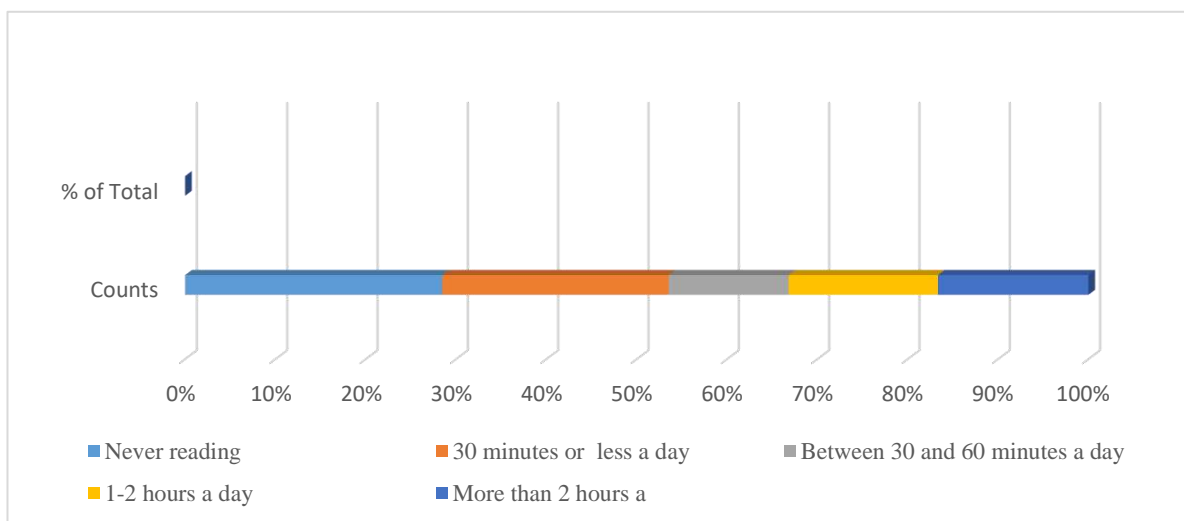
Number of repetition	Counts	% of Total
No, never	236	26.3 %
Yes, once	369	41.1 %
Yes, twice or more	293	32.6 %

Source: Primary data, 2018

The pervasiveness of violence has been shown to have a detrimental effect on the academic performance of learners, potentially leading to their disengagement from educational activities and, ultimately, to the abandonment of their education. To address these challenges, educators and policymakers must prioritize inclusive practices and address the impact of violence on learners. They should also create a safe and supportive learning environment that promotes social interaction, resilience and academic success.

4.4.3 Violence and Cognitive Development

Among the 889 respondents (35 missing), 253 (28.3%) indicated that they never allocate time to reading for leisure. Furthermore, 223 respondents (25.1%) indicated that their daily reading duration was 30 minutes or less, while 118 respondents (13.3%) reported reading for more than 30 minutes but less than 60 minutes per day. Notably, only 147 respondents (16.5%) read for one to two hours daily, with a mean of 2.68 and a standard deviation of 1.46, as illustrated in Figure 8.



Source: Primary data, 2018

Fig. 8: Extra Reading Enjoyment

The experience of violence has been shown to impede students' ability to learn, as the social environment can influence their exposure to violence within the educational setting.

Conversely, violence experienced in both domestic and school settings, influenced by one's social milieu, has been shown to adversely impact self-esteem and the motivation to engage in

academic pursuits. Notably, violence influenced by social background is associated with significant health impairment. Therefore, it becomes a condition sine-qua-non, to raise societal awareness against violence, fostering a global collaborative effort to eradicate violence and transform schools into nurturing environments devoid of violence.

RQ1 on reported experience of violence, indicates approximately that 20% of the participants have endured physical and psychological violence, more than half have experienced structural violence, and about 23% have suffered sexual violence.

RQ2, which focused on the reported effects of violence on learning outcomes, revealed that violence negatively impacts self-esteem and learning motivation.

RQ3, concerning the impact of violence on learning outcomes, it revealed that the effects were not discernible, despite the significant impact observed on self-esteem and motivation.

V. DISCUSSION

The findings indicated various forms of violence experienced by students, with 23.9% reporting physical victimization at home and 23.2% encountering psychological bullying at school. Furthermore, 18.9% of students indicated experiencing psychological bullying at home, while 23.2% reported facing this form of mistreatment in the school environment. 53.9% of the students perceive their school environment to be hostile. This finding aligns with the study by Eaton (2024), which indicates that students encounter various forms of violence, including physical violence, sexual violence, psychological violence, and structural violence. The study also revealed a high prevalence of sexual violence, with 24.0% of respondents reporting experiences of sexual abuse by teachers, underscoring the necessity for comprehensive prevention and intervention strategies. This finding was further corroborated by Gupta, argues that violence may be perpetrated by students, teachers, or other members of the school staff; however, violence by fellow students is the most common (2023).

Consequently, both girls and boys experience sexual violence at equal level, whereby, among the 885 respondents, 201 students, or 22.7%, indicated that they had been subjected to sexual abuse, characterized by teachers requesting sexual activities in exchange for marks. However, the study by OCHA (2019), demonstrated that 56.4% of girls in union were confronted with at least one of these forms of violence than boys). As it is noteworthy that 33% of women aged 12 to 25 have experienced violence and 5% of them have experienced sexual violence (OCHA, 2019).

Regarding the impact of school violence on students' educational outcomes, the findings revealed that 779 (85.4%) of the 912 students who have experienced violence indicated fail scores in at least one of the important subjects. This finding suggested that there are significant issues with the educational quality, as evidenced by the system's output. These issues are also reflected in the high rate of class repetition. whereby, 369 students, representing 41.1% of the sample, had repeated once. Finally, 293 students, accounting for 32.6% of the sample, had repeated their classes twice or more times. In this regards, different authors (UNICEF, 2016; Carey & Ernst, 2006; Wilson, 2021; Kim, 2023; Pochini, 2024), have presented significant argumentation on the impact of school violence on the victims educational outcomes, as it was evidenced that the survivors of school violence frequently encounter substantial obstacles to accessing and succeeding in education based on trauma-related challenges that adversely affect their academic performance, social-emotional well-being and overall development These students often exhibit challenges in problem-solving abilities and a diminished sense of self-worth. Furthermore, they encounter difficulties in maintaining concentration during educational activities.

5.1 Resilience, Inclusion and Non-Violence: Quality Education at the Crossroads

The essence of education that is qualitative (see Tangwe 2021; UNESCO 2005) is resonating at a critical crossroad regarding the triangulation of resilience, inclusion and non-violence (Eikoh, 2024; Portobello, 2024; Magudulela, 2017). The

results of this study provided glaring issues linked to the learning and wellbeing of the learners that is apparently truncated due to the prevalence of various strands of violence in school and at home (refer to figure 5 above). In view of such prevalence of violence, the essence of non-violence and inclusion (UNESCO, 2012) becomes eroded, thereby, ushering resilience (Portobello, 2024) as a coping mechanism to navigate the challenges besetting quality of education. It is imperative to mitigate school violence and its repercussions to ensure the realization of educational quality (Coetzee, 2023).

It is further compounded by substandard education, conventional teacher training, and a challenging socioeconomic background. Violating the fundamental rights of learners therefore, impede their ability to acquire global educational values including their rights as well as not disrupting barriers as seen by Cymru (2023). Educational agencies are therefore expected to valorize and support educational institutions in their efforts to assist students who are confronted with violence by enabling them to develop resilience and inclusive practices, leaving no one behind. These practices will serve as a pivotal strategy in addressing discrimination among school communities, preventing violence, and cultivating an effective learning environment for all students, irrespective of their background or diversity. The advancement of inclusion and resilience signifies a more efficacious approach to addressing school violence and establishing a secure environment for all. The students are coping due to such resilience but how are they inclusively supported is yet to be effectively reflected. The deontological dispensations of safe schools is still undergoing deep reflections.

5.2 Implications for Practice

In light of the findings, two areas emerge with significant implications for practice.

- Education stakeholders should embrace a holistic approach, fostering pluralistic perspectives to empower them to make informed decisions and engage meaningfully in society. It has to nurture qualities of

reflection, reliance, inclusion, tolerance, and reciprocity towards their natural environments, which are fundamental to sustaining life itself and should ensure a systemic approach

- Furthermore, it is important to raise societal awareness against violence, fostering a global collaborative effort to eradicate and transform schools into nurturing environments devoid of violence.

5.3 Implications for Research

- Future research should explore the reasons why some parents engage in violence while others do not, the subjective nature of class repetition, and how church leaders guide their congregations in violent strategies. Additionally, the future researchers should propose effective strategies for inclusive practice and resilience capacity building among the students within the educational setting.

Conflict of Interest

The author note that there is no conflict of interest.

Limitations

The study was quantitative and requires different designs and methods to get more insights into this cankerworm of violence. This can be navigated with ethnographic design to ascertain if there is a segment of the community that is very susceptible to violence.

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Social Isolation among the Connected Generation

Dr. Srinivasan Gopal Chari

ABSTRACT

The so-called "Connected Generation" or the "Gen Z" lot teers on a digital high-wire-hyper-linked but frighteningly alone world when emoticons replace eye contact and connection is measured in megabits per second rather than meaningful ties. This study clarifies the contradictory phenomena of social isolation among digital natives, especially those born between 1995 and 2010, who cross the golden period of technological development and the desolate plains of emotional disconnection. The study investigates how the appearance of proximity created by digital platforms can undermine the very fabric of interpersonal connection as social media and smartphone screens progressively shape their lives.

Anchored in theoretical perspectives including Media Dependency Theory, Displacement Hypothesis, and Social Capital Theory, this study breaks apart the psychological, behavioural, and socio-cultural edges of digital participation. Media Dependency Theory holds that emotional fulfilment comes from digital interfaces; the Displacement Hypothesis warns that time spent in the virtual world replaces real-world social connections, hence creating a parched emotional terrain.

Keywords: social isolation, connected generation, digital communication, mental health, online communities, social media impact, psychological well-being, digital age loneliness, virtual relationships, technology and human interaction.

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ABSTRACT

The so-called "Connected Generation" or the "Gen Z" lot teers on a digital high-wire-hyper-linked but frighteningly alone world when emoticons replace eye contact and connection is measured in megabits per second rather than meaningful ties. This study clarifies the contradictory phenomena of social isolation among digital natives, especially those born between 1995 and 2010, who cross the golden period of technological development and the desolate plains of emotional disconnection. The study investigates how the appearance of proximity created by digital platforms can undermine the very fabric of interpersonal connection as social media and smartphone screens progressively shape their lives.

Anchored in theoretical perspectives including Media Dependency Theory, Displacement Hypothesis, and Social Capital Theory, this study breaks apart the psychological, behavioural, and socio-cultural edges of digital participation. Media Dependency Theory holds that emotional fulfilment comes from digital interfaces; the Displacement Hypothesis warns that time spent in the virtual world replaces real-world social connections, hence creating a parched emotional terrain. The research investigates how the continual attraction of likes, streaks, and curated feeds sets off a reward system that ironically alienates users from real-world community events. Social Capital Theory, meantime, distinguishes between "bonding" and "bridging" capital and questions whether digital platforms create significant relationships or only inflate flimsy networks of mutual observation.

Inspired by historical changes-from the blissful days of MySpace to the artificial echo chambers of TikHub-the study documents how the very tools meant to link have gently, sometimes

sinisterly, reinvented solitary. The arrival of cell phones accentuated this digital supremacy, turning idle times into scroll sessions and turning silence into a vacuum ready to be filled by well-chosen noise. Acting as both accelerator and amplifier, the COVID-19 epidemic further distorted this equilibrium: screen time skyrocketed as face-to-face contacts fell, regular fare for this generation is Zoom fatigue and social isolation.

Combining qualitative interviews, survey data, and digital ethnography, the study reveals startling numbers: up to 80% of teenagers say social media makes them lonelier, but over half spend more time interacting online than in person. These figures are cries from a generation marooned on islands of hypervisibility and invisibility, not just percentages seen and unseen. Driven by constant comparison with idealised avatars of peers, psychological signs including FOMO (Fear of Missing Out), falling self-esteem and identity distress show often. Like an emotional roulette game, the like economy feeds a cycle of validation-hunger and inward emptiness by aggravating reliance on virtual approbation.

These digital platforms' architecture is designed for compulsion, not just neutral territory. Algorithmic content curating generates echo chambers that restrict access to other points of view and complex interactions. Rather than connecting people to larger networks, the algorithms may lock users into well-chosen silos. These processes disproportionately influence the Connected Generation, whose early years were influenced by this electronic terrain. The study emphasises that although digital platforms provide a lot of surface-level interactions, they sometimes fall short in meeting the basic human demand for depth, empathy and mutual presence.

Comparisons among cultures strengthen this examination. For example, the Hikikomori phenomenon in Japan represents extreme digital disengagement; Western young people often sense "ambient loneliness," surrounded by connectedness but searching for authenticity. Urban-rural variations further complicate the terrain: whereas city-dwellers may be technologically saturated, yet emotionally arid, rural populations can face infrastructure hurdles to both digital and in-person interaction. Furthermore, aggravating emotional disenfranchisement for underprivileged young is global disparities in access to digital literacy and supporting communities.

This study highlights possible restorative routes in addition to lamenting the problems of the digital age. Digital wellbeing and emotional resilience have to be included into curricula of educational systems and mental health frameworks. Policymakers are advised to understand social isolation as a public health crisis similar to smoking or obesity that calls for coordinated responses. Platform designers have to reconsider the ethical aspects of interface design and ask whether they are enhancing connection or just profit from attention.

This study ultimately forces us to reinterpret what it actually means to be "connected." Is connectivity expressed in megabytes or in understandable hands, hands that hold, and silences that say volumes? We must create prolific lifeboats of tangible connection as we negotiate the digital river—strong, reciprocal, based in the messy beauty of honest humanity. The Connected Generation assembles at an intersection: will they be able to continue to trade intimacy for immediacy, or can a recalibration of our digital compass guide us back to the core of human kinship?

Keywords: social isolation, connected generation, digital communication, mental health, online communities, social media impact, psychological well-being, digital age loneliness, virtual relationships, technology and human interaction.

Author: Srinivasan Gopal Chari is a seasoned journalist, researcher and author specializing in socio-political

issues, human rights and the historical analysis of conflicts. With a passion for exploring the intersections of history, leadership, and societal dynamics, his work focuses on uncovering the root causes of systemic injustices and mass violence. Combining meticulous research with a deep understanding of human resilience, Srinivasan aims to contribute to academic and policy discourses that promote global peace and social justice.

I. INTRODUCTION

Growing up amid fast technology, the Connected Generation finds itself in an unusual position: hyper-connected but usually quite lonely. Born sometime between 1995 and 2010, they are digital natives negotiating a time when social media shapes relationships and identity greatly. But this absorption in social media begs some important concerns. These platforms can make users feel subjectively lonely, therefore altering their view and interaction with the surroundings, even while they are meant to link us. Therefore, it becomes essential to distinguish between actual loneliness and mere solitude and social exclusion; studies indicate that digital participation has complicated consequences on emotional well-being (Keogh C, 2025). As we discuss social interaction, ideas such as Media Dependency and the Displacement Hypothesis help to clarify how digital participation may really replace in-person encounters. Media Dependency Theory holds that people increasingly rely on media for social contacts, which ironically lowers in-person time and could lead to isolation. This corresponds with the Displacement Hypothesis: more time spent online implies less time for real-world connections, so increasing loneliness. Social Capital Theory also examines the quality of connections-bridging rather than bonding capital-to demonstrate how online interactions could not entirely satisfy our social requirements. Taken together, these concepts provide a more comprehensive view of how digital connection influences mental health, thereby guiding us to investigate how this plays out in the life of today's profoundly impacted young people (Crivellaro C et al., 2025). We must look back at how communication has evolved throughout time and how it has affected our thoughts if we are to truly

grasp how social isolation affects this generation. From early sites like My Space to today's giants like TikHub, our view of how relationships are developed and kept online has changed greatly. Moreover, cellphones have propelled screen time to unprecedented levels, which has changed behaviour distinguished by both need and convenience. The COVID-19 epidemic clarified even more how delicate our social ties might be when virtual conversations take place instead of face-to-face ones. For young people who are always online, this begs serious concerns about mental health, particularly anxiety and sadness. Previous work has highlighted how crucial social connection is for individual and community well-being, making it essential to address the psychological impact on this hyper-connected, yet potentially isolated, generation "Social connection-the structure, function and quality of our relationships with others-is a critical and underappreciated contributor to individual and population health, community safety, resilience, and prosperity." (Office of the Surgeon General (OSG)) (Kumar V et al., 2025, p. 241-241).

1.1 Definition of the Generation Linked

Although technological advancement has given the Connected Generation great communication tools, ironically, they also suffer difficult social interaction problems. Usually characterised as those born between 1995 and 2010, this generation typically finds a cohabitation between sentiments of great isolation and continuous connectivity. Though these people are nearly always "connected," they negotiate a reality where platforms like Instagram and TikHub let information flow but often damage true personal relationships (quote 5). Sometimes this sense of closeness leads to isolation marked by both subjective loneliness and a lack of social engagement. Different psychological patterns follow from this, maybe including more worry and lower self-esteem, implying that greater connection does not always lead to better emotional well-being. These and other results draw attention to the complexity of the social fabric and challenge the actual connectedness character of this generation. Further psychological research on the Connected Generation reveals

that their social behaviour and emotional stability are much shaped by digital immersion. Frameworks such as Media Dependency Theory and the Displacement Hypothesis assist expose how reliance on digital communication erases in-person connections, so perhaps increasing inadequacy and loneliness (Solev ARåg et al., 2025, p. 125–125). The growing frequency of the Fear of Missing Out (FOMO) further magnifies discontent, which drives obsessive social media activity for transient social validation. Emphasising rapid pleasure through likes and shares, the structure of these platforms inhibits true connection building. Thus, despite hyper-connectivity, individuals of the Connected Generation can find themselves locked in a cycle pulling them deeper into social isolation, highlighting the faulty assumption of digital connectedness as a substitute for meaningful relationships. Contextualising this within historical trends, the development of social media-from early platforms like MySpace to current giants like Instagram and TikHub demonstrates rising dependence on digital tools among young people. The pervasive presence of cellphones and instant messaging apps marks this transformation and changes interaction patterns and greatly influences mental health outcomes (E Homan J, 2025, p. 145–145). Studies reveal a concerning relationship between social media time and reported experiences of loneliness, which emphasises the pressing need of introspection and intervention inside society especially in school institutions and nursery schools. The experience of the Connected Generation is redefining friendship, community, and belonging as these technologies grow natural in daily life. Therefore, looking at these social participation patterns helps one to grasp the larger social isolation consequences inside this technologically native demographic and offers rich ground for next research on successful interventions.

1.2 Importance of Addressing Social Isolation

Though it promises connection, digital technology also presents a paradox: a "Connected Generation" critically disengaged from society. Native to the digital age and heavily engaged in

social media, this cohort highlights a societal gap despite our hyper-connectivity by going through both objective isolation and subjective loneliness (Marie C Dade et al., 2025). Dependency on online connections might replace real, in-person interaction, therefore compromising the relational bases of belonging. Studies indicate that too much screen usage is associated with loneliness, which can then lead to mental health problems to worsen (Keogh C, 2025). Furthermore, the fast development of technology-think of the jump from My Space to TikHub-has not only transformed communication practices but may have unintentionally encouraged competitive engagement patterns, hence aggravating alienation inside communities (Narayan A et al., 2025). Therefore, just recognising social isolation is insufficient; a multi-pronged approach is required to establish actual relationships and enhance mental health. Like smoking or obesity, social isolation should be a major public health concern given the obvious relevance of social interaction for psychological well-being (Magomedova A et al., 2025). Ignoring this issue results in both more general society, economic and relational problems as well as personal mental health issues including anxiety and sadness. Access differences exacerbate these problems; underprivileged groups may have both limited online access *and* less significant in-person connections (Marie C Dade et al., 2025). The COVID-19 epidemic made matters worse; especially among young individuals during lockdowns, more screen usage results in more isolation. Emphasising how urgently we must solve these problems to reach mental health equity, the National Institute of Mental Health notes that social isolation and loneliness are major, if often overlooked, social determinants of health for everyone. To strengthen community ties, raise digital literacy, and produce sensible mental health legislation, then we must be proactive. Dealing with social isolation calls for knowledge as well as actual intervention, especially in systems related to health and education aimed at next generations. Building psychological resilience and enhancing interpersonal skills in young people could depend much on initiatives such Digital Wellbeing

programs and comprehensive Social-Emotional Learning (SEL) courses. Moreover, methods to control algorithmic addiction and promote moral tech design should be investigated in order to minimise the bad impact of too much social media on mental health. Social media *can* ironically lead to both connection and isolation, hence it is important to strike a balance that maximises advantages and reduces possible negative effects (Narayan A et l., 2025). By recognising all the elements influencing mental health across many communities, adopting intersectional points of view helps enhance the dialogue. Scholars, legislators and mental health activists must thus clearly join their efforts in creating thorough frameworks addressing the significant consequences of social isolation and reimagine a more linked and helpful society.

1.3 Overview of the Essay Structure

A well-organised essay is essential if one is to properly argue about social isolation in the connected generation. It's crucial to show that the Connected Generation-mostly those born between 1995 and 2010-grew up with digital technology and social media, which, ironically enough, can make them feel more alone. Clearly define the main ideas in the introduction, including what we mean by the "Connected Generation" and "social isolation." The literature review should then gather what other studies indicate, therefore aligning the study with theories like Media Dependency Theory and Social Capital Theory. Especially when discussing the distinctions between being lonely, alone and feeling excluded, it's helpful to call attention to conflicts or holes in past work. This can enable the later on arguments of the essay to be built up. When elucidating the methodology of the research, the essay must go over the several techniques applied. Really gaining a deep, nuanced knowledge requires careful detailing of the mix of surveys, interviews and digital ethnography (Alicia K Long et al., 2025, p. 28-53). The results section then displays both the qualitative and quantitative data, highlighting relationships between people's social media usage and their self-perception as well as their loneliness and along with displaying the gathered facts, this section supports the claims

made in the literature review. This methodical approach to the technique and results encourages transparency and rigidity, therefore enabling readers to completely understand the extent of the investigation. The sections on discussion and conclusion combine all these results into a narrative that clarifies what the research indicates and what unresolved issues demand attention (Zakaria U, 2025). In this last section, one must give great thought to the facts and connect them to the prior discussed theories and studies. The conversation should also take into account the whole picture, including the likelihood that in a constantly online environment mental health problems could worsen. Finally, highlighting that social media should evolve to assist lower the sense of isolation in the connected age, the conclusion should hint on what future research and solutions could look like. An organised essay guarantees clarity and ensures that the complicated link between technology and social isolation gets enough attention.

II. DEFINITIONAL CLARITY AND SCOPE

Defining the Connected Generation—a population marked for growing up with digital technology and continuous connectivity—requires serious thought, particularly in light of social isolation. Those born around between 1995 and 2010 spend a lot of time on social media. This determines their interactions and definition of link. Thus, a thorough awareness of social isolation is essential; it consists in both objective isolation—that is, lack of social contact—and subjective loneliness—that is, feeling alienated from others. This distinction enables us to distinguish among the several ways someone can experience social life: loneliness, social exclusion and solitude by choice. Clearly identifying these concepts helps one to better view the consequences of the complex social life of the Connected Generation, particularly on their well-being and mental health in our increasingly digital environment, as highlighted in current study [cited]. We must include some ideas about how we use media and how it influences our relationships if we are truly to grasp what social isolation is in a world linked online but maybe not so much emotionally. Media Dependency Theory holds that individuals are increasingly using

internet platforms to fulfil their social requirements, maybe substituting online contacts for in-person ones. This relates to the Displacement Hypothesis, which holds that spending time online could replace meaningful in-person contacts, thereby perhaps causing individuals to feel even more alienated. Moreover, Social Capital Theory clarifies the crucial difference between building tight relationships (bonded capital) and interacting with a large network-bridging capital. This helps one to grasp how internet interactions could influence actual friendships and community service. Especially for the emotional health of the Connected Generation, looking at these theoretical concepts taken together provides us with a clear perspective on how social media use affects social well-being. The way social connection is changing—especially for younger people—our present conception of isolation is changing as well. From in-person meetings to online interactions—often lacking the depth and intensity of conventional relationships—communication technologies have transformed our socialising from-personally. Platforms designed on likes and what algorithms recommend, for instance, can result in shallow relationships that could not be emotionally fulfilling, therefore aggravating emotions of loneliness. Furthermore, underlined by studies associating digital media use to higher anxiety and sadness, the psychological and social consequences of less in-person socialising emphasise why we should be explicit about what isolation implies in the digital age. Knowing these subtleties enables us to create workable plans and take policy decisions under consideration, therefore stressing the need of promoting real relationships in a society linked but yet characterised by isolation.

2.1 Defining the "Connected Generation"

Against a backdrop of amazing technical advancement, the Connected Generation individuals born between 1995 and 2010, represents a particular socio-cultural event. Most of the time, this generation is classified as digital natives who live on social media. The continuous connectedness of this cohort surely raises pertinent issues about the nature of social contact

and consequent impacts on their general psychological well-being. Although digital platforms provide means for interaction unlike never before, they also foster circumstances that sadly allow social isolation to flourish by sustaining shallow relationships without real emotional depth. Particularly the Displacement Hypothesis states that more online interaction can result in less essential in-person meetings required to achieve emotional fulfilment and actual connection (E Homan J, 2025, p. 145-145). Therefore, a sophisticated investigation of their digital habits will help us to understand the dynamics of this generation and emphasise the paradox of always being connected but greatly alone. Differentiating subjective loneliness from social isolation will help one to properly analyse the consequences of this paradox as the former describes the sense of alienation even with access to social networks. Social media channels sometimes provide a sense of connectivity. While negotiating online personas, this might cause people to develop more anxiety and less self-esteem. In this scenario, FOMO (Fear of Missing Out) becomes especially important; it aggravates feelings of inadequacy and isolation as users constantly compare themselves, therefore compromising real social connection. Research has indeed shown notable relationships between time spent on social media and stated loneliness (Solev ARåg et al., 2025, p. 125–125). Rather than promoting community, it suggests that these sites can unintentionally support a general disconnection among users. It is so imperative to reconsider the influence of social media as digital connectivity is not always equal to emotional intimacy. Psychological models like Media Dependency Theory and Self-Determination Theory clearly show the major effects of social media on mental health within the changing digital communication terrain. People may unintentionally overlook the value of natural relational needs as they search more and more for affirmation through likes, shares, and comments. Eventually, this results in lower mental health outcomes and less life pleasure. Social media's perilous design elements-reward loops that drive obsessive participation-help to create this conundrum by encouraging an addictive cycle that

could blur the lines between what's actual or perceived social support. This phenomenon raises questions regarding the authenticity of relationships developed inside virtual worlds. In a time where digital interactions permeate every day, are we able to define what truly connects? The welfare and mental health of the Connected Generation depend much on the issue of whether digital communities can offer the same depth and intimacy as real-world interactions (Keogh C, 2025).

2.2 Understanding "Social Isolation"

Common but usually invisible in our digital life, social isolation poses actual psychological risks particularly for the Connected Generation. Born roughly between 1995 and 2010, this generation grew up surrounded by digital interactions in an atmosphere presumably meant to simplify connection. Studies indicate, nonetheless, that individuals in this category regularly express loneliness and social isolation. This questions our knowledge of meaningful relationships as it is. Social isolation's complexity breaks down into objective isolation-a true absence of social contact-and subjective loneliness-feeling isolated, even online-in Magomedova A et al., 2025. These opposing forms show that deeper connection that fosters actual relationships is needed; simply being connected via technology is insufficient (Narayan A et al., 2025). Social media-related feelings of isolation depend on intricate theories such Media Dependency Theory and the Displacement Hypothesis. According to the Displacement Hypothesis, greater time spent online could replace in-person contacts, therefore impairing an individual's capacity to build sincere relationships and perhaps leading to both perceived and real isolation (Narayan A et al., 2025). Conversely, Media Dependency Theory emphasises how increasingly we rely on digital channels for emotional support. If these exchanges are not real enough, this can inadvertently support loneliness. Superficiality can exacerbate emotions of separation and inadequacy as users negotiate social media environments dominated by well-produced pictures and algorithm-driven interaction. Understanding social isolation thus calls for a

close examination of the psychological outcomes as well as the minute ways digital interactions are altering our communities and sense of belonging (Domenico MD et al., 2025). These digital developments call for us to recognise how, or lack of community involvement, affects mental health in the current generation. According to emerging data, utilising social media might undermine conventional social ties—a major issue considering that the emotional well-being of someone depends much on the nature of their social network. New socialising options abound on websites like Reddit and Discord. But the degree of contact usually lags behind in-person meetings, so lacking the emotional depth required for significant social support (Magomedova A et al., 2025). Furthermore, the emergence of virtual communities suggests the necessity of more thorough investigation on whether these online interactions may foster real bonding or just serve to preserve a front of participation. In most cases, when considering mental health problems including anxiety and depression connected to social isolation, the immediate requirement of therapies to support real relationships becomes even more critical in modern society (Golestani R et al., 2025).

2.3 Distinguishing Loneliness, Solitude, and Social Exclusion

The complexity of modern society has resulted in a thorough debate on social interaction, especially among the Connected Generation. Since people are always connected via digital platforms, it becomes essential to separate loneliness, solitude, from social exclusion. Usually speaking, loneliness is an emotional reaction to felt solitude. Many a time, online, people may feel isolated yet surrounded by others. Conversely, solitude is a deliberate state that is usually seen favourably when people want deep introspection apart from the seeming chaotic social scene. This is a fundamental difference that shapes how young people feel the subtleties of their online and offline worlds and implies that the core of their emotional state might live more in their perception than in actual social interactions (Camargo J et al., 2025, p. 406-413). It captures a developing, maybe subtle conflict with

self-identity within heavy use of social media. Knowing these ideas will therefore probably help one to have better awareness of the psychological effects of digital connectivity. In the framework of social exclusion, the effects of observed or actual disengagement from social institutions are unquestionably considerable. Usually resulting in stigmas around individuals impacted, social exclusion typically shows itself as a procedural isolation that may cause limited access to essential resources and relationships. This is particularly pertinent for the Connected Generation, as many people can still find themselves excluded even with internet access. Evidence points to social exclusion as essentially crippling and possibly causing a general devaluation of life as important; it frequently aggravates mental health issues including anxiety and depression, therefore affecting life satisfaction generally (Collins C Okeke et al., 2025, p. 81277). The complicated dynamics between social media participation and social exclusion further complicate these trends; people often share selectively, sometimes unintentionally enhancing feelings of inadequacy or isolation when comparing their own life to carefully chosen representations of other people's experiences. Furthermore, knowing what behaviours lead to these problems is essential, especially when trying to solve the mental health crises among young people. Understanding how technology links and isolates emphasises the different character of modern social environments. For example, social media channels can equally encourage emotions of inadequacy and isolation even while they might help and strengthen communities. Online communities, like those in gaming or social platforms, may also lack the depth of real-world links, which emphasises the need of a reassessment of what genuinely counts as significant connection. "Social exclusion causes a global reduction in the perception of life as meaningful," Tyler F. Stillman, Roy F. Baumeister, Nathaniel M. Lambert, A Will Crescioni, C Nathan DeWall, Frank D. Fincham, say. "Thus, cultivating accurate perceptions of social interactions in these environments becomes essential for mental health intervention efforts." In the end, a study of loneliness, solitude, and

social exclusion exposes important aspects that need our attention in a society fast changing under digital influence.

III. THEORETICAL FRAMEWORKS

Examining the linked generation helps one to grasp social isolation by means of a thorough analysis of several theories. Media Dependency Theory holds that we rely on media for social purposes, therefore altering our perception of society and ourselves. This can cause us to select virtual contacts over in-person ones, therefore compromising our capacity to build close relationships. The Displacement Hypothesis supports this by stating that increased internet use reduces in-person time and leads to loneliness by means of loneliness. These concepts reveal something fascinating: the internet could aggravate isolation even if it is meant to unite us. Key to understanding why the connected generation could feel so alone is the way these ideas interact to show how too much connectivity can damage our social health (Nielsen J, 2025, p. 83-98). Looking at Social Capital Theory helps us to distinguish digital bridging from bonding capital. Connecting with many groups is the essence of bridging capital, therefore enabling us to participate more extensively in society. Conversely, bonding capital is more about close links inside close-knit organisations. In the era of social media, knowledge of different kinds of capital is crucial since platforms sometimes increase bonding capital by displaying content selected by algorithms. This improves our present social groups but might lower more general social relationships. Choosing bonding over bridging can lead to echo chambers, in which case social isolation is exacerbated by exclusively surrounding ourselves with like-minded others. Moreover, emphasising online contacts over in-person ones alters our expectations of social behaviour and implies that, despite our increased connectivity, our connections might not be as deep or significant. This begs issues regarding what community entails these days (Golestani R et al., 2025). Regarding social isolation, Self-Determination Theory is quite crucial for comprehending what people require psychologically in both offline and online

contacts. This notion revolves largely on relatedness, a fundamental desire. We can get isolated if we feel disconnected from other people. Though it seems to link us, the internet may make it more difficult for us to have actual connections as we typically view filtered representations of individuals instead of their actual selves. Since it can be difficult to establish actual relationships, this can aggravate alienation even more. As Bourdieu clarified, digital habits reveal how social behaviour alters in online environments, therefore influencing our expectations from others and our experiences. These concepts ultimately enable us to view social isolation in the linked generation by clarifying the link between psychological well-being and digital interaction (Domenico MD et al., 2025).

3.1 Overview of Media Dependency Theory

The "Connected Generation" negotiates an always complicated digital environment, and in this regard Media Dependency Theory becomes especially relevant. "In industrialised and information-based societies, individuals tend to develop a dependency on the media to satisfy a variety of their needs, from gathering information to finding entertainment," this theory says, "which can range from a need for information on a political candidate's policy positions (to help make a voting decision) to a need for relaxation and entertainment." The digital natives of today are special; they often choose platforms that provide quick communication and above all-emotional fulfilment. For socialising, these sites become quite essential. But this can result in dependencies that ironically make one more isolated. As people rely more on virtual interactions than real relationships, features like algorithm-driven feeds and incentive systems—likes, shares—can create a feedback loop boosting connectedness while aggravating emotional detachment. Moreover, the particular interaction patterns observed in the Connected Generation—consider the great reliance on social media for emotional support—helps clarify Media Dependency Theory. Young users of digital environments perceive them as increasingly important social settings as they engage with them. This influences their psychological well-

being especially through displacement effects on real-world relationships (Job M T et al., 2025), hence shaping their connections. Evidence does point to people reporting more loneliness and social anxiety despite appearances the more time they spend on social media. The main difficulty is that social media *can* provide fast social benefits, but often falls short in satisfying the deeper desire for real connection and intimacy, hence encouraging dependency and isolation. Media dependency's effects on society are clear; individual loneliness clearly reflects more general systematic issues. The reach of social media aggravates the breakdown of conventional community structures-family, communal bonds. This results in settings where virtual engagement-rather than real interaction-is mostly assessed as social capital (Singh et al., 2025). Post-pandemic living has brought attention to these differences; platforms meant to link could unintentionally encourage isolation through shallow interaction, therefore altering young people's perspective of relationships. Media Dependency Theory stresses the need for actions that promote genuine connections among digital interaction and helps us to better grasp communication trends. As advised [extracted Knowledge1], strategies must target the *quality*-and not only the amount-of social media participation to address the core reasons of isolation.

3.2 Explanation of the Displacement Hypothesis

According to the Displacement Hypothesis, we might really be spending less time with people in real life when we spend more time using digital technology, especially social media, which could, therefore, result in social isolation. Younger people, sometimes known as the "Connected Generation," who have grown up with constant internet access and cell phones notably exhibit this. Sometimes these people find themselves leaning more towards internet contacts than in-person ones. This can lead to an odd scenario whereby, in some situations, digital contact makes us feel more emotionally detached rather than helps our relationships to grow. "We live in a social order that has confused freedom with the isolation of the self...we share no common story

and no corresponding judgements about what is true, good and beautiful. Research has found that young people can, at times, feel disconnected between their online and offline life, which may cause feelings of loneliness and inadequacy. We therefore grow strangers to ourselves and to the people we call friends." (Jeffrey Hall, Michael Kearney, Chong Xing). Thus, the Displacement Hypothesis is still a quite significant approach to grasp the psychological consequences of our modern communication and the consequent social isolation. Moreover, intimately related under the Displacement Hypothesis are our emotional state and frequency of using these devices. Studies point to a relationship between spending a lot of time online and more loneliness and anxiety. These emotions seem to be arising more regularly in the hyperconnected young of today. The competitive character of social media, which often emphasises on comparing ourselves to others and looking for affirmation, could be among the causes for this. Someone could become caught looking for approval through "likes" and comments, for instance, which usually reduces their capacity for actual social connection in the real world. Thus, it is really crucial to investigate the psychological cost of this shift in great detail. A worrying trend of emotional fragility can develop when informal contacts online replace in-person encounters, therefore aggravating worldwide public health issues regarding mental wellness even more (Academies N of Sciences et al., 2020-06-14). The Displacement Hypothesis has consequences beyond personal experience. They mirror certain somewhat general social changes influencing community structures and interpersonal interactions. New social conventions marked by brief connections and a declining social capital have been produced by the digital world. From Bourdieu's perspective, the idea of digital habitus highlights how individuals adapt to these evolving surroundings, often compromising the depth and quality of social contacts for ease and access. Moreover, depending on virtual contacts could help one develop a sense of belonging based on superficial involvement instead of actual connection as conventional community links weaken. Images, showing social media activities and psychological responses, for

example, powerfully portray this conundrum, shown in. Ignorance of this could prevent the development of positive communal relationships, thereby extending the cycle of isolation among next generations.

3.3 Introduction to Social Capital Theory

Understanding why the Connected Generation sometimes feels socially isolated calls for consideration of Social Capital Theory. This idea clarifies how social networks could link us as well as how they might fuel disconnection. Robert Putnam discusses two kinds of social capital: bonding, which ties together like-minded groups, and bridging, which enables us to interact with many groups. While digital platforms provide many connections, if they give shallow ties top priority over actual community, they can cause isolation (Johanna L. Degen et al., 2025). Studies reveal that online conversations sometimes lack the depth required for real social interaction, which can leave users feeling lonely-an odd paradox of being linked but also feeling alone. The growing usage of social media begs questions regarding the calibre of the social interactions generated. Studies reveal that the Connected Generation claims to be lonelier and to have poorer self-esteem as they spend more time on social media. According to the displacement theory, internet time detracts from important in-person contacts. This change can lead to a culture of comparison, therefore undermining self-worth and driving social withdrawers. The distinction between traditional and digital connections emphasises how social media alters our interactions, therefore influencing social trust and community involvement-as Putnam could propose (Crivellaro C et al., 2025). Social Capital Theory addresses sociocultural aspects pertinent to professional, educational, and community environments, therefore beyond just individual experiences. Online interactions controlled by algorithms, sometimes with an eye towards rapid rewards rather than real connection, are replacing traditional forms of creating social capital including community events and local organisations. For youthful users, platforms like TikHub and Snapchat-which give quick satisfaction first priority-may lower meaningful

interactions and aggravate isolation. This change demands a critical analysis of how technology shapes our interactions. Certain recent studies concentrate on enhancing digital welfare by means of ethical online behaviour. Dealing with the difficult problems of our linked but isolating digital environment depends on appreciating their efforts (Hoffmann M et al., 2025).

IV. HISTORICAL CONTEXT AND TECHNOLOGICAL MILESTONES

When we consider how digital technology has evolved, it is evident that our communication style has significantly altered from MySpace to now's sites like TikHub. MySpace first enabled users to personalise their profiles so they could exhibit who they were. Later on, Facebook concentrated on linking people, which drove users to spend more time online and seek more "likes," thereby emphasising more on what others thought than on themselves. This was even more significant when cell phones arrived since they accelerated communications via Discord and WhatsApp. Particularly the younger generation, all these tech developments have changed our behaviour and created a super-connected society where individuals often feel alone and sad (Nielsen J, 2025, p. 83-98). Understanding these developments helps one to appreciate why individuals behave as they do now and how it influences their mental health. People are spending more time staring at screens as social media rises, which has fundamentally altered our means of communication. Young people reportedly spend more than seven hours a day on screens, hooked on digital contact, which has been connected to loneliness and anxiety (Crivellaro C et al., 2025). Some believe that internet chats are substituting for in-person meetings since people alternate between online and real-life contacts, therefore isolating themselves. We must thus thoroughly investigate how these platforms influence people's expectations and emotions, both online and in the actual world. Furthermore, we must apply theories such as Social Capital Theory and Media Dependency Theory to ascertain how social media influences our mental health in modern society. Given all these

technological and historical developments, it is quite crucial to examine how social media shapes people's perceptions, particularly among young people. Fear of Missing Out (FOMO) and comparing oneself to others have been shown to cause people to doubt themselves and feel worse about themselves (Domenico MD et al., 2025). Simultaneously, brain research reveals that using social media may alter our emotional perception and social connection with others since people generally value manufactured relationships more than natural ones. Worse, content-delivery algorithms can exacerbate this issue by generating echo chambers, therefore restricting many points of view and challenging actual relationship building. Thus, it is important to determine whether these platforms enable us to connect for real or if they merely provide a false sense of connection, which finally shapes the mental health of the Connected Generation (Carmichael K et al., 2025). Perhaps we might refer to them as...the Connected Generation.

4.1 Evolution of Social Media Platforms

From modest beginnings to sophisticated systems, social media platforms have profoundly affected the connected generation and provoked serious concerns about current social isolation. While Facebook, Instagram and TikTok revolutionised our social engagement, platforms like MySpace began with simple online interactions. Combining intricate algorithms, instantaneous connections, and user-generated material, these systems can improve or damage human relationships. This shift has produced complicated social media environments where, ironically, quick satisfaction from likes and comments can cause people to feel more isolated and separated from meaningful relationships rather than from shallow connections. Social media creates communities, not only markets, as one researcher pointed out, stressing the significance of social structures online and the possibility of isolation inside them ""Social media is about sociology and psychology more than technology"". (Social Media: Wisdom's Quotes). Smartphones have considerably expanded the scope and immediacy of social media, therefore influencing daily life. Studies reveal that consumers spend several hours on

social media every day, connecting increasing screen time to loneliness and anxiety (Elgenius G et al., 2025). Platforms in this environment sometimes give engagement top priority over real connection, which could lead to surface-level social interactions for users. This increases social comparison-that is, people's discontent and alienation resulting from their life being compared to well chosen images of others. Users not only see well chosen images of their peers but also cope with the psychological impacts of these encounters as content feeds favour engagement measures. Indeed, the design of social media, concentrated on user participation, can replace significant real-world encounters, generating a worrying trend of social isolation among the connected generation (Jiao Z et al., 2025, p. 434-434). Furthermore, the way modern social media is structured naturally affects user behaviour, leading to a digital habit whereby online interaction is preferred over offline interactions. Features like disappearing content and the like economy raise the need for validation, hence sustaining a loop whereby digital interactions exceed face-to-face contact (Iraqi A, 2025, p. 02548-02548.). Younger people especially show this since their early experiences show a fast increase in digital socialising together with a decrease in conventional social events. The difficulty is juggling the connectivity social media offers with the emotions of loneliness sometimes accompanied by its use. Recent studies indicate that although online platforms help to construct communities, they also cause notable gaps in genuine social connection, therefore casting doubt on whether digital linkages can really lower feelings of isolation and enhance mental wellness (Keogh C., 2025). Social media's development thus reveals a complicated mix of connectivity and isolation, reflecting a major change in the way relationships are created and sustained in the digital age.

4.2 Rise of Smartphones and Instant Messaging

Unquestionably, the advent of cell phones and instant messaging has altered younger people's communication style and fostered an always connected lifestyle. Ironically, then, these same technologies that enable our continuous

communication can also cause a great sense of social isolation. Our absorption in digital connections might cause something known as "phubbing," or essentially ignoring people you are with in favour of our phone. Studies targeted on Generation X women, for instance, have revealed that they truly detest being phubbed as it makes them feel less connected and fulfilled in their connections with friends and family-something very significant for their general well-being (Akpa et al., 2025). Teenagers who spend more time staring at screens are more likely to report depressed symptoms. (Jean M. Twenge) so brilliantly states, "The more time teens spend looking at screens, the more likely they are to report symptoms of depression." This draws attention to a crucial area that requires additional research when we discuss social isolation among persons who are technologically linked since it shows a possible link between too much screen time and feeling sad. Moreover, the way social media channels are configured sometimes makes users feel excluded and inadequate. Many times, users engage in upward social comparisons-that is, they compare themselves to those who seem better off-which can aggravate already existing mental health problems. Social Capital Theory helps us understand this: although these platforms can help us connect with people we already know, they could also impede our capacity to interact with a greater spectrum of people from many backgrounds. According to the displacement theory, our time on social media could be substituting for in-person contacts, therefore compromising the quality of our relationships. According to one comprehensive review, people's general quality of life and sense of community involvement usually decreases as their digital connections increase (Tallarico et al., 2025). Therefore, this change towards depending on instant messaging and maybe more superficial connections could result in a more fractured sense of community, aggravating the loneliness and isolation many in the connected generation already experience. Finally, the epidemic-which sped up remote communication-has underlined in today's culture the connection between social isolation and smartphone usage. The more emphasis on digital communication at this period

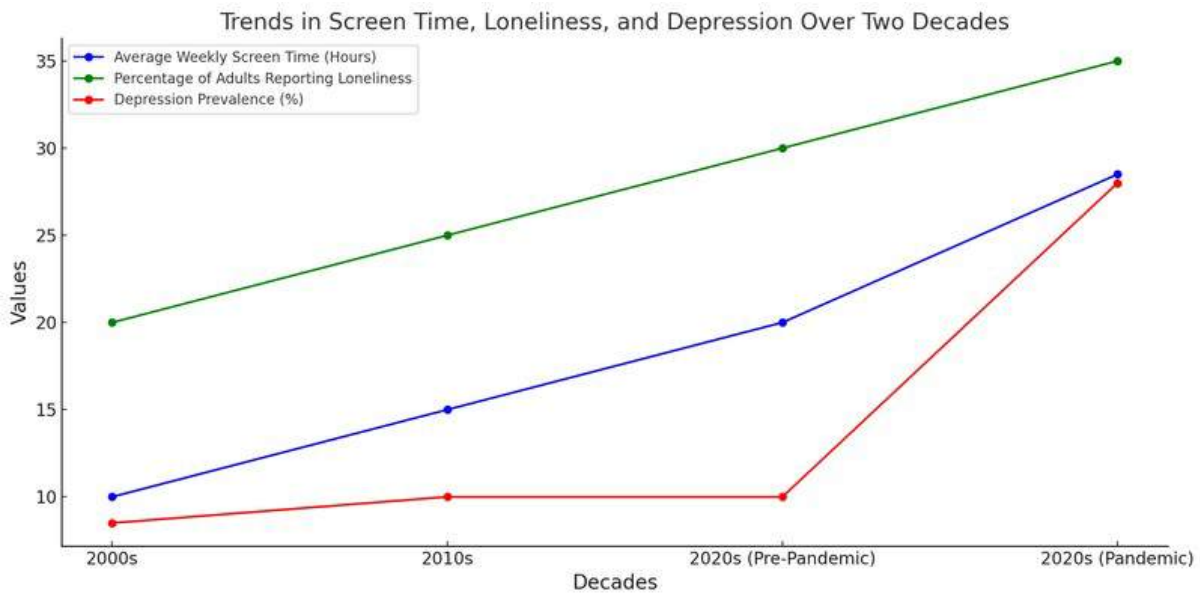
has truly highlighted the two-edged blade of connectivity and isolation. These technologies made the mental health issues people experience even more complicated, even as they kept us in touch while we were physically apart. Particularly vulnerable are teenagers, who are already in a developmental stage and are attempting to define who they are and need social ties for. Social media aggravates their already high levels of anxiety and depression symptoms (Mart Rín et al., 2025.). Images of young people totally engrossed in their devices are not unusual, and they sort of visually depict the problem: a gap between being physically there and emotionally involved. Therefore, interventions that enable individuals to create better online habits and support true, genuine interactions are much needed since they could help to minimise the negative consequences of ubiquitous digital communication on social isolation.

4.3 Timeline of Screen Time Growth

The narrative of rising screen time exposes an unexpected contrast: emotions of loneliness seem to be developing as people spend more time online. Early 2000s social networking sites fundamentally altered our means of communication, which resulted in significant screen time increase for youth. This was mostly driven by platforms like Facebook and later Instagram, which changed our social interactions and is something Media Dependency Theory has examined closely. But many people-especially those who grew up with the internet-say they feel lonelier as screen time has become normal. Suggesting that spending more time online is substituting actual, meaningful interactions, the displacement hypothesis helps explain this. Thus, the rise in screen time not only indicates how technologically advanced we have become but also exposes an odd issue: although we feel more isolated, we are more linked (Lu Y et al., 2025). And considering the COVID-19 epidemic, which made us depend more on digital communication than ever, it gets much more complex. As students learnt online and social activities migrated to the internet, lockdowns resulted in much increased screen time. This exacerbated already existing mental health problems, particularly for younger

people who were already very tech-savvy. Social Capital Theory would match several studies showing a link between more screen time and increased degrees of anxiety and sadness. According to this view, our mental health depends on positive social contacts. The clear distinction between being physically isolated and digitally connected when social events migrated online emphasises the several ways the connected generation perceives loneliness (Jiao Z et al., 2025, p. 434-434). Furthermore, the psychological consequences of spending much time staring at screens seem to be influencing behaviour. People may begin to disengage from offline activities—a topic of contemporary study. Comparing passive to active online behaviour reveals a worrying trend: whereas online

platforms ostensibly help us to interact, they could really make us feel lonelier. This occurs since consumers often view idealised representations of reality devoid of any personal connection. The fear of missing out (FOMO) significantly aggravates the issue since it motivates people to check the internet continually, therefore depriving real-life contacts. From intimate groups on Discord to casual exchanges on social media, the nature of interactions online adds to the complexity of social dynamics. As screen time increases, we must thus give great thought to how technology influences overall mental health, social skills and relationship formation. Not the same as having meaningful social connections is being linked (Magomedova A et al., 2025).



This chart displays the trends in average weekly screen time, the percentage of adults reporting loneliness, and depression prevalence over the last two decades. It highlights an upward trend in screen time and mental health issues, particularly a significant spike during the COVID-19 pandemic.

V. PSYCHOLOGICAL AND BEHAVIOURAL INDICATORS

For those who have grown up online specifically, the relationship between utilising social media and our mental state is really obvious. Studies have found that frequent use of social media is often correlated with feeling more isolated and disconnected from others. For instance, studies show that excessive internet time can cause individuals to feel less connected to their real-life relationships, which would cause them to avoid

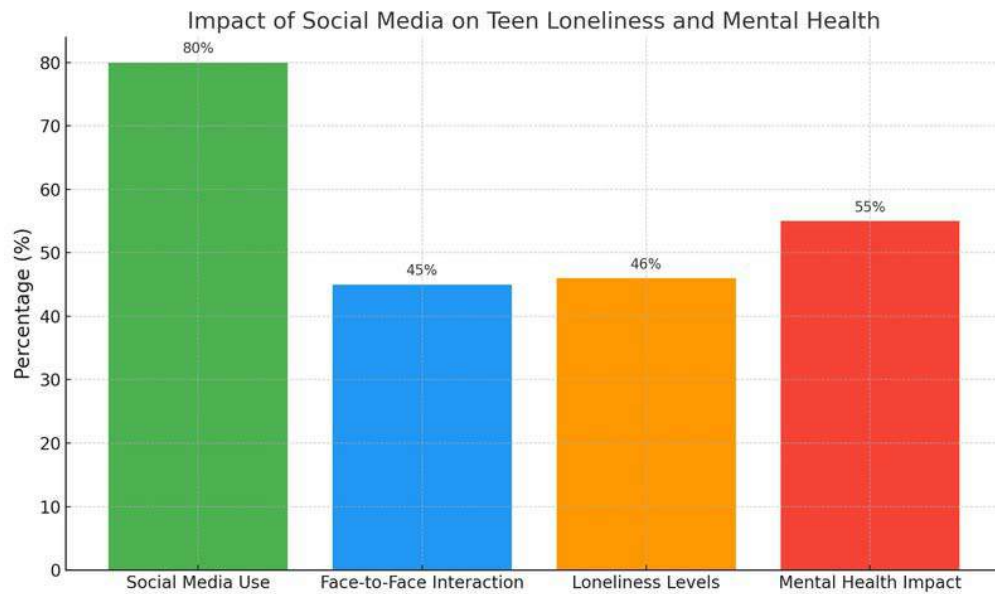
their regular social circles (Deepika G et al., 2025, p. 1445-1450). This puts us in a difficult position whereby, although being online is meant to link us, it can instead cause us to feel more emotionally disconnected. It implies that real-life contacts can be more satisfying than virtual ones. These indicators help us to better understand how social media influences young people, particularly in view of the significant variations between their apparent online connectivity and their real relationships. Examining more closely how our online behaviour influences our mental state,

things like the Fear of Missing Out (FOMO) can seriously compromise the welfare of young people. FOMO is directly related to using social media a lot since people often feel horrible about themselves when they compare their life to the ideal life they observe online (Matilda AM et al., 2025). Key observations by psychologists are that things like browsing without truly interacting or merely consuming a lot of internet stuff might exacerbate these emotions. Because online environments often fail to satisfy our basic requirements for connection and belonging, the discrepancy between what people see online and their personal life can cause them to feel more alone (Svetlana V Egorova et al., 2025). We should investigate this link between our online behaviour and our feelings since it indicates how we should approach helping others cope with the negative consequences of social media on their mental health. Moreover, the consequences of being so engaged in the digital sphere affect not only individuals but also our construction of communities and connections. Studies indicate that depending too much on social media can hinder the development of actual relationships since people might come to favour online interactions devoid of the same depth as in-person meetings (K Dhanunjayudu et al., 2025.). The concept of always being connected, as exemplified by, suggests a generation profoundly engaged in technology, often at the expense of real-world friendships. This can affect our social contacts and reduce our opportunities for the kind of interactions that form solid communities. Therefore, generally speaking, developing policies and solutions that promote better online habits and underline the need of real-world contacts in today's digital environment depends on knowing these psychological and behavioural indicators.

5.1 Correlation Between Online Time and Loneliness

Spending so much time online seems like it would make people more connected, but often it really makes individuals lonelier. Young individuals who have grown up with the internet particularly fit this; the Connected Generation, as some refer them, spends a lot of time online but occasionally

feels rather disconnected. One theory holds that those who spend more time online may have less time to develop actual, face-to-face interactions. Studies abound to confirm this. Studies, for instance, point to a link between heavy social media usage and loneliness "Higher levels of problematic social media use are associated with stronger feelings of loneliness." (Peibo Wu, Rong Feng, Jindan Zhang.). This makes you question the nature of those online contacts and whether they truly support our emotional well-being or if flimsy relationships are only aggravating the situation for young people. Social media is always shifting, which shapes our interactions with one another. For the Connected Generation, it's confusing matters as they negotiate relationships. Likes and followers are much valued on websites like Instagram and TikHub. These computer signals provide validation; they could not exactly mirror actual human communication. This can distort our sense of what is socially acceptable and cause us to value apparent achievement above real relationships. Previous studies show that online personas are typically created and cover true emotional needs, therefore extending loneliness. Even algorithmic design has a part, perhaps isolating consumers inside filter bubbles (Wester M, 2025). Therefore, even if these sites help us to connect, the depth of our social life can be lessened. Understanding why young people feel lonely calls for a grasp of the psychological aspects of social media. Personality features and any post-traumatic stress can influence online loneliness perceptions. Anxiety or sadness, for example, can make it more difficult to manage online contacts, therefore fostering feelings of isolation (Giordano F et al., 2025, p. 86–86). Teenagers are especially vulnerable here since they are still growing and may be more sensitive to the negative consequences of too much screen usage. Many hours spent online could aggravate mental health issues including anxiety, despair, and loneliness. Development of thorough plans to lower these hazards is therefore crucial. We must solve the psychological aspects of digital interactions if we are to promote better online settings that support real connections instead of only virtual communication.



This bar chart illustrates the impact of social media on teens regarding loneliness and mental health. The data shows that 80% of teens report increased loneliness due to social media use, while 55% feel it negatively affects their mental health. In contrast, 45% spend more time online than interacting face-to-face, and 46% feel lonely frequently.

5.2 Social Media Usage and Self-Esteem Impacts

Emerging studies show a worrying trend in the complex interaction between social media usage and self-esteem revealed by the connected generation. The carefully chosen lives presented on sites like Instagram and TikTok frequently foster an environment ready for comparison and feelings of inferiority. Constant exposure to images and stories that set unattainable standards for success and beauty by young users reduces self-worth and fosters self-doubt. Perfect lives, faultless faces, and ideal bodies abound on social media sites in painstakingly chosen profiles, according to recent studies. Constant exposure to apparently flawless people could lead young people to create unrealistically high standards for their appearance and way of life. This emphasises how bad social media is for self-esteem, which causes users to absorb these ideas and distort their self-image, therefore aggravating their emotions of inadequacy and loneliness in their social life. Psychological consequences show themselves more and more as social media participation rises, acting as a trigger for a range of emotional and behavioural issues. People exhibit the Fear of Missing Out (FOMO) phenomena when they feel driven to interact with

social media continuously in order to keep in touch with their peers. Studies imply that rather than fostering community, this continuous contact sometimes fuels social exclusion and loneliness. Fascinatingly, pictures like [extracted Knowledge1] clearly indicate how these dynamics show up—that is, the relationships between social media activity and swings in self-esteem. The "like economy" on these sites aggravates the psychological toll by causing anxiety. Users feel under pressure to keep interacting and fit to idealised images of social interaction and self-presentation. These elements taken together highlight the paradox of social media: although it is meant to connect, it sometimes separates more emotional bonds and aggravates estrangement. While investigating the possibility for interventions and modifications, education and policy must address the effects of digital tool use on mental health and self-perception. Digital literacy and mental health education are desperately needed to build resilience against negative social comparisons since young people's life is being shaped by social media and needs understanding of this. Models like Social Capital Theory highlight how social ties bridging gaps might reduce the danger associated with social media involvement. Initiatives could create

encouraging surroundings using the positive aspects of social media, such inclusive online communities. Resources provided in graphics such as [extractedKnowledge2] can support seminars and initiatives by motivating appropriate internet navigation and strengthening

a good self-image. Through encouraging real interactions and critical interaction with digital culture, society can help the connected generation to develop self-esteem and a sense of social belonging, countering the alienating effects sometimes seen in the age of hyper-connectivity.

Study	Sample Size	Average Daily Social Media Usage	Correlation Between Social Media Usage and Self-Esteem	Significance Level
The Impact of Social Media on Anxiety and Self-Esteem Among University Students	Not specified	3 hours	-0.38	p < 0.01
The Impact of Social Media Addiction on Mental Health: A Focus on Self-Esteem and Depression	Not specified	-0.35	p < 0.01	
Effects of Social Media and Smartphone Use on Body Esteem in Female Adolescents: Testing a Cognitive and Affective Model	100 female adolescents aged 13 to 18	Excessive social media use leads to unhealthy body esteem via intensified cognitive internalization, appearance comparisons, and social appearance anxiety		
Study: Social Media Erodes Self-esteem	3,800 adolescents in 30 high schools	Adolescents who use screens most often are also most likely to have low self-esteem, starting in the first year of use		
The Relations Among Social Media Addiction, Self-Esteem, and Life Satisfaction in University Students	23,592 social media users (Facebook, Instagram and Twitter)	Addicted use of social media is linked to being female, high in narcissism, and low in self-esteem		

Impact of Social Media Usage on Self-Esteem

5.3 FOMO and its Relationship with Mental Health

Given how social media use and mental health are entwined and how Fear of Missing Out (FOMO) plays a part, it is obvious the connected generation is experiencing some difficult psychological problems. Among young people who are usually online, FOMO—that nagging sensation you get when you're afraid about being left out or not experiencing something great—is really widespread. It can cause some major mental health issues including higher anxiety and depression in addition to making people constantly desire to be on social media. Studies

show that if you have a bad case of FOMO, you are most likely more easily distracted and less productive generally, which just makes those mental health issues even worse (Anita L Vangelisti et al., 2006-06-05). With its image of people hooked to their screens, it really hits home the strange mix of being connected and feeling alone that defines our digital world. Still, FOMO's influence transcends personal level effects. It's also altering our society, where everyone's always seeking validation on social media, which only makes individuals feel even lonelier. We have established this "like economy whereby your value depends on the volume of online interactions you

get. Since you are continuously witnessing these idealised representations of everyone else's life, this kind of surroundings can make you even more compare yourself to others. Studies have shown that even while social media might enable you to interact with others, it can also cause you to feel alienated; many young people claim they feel alone even if they are usually online. All that looking for approval and evaluating yourself against others can seriously distort your sense of self and remind us of the risks of internet contacts devoid of any actual emotional connection. Emphasising this crucial link, the graphic really illustrates the back-and-forth between feeling lonely and using social media. It is clear from considering what FOMO does to our mental health that we must create strategies to enable individuals-especially young people-manage it. We can actually combat the harmful consequences of FOMO if we can educate children resilience and sensible technology use techniques. While we should be pushing good social media practices, we should also set venues where individuals might have honest, in-person interactions and emotional support of one another. Dealing with FOMO requires first addressing the causes behind people's initial feelings-such as the urge to belong and get validation. Recent research shows that we can assist people to have better social connections if we let them know how social media influences their mental health and develop strategies to avert difficulties. The material in particular emphasises how crucial it is to discuss lowering social isolation and supporting actual relationships in an environment going more and more digital.

VI. PLATFORMS & THEIR SOCIAL ARCHITECTURES

When we examine attentively how social isolation and digital platforms interact with the Connected Generation, it is abundantly evident that these platforms indeed define our interactions and experiences. Though it feels nice, things like the "like" system produce an odd situation whereby we are connected but yet feel alone since they provide rapid dopamine spikes. Content that vanishes fast, like on Snapchat, can also cause us to feel phony and worry about our image as we try to present idealised images of ourselves. This

might cause us to feel inadequate about ourselves and cause us to continuously compare ourselves to others, which results in the lonely sensation that defines social isolation in great part. The Connected Generation may end up feeling alienated from the actual world and very unhappy since these platforms concentrate on surface-level events instead of real connection and make it more difficult to build sincere ties. These platforms' algorithms force content to us, which aggravates the social isolation issue even more since they produce filter bubbles restricting what we view and interact with. We miss out on meeting new people and seeing diverse points of view as we cling to material we already agree with, thus undermining actual human connection. Putnam's Social Capital Theory, which addresses "bridging capital-making inclusive relationships-and "bonded capital-strengthening existing connections"-fits this notion. Bonding capital typically rules on social media, which supports our present networks but does not enable us to expand or meet new people. We may thus feel connected online, but as Self-Determination Theory explains, those interactions do not fully fulfil our more basic desire for relationships. This algorithm-driven material can lead to a negative cycle whereby we seek likes and affirmation, which simply makes us feel more loner. Beyond only individuals, social media is altering our entire society by influencing our relationships to one another. Examining the changes in social media platforms and communication technologies over time will help one to understand how we create and maintain relationships. Growing up with continuous digital connectivity, the Connected Generation deals with particular difficulties including reduced in-person engagement and delays in significant life milestones. This change has undermined our familial, friend and even professional ties, therefore isolating us more readily. Research on the negative consequences of excessive social media use highlight how significant this is as depression and anxiety are now main public health concerns. Therefore, addressing the increasing issue of social isolation among young people today depends on knowing how these platforms operate.

6.1 Design Features of Social Media Platforms

Social media platforms' sheer design greatly influences how people view the world – and, despite their superficial illusion of connectivity, they often unintentionally drive social isolation. Consider it: the now somewhat common "like" buttons and comment sections. These qualities create an environment that seems to reward the search for approval and those extremely fleeting contacts. This can result in what some refer to as a "like" economy, one in which sentiments of social disengagement really rise while self-esteem declines. The belief that numerical criteria define your value actually stunts the growth of real relationships. People start giving their online presence first priority over actual, personal relationships. Furthermore, as these design decisions promote habitual use, they can unintentionally foster isolation—quite as the displacement theory indicates, when internet use starts to replace in-person contacts. One such a popular example is Passive consumption of content: constant scrolling without really resulting in active participation, therefore cheapening the quality and depth of our interactions [cited]. Moreover, especially for younger people, the fleeting character of material on sites like Snapchat seems to exacerbate identity concern. People are under pressure to constantly shape their identities since that transient character makes one urgent to keep a consistent internet presence. Even a strong sensation of loneliness, all those hours spent chasing the perfect digital identity can cause emotions of inadequacy since users typically compare their life to well-polished representations of their peers. Looking at it makes it abundantly evident that the architecture of social media is not only about enabling us to connect but also simultaneously helps to intensify those emotions of detachment and loneliness. These platforms are good at encouraging an environment full of social comparisons based on the results on design aspects and user behaviour. This can perhaps harm mental health and foster isolation, a trend best shown by user experiences. Furthermore, by means of what are known as filter bubbles, which restrict exposure to different points of view and community interactions, the

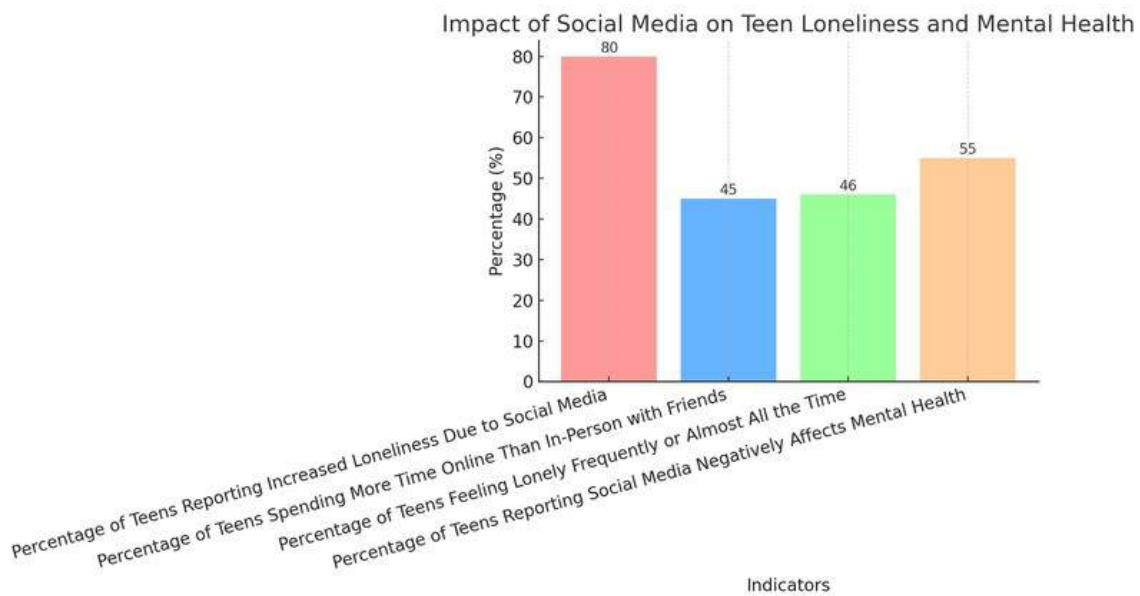
algorithms used on social media platforms really help rather significantly to increase social isolation. These algorithms personalise what we view to create a sort of echo chamber whereby we are largely exposed to material supporting our current interests and views. This lowers the possibility of those accidental meetings that would enable our interaction with a larger environment. This lack of diversified social engagement diminishes our sense of community and can intensify feelings of alienation among the so-called "Connected Generation," where carefully chosen digital experiences are replacing chances for real interactions. Furthermore, as self-determination theory emphasises, the lack of diverse contacts can compromise our psychological demand for relatedness, therefore fostering an environment in which people might feel both connected yet rather alone. This means that critically analysing the design elements of social media is crucial to solve the more general issue of social isolation among highly connected but emotionally detached individuals and to influence these trends in digital debates and legislative decisions.

6.2 Impact of Algorithms on User Interaction

Particularly in social media, which greatly influences their interactions, the connected generation negotiates a digital environment moulded by algorithms. These algorithms, meant to increase involvement, provide material catered to personal preferences. But this personalising can unintentionally create filter bubbles. As studies have demonstrated, recommendation systems often show a popularity bias, over-recommending a few products while ignoring many others. "Recommendation algorithms are known to suffer from popularity bias; few popular items are recommended often while the majority of other items are ignored." (Masoud Mansoury, Himan Abdllahpouri, Mykola Pechenizkiy, Bamshad Mobasher, Robin Burke). This biased exposure can impede real social interaction and maybe lead users towards known content and away from other points of view, hence promoting isolation despite the surface connectivity. Algorithms challenge user autonomy in addition to affecting content exposure. These systems

gradually shape encounters and gently direct behaviour. The talk stresses more and more how algorithmic recommendations might affect Internet users' autonomy and free will. "Recommendation algorithms are known to suffer from popularity bias; few popular items are recommended frequently while the majority of other items are ignored." (Masoud Mansoury, Himan Abdollahpouri, Mykola Pechenizkiy, Bamshad Mobasher, Robin Burke). Algorithmic recommendations may give engagement measures top priority above real user demands, which calls for a careful review of consumers' influence over their digital experiences. This might aggravate the possibility of social isolation by leaving people with a false sense of connectedness as their contacts get more controlled and shallower, therefore creating a type of detachment in a

connected society. Psychologically, media dependency theory and social values help one to understand algorithm-driven interactions. A major displacement of real-world interaction usually results as interactions migrate online; consumers may spend more in virtual contacts than in in-person interactions. Algorithms could construct environments that foster bonding but neglect to provide the bridge capital required for different social interactions (Chernysh O, 2025). This decline of varied networks can aggravate loneliness among the linked. This emphasises thus the great requirement of critically evaluating digital settings and considering the ethical consequences of algorithm design in fostering actual human interactions. Moreover, one should pay attention in the digital environments that accentuate these issues.



This bar chart illustrates the impact of social media on teenage loneliness and mental health. It shows that 80% of teens report increased loneliness due to social media, while 45% spend more time online than with friends in person. Additionally, 46% frequently feel lonely and 55% believe that social media negatively affects their mental health.

6.3 The Role of the "Like" Economy in Social Validation

With all its complexity, the like economy shapes social validation as a major component of people's

perception of their own value. The search for likes forms a loop whereby individuals feel valued depending on their online contacts. Based on social capital theory, it implies that people reveal themselves in ways that aren't necessarily honest as the amount of likes is like a gauge of social acceptance. Real implications exist: depending too much on outside reinforcement from social media might cause individuals to feel more alone when their expected affirmation fails. Emotional pain can result from this discrepancy between anticipation and reality; the sense of not obtaining enough approbation may make people feel even more lonely and keep them caught in a loop of

looking for validation in a society that seems to be getting more detached. Examining [citeX] graphically emphasises the connection between the like economy and social isolation by showing how pursuing social approval could lead to bad emotions. Deeper examination of the elements of the like economy reveals that user behaviour and attitude towards connection are much shaped by the design of platforms. Reward-based platforms are designed to inspire participation, therefore fostering a false sense of community as well as increasing internet time spent by users. Customised material, well-chosen feeds and algorithms help users compare themselves to idealised versions of others, therefore triggering feelings of inadequacy. Therefore, especially among younger users who can be more impacted by these factors, the sheer framework of social media platforms promotes social comparison, which often results in emotions of envy and loneliness. Emphasising how the like economy aggravates social isolation for today's linked generation, the insights from [extracted KnowledgeX] show this in action and provide evidence that higher social media use is associated with more reported loneliness. Moreover, the consequences of the like economy extend into mental health, particularly with regard to self-esteem and worry. People caught in the chase of online praise may experience major psychological repercussions that result in ideas that their value depends on online acceptance. This link between public approval and self-esteem not only alters personal identity but also diminishes actual relationships, hence increasing isolation. All of this suggests the requirement of understanding of the detrimental consequences of social media on mental health. Examining the thematic link from [cited] helps us to understand the various emotional experiences of consumers, supporting the notion that the like economy is a two-edged sword, so encouraging connection as well as detachment in our interactions nowadays.

VII. CROSS-CULTURAL AND GLOBAL PERSPECTIVES

One has to comprehend the great influence of various cultural settings on personal experiences

worldwide in order to really grasp social isolation inside the connected generation. Unique stories in many cultures shape social connectivity by means of which one views and uses digital interactions. Think of Western countries, which occasionally suffer with loneliness even in the middle of plenty of digital contacts. East Asian countries, notably Japan, also deal with special challenges such as Hikikomori, a severe type of social disengagement typically driven by social demands and expectations. These cultural variations amply underline the need of a cross-cultural viewpoint for researching social isolation. Analysing diverse society expectations on digital engagement helps one to understand loneliness through such a prism; the balance between connectivity and isolation depends on the different cultural values that prioritise various kinds of social interaction (Solev ARåg et al., 2025, p. 125–125). These kinds of discoveries reveal that we cannot apply universal solutions to social isolation and offer a more sophisticated knowledge of how digital immersion affects psychological well-being over many populations. From a cross-cultural perspective, one could stress how variations in technological access influence social isolation.

Urban-rural divisions produce special settings where connectedness differs greatly, therefore influencing the degree of social isolation experienced by people. Although persons living in metropolitan environments usually have great access to digital platforms, this does not always convert into closer social relationships or community connectivity. On the other hand, because of the nature of local interactions, rural places may display reduced degrees of technology access but yet demonstrate a stronger feeling of community. Such paradoxes expose that the nature of online interaction differs not just between individual users but also across cultural and geographical settings. In locations with limited technical access, groups may thus use in-person contacts to create support systems, hence reducing the sense of isolation (Carmichael K et al., 2025). Developing plans that respect and include local settings depends on an awareness of these kinds of subtleties. Examining the psychological consequences of social media

participation among many populations is especially important for tackling social isolation within a worldwide perspective. Given how digital platforms shape consumers' experiences, it becomes vital to analyse how cultural narratives about self-presentation affect mental health. According to Media Dependency Theory, people in diverse cultural environments could rely differently on social media for validation and connection, therefore influencing their mental health results. Moreover, examining social capital helps one to understand how different societies have varying bridging and bonding ability. For instance, internet networks might provide more emotional support to collectivist societies than to individualistic ones, when occasionally social media might aggravate feelings of loneliness (Marie C Dade et al., 2025). Understanding these elements inside a global conversation helps academics and practitioners to create culturally sensitive treatments that reduce social isolation; so, treating not only the symptoms but also the underlying cultural dynamics causing this problem (Keogh C, 2025).

7.1 Digital Youth Experiences in Different Cultures

Young people's online experiences are greatly influenced by their cultural backgrounds, which shapes their perception of social isolation; connectivity looks somewhat different depending on where you are. Consider Western societies, where young people often find camaraderie and approbation on sites like Instagram and TikHub. But in Eastern regions, you see something like Japan's Hikikomori, a severe kind of social disengagement connected to higher internet activity. This disparity truly emphasises how crucial culture is to grasp young experiences in the digital sphere. Therefore, we should investigate how cultural variations affect people's perceptions of loneliness and belonging in our increasingly linked society and ask: are digital interactions either substituting for or aggravating old social contacts in our society? Our social contacts are influenced by digital platforms, which also mirror more general society problems and significantly influence mental health. Particularly for those who are already underprivileged, social media can lead to an odd scenario whereby we feel

both linked and separated. While digital platforms might enable some people to interact, they seem to worsen inequality and boost feelings of isolation for young people without access to encouraging online groups. For instance, several studies reveal that because of the way algorithms operate and the idealised lifestyles shown, underprivileged young people on social media can suffer with self-esteem and self-identity. This all emphasises the complexity of life: social media may emphasise the dichotomy of being connected and inspire both involvement and estrangement. To address the prevalent problem of social isolation influencing today's young people, researchers and teachers must properly grasp these processes (Bakar-Langeland N, 2025, p. 16–16). More studies on whether online groups might be good substitutes for social interaction are also under progress, particularly for young people navigating cultural challenges. While certain sites like Discord and Reddit provide online support and contact, there are doubts regarding whether they can establish actual relationships. Reducing feelings of isolation can be difficult when it looks like internet contacts lack the depth and closeness of old friendships. Therefore, to really solve the social isolation among connected young people, one must first grasp the psychological effect of these encounters. We must examine closely the link between online engagement and real-life fulfilment and determine whether these platforms are only diversionary tools or if they can transform young cultures to present significant linkages (Ezimora I et al., 2025, p. 53231-53231).

Country	Study	Authors	Year	Findings
United States	Digital Media as Sites for Cultural Identity Development: The Case of Hmong American Emerging Adults	Jessica McKenzie	2022	Hmong American youth use digital media to explore and express their cultural identities, and to escape and reshape Hmong values.
South Korea	Cultural Values and Cross-cultural Video Consumption on YouTube	Minsu Park, Jaram Park, Young Min Baek, Michael Macy	2017	Consumption of popular videos in South Korea is constrained by cultural values, with cross-cultural convergence more advanced in countries favoring individualism.
European Union	European Youth and Digital Engagement: Attitudes, Skills, and Civic Participation	Kazani et al.	2023	Youth in countries like Finland, Austria and Poland exhibit higher digital skills, while countries like North Macedonia and Montenegro display comparatively more modest scores.
Global South	Online Safety for All: Sociocultural Insights from a Systematic Review of Youth Online Safety in the Global South	Ozioma C. Oguine et al.	2025	Youth online safety research in the Global South reveals a concentrated focus in Asian countries, with limited research on marginalized youth populations and a primary focus on risks related to cyberbullying.
Global	Digitally Connected: Global Perspectives on Youth and Digital Media	Various	2015	Youth experiences with digital media vary globally, with diverse perspectives on safety, identity, privacy, and civic engagement.

Digital Youth Experiences Across Cultures

7.2 Urban vs. Rural Connectivity Issues

Even among those who live in cities and rural locations, the disparity in connectedness between them reveals a significant issue that fuels social isolation. Usually including lots of technology and people, cities provide lots of opportunity for social connection. Still, metropolitan life can promote shallow interactions. On the other hand, albeit

having nearby neighbours, rural areas can lack decent internet and technology, therefore generating a digital gap. For people living in rural settings, where many elderly persons remain as they age, this makes solitude more terrible. This makes it difficult for them to get social support and apply contemporary digital communication. Therefore, knowing what prevents people from

being sociable and influences their mental health in different locales depends much on the difference in connectivity between urban and rural areas. The part social media plays in connectivity reveals more issues in rural and urban locations. Many times, cities feature a lot of digital tools meant for connecting individuals. The odd thing is, though, more digital engagement might not result in actual relationships, which would induce loneliness. According to earlier studies, the "displacement hypothesis" holds that increased internet use can substitute actual, in-person interactions, hence aggravating social ties in crowded regions. Rural areas, however, sometimes have additional difficulties that restrict their access to these channels, therefore affecting their capacity to create online social networks. This technical disparity emphasises the immediate need of particular steps to overcome these connectivity gaps, therefore enabling a more inclusive digital world capable of handling social isolation among many groups. These connectivity issues profoundly influence mental health and how people fit into society, therefore transcending mere numbers. While rural folks, with limited access to social technologies, perceive actual social exclusion, city dwellers may become caught in a loop of too much connection that oddly results in emotions of estrangement. Well-documented continuing platform transformation across generations highlights how digital interactions could either reduce or aggravate social isolation and shows how different generations view platforms. Furthermore compromising community strength are ongoing rural connectivity issues, which compromise personal well-being. To solve these discrepancies overall and enable people everywhere-including rural areas-to have a better future-clear support for policy changes and technology investment is required. Improved connectivity should be first focus for better social unity since it is a fundamental component of mental health and community support in a digital environment undergoing quick changes.

7.3 Access Disparities and Engagement Quality

Access differences in social media participation significantly influences the interactions among

the linked generation. Digital channels shape involvement, and the type of interaction people go through. Underprivileged populations lacking technology or the internet could find it more difficult to develop close bonds on social media. This can cause isolation, especially when one compares himself to more rich friends. Recent studies underline social isolation as a major public health risk both in the US and globally "Social isolation is increasingly recognised as a public health concern both in the United States and globally". Debra Umerson, Rachel Donnelly. Dealing with the widespread social isolation among today's youth requires an awareness of how access challenges affect engagement quality. Besides, the design of social media sometimes accentuates these differences. Platforms typically give engagement measures appealing to wealthy consumers top priority. On these sites, the "like economy" favours posts that draw a lot of attention, which might marginalise less privileged users who might not have the means to create generally appealing content. According to the displacement theory, real-world relationships might be replaced by online contacts, therefore aggravating estrangement among those from low incomes. The increase in mental health issues among the impacted people points to more general society consequences. Research shows that consistent access to well-chosen online content may lead to cognitive overload and emotional upheaval, therefore highlighting the requirement of fair access and careful involvement (Copeland CS et al., 2025, p. 9–9). Dealing with these access issues requires a multifarious approach including governmental modifications advancing digital inclusiveness. Programs on diversity, equity, and inclusion in classrooms can enable historically under privileged groups interact more deliberately with technology. Outreach to underprivileged populations should be given top priority in these projects; they should also provide digital literacy tools and techniques for properly navigating social media (Yok-Paat F et al., 2025, p. 220-220). Building trust and using creative teaching strategies will help stakeholders provide chances for everyone to establish relationships that get over access restrictions. Research on mental

health and social support shows that eliminating these inequalities will considerably increase engagement quality, deepen linkages among the

connected generation and reduce social isolation (Kumar V et al., 2025, p. 241–241).

II Category	Percentage
Lack of Social Support	Varies by demographic factors
Loneliness	Varies by demographic factors
Social Isolation	Varies by demographic factors

Social Isolation and Access Disparities Among Adults in the United States

VIII. PANDEMIC ACCELERATION

With its accelerating effect, the COVID-19 epidemic has fundamentally changed the social landscape; especially affecting the Connected Generation, they are more active but yet feel oddly detached. This time frame brought attention to the continuous digital revolution, accelerated by the pressing needs of the epidemic. The explosion of virtual platforms-like Zoom-for social life and education has greatly heightened our reliance on screens and resulted in something known as Zoom weariness. This concept seems to be magnifying the mental health issues previously experienced by Generation Z by characterising a change in interaction approaches as well as a rise in the psychological demands connected to these new contacts. Lockdowns apparently brought in an increase in anxiety and despair (Jiang Y et al., 2025, p. 649–647). The paradox of connection in our mostly digital age is embodied by this conflict between greater online communication and feeling disconnected. Furthermore, among the Connected Generation, social isolation seems to have a dual character with both objective and subjective elements playing a role. Many nevertheless say they feel lonely even if people seem to be maintaining big networks online. Indeed, many young people are feeling isolated even with great connectivity, a situation exacerbated during lockdowns. Social media use demonstrates a change from meaningful engagement to just kind of passive scrolling through other peoples' life, which then sadly fosters social comparison, and emotions of not being good enough. This change seems to align with Putnam's concepts on social capital, implying that bonding with peers is losing out to shallow

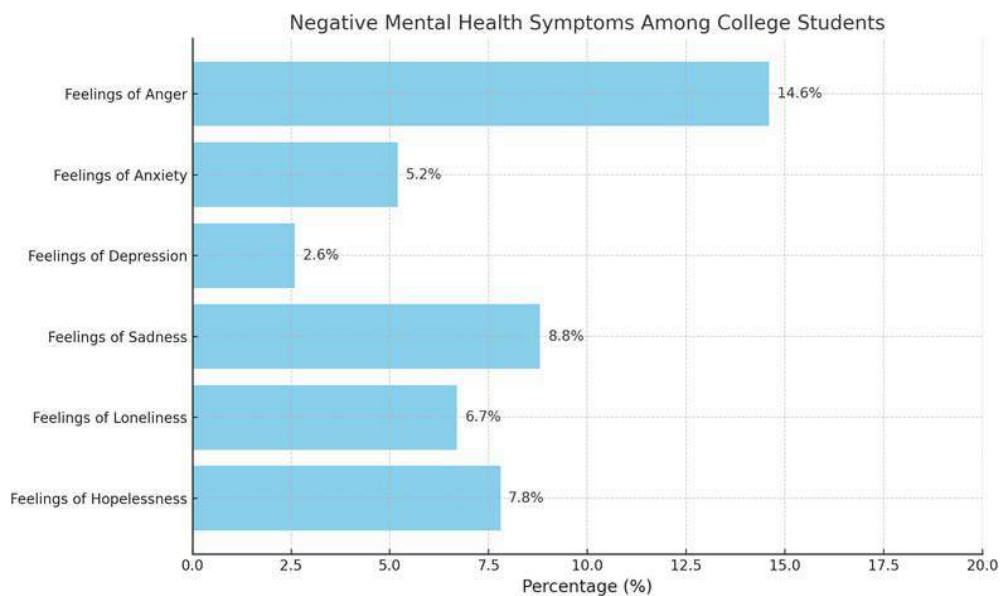
internet networking, therefore influencing wellness (Carlos van Tongeren, 2025). Though looking large, the virtual content that shows as social engagement might ironically make people feel more isolated. At last, the effects of Pandemic Acceleration transcend personal feelings; we now have to genuinely examine our social systems and how they foster actual connections. The social underpinnings that used to help avoid isolation could be gradually erased as those dependable community support systems-such as churches and schools-weakens. For members of the Connected Generation, postponing conventional events like marriage and house purchase will help to reinforce their cultural shift towards digital involvement rather than real-world experience. People are beginning to question if the connections created online are as strong as those developed face-to-face. It's complex, and we have to come up with answers to help with the negative impacts of social media on mental health and forward digital wellness programs, including those that have lately been investigated pertaining to mental health linked with utilising technology (Aires JDM et al., 2025, p. 57-74). Reworking how communities help the Connected Generation in creating relationships that mean something-even with so much of life occurring online-should now be the primary focus.

8.1 COVID-19's Impact on Social Behaviours

The general quarantines and movement restrictions implemented during the COVID-19 epidemic really helped us to understand what physical isolation entails. This greatly affected behaviour, particularly for members of the Connected Generation. They struggled to keep up

with their social life when they couldn't go out as they are so used to digital technology and continuously on social media. Household confinement, as "Quote 72" pointed out, meant less direct social contact. People thus started depending more on digital platforms, which altered their formation and maintenance of social interactions among distance. Beyond only social concerns, COVID-19 affected mental health especially for kids. One study revealed that isolation caused declining mental health among college students. Their social skills suffered and they claimed that online learning was different. This is consistent with research showing that social isolation causes loneliness, anxiety and depression. Students concerned about fitting in following the epidemic said, Angton et al., 2025, that the epidemic especially affected overseas students. These problems draw attention to the broad influence of the epidemic on social behaviour and show that a generation is

struggling with newly developed social constructions and a basic reevaluation of personal interactions. Examining how social behaviour altered during the COVID-19 epidemic, the internet world started to play a major role for social connection. Virtual communities grew in popularity while face-to-face contacts dropped. These groups were a mixed bag, though; they provided connection but occasionally lacked depth. Studies on remote workers revealed that many felt more socially isolated even if many appreciated a better work-life balance. Those who worked remotely battled to separate their personal life from their profession, which caused concerns about their social skills and mental health down-road. Psychological well-being suffered from social isolation and hazy work-life limits, as Miller et al., 2025 said. This emphasises the need for organisational assistance since it displays the paradox of being linked but isolated.



The bar chart displays the percentages of college students experiencing increased feelings of various negative mental health symptoms. Feelings of anger are the most prevalent at 14.6%, followed by sadness at 8.8% and hopelessness at 7.8%. In contrast, feelings of depression are the least reported at 2.6%. This highlights the impact of mental health challenges among college students.

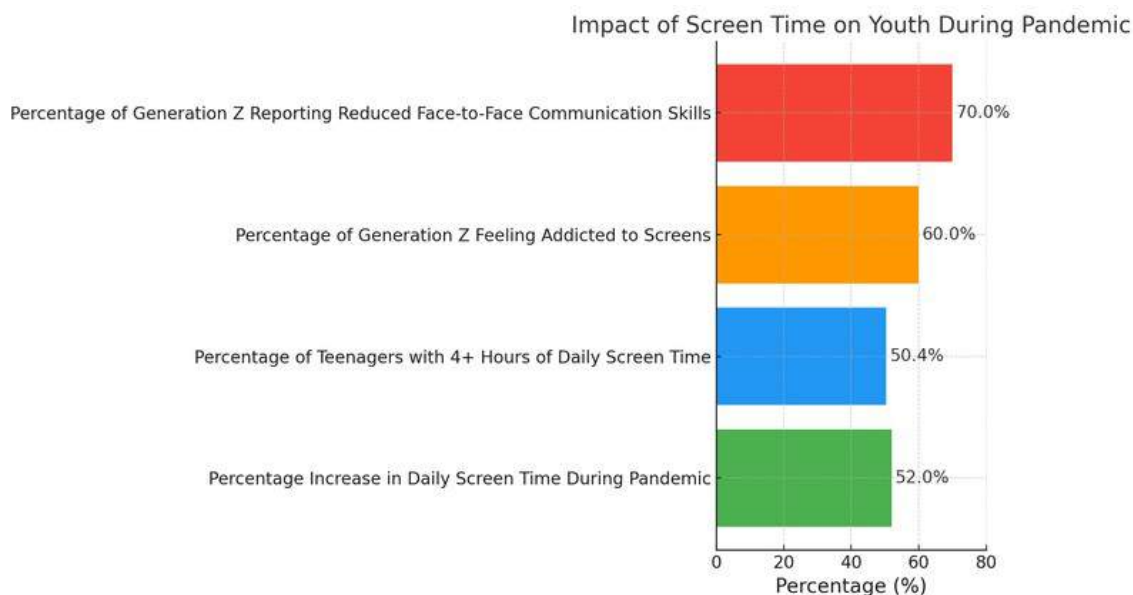
8.2 Rise in Screen Dependency During Lockdowns

Particularly for the Connected Generation, the COVID-19 epidemic transformed our communication style and resulted in significant screen use. Lockdowns reduced in-person contacts, hence people started to stay in touch

using digital tools. Given that greater screen time substitutes for meaningful in-person connections, this raises questions. Studies indicate that excessive screen usage could impair social skills, especially in young people who are still acquiring these ones. Some argue that prolonged screen time has been linked to lower social development

and less social contacts in children, thus it is crucial that this increased screen time does not become the new normal. "Screen time has been associated with lower social development and social contacts among children, so it is important that these longer periods of screen time do not become normalised behaviour". Dealing with this need on social connection during periods of isolation depends on an awareness of it. One should also take into account the psychology underlying screen reliance during lockdowns. Media Dependency Theory holds that when circumstances are unclear individuals often rely on media for knowledge and social connection. The outbreak made this more evident as face-to-face interaction was limited and internet relationships were vital. Using virtual environments to satisfy psychological needs-like the need for connection-results in a paradox: while technology gives social access, it can also induce sensations of isolation and inadequacy. Studies have therefore shown a relationship between increasing screen time and emotions of loneliness, which questions if digital interactions can replace in-person encounters.

The Connected Generation should consider carefully the relationships they create online and whether these interactions help to lower loneliness as they negotiate these feelings. Furthermore, the consequences of growing screen reliance affect society at large and transcends personal experience. A generational revolution in social behaviour is possible when businesses and educational institutions progressively turn to digital formats. The epidemic accelerated a trend whereby internet interactions-sometimes resulting in a sense of disconnection-replace conventional social gatherings such as in-person graduations or team-building activities. Although this digital change lets communication go on, it could also erode vital social ties, hence fuelling a general societal unrest. Furthermore, others argue that emotional well-being and social relationships are much influenced by these changes in social participation. Developing therapies and policies supporting digital health and reducing the negative effects of screen dependency both during and after the epidemic will depend on thorough investigation of these developments (Simeon D et al., 2023).

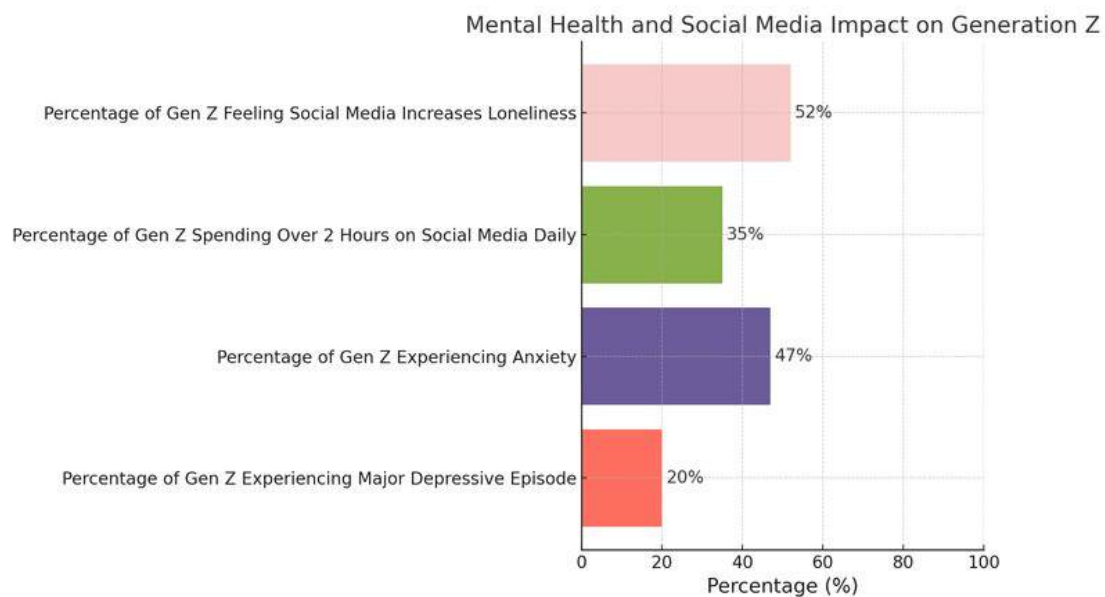


The chart shows young people's effects of more screen use during the epidemic. It emphasises how 60% of Generation Z feel hooked to screens while 70% express poor face-to-face communication abilities. Furthermore, throughout the epidemic, daily screen time rose by 52% and over half of teenagers spent more than four hours on screens.

8.3 Mental Health Challenges Faced by Gen Z

Mental health challenges of Generation Z? Those typically have their roots in social media and how it compromises their mental well-being. They are figuring out who they are in this digital world, and studies point to a genuine connection to growing anxiety and despair. "Gen Zers are experiencing stress and anxiety levels we haven't seen before," notes one. Addiction to social media only makes things worse and causes some quite severe unpleasant emotions. Studies also reveal that young athletes, a rather decent representation of this generation, are feeling more negative as they depend so much on these platforms for approval and communication. Therefore, especially with regard to feeling connected or isolated, truly understanding all of this is essential if we are to address the mental health problem and provide Gen Z with effective help (Wei-Lin C et al., 2025). Then there is the pressure from family expectations, demanding academics, and the unstable economy. Studies reveal a concerning rise in mental disease among young individuals, indicating a significant public health concern independent of increased knowledge. Only aggravating emotions of inadequacy and loneliness are educational pressures and the relentless urge to be the best in a very competitive

environment. This all needs our urgent attention for a generation labelled as the most sad and nervous when compared to past ones. Historically, the institutions in place to support young mental health have been slow to change; so, innovative and proactive ways are necessary to solve these rising difficulties in a thoughtful way (Patrick D. McGorry et al., 2025). Moreover, the way social media interacts with mental health has some major consequences for studies and our intervention strategy. Online platforms are meant to link us, but sometimes they replace actual human interaction, which causes loneliness and isolation. According to the Displacement Hypothesis, which holds that time spent online reduces real-world interactions, Being digital natives, Gen Z may find themselves caught in a well manicured online world where image rules more than honesty. Schools and local organisations must thus cooperate to enhance mental health initiatives for this generation. Digital literacy initiatives and mental health education in schools assist in developing resilience and emotional intelligence, thereby enabling future generations to negotiate the online environment without feeling so alienated (Nyamboga TO, 2025, p. 270-285).



This chart illustrates the significant mental health challenges experienced by Generation Z. It shows a notable 52% feel that social media increases their loneliness, while 47% experience anxiety and 20% suffer from major depressive episodes. Additionally, 35% of Gen Z spends over two hours on social media daily, highlighting the connection between social media usage and mental health issues.

IX. NEUROLOGICAL AND COGNITIVE EFFECTS

The neurobiological features of social isolation in our hyperconnected society expose a worrying link between digital life and brain function. According to several research, especially in regions related to emotions and social cue interpretation, too much time on social media may alter the structure and function of the brain, being continually online, for instance, has been linked to a reduction in brain plasticity, which would make forming and maintaining significant relationships in real life more difficult. Juggling several apps and platforms causes cognitive overload that can interfere with attention and impede the growth of sympathetic relationships with others, therefore complicating this problem. Studies on the impacts of stem cells-especially cytokine participation in cerebral health-suggests this has consequences for cognitive resilience. Social media's continual distractions can hinder individual's capacity to acquire social skills in the real world, thereby perhaps compromising brain health particularly in younger people. Furthermore, clarifying our knowledge of the cognitive consequences of social isolation is the growing link between social media and self-esteem. Spending a lot of time with properly created online personas might cause emotions of inadequacy and lower mental health, therefore isolating people. Some psychological models, such as the Displacement Hypothesis, propose that, even in cases of digital connectivity, time spent on digital platforms sometimes replaces important real-world connections, therefore aggravating emotions of loneliness. The connection between social media and higher anxiety and depressed symptoms emphasises the complexity of our digital behaviour. Research on substance abuse (Predescu I-A et al., 2025, p. 7-07) show a similar rise in social media dependency that can lead to serious cognitive problems like shorter attention spans and emotional management problems. Investigating attentively how our internet activities are changing young people's views and emotions about themselves is therefore really vital. Moreover, the effects of social isolation and cognitive problems go beyond personal

experience; they represent important public health issues.

According to neuroscientific studies, social detachment may interfere with important mirror neurone system activities, thereby lowering empathy and social comprehension and maybe starting a cycle of isolation. This autumn influences not only personal relationships but also more general society issues since less social capital can erode communities. Though they provide some connection, the emergence of online communities sometimes fails to establish real bonds supporting emotional development. Studies on mental health (Magomedova A et al., 2025) point to the need for a multifarious strategy. Targeting these neurological and cognitive effects calls for coordinated efforts across policy, education and community-building under direction to lower the significant effects of isolation. Embracing technology solutions means that we must give real personal connections top priority above transient digital ones, therefore fostering a thorough feeling of well-being in our linked but maybe secluded generation.

9.1 Brain Studies on Social Media Usage

Examining how social media shapes our brains is quite crucial inside the complex arena of modern social contacts. Studies show that utilising these platforms lights up specific parts of our brains, especially those related to feeling good and getting rewards. When people publish personal information about themselves on social media, for example, their brain responds with pleasure-akin to what happens when one eats good food or makes money.

This clarifies why some people seem to depend on internet contacts for constant approbation. Some research suggests that "the act of disclosing information about oneself activates the same sensation of pleasure in the brain that we get from eating food, getting money or having sex." This reward mechanism in the brain raises concerns about whether we might become hooked to social media, therefore affecting emotions of loneliness even when we are connected. It is not only about why we use it. Particularly for teenagers, it's also

important to examine closely how social media shapes our feelings and perspective. Studies indicate that teenagers are more sensitive to what others think of them, and this can become even more true of heavy social media users. According to some brain research, social media may exploit this and cause loner and more disconnected feelings. Social media is clearly damaging real-life relationships since it might not provide the deep connections we truly need and is becoming the major means of interaction for people. We must strike a mix between online and offline connections if we are to remain psychologically fit in this digital environment. Examining these brain-related aspects helps us to realise that handling social media is more than just about how we use it; we also have to properly comprehend how it alters our brain and emotional state (Magomedova A et al., 2025). Knowing how our brains function will also enable us to identify strategies to minimise the negative impacts of social media on our mental state. As more people realise social media could lead to loneliness, psychological awareness needs to be included into the digital environment. Theories on emotional strength and social bonds imply that having encouraging online groups might help overcome the solitude social media can generate. People's feelings could be far better if we create social platforms emphasising the creation of actual relationships rather than merely surface interactions. These kinds of psychological transformations may enable individuals to participate in meaningful ways, therefore forging actual ties that give them a sense of belonging. As we continue to talk about social media, insights from brain research will be essential in creating healthier digital environments that tackle the growing public health problem of social isolation in our connected world (Predescu I-A et al., 2025, p. 7-7).

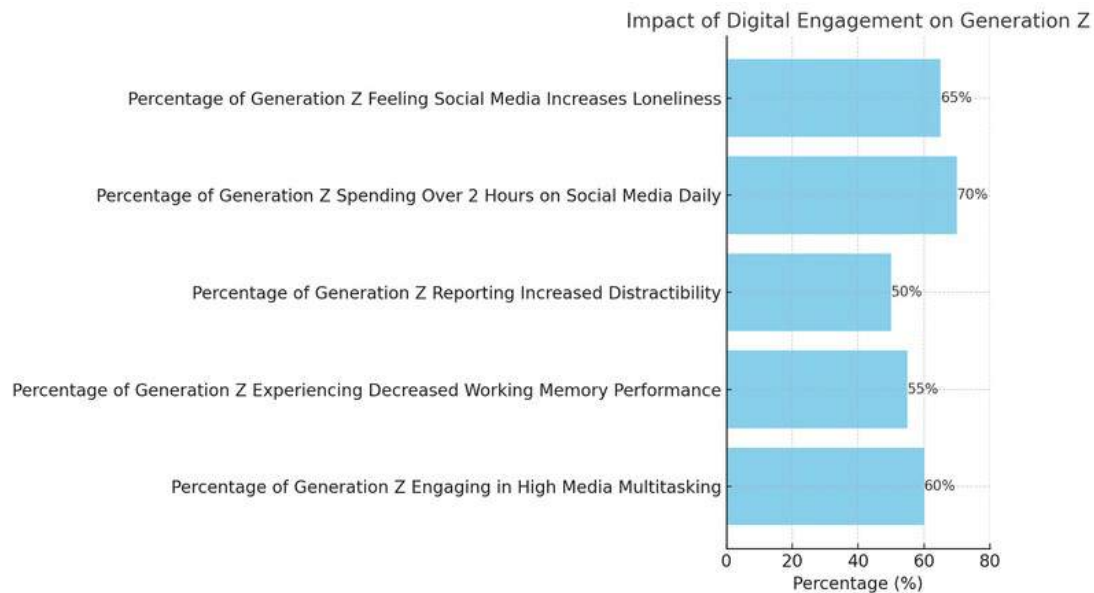
9.2 Cognitive Overload from Digital Multitasking

Due mostly to digital multitasking, the Connected Generation suffers a significant cognitive overload; they have often known no other way. These people are continuously handling several information streams since they have easy access to cellphones and social media, which results in

divided attention and a depletion of their cognitive resources. According to several studies "the inherent mental habits of media multitasking-dividing attention, dividing attention and maintaining multiple trains of thought-have significant implications and consequences for students' academic performance"-this behaviour, sometimes known as popcorn brain, results in not just shorter attention spans but also negatively affects social interactions". May, Kaitlyn E.; Elder, Anastasia D. Students' academic performance suffers greatly from the mental habits acquired by media multitasking-splitting attention, fast switching focus, and striving to sustain several thoughts concurrently. Dealing with these cognitive challenges, this generation sometimes finds their isolation heightened by a limited capacity to completely and truly interact with their contemporaries. Although many people consider digital multitasking to be a useful ability, in actuality it causes cognitive overload which compromises the basic foundation of real social contact. This generation may unintentionally foster social isolation as they are drawn to surface activities on sites like Instagram and TikHub. Though it increases involvement with digital media, "FOMO" (Fear of Missing Out) also causes emotions of inadequacy and loneliness when real contacts lessen. The link between time spent online and reported loneliness is somewhat concerning; studies indicate that, especially among younger people, rising screen time is linked with growing loneliness. This underlines the importance of changing our digital behaviour and stresses the need of developing closer personal relationships-digital platforms can copy but cannot sufficiently replace. Particularly as the Connected Generation negotiates a world inundated with digital distractions, researchers emphasise the need of carefully knowing the effects of digital multitasking on mental well-being. With its fast changes in digital engagement, the COVID-19 epidemic threw cognitive overload into sharp relief; many young people felt more stressed and anxious adjusting to virtual settings. This reliance on digital tools emphasises the need of focused treatments meant to reduce the negative consequences of cognitive

overload and support better relationships. For example, educational methods including social-emotional learning could enable a more balanced connection with technology by helping to build critical thinking abilities and mindfulness. Establishing surroundings that foster real

relationships rather than fuelling cycles of isolation and cognitive strain is becoming more crucial as society comes to terms with the ways that technology affects interpersonal dynamics. There may be some slight improvements if this is applied [cited].



The chart illustrates the impact of digital engagement on Generation Z. It highlights various percentages of Generation Z that experience high media multitasking, decreased working memory performance, increased distractibility, extensive social media usage and feelings of loneliness associated with social media. The data shows that 70% spend over 2 hours on social media daily, while 50% report increased distractibility.

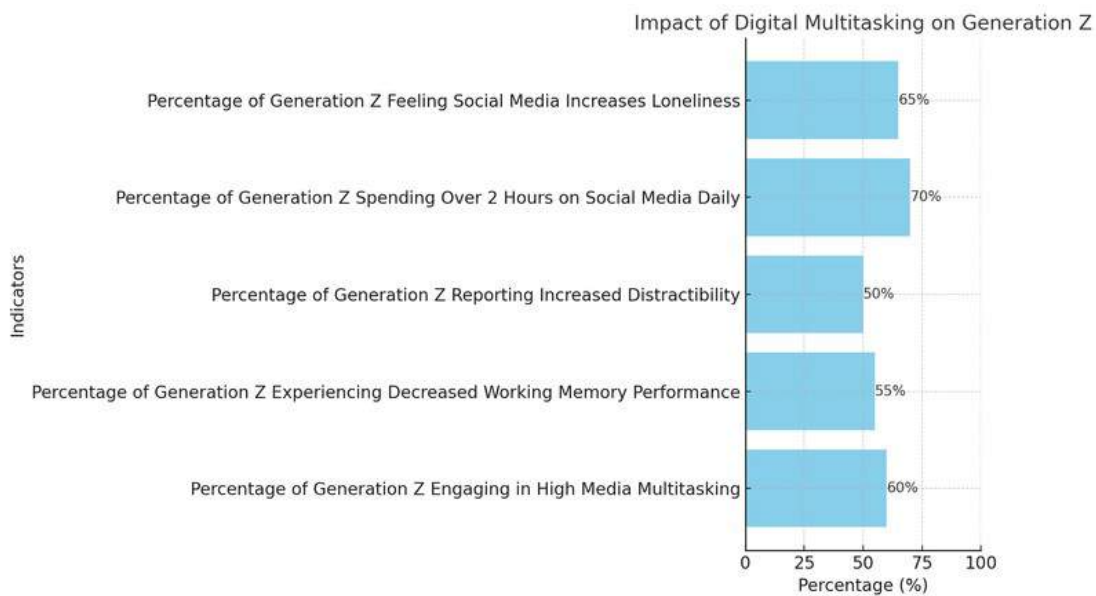
9.3 Effects on Empathy and Social Relationships

The link between digital interaction and our capacity for empathy reveals an interesting paradox for generations who are social media connected. Although interacting with online networks seems to provide more chances for connection, there's a risk it can also compromise the genuineness of our contacts. By its very nature, internet-based connection can sometimes result in shallow involvement, which then limits emotional depth and true understanding between people. "The use of online networks may threaten subjective well-being in several ways, due to the inherent attributes of Internet-mediated interaction and through its effects on social trust and sociability". "The use of online networks may threaten subjective well-being in several ways, due to the inherent attributes of Internet-mediated interaction and through its effects on social trust and sociability." As one study noted, (Fabio Sabatini, Francesco Sarracino). The

concept here is that even although we might feel more socially connected, the actual nature of those contacts usually lacks the required depth to truly inspire empathy. Less emotional satisfaction and, ironically enough, more feelings of loneliness can follow from this. Therefore, depending on digital connection could simply help to aggravate the very loneliness it is supposed to cure. The "Fear of Missing Out, or FOMO," adds to the complexity of social ties in the connected generation. This phenomenon might aggravate negative social comparisons and affect our mental state. When young people compare their lives to the highlight reels they view online, they may become more anxious and dissatisfied as they negotiate social situations-often via well designed online personas. The outcome might be a fractured sense of self, which makes forming actual emotional ties difficult. All of this emphasises a crucial feature of Social Capital Theory: our bonding capital-those close,

significant relationships-may get diluted in favour of bridging capital-superficial links. This affects empathy especially since people may lose sensitivity to the emotional needs of people around them. Most of the time, their capacity to exhibit compassion and aid declines, which deepens cycles of isolation instead of fostering real relationships. Moreover, the learning environment is quite important for the development of empathy among rising social isolation. Schools should strive to develop not simply intellectual capacity but also the socio-emotional skills required for pupils to create significant relationships. Discussed in several research, axiological education stresses the need of teaching basic principles from a young age

since it is essential to build empathy and social responsibility. As said, "Education based on the promotion of values at an early age is essential because this is when the most significant changes in a child's life occur" (Horațiu Catalano et al., 2025, p. 119-137). Including empathic skills into curricula for schools will help offset the bad consequences of digital interactions on relationships. It also emphasises the importance of real communication and relational skills, which are prerequisites for the welfare of the generation of social media addicts. Emphasising these qualities not only helps to improve interpersonal interactions generally but also acts as a proactive way to reduce the broad consequences of social isolation.



This chart illustrates the impact of digital multitasking on Generation Z. It shows the percentage of this demographic engaging in high media multitasking, experiencing decreased working memory performance, reporting increased distractibility, spending over two hours on social media daily and feeling that social media increases loneliness. The data highlights significant issues related to their media consumption habits.

X. ONLINE COMMUNITIES VS. REAL-WORLD BONDS

When considering online socialising, we have to consider how it stacks against in-person hanging out. Media Dependency Theory claims that sites like Reddit, Discord, and Twitch have evolved into a kind of fantasy social venue where users search for friends and a feeling of belonging. These online conversations, meanwhile, lack the realness, closeness and depth that face-to-face friendships possess. Studies reveal that, although

having a feeling of community online, it is not as excellent in providing emotional support and understanding as it is when you are with someone in person. Younger people who spend a lot of time in online networks can clearly perceive this, yet nevertheless report feeling lonely and cut off. You might even remember something known as the Displacement Hypothesis, which holds that excessive internet use can replace in-person interaction. Digital environments might thus be useful for connecting, but they can also complicate genuine connection formation.

Considering this, you may find that rather than being utilised to improve them, online communities are occasionally used instead of in-person interactions. Putnam, a man, discussed social capital and distinguished between "bonding" and "bridging" capital. Online, it's easy to connect quickly with many people ("bridging"), but it's more difficult to create those close, encouraging relationships ("bonding"). Those who spend most of their time on social media may experience this loss as, even if they are feeling lonelier on the inside, obtaining "likes" and simple exchanges might help them to seem connected. Social media is also meant to inspire people to evaluate themselves against others, which could cause self-consciousness. Many times, people go online to connect but wind up feeling more alone; so, we cannot just assume that being more

connected online is always a benefit. We also must consider what's going on in our thoughts if we are to truly know whether online communities are functioning. Being online might overwhelm us and complicate our emotional processing and communication with one other. Being constantly online can clearly make us feel less safe and more alienated as more studies link social media to feeling worried and depressed. Social connection and emotional wellness are entwined and lead to a paradox: while technology was supposed to enable us to connect, it may be really separating us from what makes us feel good. This is why activities like beginning community projects and pausing technology can be so crucial for restoring actual relationships and handling the more general issue of social isolation in a generation always linked (Magomedova A et al., 2025).



Image 1: Exploration of digital connectivity and its psychological implications.

10.1 Characteristics of Online Communities

Online communities are vital components of contemporary digital life since they provide centres of social contact. In several significant respects, nevertheless, these virtual meetings depart from conventional social gatherings. Often influenced by how well everyone gets along and communicates, one important factor is their degree of strength and connectivity. These online environments set the unwritten conventions and even the language people use when engaging, so they are not only venues for exchanging interests.

Online communities are sometimes defined by how successful members remain together, how successful they are, how helpful they are to one another, the nature of their interactions, their language and how self-regulating members are. Therefore, even if they can provide individuals with a sense of belonging, they can, somewhat ironically, also make feelings of loneliness and disconnection even worse, particularly if people do not get the validation they are seeking for, which can then cause anxiety and low self-esteem (Solev ARåg et al., 2025, p. 125-125). The social

and cultural content existing in these digital environments exposes a complex mix of interactions that could either enhance or social ties. Consider "Midwest Nice," for instance; that over courteous behaviour could conceal more intense isolation. Online groups could lack the genuine depth and sincerity you discover in in-person meetings even while they might help create relationships. This is where the paradox of the connected generation arises: people feel subjectively lonely even if they are always online as those online exchanges can replace real-world ones. This also represents a larger change in society whereby digital contacts are gradually replacing genuine connections, which fails to satisfy our fundamental psychological needs and so, causes individuals to feel even more alienated and sad (E Homan J, 2025, p. 145-145). Examining particular platforms helps one to better understand the variations in online communities, particularly with relation to design and user interaction. Platforms like Reddit and Discord, for instance, offer special means of encouraging engagement that can somewhat resemble social bonding. These networks can, however, also inspire people to only consume content passively, which might aggravate loneliness. Seeing how short yet well-chosen these contacts may be makes it abundantly evident that although they present opportunities for attachment development, they often overlook the profound feelings and intimacy that accompany offline connections. All of this begs serious issues about whether the relationships developed in these environments can offer actual support and about their authenticity. In the end, this difficult equilibrium between online participation and the possibility of aggravating isolation reveals why we need to carefully examine online community dynamics to truly grasp the shared issue of social isolation among the connected generation (Keogh C, 2025).

10.2 Depth of Interaction in Digital Spaces

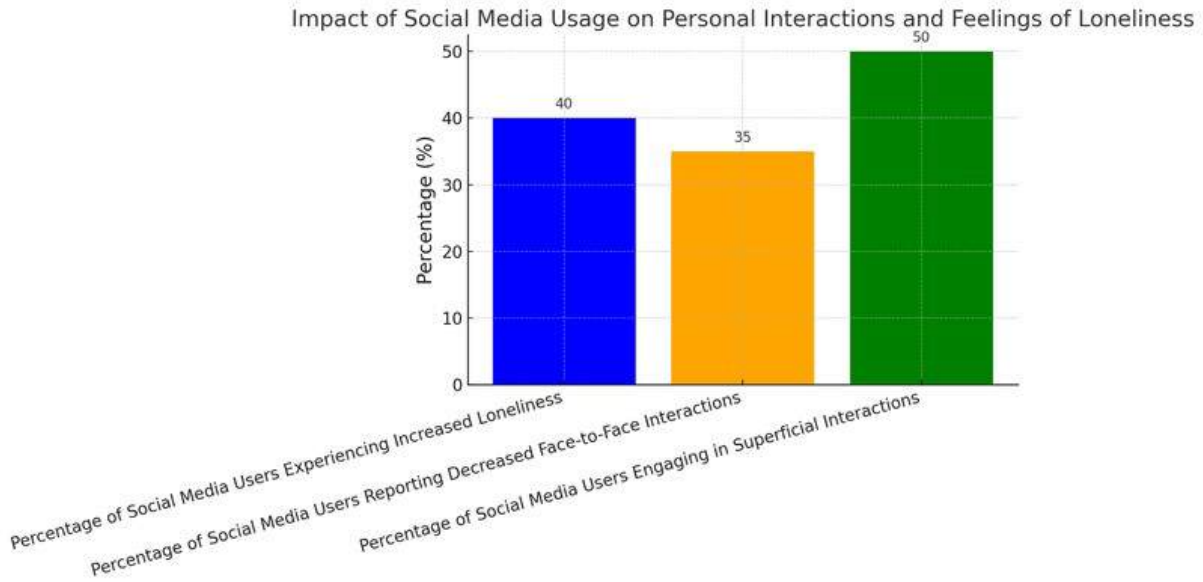
Considering the sometimes-confusing correlation between feeling socially isolated and being electronically linked is pretty important since it helps us to realise the actual depth of our virtual relationships and how they affect our social life.

Indeed, social media or Discord can facilitate more natural communication; but those interactions typically go far from the surface.

Though they spend all their time online, people nevertheless feel as though their actual relationships are becoming more strained. According to a study utilising interviews, for example, respondents often felt disconnected and tired from using their phones and the internet even if they were quite engaged online ((Johanna L Degen et al., 2025%). Regarding online dating or networking, this draws attention to a fundamental problem: just because you communicate a lot does not mean such exchanges are significant. Therefore, even if the "Connected Generation" looks to be doing in this super-connected environment, not being able to create genuine relationships could simply make them feel even more alone, which is a major topic of discussion here. We must comprehend how these digital environments reflect and maintain certain social and psychological aspects if we are truly to grasp what is happening in these areas. Those who use these sites may struggle to establish actual connections, which makes it difficult to feel as though they belong to a strong group as one would find in a good social network. Researchers have noted that people's relationships to one another are shaped by the architecture of social media, which frequently results in superficial connections ((Crivellaro C et al., 2025). People experience social circumstances akin to real life as they traverse these online environments, but they are lacking vital skills like vulnerability and mutual trust. These settings could, in fact, lead people to believe they are maintaining relationships while they are really surface-level-what you would call "superficial engagement" that doesn't actually impact your emotions. These fleeting exchanges affect more general social justice concerns in digital environments than only personal relationships. Some companies have observed, for example, that these superficial interactions could compromise power dynamics and lead to circumstances whereby individuals lack as much empathy or understanding ((Jiao Z et al., 2025, p. 434-434). This implies that we must devise clever strategies to promote closer

ties in digital environments, particularly for groups already marginalised who would find it more difficult to be seen and heard online. Furthermore, as these platforms sometimes encourage rapid, simple connections, people may give up the truly vital elements needed to create close relationships. Dealing with these issues is

therefore quite crucial if we wish to develop policies and adjustments that support emotional involvement and empathy in online interactions, thereby offering individuals more chances to establish actual social contacts in a society that is being more and more technologically divided.



The graph shows how individuals' personal relationships and feelings of loneliness change depending on their social media consumption. It reveals that while 40% of social media users feel lonelier and 35% report less face-to-face encounters, 50% of users participate in shallow connections. This draws attention to a disturbing conundrum whereby digital connectivity might result in unfavourable social and psychological effects.

10.3 Authenticity of Connections in Virtual Environments

In the realm of virtual worlds, interpersonal interactions have changed and spurred research on the authenticity and depth of these digital connections. Given the Connected Generation mostly connects via social media, the nature of these exchanges comes under increasing criticism. Research indicates a typical lack of the emotional resonance seen in face-to-face communication, sometimes leading to users suffering social isolation, even with digital connectivity. Media Dependency Theory emphasises that depending more on digital communication could replace more conventional means of socialising, therefore reducing the authenticity of online connections. Younger people navigating platforms meant more for quick participation than meaningful conversation especially show this, which leaves them feeling less connected (Foo CD et al., 2025).

One of the main challenges is balancing digital convenience with the basic human need for real relationships—a battle seen in all spheres of life. Although they allow connections, virtual interactions often promote shallow participation instead of actual connection. According to the displacement theory, spending more time online could compromise the quality of offline connections, therefore aggravating loneliness and isolation. Platforms like Instagram and TikHub, with their social comparisons, aggravate this problem since well-chosen online lifestyles can feed fears and lower self-esteem, therefore undermining authenticity and a feeling of belonging. Empirical results certainly show a strong correlation between high social media use and emotions of isolation and despair, therefore highlighting the differences between online personas and real-life experiences (Varma A. KC et al., 2025, p. 1-13). This interaction reveals how,

even with large networks of online "friends," people may still experience extreme loneliness, which begs serious concerns about the emotional toll of a life mostly dependent on virtual connection. Dealing with the problem, it's important to look at how virtual worlds could be set up to support real-life interactions. Generally speaking, projects improving social capital using digital platforms seem crucial; these could result in an increase in bonding and bridging capital, therefore benefiting mental health. Furthermore, digital habitus implies that social behaviours change depending on the environment; so, environments that give deep involvement top priority over surface interactions may help to reduce loneliness. Most of the time, future studies should look at the capacity of online communities—perhaps those on Discord or Reddit—to foster real connections by allowing consistent interactions and shared interests (Rezeg A et al., 2025, p. 170-170). Reevaluating the design and operation of these platforms becomes crucial as society struggles with the emotional toll of virtual connectivity to make sure they act as instruments for actual social interaction rather than tools that aggravate isolation.

XI. SOCIETAL INSTITUTIONS AND SHIFTS

As the Connected Generation negotiates a shifting terrain, influencing society institutions, the complexity of social isolation is increasingly clear. Usually vibrant centres of socialising, educational systems are changing. Digital communication channels are replacing personal encounters more and more. Accelerated especially by the COVID-19 epidemic, virtual learning's emergence emphasises this change as students flocked to online platforms [cited]. This generates a paradox: increased technological connectivity and a drop in actual social interaction. This is compatible with the Displacement Hypothesis, according to which virtual contacts might replace genuine face-to-face interaction, hence encouraging loneliness and isolation.

Moreover, delays in milestones like developing meaningful friendships or community involvement heighten emotional and developmental

difficulties, therefore assessing educational institutions as social centres. Furthermore, increasing isolation among young people is the breakdown of conventional family relationships and community institutions. Changing society expectations forces families to adopt mobile lives, often leading to geographical separation and poorer bonds to one another. Here there is a direct link to deteriorating social safety nets once offered by families and say, churches—these used to truly strengthen communal ties [extracted Knowledge X]. The slow breakdown of these institutions adds to the generation devoid of strong support systems observed in increasing incidence of mental health problems among young adults. The psychological consequences of growing focus on individualism and self-sufficiency show themselves as more loneliness, which supports Social Capital Theory; this truly emphasises the need of relational networks inside more general social systems. The trend towards remote work in the workplace adds more difficulties addressing social isolation. Younger workers working from home lack chances for natural connection-building usually seen in conventional offices. Although they enable cooperation, digital tools sometimes fall short in replicating the richer, more complex interactions of in-person meetings, hence sustaining emotional distance [cited]. This fits studies linking reported loneliness among young people with more screen time. Furthermore, the competitive character of work culture can lead to isolation whereby real social interaction is undermined by production needs. Therefore, changing work dynamics underline not only the need of support inside corporate structures but also the requirement of intervention measures confirming community connectivity in professional environments.



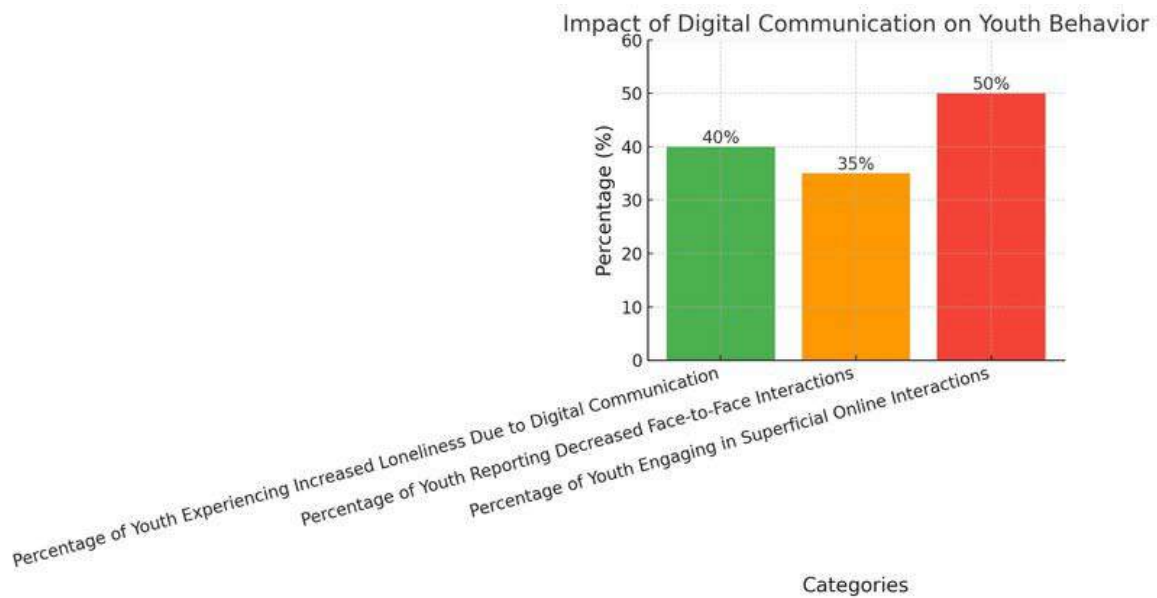
11.1 Changing Roles of Schools and Families

The evolving nature of education carries with it a significant change in the roles families and institutions play, a change intimately related to the social isolation many young people suffer these days. Historically, these organisations taught vital ideals and people skills and were crucial for socialising. However, in some respects the tech-heavy environment of today has made it more difficult for families and institutions to create close bonds. As means of communication, screens are so ubiquitous that they can eclipse those essential in-person meetings, which are absolutely necessary to increase social competency and emotional intelligence. In the end, teachers should take into account the several-sided consequences of our hyper-connected culture while considering the accessibility of conventional connection channels. No one institution or one player can completely rethink the educational system by itself. You must thus invest the time to find the response to the question: "What is it that we wish for our children in this community?" (Working together to change and raise standards in education: a family-school involvement playbook) rightly says: effort has to be spent defining our goals for students in the society; no one entity can transform education by itself. Given most of communication now occurs online, the declining participation of families in education emphasises the changing relationships

between schools and families. Families have always supported children's learning, but the digital era is changing this. Sometimes real-life family time is hampered by more internet engagement, which could aggravate young people's isolation. Moreover, some parents could be reluctant to interact with school communities as the virtual complexity of modern education overwhelms them. Studies indicate that this disconnection is related to social isolation; children negotiate their education among psychological and emotional challenges exacerbated by a lack of family support. This change requires us to reconsider how we support proactive measures between families and schools, therefore strengthening their relationship. Schools today have a serious problem: handling mental health issues resulting from the solitude brought about by contemporary communication. These days, it goes beyond just academic performance. Teachers know more and more how much emotional well-being influences student performance. Schools must change to fit the rising psychological demands of their pupils by including innovative resilience-promoting support mechanisms. Reversing social detachment trends mostly depends on including social-emotional learning (SEL) into the syllabus. Schools can design surroundings that give emotional intelligence top priority, therefore helping to reduce the isolation experienced by the connected generation. Schools not only improve academic

achievement but also create a feeling of community by doing this, therefore combating the negative consequences of events motivated by social media. Schools obviously play a major part

in forming a comprehensive education that addresses the complexity of the social scene around young people.



This bar chart illustrates the impact of digital communication on youth behavior regarding feelings of loneliness, face-to-face interactions, and online engagement. It shows that 50% of youth engage in superficial online interactions, while 40% experience increased loneliness due to digital communication, and 35% report fewer face-to-face interactions.

11.2 Delays in Traditional Adult Milestones

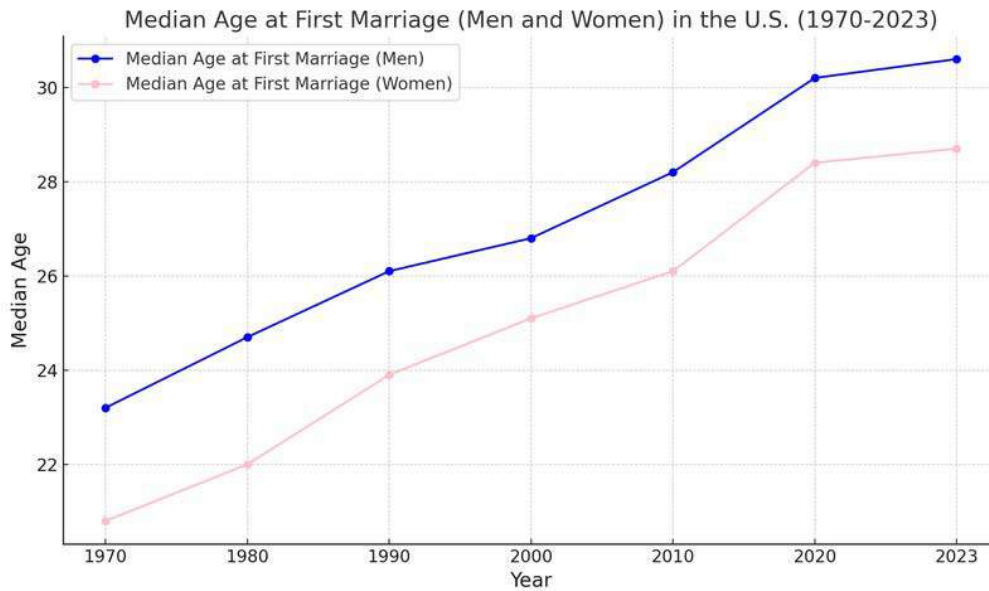
Younger people nowadays are reaching those conventional adult benchmarks more slowly than in past years. Scholars have certainly taken great interest in this development. Our views of adulthood are shifting as the Connected Generation spends more time online. Particularly since more individuals are getting educated, things like finishing school, finding a consistent work and establishing a family are happening later; yet, then financial difficulties are starting to arise. Furstenberg noted that since 1970, people's marrying or childbearing age has been rising. Many young people are preoccupied with their jobs or themselves first, before deciding to settle down [cited]. These delays, nevertheless, can also cause individuals to feel alone and cut off. The very technology meant to link us seems to be aggravating these emotions in some ironic sense. Young people feel even more lonely as spending so much time in virtual worlds can hinder the development of actual, meaningful relationships. Though digital channels allow us to interact with

millions of individuals, these contacts may feel flimsy and unsatisfying. According to the "displacement hypothesis," excessive online activity might reduce the face-to-face encounters required to create strong social ties (Arnett JJ et al., 2012.). When our real-life relationships aren't as strong or regular, we may thus find ourselves feeling more and more alone without the emotional support required for us to flourish. The issue is that our social demands are not always being satisfied solely by virtue of our access to social media. Researchers ought to give this important issue more of their focus. Considering all this, we have to ask ourselves how deferring adulthood affects young people's mental health and well-being. Those who postpone important life changes may feel inadequate, especially considering all the social pressure. This difference between expectations and reality can lead to many psychological problems like anxiety, depression and simple loneliness.

Moreover, young people may define their value in terms of things like marriage or house ownership.

The COVID-19 epidemic isolated people and made remote connections more widespread, therefore worsening these patterns. It truly highlighted the need of addressing the mental health consequences of postponing benchmarks among

the Connected Generation. Knowing what is happening can assist us to create programs that let people grow real relationships and make better transitions into adulthood, therefore reducing their social isolation risk.



From 1970 to 2023 the chart displays the median age at first marriage for men and women in the United States. Men and women have regularly postponed marriage over this period; men average age of roughly 30.6 in 2023 and women average age of roughly 28.7. This tendency captures a larger social change towards delaying conventional markers of adulthood.

11.3 Work-from-Home Isolation Trends

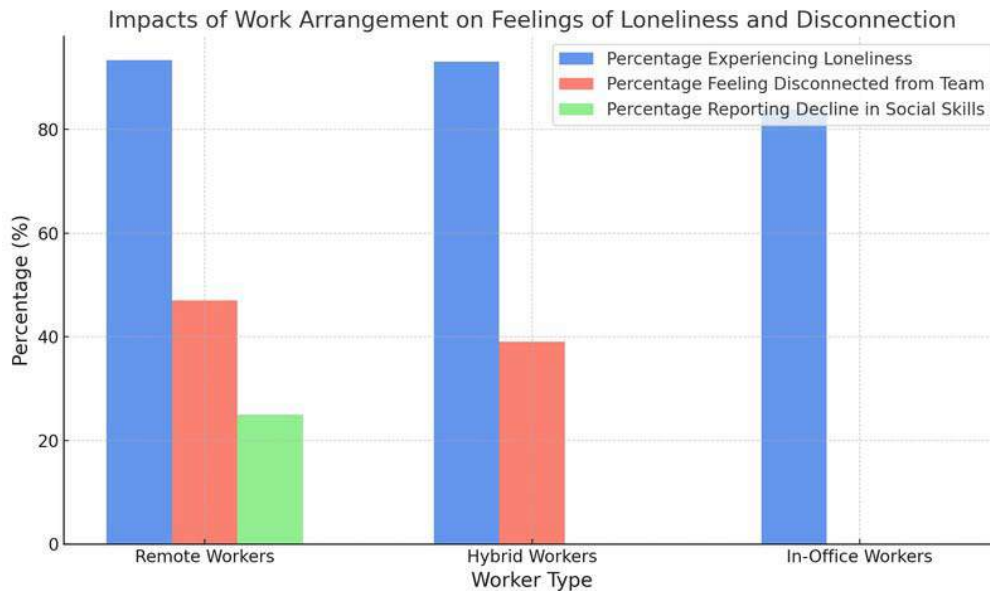
The emergence of remote work has profoundly changed our interactions at work, therefore affecting our relationships as well as our well-being. Working from home sometimes seems more isolated than in a regular office setting. In an office, you have those unofficial meetings, chance conversations and after-work get-togethers building community. Studies show that working from home increases psychological and physical distance between you and your colleagues, improving your feelings and 'alone' sensations.

This truly emphasises how far-off employment affects our personal and professional life; losing those in-person contacts could cause one to feel less connected and more lonely. And not only do individual employees feel this way; businesses often struggle to foster a strong team spirit when everyone is working remotely. Working from home has psychological effects that go beyond mere anecdotes; they are under active study. More

and more studies point to the detrimental health consequences of prolonged social isolation, which aggravates anxiety and depression particularly among younger people. People often claim they feel *more* detached despite being always online, despite all the digital tools we have to keep teams linked. Consider the results in (Johanna L. Degen et al., 2025), which show how online relationship tiredness can lead to harmful engagement habits, hence aggravating isolation. The stress of being always linked conflicts with the concept of simple social connection, underscoring that we must carefully examine how these details contribute to the social isolation issue among the generation of continuously connected people. Moreover, this whole remote work concept in our digital environment raises challenging issues regarding whether online groups can really fight isolation. Although apps like Zoom and Slack strive to replicate office contacts, these connections can sometimes seem somewhat surface-level. Qualitative findings from (Golestani R et al., 2025) indicates that a cycle of withdrawal

resulting from feeling prevented from meaningful engagement can exacerbate loneliness. Particularly if they are starting to feel more isolated from their work and social life and are having delays in reaching personal goals, this can truly hit young professionals hard. It's quite

crucial to consider how we may really address the isolating aspects of remote work and support true connections in a society that is always linked but still rather lonely as our social structures evolve to fit these new, tech-driven modes of engagement.



The chart illustrates the percentages of remote, hybrid, and in-office workers experiencing feelings of loneliness, disconnection from their team and a decline in social skills. Remote workers show significantly higher feelings of loneliness and disconnection compared to hybrid and in-office workers. Additionally, a notable percentage of remote workers report a decline in social skills.

XII. HEALTH OUTCOMES

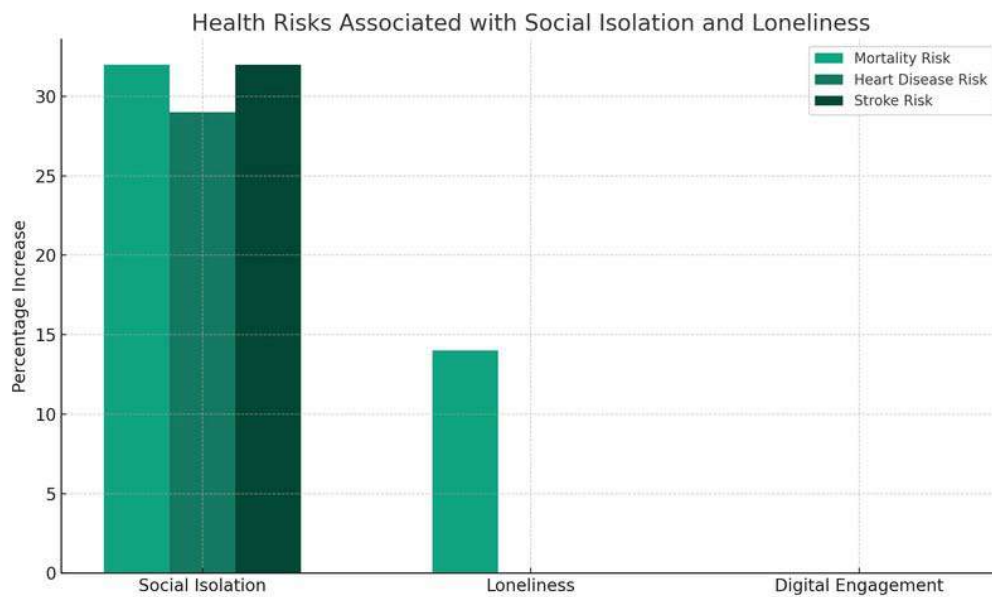
Particularly for the younger generation of today who are technologically connected, the complicated relationship between social isolation and health consequences demands thorough study of how using digital devices shapes our body and psyche. People value their online relationships more than real-life, in-person contacts, so when people depend more and more on communicating online, it can surprisingly cause emotions of loneliness. Studies show that persons who spend a lot of time with digital media really often feel more depressed and anxious, particularly throughout major life events like adolescence and young adulthood when they are evolving and changing. Social capital is therefore really crucial since it suggests that the type of our social interactions affects our health.

People's mental health and capacity to recover may suffer when they are cut off from real-world

social ties, therefore supporting the theory that social isolation-regardless of its actual form-has major consequences on human health (Magomedova A et al., 2025). Moreover, data appears to indicate that social isolation's negative effects on health extend beyond simple psychological discomfort. It also seems to influence results of physical health. For example, a range of negative health problems including metabolic problems and heart disease has been linked to chronic loneliness. Particularly, pollutants and other environmental factors aggravate these health risks, thus stressing a complex, diverse relationship between socioeconomic and environmental factors of health. Younger people have generally become less physically active, which is aggravated by spending too much time in front of screens and thereby increasing more health problems.

These relationships highlight the need of legislators addressing the urgency of social isolation as a public health issue since their consequences can be compared to the risks presented by smoking or obesity (Kumar V et al., 2025, p. 241-241). Among these difficulties social isolation presents, new technology solutions are emerging. Digital twins entering precision medicine, for instance, show how data-driven approaches might enhance health outcomes by means of tailored treatment, therefore empowering doctors. Still, the ethical consequences of

technology's part in healthcare integration surely demand serious thought. Promoting psychological resilience in the connected generation depends on juggling more connectivity with genuine, offline relationships. Moreover, the synergy between digital health platforms and mental health campaigns could be a great chance to offer easily available, preventive tools stressing the need of real-world contacts, thus helping to minimise the negative health effects of social isolation (Domenico MD et al., 2025).



This bar chart displays the percentage increases in health risks associated with social isolation and loneliness. Social isolation shows significant increases in mortality risk (32%), heart disease risk (29%), and stroke risk (32%). Loneliness has a lower mortality risk (14%) but does not indicate increases in heart disease or stroke risk. Digital engagement shows no direct evidence of health risks.

12.1 Mental Health Implications of Social Isolation

Especially among those who have grown up with the internet, the digital world has drastically changed our interactions with one another and profoundly affects mental health.

Although this generation is always active on social media, they feel more loneliness than before. Given studies demonstrating that social isolation can be as detrimental as smoking or obesity (JAIN et al., 2025), this is particularly worrying. Understanding these problems is thus quite crucial if we are to properly handle them. Especially since many people feel isolated even if they are always online, we should scrutinise the several types of social isolation, both the visible

and the subtle. This separation highlights the need for research on the complex effects of social media and the corresponding psychological conflicts, especially following occurrences like the COVID-19 epidemic, which raised general sentiments of isolation. Social isolation can cause major mental health problems including anxiety, depression and even suicide ideation, so transcending just sadness. Research shows that excessive screen time can replace in-person interactions and aggravate present mental health problems (Maharjan et al., 2025). Our means of communication have changed to digital exchanges rather than in-person ones, which has led to a situation whereby emotional bonds can feel ephemeral and transient. According to scholarly

research, especially among young people, constant exposure to platforms that encourage social comparison makes people feel inadequate and lonely, therefore aggravating mental health problems. These discoveries are crucial for developing plans to promote a healthier relationship with technology, which, oddly, might either be a cause of psychological pain or a tool for support.

Furthermore, important is realising how social disparities affect mental health, especially for underprivileged groups confronting many difficulties to their welfare. Research indicates, for example, that systematic problems including socioeconomic elements greatly influence Black teenagers' mental health differences; social isolation might aggravate these effects (DiSpagna et al., 2025). This emphasises the significance of considering several overlapping elements while examining the effects on mental health resulting from social isolation. Dealing with the challenges experienced by various groups requires not only knowledge of social media's complexity but also application of certain tactics encouraging inclusive mental health practices. Equipped with this understanding, stakeholders-including legislators and teachers-can better design digital environments to promote real connections and simultaneously address socioeconomic issues causing isolation among different communities. Simply said, the complex nature of social isolation calls for a coordinated approach including both institutional and personal treatments to enhance mental health outcomes in our linked planet.

12.2 Physical Health Issues Related to Screen Time

Especially for younger people, the current spike in screen usage naturally causes concerns about physical health. Spending all day hooked in can cause physical difficulties, most notably skeletal and muscular disorders from too much sitting. Often related to too much screen time are conditions like neck and shoulder pain, headaches, and what is frequently known as computer vision syndrome (CVS). With the explosion of digital devices fuelling more sedentary behaviour and possible threats to

physical health, mental health, and general well-being, "excessive screen time is a growing concern in modern society." The possible negative effects of too much screen time on health and emotions are examined in this paper. The paper especially looks at how too much screen time could compromise general well-being, mental health, and physical health. Among the physical risks of too much screen time include back pain, neck and shoulder discomfort, and eye strain. Kumukcham A Devi, Sudhakar K Singh. Moreover, continuously gazing at screens can lead to bad posture that over time stresses your spine. Studies show that not only makes one uncomfortable right now but also influences general fitness and can lead to long-term health problems.

Younger groups that are always online clearly show this. Healthcare professionals and legislators should pay close attention and aim to reduce the health issues connected to excessive screen use. Furthermore, worrisome is the fact that increased screen time usually translates into less physical exercise, increasing the risk of conditions including heart disease and obesity. The Displacement Hypothesis (Magomedova A et al., 2025) holds that being addicted to screens replaces vital real-world activities including exercise and outdoor play. This influences more general health consequences including metabolic syndrome and reduced aerobic capacity than only weight increase. Young people sometimes feel under pressure to always be online, linking via screens rather than engaging in physical activities. Particularly for today's "connected" age, this slide towards decreased activity clearly calls for public health strategies addressing too much screen time as a health issue. Knowing about digital health and being conscious becomes important in order to manage the risks of too much screen exposure. Instruction on the physical health consequences of prolonged screen use can enable individuals to choose their online behaviour more wisely (Ali MAM et al., 2025, p. 138–156). Teachers and doctors should advocate for balanced screen time, advise appropriate ergonomics, and propose frequent breaks as well as methods to socialise in person rather than only online. Given that young

society already heavily relies on technology, one concept might be using it to aid. Apps might, for instance, track and restrict screen time while encouraging physical exercise. Although the relationship between physical health and screen time is still under investigation, these strategies seem encouraging for guiding young people back on a better route and combating social isolation resulting from a very digital life. Talks about physical health and screen time must ultimately take general well-being in a society that is progressively linked but often very isolating into account.

12.3 Social Isolation as a Public Health Concern

The always changing digital terrain carries a worrying trend: social isolation among the "Connected Generation." Paradoxically, loneliness seems to be on the rise even with continual internet interaction. Studies demonstrating a strong link between heavy online use and feelings of isolation point to social media as being absolutely vital for mental health. Research indicates, for example, that 34.4% of Korean people occasionally experience loneliness ("Wu XJ et al., 2025"), therefore underscoring the general frequency of this problem. This begs significant issues; are online interactions really successful in creating real social contacts? In our digital day, social isolation seems to be a major public health issue given rising anxiety and sadness. Social Capital Theory and the Displacement Hypothesis provide insightful viewpoints that help one to grasp this. Social capital theory holds that social networks can be separated into bonding and bridging capital. Many times, digital contacts fall short of forging the strong social ties seen in in-person meetings ((Song I, 2025)). This is supported by the Displacement Hypothesis, which holds that time spent online can replace real-world interactions, therefore producing both objective and subjective isolation. Fascinatingly, some long-term research show that the most connected people feel lonelier, implying that virtual contacts lack the depth needed for satisfying relationships ((Wu R et al., 2025)). These erasing social relationships affect personal well-being as well as the general welfare of society, hence mental health practitioners and

legislators should pay quick attention to them. Dealing with social isolation calls on addressing the underlying structural and environmental elements. Programs for digital wellbeing could encourage deep relationships rather than surface-level ones by supporting better online interactions. Social-Emotional Learning (SEL) initiatives should also be used in schools to enable young people to grow resilience and interpersonal skills in their digital life ((Tyrone C Hamler et al., 2025)). Concurrent public awareness initiatives should draw attention to the psychological effects of too much social media use, therefore changing society perceptions of connection. Systemic change is required to encourage social participation and advance mental health as we progressively understand social isolation as equivalent to major health concerns like smoking and obesity. Effective measures should be given top priority so that stakeholders could minimise the negative consequences of social isolation in our fast digitising society.

XIII. MEASUREMENT AND METHODOLOGY

Measuring social isolation inside the connected generation presents challenging issues needing a solid, diversified methodological approach. Standardised tools such as the Social Connectedness Scale and the UCLA Loneliness Scale allow quantitative research to assess objective isolation as well as subjective loneliness. But a mixed-methods approach-that which mixes qualitative insights from online ethnography and interviews with quantitative data-allows a greater knowledge.

These methods provide a more complete picture of social connections among this population, therefore enabling researchers to grasp the intricate link between social media use and emotions of separation. Scholars should keep in mind the limits of self-reported data, which may add prejudices thereby distorting the interpretation of results. Most of the time, this improved approach is essential to get correct results about the significant effects of digital contact on social outcomes, particularly those related to health and welfare. Given the historical background guiding present trends, academics should also examine the development of social

media platforms in line with their distinct structures. The design elements of these platforms, for instance, ephemeral content and the like economy, greatly influence user interaction and behaviour. Studies usually point to these design features as causing reduced serendipitous interaction and more social comparison, thus influencing users' impressions of social connection and mental health. Examining the chronological evolution of these platforms-from My Space to TikHub-and their user bases helps one to understand modern connectedness and isolation problems. Understanding platform-specific effects is essential for developing focused treatments that minimise negative consequences related to high digital engagement considering the different implications across socioeconomic and cultural backgrounds. In this sense, visualising these connections-such as those in [cited] and [extractedKnowledgeX]-may help to illustrate how elements interact inside the measurement of

social isolation. Traditional measuring systems find it difficult to capture the phenomena of social isolation among the connected generation, which emphasises the continuous requirement of methodological creativity. Psychological research methods should evolve with the digital environment, particularly in reaction to fast changes in technology and user behaviour hastened by events like the COVID-19 epidemic. Analysing health outcomes-physical and psychological-against rising screen reliance calls for long-term impacts of continuous social media use to be captured by longitudinal studies. Considering neurological and cognitive effects helps one to further grasp the need of resolving empathy and social skill problems in virtual encounters. Future studies should not only improve current approaches but also investigate new avenues of study reflecting the complexity of digital socialisation and underline its relevance as a public health concern, in some respects, akin to well acknowledged mental health areas.

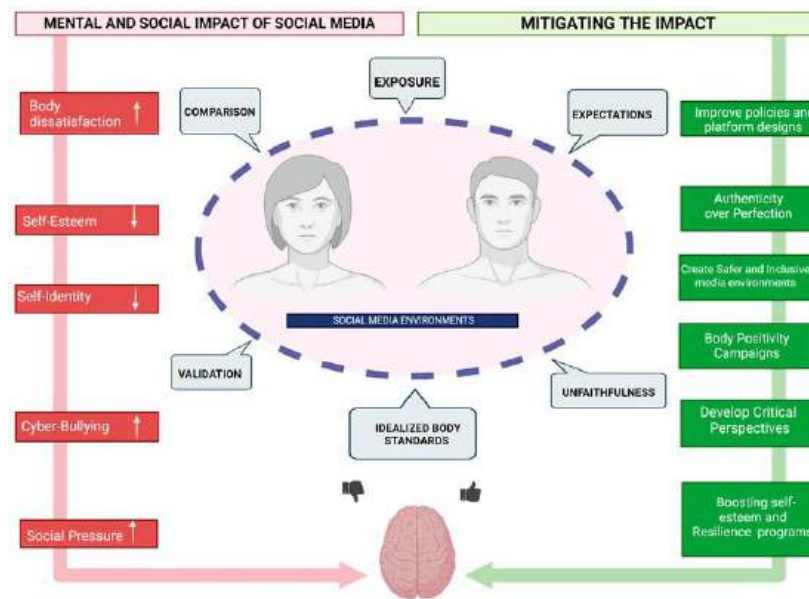


Image 5: Impact of Social Media on Mental Health and Strategies for Mitigation

Study	Measurement Method	Sample Size	Key Findings
Psychometric Evaluation of the Social Isolation Scale in Older Adults	Two-factor model assessing connectedness and belongingness	9,245 participants aged 60 and older	Excellent model fit (CFI = 0.997, RMSEA = 0.038); internal consistency (alpha = 0.77); moderate correlation with Social Network Index (r = 0.47)
Measuring Social Isolation in the National Health and Aging Trends Study	Social isolation measure based on Berkman and Syme's Social Network Index domains	7,609 participants	21.9% scored ≥ 4 on the social isolation measure; significant correlations with depression (r = 0.23) and well-being (r = -0.24)
Social Isolation: Development and Validation of Measures	Items generated through theoretical exploration and validated via exploratory and confirmatory factor analyses	128 individuals in India	Validated scale for measuring social isolation, loneliness, and related constructs
Measuring Social Isolation Among Older Adults Using Multiple Indicators from the NSHAP Study	Two scales: social disconnectedness and perceived isolation, combining 17 indicators	Data from the National Social Life, Health, and Aging Project	Social disconnectedness does not vary across age groups; older adults feel more isolated than younger ones
Social Isolation Measurement and Older Adult Health: A Review	Review of various approaches to operationalize social isolation in gerontological research	Varies across studies reviewed	Lack of conceptual clarity and numerous ad hoc measures hinder interpretation of social isolation research

Social Isolation Measurement Methods and Findings in Older Adults

13.1 Research Designs in Studying Social Isolation

When one thinks about social isolation, particularly among the connected age, knowing the scales used to assess loneliness becomes crucial. The complicated character of loneliness demands the use of validated measurement instruments such the UCLA Loneliness Scale and the de Jong Gierveld Loneliness Scale, which provide consistent evaluations of both subjective loneliness feelings and social isolation. These tools assess not only the frequency of loneliness but also help to differentiate between emotional loneliness—which derives from a lack of personal relationships—and social loneliness—resulting from inadequate social networks. Such level of detail is essential since it helps scientists to find the fundamental causes of loneliness, therefore directing concentrated treatments.

As said before, the 11-item de Jong Gierveld Loneliness Scale is meant to assess two different forms of loneliness as well as general loneliness.

Comprising eleven items, the de Jong Gierveld Loneliness Scale evaluates two particular forms of loneliness as well as general loneliness. (National Academies of Science, Engineering, and Medicine). Using such scales, longitudinal studies can help us better grasp how loneliness changes across the digital terrain of today's kids. Research showing a correlation between chronic loneliness and negative health effects including cognitive decline and mental health issues emphasises the need for precise evaluation of loneliness. One study, for instance, showed that although it severely impacted cognitive performance trajectories over time, chronic loneliness as gauged by the PROMIS Social Isolation scale linked with poor mental health (Kang J-eun et al., 2025). This shows a constant necessity to keep a close eye on loneliness, especially when young people are more and more surrounded in digital surroundings. Using strict measures will enable medical experts to spot at-risk people, therefore

supporting early interventions meant to prevent long-term psychological effects. Moreover, since the COVID-19 epidemic hastened feelings of isolation among young people, adopting standardised measuring instruments is now even more important in public health research and treatments aiming at social welfare. Social media platforms' design, sometimes attacked for its addictive nature, emphasises even more the need of applying appropriate loneliness measures. Although literature highlights that social media offers channels for interaction, it usually makes users feel more isolated, especially when combined with passive participation activities that support emotions of inadequacy (Matilda AM et

al., 2025). Tools like the Social Connectedness Scale let academics evaluate how much online interactions either fulfil actual relational needs or fuel estrangement. Many participants in another study said they felt socially isolated despite high rates of social media usage, implying a gap between online presence and emotional closeness (Frank Müller et al., 2025.). Using careful and sophisticated loneliness measuring tools allows researchers to examine how technology could affect social connectivity. These guide initiatives aiming at reducing digital alienation and improving relational welfare among younger people.

Scale Name	Description	Number of Items	Scoring Method	Reliability
UCLA Loneliness Scale	A 20-item scale assessing the frequency of feelings of loneliness over a one-month period, with higher scores indicating higher levels of loneliness. It has been extensively researched and demonstrates excellent reliability and convergent validity with related constructs. ([ncbi.nlm.nih.gov](https://ncbi.nlm.nih.gov/pmc/articles/PMC9911678/?utm_source=openai))	20	1 (Never) to 4 (Always) Likert-type scale	Excellent
De Jong Gierveld Loneliness Scale	An 11-item scale that distinguishes between social and emotional loneliness, allowing analysis as a single factor or through the emotional and social subscales. It has acceptable psychometric properties, with all item loadings higher than .40. ([scielo.br] (https://www.scielo.br/j/paideia/a/cnyTbskV5LgMqprmXyRGdGN/?utm_source=openai))	11	5-point Likert scale (1 'Strongly Disagree' to 5 'Strongly Agree')	Acceptable
Lubben Social Network Scale	A 6-item self-reported scale assessing the frequency and quality of social contact or engagement with friends and family members, with higher scores indicating more social engagement and lower social isolation. It has demonstrated adequate levels of reliability. ([ncbi.nlm.nih.gov](https://ncbi.nlm.nih.gov/pmc/articles/PMC9911678/?utm_source=openai))	6	0 (none) to 5 (nine or more) Likert-type scale	Adequate
Three-Item UCLA Loneliness Scale	A brief version of the UCLA scale, consisting of three items, designed for rapid assessment of loneliness, particularly in large surveys. Higher scores indicate greater degrees of loneliness. ([nap.nationalacademies.org] (https://nap.nationalacademies.org/read/25663/chapter/8?utm_source=openai))	3	1 (Hardly ever) to 3 (Often)	Not specified

Social and Emotional Loneliness Scale for Adults (SELSA)	A 15-item scale that captures both social and emotional loneliness, further subdividing emotional loneliness into romantic and family elements. It has been demonstrated to have a three-factor structure in line with the three separate subscales. ([link.springer.com](https://link.springer.com/article/10.1007/s12144-023-04697-9?utm_source=openai))	15	Not specified	Not specified
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Commonly Used Loneliness Scales and Their Characteristics

13.2 Research Designs in Studying Social Isolation

Research on social isolation increasingly employs numbers as well as narratives. Particularly how this complicated problem impacts the connected young of today, researchers seek to completely grasp it. Combining polls, interviews and even online behaviour paints a more accurate picture of people's connection or disconnection. Like those from the UCLA Loneliness Scale, numbers reveal the degree of loneliness people experience. Still, interviews expose the more underlying causes of such emotions. One study, for instance, explored the processes of social isolation based on participants' actual experiences using ethnography, thereby really getting at the core of why people feel alone. (Nisha Dhanda, Helen Pryce.). Combining multiple types of research results produces a more complete understanding that can direct policies and solutions to fight social isolation in our digital environment. Analysing the design of certain social media platforms is especially crucial as they greatly affect our social life-online and offline. Facebook, Instagram, TikHub each advocate different types of interactions that shape our feelings and actions.

People may feel more lonely or worse about themselves depending on the "like economy" on social sites, whereby likes and replies control user behaviour by dopamine. Furthermore, algorithms

generating personalised information and filter bubbles can restrict our access to many points of view, therefore supporting isolation and maybe aggravating mental health problems. Understanding their impact on human well-being and social health depends on a thorough investigation of these platform dynamics since online contacts are replacing face-to-face ones (Hassan Y et al., 2025, p. 687-687). Moreover, social isolation has effects not only on people. It influences the health of the Connected Generation and captures more general shifts in society. Studies reveal links among greater screen usage, less real-world socialising, and rising anxiety and sadness. Some long-term studies imply that young individuals may feel more alone when they postpone important events like beginning careers or relationships. Thus, institutions such as families and educational institutions are rather important in offering support and links to overcome social isolation. Effective solutions for this issue-which some claim to be as terrible as smoking or obesity-Kumar V et al., 2025, p. 241-241-need extensive plans addressing the underlying causes and fostering strong community relationships to boost mental well-being. Through addressing these challenging problems, legislators and scholars can assist to build a society fit for everybody.

Study Design	Description	Example
Quantitative Cross-Sectional Survey	Collects data at a single point in time to assess the prevalence and associations of social isolation among a specific population.	A study examining the prevalence of social isolation among older adults in Canada during the COVID-19 pandemic, finding that nearly 3 in 10 older adults reported living alone, and more than one-third reported feelings of loneliness due to the pandemic. ([pmc.ncbi.nlm.nih.gov](https://pmc.ncbi.nlm.nih.gov/articles/PMC10111573/?utm_source=openai))

Qualitative Ethnographic Study	Involves immersive observation and interviews to explore the lived experiences and cultural contexts of social isolation within a community.	An ethnographic study exploring factors influencing social isolation in care home residents with dementia and hearing loss, utilizing observations and semi-structured interviews to understand the mechanisms of social isolation. ([bmcgeriatr.biomedcentral.com](https://bmcgeriatr.biomedcentral.com/articles/10.1186/s12877-023-04296-0?utm_source=openai))
Mixed Methods Research	Combines quantitative and qualitative approaches to provide a comprehensive understanding of social isolation by integrating numerical data with personal narratives.	A mixed methods study assessing socially isolated patients' perceptions of primary care, using structured surveys followed by semi-structured telephone interviews to gather both statistical data and personal experiences. ([pmc.ncbi.nlm.nih.gov](https://pmc.ncbi.nlm.nih.gov/articles/PMC6732495/?utm_source=openai))
Longitudinal Cohort Study	Follows a group of individuals over an extended period to observe changes and causality in social isolation and its effects.	The National Social Life, Health, and Aging Project (NSHAP) collects multiple indicators of social connectedness, social participation, social support, and loneliness among older adults to measure aspects of social isolation over time. ([pubmed.ncbi.nlm.nih.gov](https://pubmed.ncbi.nlm.nih.gov/19508982/?utm_source=openai))

Research Designs in Studying Social Isolation

13.3 Limitations of Current Research Methodologies

Modern methods of addressing social isolation in the connected generation sometimes exhibit restrictions. Sometimes they find it difficult to adequately portray the intricacy of this problem. Many studies depend on designs either qualitative or cross-sectional. This makes study of how social isolation influences long-term health and well-being challenging. These research "rely on cross-sectional or qualitative designs, limiting insights on the longitudinal dynamics of loneliness and its causal effects on health" it is highlighted. "Many studies rely on cross-sectional or qualitative designs, so limiting insights into the longitudinal dynamics of loneliness and its causal effects on health." (Meritxell Puyané, Carolina Chabrera, Enric Camón, Esther Cabrera). This makes proving cause- and-effect difficult and rather points to correlation. One should actually grasp all the several elements causing social isolation. These study techniques might hence not be sufficiently deep. Their application in practical settings is limited since they might not reveal how social connections evolve and influence mental health over time. Furthermore, another issue with

modern research methods is not applying the same criteria. Different data results from varying measuring instruments—from surveys to scales to observational techniques. This makes cross-study result comparison challenging. According to the literature, "the inconsistent use of standardised measures further complicates comparisons across studies, suggesting a need for harmonic methods". "Many studies rely on cross-sectional or qualitative designs, limiting insights in the longitudinal dynamics of loneliness and its causal effects on health." (Meritxell Puyané, Carolina Chabrera, Enric Camón, Esther Cabrera). The field can seem disjointed, therefore compromising a strong knowledge of social isolation and its consequences. Complicating matters even further are self-reporting prejudices inherent in survey techniques. People's responses could be distorted when they offer their own subjective opinions on their experiences. This begs issues regarding the validity of the results in seeking to characterise the experiences of a generation marked for hyper-connectivity. Moreover, certain research models might not give the technical aspect of the life of the connected generation enough attention. Though they provide insightful analysis, psychological theories such as the Media

Dependency Theory and Displacement Hypothesis might not fully explain the complexity of digital and real-world surroundings. Investigating social relationships in the digital age calls for creative ideas combining knowledge of digital engagement-such as social media analytics-that incorporate As research like one analysing the impacts of distant work on well-being (Miller et al., 2025) underline, multidisciplinary techniques could be able to provide a whole knowledge of social isolation. Developing treatments that properly target the reasons of disengagement among today's young depends on addressing these problems.

XIV. INTERVENTIONS AND POLICY DIRECTIONS

Apart from appreciating the issue of social isolation in the linked generation, good interventions and legislative changes are quite vital. Strategies have to be thorough, addressing the psychological as well as the technological aspects of our connection. Programs for digital wellness - think of Apple's Screen Time- and digital detoxification can assist foster better online behaviour. These initiatives can also help to lessen the negative consequences resulting from excessive social media use. Furthermore, very important are educational systems; including Social-Emotional Learning (SEL) into courses helps young people develop their social skills and emotional intelligence. These instructional programs could aim to address the underlying causes of low self-esteem and loneliness that young people who are constantly absorbed in technology sometimes suffer. Ideally, this emphasises the need of realising that psychological well-being depends on actual connections. The graphic depiction in [citeX] emphasises these dynamics and underlines the immediate necessity of legislative adjustments. Apart from educational initiatives, regulatory systems become crucial in addressing the addictive patterns ingrained in social media platforms; designs which, it is reasonable to argue, usually aggravate isolation. Policymakers should thus take into account controlling algorithmic addiction and ensure that social

media platforms give user welfare top priority over basic engagement measures. Establishing ethical tech design standards and mandating algorithm openness lets stakeholders jointly create environments that support real connections instead of surface interactions preserving separation. Moreover, additional money for young mental health services is absolutely essential to help people adversely affected by ubiquitous digital communication. These rules seek to reduce social media-related risks but, more importantly, they help to promote the psychological well-being of the connected generation. The results presented in [extractedKnowledgeX] expose concerning numbers regarding the effect of social media on loneliness, which emphasises even more the need of these treatments. Given the changing character of digital communication, a proactive attitude is required looking forward. Emerging technologies such as the metaverse and artificial intelligence companionship provide chances as well as problems in the fight against social isolation. Although they provide fresh means of communication, if not managed carefully they run the danger of aggravating already detached emotions. Therefore, it is imperative to carefully go over the possible advantages and drawbacks of these digital developments. This review should direct the creation of moral guidelines meant to stop the aggravation of isolation. Ensuring that these technologies support actual connections is absolutely vital in the continuous discussion on social isolation. Aiming to improve mental health and lower isolation, the whole model in [cited] emphasises the need for a multifarious response by pointing out the crucial junction of policy, education, and technology in forming our future social reality.

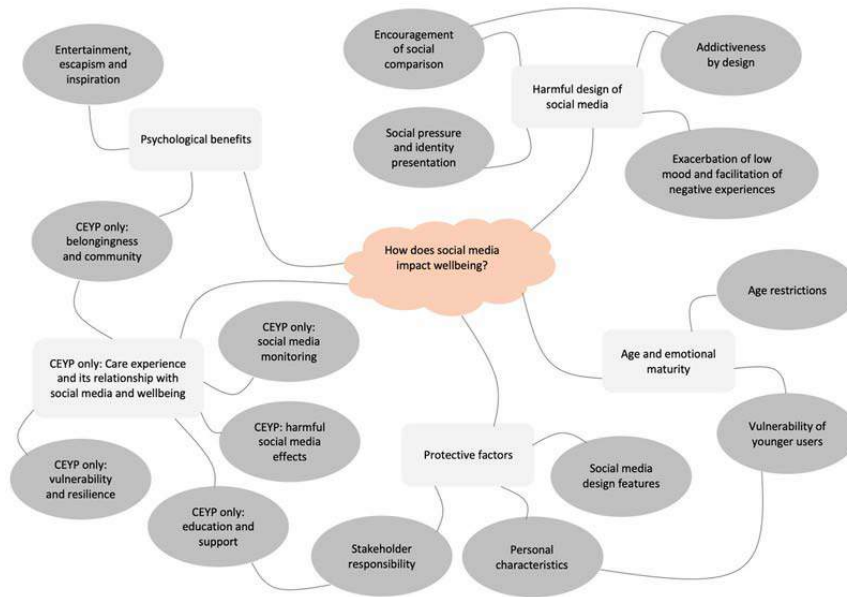


Image 6: Conceptual map of social media's impact on wellbeing

14.1 Digital Wellbeing Programs and their Effectiveness

Digital wellness initiatives have generated a lot of debate recently, particularly on whether they really help lower social isolation for the always linked generation of today. These initiatives, which support improved online behaviour and raise awareness of mental health, are meant to help to improve a relationship with technology. Studies indicate that these digital treatments can enhance psychological well-being, especially among university students where these instruments have been rather useful. Research and clinically based digital psychological interventions offer potential as a means of improving psychological well-being among university students. "Digital psychological interventions are a promising area of research and clinical intervention for enhancing PWB among university students." Madeleine Ferrari; Stephanie Allan; Chelsea Arnold; Dina Eleftheriadis; Mario Alvarez-Jimenez; Andrew Gumley; John F. Gleeson). This implies a complicated relationship between using technology and mental health, therefore even in our hyper-connected environment, structured support could lead to more conscious use of digital platforms, which could lower feelings of loneliness and increase social contacts. Whether these initiatives truly succeed, though, depends on

their design and ability to fit personal needs. Digital wellness applications should inspire social contacts outside of the virtual sphere in addition to offering usage data. For vulnerable populations, such as those coping with mental health problems, where organised events and peer support are vital for developing social capital, this is particularly vital. These all-encompassing treatments, as described in the CIVIC Framework, must centre intimacy, identity and feeling cared for-all of which are essential for fostering significant relationships (Patmisari E et al., 2025). Furthermore, digital wellness projects must take into account several sociocultural backgrounds to guarantee their relevance and accessibility to many user groups. Including these elements into program plans will surely help to increase the efficacy of them. Although these initiatives could inspire better use of technology, their influence is sometimes restricted by more general issues on digital platforms themselves. Examining social media algorithms critically and their propensity to support social comparison exposes some quite important problems. Platforms often reward engagement with features that actually increase anxiety rather than reducing it, which can worsen isolation for some. The complex interactions of digital behaviours could cause alienation and inadequacy. This emphasises the need of having a thorough framework for assessing and carrying

out successful digital wellness projects. As was noted in past debates on the psychological consequences of digital media consumption, government policies meant to lower algorithmic addiction and promote ethical design standards are absolutely necessary (Tamim, 2025). Without

removing these institutional obstacles, the transforming power of digital wellness initiatives stays quite restricted. This emphasises the importance of a multi-dimensional strategy for establishing real social ties in a society going more and more digital.

Study	Outcome	Effect Size
Jung and Cho [40]	Amount of Physical Activity	Small but significant (g=0.22, 95% CI 0.03-0.41)
Freak-Poli et al [38]	Psychological Well-being	Conflicting evidence
Buckingham et al [35]	Psychological Well-being	Significant positive effects
Sevic et al [48]	Anthropometric Measures	No significant results
Sevic et al [48]	Physical Readiness	No significant results
Sevic et al [48]	Sedentary Behavior	Conflicting evidence
Aneni et al [18]	Amount of Physical Activity	Conflicting evidence (3/11 studies significant)
Thai et al [52]	Amount of Physical Activity	Conflicting evidence (3/4 studies significant)

Effectiveness of Digital Wellness Programs

14.2 Role of Education in Addressing Social Isolation

The school system stands out as a major venue to help lower social isolation among young people given the always rising digital connectivity we observe nowadays. Schools have a real possibility to develop courses teaching emotional intelligence and social skills as more contacts migrate from in-person to online. This kind of planned-out instruction lets students feel like they belong and are part of a community in addition to helping them learn. Most importantly, initiatives that enhance students' sense of connection to their institution are crucial; after all, schools play a major role in strengthening these ties via these activities. "Schools are very important in building these relationships by means of initiatives meant to improve school connectedness." (Andre Perry). This project seeks to solve the obvious and less visible sides of isolation by establishing locations where students could develop real friendships, team projects, and support one another. These kinds of approaches build a strong basis for social groups that let children negotiate a digital environment linking everyone but also making one feel lonely.

Furthermore, in terms of social isolation, employing technology in classrooms presents both opportunities and challenges. On one hand, as some studies indicate with variations in grades depending on how they study, online learning can sometimes make students feel more isolated (MC R, 2025). Conversely, educators who make good use of digital resources can establish interactive learning groups linking individuals from distant distances and inspire everyone to collaborate. Careful program development that takes students' mental and social well-being into account will aid to foster inclusivity and assist to strengthen social relationships, so lessening of loneliness. When e-learning became really popular during the epidemic, for instance, it demonstrated how important it is to integrate interactive, real-time components in online courses so that students would feel like they belong and are part of something. Thus, education should assist students in making significant social contacts to combat isolation in addition to imparting knowledge. Furthermore, it's become evident that mental health and schooling are connected. Therefore, proactive actions can be done to directly address social isolation in what pupils acquire.

Particularly for young people who are always connected and feel pressure from being online all the time, teaching mental health in classrooms is quite vital. Social-emotional learning (SEL) among other things provides kids with means to manage relationships and emotional challenges, thereby enabling them to be strong when they experience alone. Furthermore, fresh studies highlight that we need clever teaching strategies to handle social isolation since, depending too much on digital gadgets usually makes mental health more difficult to control (NIL SR et al., 2025). Schools create supportive environments where students may overcome emotions of being left out and create true connections when they value mental health as much as grades. When we concentrate on education as a main weapon against social isolation, we can enable young people to perform well socially and emotionally in a society going more and more digital.

14.3 Policy Recommendations for Mental Health Support

The field of mental health support of today demands us to review our present policies once more. Given that young people are constantly online, we must create better approaches to assist them in handling their loneliness. Growing up with social media, this "Connected Generation" people might have a mixed bag experience: it connects them but can also cause loneliness. Our present strategies thus have to improve. Digital wellness initiatives that meet what these young people need must be part of our agenda. Though sometimes disregarded, social isolation and loneliness are fundamental social determinants of health for people of all ages, especially those of elderly age. Social-Emotional Learning (SEL) should be taught in schools to prepare kids to manage internet relationships. Good social relationships determine our mental and physical health as well as our general well-being.

World Health Organisation: We should also advocate laws supporting responsible internet conduct. After all, our mental and physical health depends much on strong social ties. Leaders can contribute to establish an environment where young people, especially in our digital age, can

develop healthy mental health by doing these things. Furthermore crucial is our solutions' consideration of media dependency and social capital theories' lessons. These concepts remind us of the need of having actual social support systems. Policies should inspire social media platforms to create their platforms in such a way that supports mental health of users. This implies lessening of the addictive elements causing negative emotions in users. Different groups-tech businesses, mental health professionals, schools, and others-should cooperate. Their knowledge will help them to create better interventions. Studies on how social media use and loneliness, for example, reveal the need of motivating young people to actively interact with others online rather than only passively reading. These group efforts can help close the distance between online contacts and the actual emotional ties young people yearn for. Knowing all this is really crucial if we are to draft robust policies that really increase social connectivity. Leaders should also keep in mind that feeling alone is complex at last. Mental health strategies should take into account cultural variations and the particular experiences of groups with less authority. Social and economic imbalances might make these groups more isolated. This is really crucial globally since young people from rural areas and cities as well as across many cultures utilise digital technologies in rather various ways. Policies should also allocate funds for young mental health initiatives especially addressing these disparities to ensure everyone receives the required mental health support. By implementing these all-encompassing rules, we may not only minimise the negative consequences of feeling alone but also create settings where actual social contacts may flourish, hence improving mental health for the connected generation. Including these aspects into policy decisions would help mental health support services to be much more effective in tackling the issues that modern young people encounter.

Treatment Type	Percentage	Number of Adults Affected
Any Mental Health Treatment	20.3%	51.5 million
Prescription Medication	16.5%	42.3 million
Counseling or Therapy	10.1%	25.5 million

Mental Health Treatment Among Adults in the United States (2020)

XV. FUTURE OUTLOOK

The problem is complex: although society is being more linked, what does that mean for our relationships? Growing up online, this "Connected Generation" is raising more issues about social isolation. Virtual reality, artificial intelligence, all that new technology presents opportunities for connection yes, but also the potential of feeling even more *more* alone. Studies show that people still feel lonely even with all this technology; there is a discrepancy between being *connected* and truly fulfilled socially. Looking ahead, especially with regard to the psychological well-being of the future generation, we really should carefully analyse how these advances may affect our social conventions and how people behave (Biagio F Giannetti et al., 2025, p. 750-950).

Institutions will be quite important in reducing social isolation going ahead. Schools, neighbourhood organisations, mental health resources-they all have to change to handle the subtleties of internet connection. Programs emphasising social and emotional learning, perhaps digital wellness as well, could let young people create meaningful relationships even while they use social media channels that sometimes support flimsy interactions. Establishing venues for *real*, in-person meetings might also help offset the inclination to lose oneself in virtual environments where such closer social ties are more difficult to discover (Gilsvik E, 2025). This institutional accountability refers to a larger social realisation: that the "Like economy" and algorithmic interactions have real psychological consequences, hence proactive steps to improve mental health and resilience among the youth (Wright I, 2025) are needed. All of this begs some significant ethical issues around what "connection" even *means* These days. When a friendship is largely online, what *is* a

friendship? Although digital platforms can *seem* to provide company, the true essence of human connection-you know, empathy, vulnerability, shared experiences-often goes absent. Further, aggravating the issue is some advice that depending too much on technology could potentially *hurt* our capacity to acquire the social skills required for in-person contacts (Tamim, 2025.). Dealing with these challenges as a society means that we must have a complete awareness of relationships-one that spans both physical and digital contacts. Therefore, the future has to concentrate on creating sustainable means of encouraging *real* connections, so lowering the social isolation that is so prevalent among this Connected Generation.

15.1 Potential of the Metaverse in Social Interaction

Generally speaking, the metaverse has great power to transform social interaction mostly because it can create immersive environments that foster community and connectivity among users. With its shared virtual environments and constant presence, the metaverse lets activities transcend physical constraints. By use of avatars, people can engage, mimicking or even enhance actual social contacts, hence reducing loneliness. This highlights how important the metaverse is in tackling social isolation, especially for underprivileged groups and those who shy to interact in conventional environments. "The metaverse can also be a safe space for the painfully shy or introvert to interact with others on their own timetables and terms," says "the metaverse can also be a safe space for the painfully shy or introvert to interact with others on their own timetables and terms". For the socially deprived, (Janna Anderson, Lee Rainie) could be absolutely vital. The metaverse presents different benefits than traditional social media

channels as human interaction changes with technology development. By and large, unlike platforms promoting surface relationships, the immersive character of the metaverse clearly favours deeper connections through shared experiences and cooperative actions. Virtual reality (VR) and augmented reality (AR) among other immersive technologies serve to boost empathy and create significant interactions by simulating real-life events.

Moreover, this platform offers chances for co-creation inside virtual groups, so promoting social capital is essential for mental health. Stronger social ties and collective experiences resulting from the possibility for homophily—that is, the inclination to interact with individuals of like interests and backgrounds—may serve to reduce social isolation, therefore enhancing the quality of life for the connected generation. Still, including the metaverse into daily socialising calls for a careful analysis of the moral connotations and possible difficulties. Issues of privacy, the commercialisation of social contacts, and the psychological consequences of extended virtual environment immersion need attention. According to modern studies, the shift to these digital worlds calls for knowledge of how such platforms could replace traditional social behaviours, therefore exposing a new type of social isolation. In an avatar-driven society, the conflict between improving social connectivity and aggravating sensations of anonymity or separation has to be carefully managed. Therefore, even if the metaverse offers a creative chance to improve social contact, vigilance and ethical issues are required to guarantee that digital participation fosters meaningful connections instead of flimsy substitutes for real-world interactions (Paetow T et al., 2025).

15.2 AI Companionship and its Implications

Particularly for younger generations' social connection, the continuous technology development brings AI companionship along with a mix of exciting opportunities and alarming issues. The nature of interactions with artificial intelligence questions accepted wisdom on companionship. It also raises crucial issues

regarding whether emotions are really satisfied and whether interactions in digital environments are real. For people who feel lonely, especially as social isolation grows more widespread, chatbots and other artificial intelligence companions can provide fast emotional support. According to one study, some people could find great emotional support from artificial intelligence friends. While some people get great emotional support from trustworthy confidantes, "AI companions can offer temporary solace from loneliness." At least temporarily, they can help to reduce loneliness and act as trusted confidants." Samuel Greengard here. These kinds of applications seem to increase psychological resilience and lower loneliness, therefore demonstrating how unexpectedly technology can mediate emotional connection and support. Still, a critical view of the long-term effects of depending on artificial intelligence for company is justified. We have to separate the profound connection usually found in human relationships from the transient comfort artificial intelligence offers. AI companionship could unintentionally replace real-world encounters even while it helps to lower isolation. Studies on greater time spent on digital platforms have indicated that while people may favour virtual connections over in-person ones, social skills and emotional intelligence can suffer. This displacement impact is consistent with the Displacement Hypothesis, which holds that online interactions might undermine offline ties, hence aggravating social isolation (Auren R Liu et al.). AI friends thus run the danger of hindering the growth of social skills and emotional ties required for more intimate interactions even while they help to reduce temporary loneliness. Given these technologies frequently include emotional manipulation and sometimes rely on data, ethical questions about AI companionship also demand attention. Users' mental health may be much influenced by the way artificial intelligence interactions are designed. Algorithm-driven social media platforms, for example, can produce echo chambers that aggravate emotions of inadequacy and loneliness, therefore fostering a cycle of dependency that might compromise mental health (Rawat S, 2025, p. 11–20). AI technologies run dangers like encouraging superficial

interactions, emotional reliance, and privacy violations even while they could provide fresh approaches to enable genuine relationships. The work entails ensuring that AI companionship serves as a complementary resource that fosters real connections instead of a replacement for real human interaction, so necessitating a careful balance between appreciating technology developments and safeguarding emotional well-being (Camargo J et al., 2025, p. 406-414).

15.3 Generational Responses to Digital Challenges

Particularly when considering older people against the "Connected Generation" (approximately those born between 1995 and 2010), the effect of digital technology on our communication differs somewhat greatly between generations. Generally speaking, this type is known as a digital native, kind of living and breathing social media. Still, older generations may encounter challenges including the digital gap. "Older folks living in senior homes are particularly impacted by the grey digital divide. The study underlines the importance of customised interventions and focused assistance to meet the particular needs of every cohort and lower age-related inequalities." (Shi Yin Chee), which makes it more difficult for them to participate in digital media. Older folks thus often experience more social isolation. Although digital technologies *could* be helpful, they require particular support. Understanding social isolation now depends on these generational inequalities; if we ignore access differences, we run the danger aggravating loneliness *and* supporting age-related prejudices. Like Putnam's Social Capital Theory indicates, the emergence of digital platforms has also changed the nature of social capital. Social media allows the Connected

Generation to link people across several groupings, therefore fostering bridging capital. These platforms can also increase bonding capital at the same time, thereby forming closed-off groups that propagate the same beliefs and support social comparison—a process that, in most situations, causes discomfort. More time online typically seems to be connected to higher loneliness and lower self-esteem, according to statistical evidence *does*. This reveals the complicated link between social media and well-being and implies that we should give much thought to the design of these platforms and their effects on users' social behaviour. Using these channels, the Connected Generation must thoroughly grasp the subtleties of social media if they are to combat social isolation. Moreover, the COVID-19 epidemic has transformed our view of digital interactions, which forces the Connected Generation to mostly depend on virtual communication. In this sense, social media is a possible lifeline, especially for young people attempting to stay in touch while physically separating. But this dependency also begs issues regarding the nature of these contacts and if they satisfy psychological demands for connection, which, incidentally, is a fundamental principle in Self-Determination Theory (Crivellaro C et al., 2025). Platforms blur the boundary between true connection and surface validation by aiming to increase involvement through algorithms focused on likes and shares. In certain cases, this actually makes one more isolated rather than lessens it. Policymakers and mental health experts should give top priority to strategies to build real connections while tackling the digital issues accompanying contemporary social interactions as mental health issues grow within this population.

Generation	Digital Literacy	Technology Adoption	Privacy Concerns
Baby Boomers (born 1946-1964)	Lower digital literacy compared to younger generations	Slower adoption of new technologies	Higher concerns about online privacy and data security
Generation X (born 1965-1980)	Moderate digital literacy	Balanced adoption of new technologies	Moderate concerns about online privacy and data security

Millennials (born 1981-1996)	High digital literacy	Rapid adoption of new technologies	Moderate concerns about online privacy and data security
Generation Z (born 1997-2012)	Very high digital literacy	Early and rapid adoption of new technologies	Lower concerns about online privacy and data security

Generational Responses to Digital Challenges

XVI. ETHICAL QUESTIONS

The ethical issues of digital platforms in respect to social isolation are generating a lot of discussion nowadays. One wonders about hyper-connectivity and, more importantly, who should check users' mental and emotional state. Given the widespread reach of social media, we have to question whether these platforms-or the people themselves-should be mostly in charge of controlling social contacts. Research by Lu Y et al. projects that too much time spent online could lead to lower self-esteem and loneliness by 2025. This raises issues about app designs that seem to put participation over well-being, which drives us to look at how these designs could unintentionally cause isolation and thereby complicate the ethics of technology in social surroundings.

It's important to question the notion that social media is always a good connection and take into account how such designs affect personal mental health more generally and communal bonds. We also have to talk about the validity of digital contacts and the nature of friendships in virtual environments. In a day when virtual engagement rules, what exactly *is* a "real" friendship? While platforms like Facebook and Instagram enable significant interactions at the same time, they also aid and hinder real relational experiences, hence perhaps leading to superficial connections. Here the idea of a "digital habitus" comes handy. People modify their actions to meet online models, therefore perhaps reducing the richness of in-person contacts (Crivellaro C et al., 2025). When people compare their online activities with those of others, Rising FOMO (Fear of Missing Out) usually makes them feel inadequate. We really need to examine how social media shapes our conceptions of friendship and possibly rethink value systems that give superficial connections more importance than possibly deep, real ties.

Furthermore, we cannot overlook the moral questions regarding algorithmic user manipulation. Often at the expense of user mental health, social media sites employ algorithms meant to maximise engagement via dopamine-inducing material. This begs some significant issues regarding agency and consent in digital environments. Psychological studies (Lenczewska O, 2025) highlight a concerning trend wherein these platforms' algorithm-driven systems foster negative emotional states. This invites ethical review of the decisions taken about design. These changes call on platform developers to take responsibility; they also need a reorientation towards giving user well-being top priority instead of merely profit-driven measurements. An urgent push for ethical standards that give mental and emotional health top priority as society negotiates the complexity of digital communication warrants more debate on how technology fights social isolation among the "connected" generation.

16.1 Responsibility of Platforms vs. Users

Social isolation among the hyper-connected is clearly a difficult issue with digital platforms and their users both involved. Particularly the younger generation finds social media to provide connection, yet it can also cause isolation. Spending so much time online cuts into real-world encounters, therefore perhaps aggravating loneliness and lowering social ties. Online, people pursue likes and affirmation; but, all that virtual activity may actually undermine more intimate, in-person interactions and drive individuals towards solitude. Furthermore, the platforms themselves don't usually do much to support user well-being and their design sometimes promotes addictive behaviour. You could thus contend that handling the mental health negative effects of social media calls not only on the users but also on others. It also relates to the platforms that

profit from these connections and enable them, which calls for some major ethical tech and user empowerment review (Mukamurera N P, 2025, p. 11–15). What users do, particularly with regard to how events are planned and presented, is much influenced by social media channels. Algorithms designed to improve user experience can unintentionally produce "filter bubbles," therefore limiting exposure to fresh ideas and perhaps supporting social isolation rather than fostering connections. Often emphasising keeping people online—perhaps at the expense of mental health—these designs help to create more isolation even as individuals are ostensibly more connected. Much research has actually connected time on social media with experiencing loneliness (Fernanda M Gomes et al., 2025, p. 226–233). This emphasises the need of platforms that must rise to handle these undesirable consequences resulting from their interaction strategies. Platforms should perhaps change their algorithms to support real connections and consider user mental health outcomes, so matching platform objectives with user welfare (Cheng H, 2025). On the other hand, it is also reasonable to argue users have obligations in handling social isolation. People's degree of smarts and control when it comes to social media usage varies. Although the internet environment these platforms produce is significant, people also construct their own social life by means of their decisions. Comparatively to others and FOMO (fear of missing out) can cause people to passively scroll instead of actively engaged, therefore worsening social isolation. People thus have to be conscious of their online behaviour and the psychological effects of social media. Teaching folks digital literacy, emotional intelligence, and self-reflection will enable them to negotiate the internet more deliberately. This can help to improve actual connections and lessen some of the bad consequences of digital contacts (Alhamad AA et al., 2025, p. 202517). This is a delicate dance between platforms and users and everyone's cooperation will help to create a better online environment.

16.2 Meaningfulness of Digital Connections

Especially by the digital developments impacting the interactions of what we refer to as the

Connected Generations, the evolution of our social bonds has been clearly changed. Digital nativity and social media immersion define this generation since many of them satisfy their social requirements online instead of by traditional in-person gatherings. These systems, which simplify long-distance communication, ironically could make users feel more isolated even if they ease contact. Research shows, indeed, that digital environments encourage what could be considered as shallow connections, sometimes lacking the depth found in real-world relationships, which therefore raises emotions of detachment and loneliness. As one might see reflected in attitudes like "The breadth of people with whom we interact has appeared to be expanding... but the demonstrable levels of loneliness... are converging to weaken the fabric of connectedness." This really emphasises how digital connections can both help and harm when it comes to social isolation, even if people seem socially engaged. Networked individualism also shows a change in our social engagement, with an emphasis on using social media, mostly, to achieve instantaneous, personal fulfilment. Conventions of communal ties enable common experiences to flourish. Digital contacts, however, often value personal expression and self-affirmation—perhaps even above group identity. Strong faculty relationships and peer networks are, according to (Fells P et al., 2025) absolutely vital for first-generation college students to be resilient. This implies that combat of emotions of alienation resulting from online participation depends on frameworks of support. For underprivileged populations in particular, who might yearn for meaningful interactions since they are excluded from physical environments, this is especially true. The message is really clear: unless significant, real-world encounters that support deeper relationships complement them, digital platforms can likewise reinforce cycles of social isolation even if they can offer venues for connecting. Finally, we should not let the capacity of digital platforms to close gaps cause us to overlook the vital necessity of meaningful relationships supporting psychological well-being. One thing is establishing connections; another is realising how digital media might enable

consumers to create real relationships. For instance, voice assistants are creative technologies that can promote socialising by means of generational discussion and reduction of communication obstacles. These technologies can assist elderly persons who feel alone by enabling pleasant contacts between people from different backgrounds and so enhancing general living quality (J Camargo et al., 2025, p. 406-414). Although they can let one feel isolated, digital contacts can also provide emotional support. It's a two-edged sword, thus knowing how these interactions affect social environments in modern society calls for a sophisticated approach.

16.3 Redefining Friendship in a Virtual Age

The emergence of digital communication has fundamentally changed our relationship to one another and caused us to reconsider what friendship today entails. Although sites like Facebook and Instagram provide plenty of contacts, they could also lead to shallowness that covers more serious problems such as loneliness. Studies show that although people are more linked than ever, these interactions usually have little significance, which might cause isolation even if one spends more time online. Putnam's concept of "social capital" emphasises how different it is to establish deep emotional relationships (bonded capital) by connecting with different people. Dealing with mental health problems resulting from today's social media and reframing what actual relationships mean in our tech-heavy environment depend on knowing these two forms of social capital as friendship transforms. Studies also reveal how contemporary media and telecommunications shape our emotions and social behaviours, sometimes resulting in what is known as the "displacement hypothesis." According to this view, even if people are linked, spending time online removes from real-life contacts, which ironically makes them feel more lonely.

The consequences on mental health can be severe; many young people say their social media experiences cause them to be depressed and nervous. Simultaneously, these sites often encourage a continuous comparison game

whereby individuals evaluate themselves depending on the way others show themselves online. These patterns highlight the need for fresh approaches such as applying Social Capital Theory to comprehend the complexity of digital connections and their effects on our emotional well-being. Examining these significant developments should make us consider the epidemic because COVID-19 truly accelerated our reliance on digital communication. Studies reveal a significant rise in social media usage since many people rely on these sites for social contact under lockdowns. While many intend to maintain these virtual ties during the epidemic, studies indicate that depending too much on these relationships would not result in deep friendships. As someone recently remarked, the vital function of deep, close friendships in enhancing mental health and well-being emphasises the urgent need to discover fresh approaches to develop and preserve these bonds today since digital contacts are sometimes replacing face-to-face interactions. Red rethinking friendship thus involves really considering the advantages and drawbacks of virtual encounters as well as having a continuous discussion on how to close the emotional distance that is progressively defining the life of the connected generation.

XVII. CASE STUDIES

Thoughtfully crafted case studies can serve to highlight the complexity of social isolation among the technologically connected by exposing the many character of digital connections. For example, one study presents a striking comparison of Generation Z's and older generations' use of digital communication. Research done in Bandung City indicates that younger people, especially with regard to social media and instant messaging, usually exhibit a high degree of digital proficiency. Older people, however, typically want conventional approaches including phone calls and in-person meetings (Sandi R et al., 2025). This generational divide emphasises not only a digital divide but also the social isolation older people *may* suffer when they try to participate in a society going more and more digital. It is abundantly evident that policies

supporting intergenerational contact and increasing digital literacy will help to prevent social isolation across all ages. Furthermore, some qualitative research have focused on the psychological consequences of social media use; these investigations expose some negative consequences on the mental health of the connected generation. Many Generation Z people, despite their great connectivity, say they feel lonely and depressed about their digital activities (Matilda AM et al., 2025). These studies sometimes show links between social media and more degrees of social anxiety, therefore creating a kind of paradox whereby digital connection fails to offer *real* social support. Too much screen time can cause emotional tiredness, which simply makes people feel even more isolated even in a linked world. Case studies emphasising these psychological features provide valuable understanding of the fundamental causes of emotional alienation and need focused treatments to foster more emotional and social resilience among young people. The COVID-19 epidemic sharpened the problems of social isolation and provided sobering warnings about mental health in technologically advanced societies. Examining low-income areas under lockdowns, for instance, revealed that social isolation and perceived neglect heightened emotions of frustration and imprisonment, therefore highlighting the crucial link between government support and community resilience (Xolisa A Gwadiso et al., 2025). This disconnection emphasises the need of systematic adjustments and community-based approaches to alleviate the psychological pressures caused by isolation during times of crisis. By underlining the need of developing social capital through improved communication and support networks, as well as by better informed mental health interventions using case studies from these communities These realisations are essential for creating policies and treatments to reduce the psychological load on underprivileged groups, therefore striving to create a society more linked and resilient.

17.1 Analysis of Specific Social Media Impacts

A popular issue is how social media shapes our life; when we investigate how it affects mental

health, we find some fascinating connections to loneliness. Although many believe social media creates bridges, there is research indicating too much time spent online could instead aggravate anxiety and cause social disengagement. One study found, for instance, that occasionally users of these networks feel lonelier than they did previously even if they utilise them to interact. This strange scenario arises from our obsession with online validation, which reduces in-person contacts. According to certain studies, we miss opportunities to socialise in person when we fix too much on what's going online, which can aggravate emotional alienation. Ultimately, this could be an indication of a more general problem: our quest of connection via screens is, ironically, driving a more isolated society. Perhaps it's time we reconsider how social media fits into the life of the linked people of today (Redeker et al., 2025). People's experience of social media platforms is much influenced by its configuration as well. These sites' designs can encourage users towards actions that aren't very good for fostering meaningful connections. Consider the "like" system first. It fits our desire for validation, which could lead us to fix on brief online exchanges instead of emphasising committed partnerships. Moreover, content-based algorithms showing us what we already appreciate can trap us in "filter bubbles," therefore depriving us of exposure to various points of view or engagement with people outside our regular circle.

For younger people still discovering who they are among all this internet interaction, this can especially be difficult. Therefore, rather than fostering a strong feeling of community, these design decisions could unintentionally make it more difficult for users to build real relationships, sustaining the cycle of isolation (Oleart et al., 2025). Given all this, social media clearly plays a complex role: it may link us but also build boundaries. Although these sites provide means to interact with various groups, they also operate in an environment that might aggravate emotions of detachment, particularly for younger people who might lack the social skills resulting from more conventional events. The fear of missing out (FOMO) adds still another layer to the mix since

many individuals feel they have to be online, which causes stress. Simply said, given how online interactions shape our confidence in others and our sociability as well as how they work, online networks could not be very beneficial for our well-being. We must attack these issues holistically: teach digital literacy, promote real connections, and create online environments that give mental health first priority over simply connectivity (Santiago-Fernandez et al., 2025).

17.2 Examination of Successful Interventions

In our present discussions on social isolation in this linked society, implementing particular interventions has become essential to reduce loneliness and increase the connectedness of people. Strong evidence exists that well-organised events fostering friendships—especially among younger people—do really have great impact. Particularly for ethnic minority immigrants "This randomised controlled trial found that a peer-based intervention was effective in reducing loneliness and improving resilience among socially isolated older adults, specifically older ethnic minority immigrants.," said one study (Daniel W. L. L. Lai, Jia Li, Xiaoting Ou, Celia Y. P. Li). More community projects emphasising real-life connections and enabling individuals to use digital tools while still experiencing significant interactions are obviously needed. By including these types of interventions into our classrooms, we can also help link online interactions with real-world support, thus demonstrating exactly how successful collective action can be in addressing isolation through models that can be sustained and scaled up (Demarest et al., 2025). Furthermore, the relationship between social media and our mental state calls for us to have a thorough awareness of how cognitive behavioural techniques could mitigate the detrimental effects of excessive online time. Stressing the need of being psychologically flexible and interacting mindfully with what we see online, using techniques like Acceptance and Commitment Therapy (ACT) offers a good way to promote healthier online behaviour ("This randomised controlled trial found that a peer-based intervention was effective in reducing loneliness and improving resilience among socially isolated

older adults, specifically older ethnic minority immigrants"). Daniel W. L. Lai, Jia Li, Xiaoting Ou, Celia Y. P. Li). This kind of intervention helps people develop coping mechanisms, therefore enhancing their emotional strength in face of social media demands. Combining ACT ideas with educational initiatives will enable people to become more self-aware and better negotiate their online life. Companies can assist their staff members by implementing hybrid work schedules that give mental health top priority alongside completing tasks as studies on the value of rapport at work have highlighted (Lawton et al., 2025). Looking at what happens following interventions, it is clear that innovative ideas especially targeted at combating the negative consequences of social isolation on young people who spend a lot of time online are needed. Programs like Destination Diploma, which provides particular assistance to first-in-their-family college attendees, demonstrate how mentorship and academic coaching could increase social capital and support academic performance in underprivileged communities (Jefferson et al., 2025). This concept aligns with Social Capital Theory, which holds that social networks enable individuals to develop and become more robust whether they are building strong relationships or closing gaps. These interventions not only increase students' engagement in the community and their personal well-being but also help to remove the barriers to college readiness by means of supportive structures, therefore improving their academic performance. In essence, a thorough plan combining knowledge of the particular difficulties experienced by today's connected youth with proven interventions will offer a strong basis for addressing social isolation and fostering real relationships in the digital age.

17.3 Comparative Studies Across Different Demographics

Examining social isolation among many groups of individuals requires us to consider how digital platforms contribute and how their responsibilities vary in other cultures. Research comparing various locations reveal that young people in Western nations—who are regularly on Instagram and TikHub—tend to feel lonelier and

compare themselves to others more than young people in civilisations that emphasise connections and community, which can aid against feeling isolated. These variations highlight the value of cultural perspectives on social connection as well as how social capital could reduce loneliness. For instance, young people in the West may spend a lot of time online yet still experience loneliness as their relationships are shallow [cited]. This concept implies that developing strategies meant to lower social isolation in particular cultural contexts depends on knowing these variations. But age is also important, particularly in reference to younger generations raised with digital technology. Research of various age groups reveals that although young people aged 15 to 25 may be quite active on social media, their experiences of social isolation differ from those of older persons who might later on in life start using these technologies. Younger people seem more prone to encounter pressure online—like FOMO (Fear of Missing Out) and worry about their identity—which could lead to their isolation. On the other hand, elderly people could not be as comfortable with technology, which would limit their internet contact and maybe lead to isolation.

It's important to underline that knowing what social media actually means for individuals

depends on age-related variations. Understanding the variations in who has access and who knows how to utilise social media as well as how different groups feel about it can help us create practical ideas for how to assist people in better connecting. In our modern environment, gender also significantly influences how people sense social isolation. Studies show that comparison driven by online personas causes women—especially younger women—more likely to experience anxiety and depressed feelings. On the other hand, demographic studies show that men often interact clearly with social networks, usually for uses other than emotional connection. To underline this point, one finds that individual navigation across online environments is much influenced by comparing the intersectionality of gender, socioeconomic level, and geographic region. This complex relationship calls for customised treatments specifically addressing issues related to different ethnicities. Therefore, evaluating gender dynamics connected to social media engagement becomes crucial to grasp the larger framework of social isolation within connected generation, stressing complete understanding that shapes policies on fostering connection across demographics.

Demographic Group	Social Isolation Prevalence	Severe Social Isolation Prevalence	Homebound Status
Overall Population	20.6%	4.3%	20.6%
White, non-Hispanic	20.2%	4.3%	16.6%
Black, non-Hispanic	20.9%	5.2%	23.9%
Hispanic or Latino	14.6%	5.6%	10.2%
Age 65–69	29.0%	4.3%	16.6%
Age 70–74	25.7%	4.3%	16.6%
Age 75–79	19.0%	4.3%	16.6%
Age 80–84	14.2%	4.3%	16.6%
Age 85–89	8.3%	4.3%	16.6%
Age 90+	3.8%	4.3%	16.6%
Female	20.2%	4.3%	16.6%
Male	20.9%	4.3%	16.6%

Social Isolation Among Different Demographics in the United States

XVIII. IMPLICATIONS FOR FUTURE RESEARCH

Dealing with the complicated problem of social isolation among the linked generation of today calls for closer examination of the definitions and extent of its main components. Researchers should probe what distinguishes concepts such as objective isolation, subjective loneliness, even solitude or social exclusion inside this set of individuals. We really need to be clear about what we mean by the "Connected Generation"—those digital natives who are so engrossed in social media and continual contact. This foundation guarantees that the outcomes of other investigations are truly accurate and dependable, therefore strengthening their basis and supporting them. Future research could also explore how different definitions might influence policies and programs meant to counteract social isolation, as several stakeholders have noted the need for coordinated responses ("Agarwal et al., 2025"). Actually, looking at this material in the real world could assist in building initiatives that help create actual connections among digital natives and reduce alienation. Moving forward, reliable approaches are essential for both long-term and more general studies meant to identify the psychological and behavioural indicators of social isolation across many groups. Given the growing reliance on digital technologies driven by the COVID-19 epidemic, it is especially important to look for connections between extensive social media use and complaints of loneliness, anxiety, and depression (). Using several techniques, such as surveys and digital ethnography, researchers must be aware that different platforms can provide different results and that an individual's own accounts may be biased. Using these strategies carefully will enable us to have a thorough understanding of how social media affects mental health in the current generation. It can assist us to better appreciate the complicated part social media plays in both actual and shallow social contacts. By concentrating on these methodological aspects, scientists can better guide practical remedies enabling people to negotiate the complexity of social isolation in our ever-digital society. Ultimately, given the rapid changes in technology and their implications for

society, it is rather imperative to keep studying about the ethics and future prospects around social isolation. Researchers truly should be considering how new technologies - such as the metaverse and AI companions - may influence mental health and social interactions (SAKURAI et al., 2025). Will it either make people feel better or worse? That is the main question, and it will help greatly shape next conversations on mental health. Similarly, it is quite important to consider how tech businesses should participate in lowering isolation by means of ethical design. This makes developing some fundamental guidelines to direct the ethical evolution of digital environments top priority for next research. This all-encompassing strategy will not only help us to better grasp social isolation but also point to actual actions for building more real social connections in the digital age, so supporting more general society aims of improving mental health and general well-being((Institute R for Islands and Sustainability, 2025)).

18.1 Identifying Gaps in Current literature

According to present studies, the link between digital life and loneliness in the linked age of today calls for a closer inspection. Though they don't always clarify why, several studies reveal that excessive use of social media might cause isolation. For instance, we still don't quite know how the kinds of internet contacts influence our mental state. Thus, the research leaves gaps in our knowledge of the social as well as psychological sides of online contacts. Though early studies indicate it is feasible to lower loneliness and enhance social networks, our knowledge currently lags greatly. "Despite the positive preliminary results indicating significant reductions in loneliness and improvements in social networks among participants, the review highlights considerable gaps in current research, particularly in structured intervention curricula, demographic reporting and detailed intervention descriptions." (Jeremy Holloway, Alyssa Robillard, Janice Hermer, Nanako Hawley, Owais Sayeed). Dara L James This forces us to investigate digital behaviour in deeper depth and surpass basic correlations. Effective solutions are difficult to develop as little research has been done on how

age, income and culture affect digital experiences- and hence, feelings of loneliness. Studies note, for example, the familiarity of the connected generation with technology, but they typically overlook how other elements could either improve or worsen isolation. This is particularly crucial with reference to sites like Reddit or Discord, where social interactions can be somewhat diverse. "These interventions are critical for promoting social resilience, reducing isolation, and fostering connected, climate- adaptive communities," the urban microclimate study notes ("D Olawade et al., 2025"). This means that in order to develop better social policies, we must look at the socioeconomic variations in digital participation. Moreover, little studies on how modern technologies - such as virtual reality and artificial intelligence - affect us psychologically about social isolation. Though we lack conclusive studies on its long-term psychological consequences, technology provides means of connectivity. Many times, current debates centre on immediate issues including user involvement without really evaluating mental health and social cohesiveness. Future research should look at how immersive environments could alter our emotional and social experiences as well as interpersonal interactions. Given these difficulties, we must consider how media dependency and social capital theory could assist us to grasp online communities. These communities present chances as well as hazards for real relationships in the linked generation (Lulewicz-Sas A et al., 2025). As we negotiate a world going more and more digital, this mix of psychology and technology is vital. There may be typographical errors including a few misspelt words.

18.2 Suggestions for Longitudinal Studies

Future research on those in the "connected generation" should examine them over a long period and in many different ways if we are to grasp why they could feel socially alienated. These studies must first be quite explicit about who they are researching and how they are gauging things. They should see how people use digital tools and how it affects their general condition of health. Finding, for example, if regular usage of social

media affects people's degrees of social connection or their emotions of loneliness would be fascinating. The Displacement Hypothesis and other theories can help to sort things out.

This theory implies that spending more time online could replace real-life relationships, so maybe cause isolation [cited]. Furthermore, applying several research techniques - such as surveys and interviews- allows us to better understand the experiences and motivations behind people's actions, so missing in most one-time studies. Furthermore, since some psychological features might reveal a lot about social outcomes, it's important to monitor some throughout time. The Social Connectedness Scale can reveal how people view their social networks in both the online and actual world, while the UCLA Loneliness Scale can help indicate the several degrees of emotional experience. Including outside elements-that is, how the COVID-19 epidemic has affected social ties and isolation-helps us to better grasp how significant world events influence these aspects (Fernández et al., 2025). By use of a longitudinal method, we can identify trends and changes over time, therefore exposing how changes in online contact can actually influence psychological well-being over the long run. Developing useful solutions to increase social connectivity depends much on this cautious approach. Ultimately, these long-term studies should include several demographic elements like age, culture, and socioeconomic level. This will enable us to really see the larger picture of what shapes isolation in the linked society of today. This research should seek to identify particular populations more at risk as well as social or environmental causes aggravating their isolation (Hall et al., 2025). For example, understanding the particular challenges experienced by various age groups-such as Generation Z's ability to negotiate digital environments alongside its particular susceptibilities-can guide focused policy efforts [cited]. Aiming towards a comprehensive grasp of connection in our tech-filled life, this field of research needs to feed not only scholarly debates but also useful tools in digital wellness programs and support networks.



Image 7: Infographic on the impact of social media on isolation and loneliness.

18.3 Importance of Interdisciplinary Approaches

In the hyperconnected world of today, understanding social isolation calls for considering numerous facets. By combining principles from psychology, sociology, and even how we communicate, an interdisciplinary approach truly helps us grasp how social media shapes our thinking. Consider it: ideas like Media Dependency and Social Capital can enable academics to probe the complex link between social media use and loneliness or connectedness. This cooperation highlights how complicated human behaviour is when we are always online and striving for a whole view of how digital environments alter our social life and mental health. Indeed, "An integrated interdisciplinary approach to address this complex issue" emphasises why we need various academic viewpoints to perform research that transcends the typical discipline boundaries "An integrated interdisciplinary approach to address this complex issue." (Mounah Abdel-Samad, Jerel P Calzo, Jennifer K Felner, Lianne Urada, Matthew E. Verbyla, Hala Madanat, Brian E Adams, Thais Alves, Bruce Appleyard, Joshua Chanin, Shawn Flanigan, Hisham Foad, Maya Ginsberg, Matthew Higgins, Eunjeong Ko, Kristen Maher, Natalie Mladenov, Peggy Peattie, Megan Welsh, David Sleet.). Furthermore, studies combining technology studies with health sciences

particularly highlight the public health problems related to social isolation in the digital age. Although social media seeks to link us, it can also strangely result in weaker real-life relationships, which is not ideal for our mental health particularly among younger people. Therefore, good solutions must be based on thorough qualitative research and long-term studies as well as on strong data analysis derived from several research techniques. For instance, several new research imply a link between more screen time and loneliness, which truly calls for our attention in hospitals and educational institutions. Dealing with the negative effects of social isolation on connected individuals depends critically on establishing solutions based on genuine evidence as more voices from many academic spheres ring in (Rubio C et al., 2025, p. 58912-58912). From psychology to technology design to education, digital well-being projects are a shining example of multidisciplinary approaches. Tools for screen time restriction and social-emotional learning (SEL) initiatives show how behavioural research may be used.

These initiatives can efficiently address behavioural issues arising from social media use by including professionals from many backgrounds, therefore promoting better online interactions. Furthermore, observing cultural variations from a worldwide standpoint helps us

to better understand how several social elements contribute to experiences of social isolation in different groups. Using this multifarious approach not only allows us to better manage the difficulties experienced by the connected generation but also stimulates sensible creative ideas across many cultural and social environments (Sonja M Hyrynsalmi et al., 2025). This whole investigation of social isolation emphasises the great need of academics and public policy to cooperate and combat the broad consequences of digital separation.

XIX. CONCLUSION

The experience of social isolation of the connected generation calls for us to take mental health and how social media shapes it from several viewpoints seriously. Though it should be connecting us, social media can inadvertently cause loneliness, according to studies. Particularly when we compare ourselves to others online—something exacerbated by the usually unrealistically perfect images individuals present—this might lower our self-esteem and increase our anxiety (Magomedova A et al., 2025). In this kind of setting, actual connections might be subordinated to seeking approval through likes and comments. As such, though we live "connected" online, we feel isolated. Understanding all this is crucial if we wish to find ways to intervene and assist, particularly given that being really involved online might counteract these emotions of isolation (Lenczewska O, 2025). Furthermore, if we wish to raise mental health, we must address the specific factors causing this population to feel so disconnected. Less face-to-face encounters have been observed as the connected generation has expanded, maybe because online interactions substitute for real ones (the displacement hypothesis). This means that plans meant to lower social isolation have to include a variety of opportunities to interact, both online and in the real world, therefore producing richer social experiences ((Magomedova A et al., 2025). This strategy emphasises the need of creating "social capital" that combines online and offline contacts, thereby enabling individuals to feel community and belonging ("Analena B Bruce et al., 2025"). Integrated approaches can increase

psychological resilience, which would have a significant impact on mental health of individuals negotiating the complexity of remaining connected. Looking ahead, innovative treatments and ongoing research are essential to address social isolation in our progressively digitised environment. The COVID-19 epidemic made this even more evident: technology can both link us ("Hanson-DeFusco J et al., 2025, p. 0000118-0000118"). As we discuss digital wellness, we have to consider how social media itself shapes our experiences—especially if particular participation habits make us feel lonelier. We need creative ideas to combat isolation, such user comments to improve digital environments and public awareness campaigns to support actual human interactions. Furthering conversations on the connected generation also calls for us to address the ethical side of technology use - who is responsible for the mental health repercussions of social media ((Lenczewska O, 2025)? By concentrating on these areas, we can help to create a future whereby our social ties grow rather than erode as the digital world increases.

19.1 Summary of Key Findings

Born between 1995 and 2010, the Connected Generation questions more and more how much time spent online influences their sense of loneliness. It turns out that occasionally they feel tired and lonely even though they have greater access to computers and social media than before.

Particularly social media may be challenging, which makes connecting simpler but also fuels sentiments of separation and inadequate performance. More young people who are always online are feeling lonely, which is an odd issue according to one study on the mental effects of utilising social media (Matilda AM et al., 2025, p. 38–52). These results force us to reconsider how we view remaining connected and force us to seriously consider how online interactions could be substituting for real-life relationships, so isolating this generation. Consider how different communication has evolved - from MySpace to TikTok. We now create and maintain relationships in quite different ways. With features like "likes" and algorithms that show you

just what you want to see, each platform seeks to keep users using it - with addictive power. This arrangement encourages online attention, but it could make real-life contacts less significant. Spending more time online usually implies less actual social interaction, which might cause people to feel loner. Studies have also linked excessive time on social media to anxiety and loneliness (Keogh C, 2025). Knowing all this will help Generation Z negotiate their online surroundings and promote their mental health. Analysing people's behaviour and feelings on social media helps us to better grasp how it shapes their social life and emotional well-being. Studies find, for example, that social media could lead to poor self-perceptions. Particularly alarming is the

"Fear of Missing Out" (FOMO), which has been linked to sadness and could make someone even more isolated. The COVID-19 outbreak made issues worse as people spend more time staring at screens and feel more alienated even if they were technically connected online.

Mental health professionals stress the need of knowing these trends since one study showed how social media can generate a false sense of connection, therefore aggravating more serious issues (Lu Y et al., 2025). Examining both their online and offline interactions will help us to truly address the social isolation the Connected Generation encounters.

Statistic	Value
Prevalence of Social Isolation Among Older Adults	1 in 4 older adults experience social isolation
Prevalence of Loneliness Among Adolescents	Between 5% and 15% of adolescents experience loneliness
Increased Risk of Early Death Due to Social Isolation	Social isolation increases the risk of early death by 29%
Increased Risk of Heart Disease Due to Social Isolation	Social isolation increases the risk of heart disease by 29%
Increased Risk of Stroke Due to Social Isolation	Social isolation increases the risk of stroke by 32%
Increased Risk of Dementia Due to Social Isolation	Social isolation increases the risk of developing dementia by 50% among older adults
Percentage of U.S. Adults Feeling Lonely	About 1 in 3 adults in the U.S. report feeling lonely
Percentage of U.S. Adults Lacking Social Support	About 1 in 4 U.S. adults report not having social and emotional support
Percentage of U.S. Adults Finding It Difficult to Resume Social Activities Post-Pandemic	27% of Americans said it was 'very' or 'somewhat difficult' to resume social activities following the most socially isolated times of the COVID-19 pandemic
Percentage of Black and Hispanic Adults Finding It Difficult to Resume Social Activities Post-Pandemic	34% of Black adults and 37% of Hispanic adults reported difficulty resuming social activities post-pandemic

Key Findings on Social Isolation and Loneliness

19.2 Reflection on the Significance of the Issue

Examining the reasons behind the loneliness experienced by members of the connected age helps us to consider how our digital lifestyles distort our thinking. With all its social media and

otherwise, the internet has fundamentally altered our interactions. Studies reveal that increased screen time is really tied to feeling lonelier and more isolated, even if it's meant to make communicating to each other simpler. For instance, one recent study noted that despite

constant online presence, over 22% of individuals still feel alone. This implies that having plenty of internet contacts does not always indicate we have actual, significant relationships. Furthermore, the way these sites are designed - with all the "likes" and false flawless lives - may cause individuals to feel even more inadequate about themselves, as if they require online approval to be valuable. This results in an odd situation whereby technology both distances us and is meant to link us. "Social isolation and loneliness can facilitate cognitive and physical decline, which then may be exacerbated by ageing and further prevent social connection." (Edward Garcia). It goes beyond simply sadness, too. Our health can truly suffer from this isolation. Younger people who continually view idealised representations of others online may develop poor self-esteem and increased risk of anxiety or depression. Furthermore, it is difficult to focus and create true connections by trying too many activities at once online. Given that the COVID-19 epidemic rendered us furthermore dependent on the internet, this is particularly troubling. Studies have shown that loneliness can really impair cognitive ability, which would explain people's

even more need to withdraw. We have to rethink how we utilise technology and come up with ideas to create better online and offline settings as the connected generation deals with these concerns (Keogh C, 2025). Digital connectivity is a complicated subject. We have to rethink how we handle social concerns and mental health since the connected generation grows up in a digital environment. As families and businesses change, we must develop fresh approaches to assist those who feel alienated. Schools are among venues. Focussing on enhancing digital wellbeing is absolutely crucial since it enables people to reconstruct social contacts and actual relationships. Community initiatives teaching vital emotional and social skills, for example, could help close the distance between online contacts and actual ties. According to current studies, real-world interactions and online communities should inspire more reflection on the depth and quality of our digital age relationships. Understanding all this is not only for our individual welfare but also for creating strong communities that may flourish in a world that is both linked and isolated (Marie C Dade et al., 2025). Typographical mistakes can show up.

Statistic	Value
Percentage of adolescents aged 15-16 who feel lonely at school	35% (2018)
Percentage increase in students reporting high levels of loneliness at school from 2000 to 2018	Over 160% increase
Percentage of adolescents aged 10-17 who feel lonely and would rather be with people after school	36%
Percentage of adolescents aged 15-16 who experience some form of social disconnectedness within their school environment	27.5%
Percentage of adolescents aged 18-24 who report feeling lonely	79% (2022)
Percentage of adolescents aged 65 and older who report feeling lonely	41% (2022)

Prevalence and Impact of Social Isolation Among Adolescents

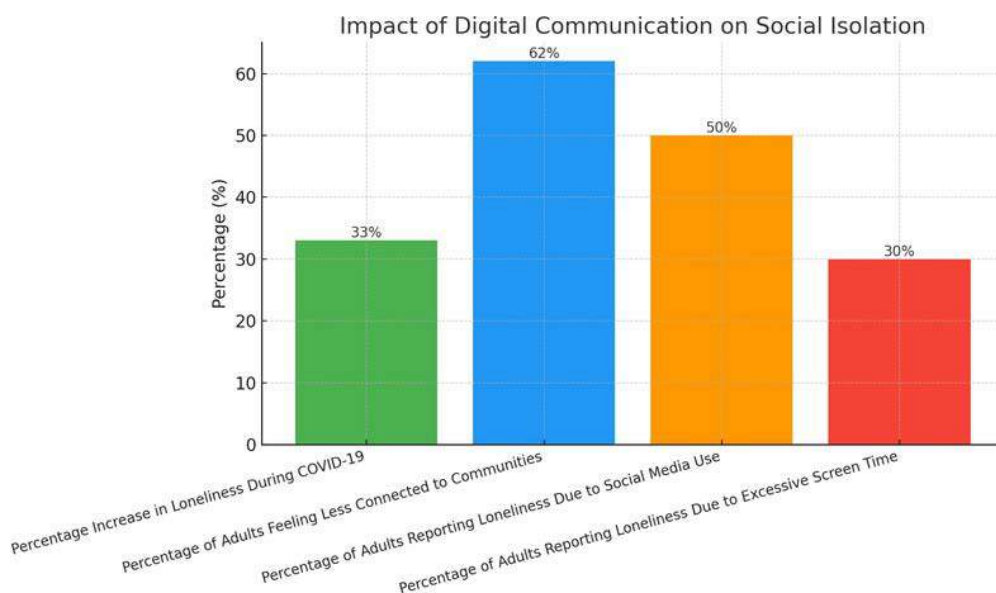
19.3 Future Directions for Research and Policy

Research and policy on social isolation in our technologically linked society should really clarify what we mean by key terminology and how connectedness shows up in diverse ways going

forward. Figuring out sensible remedies depends on separating "objective isolation," that is a quantifiable lack of social contact, from "subjective loneliness," or feeling alienated. Using concepts like Media Dependency and Social Capital as reference, future studies could also fully

investigate how digital platforms are altering social behaviour. The timing is ideal since "the WHO Commission on Social Connection (2024-2026) wants to see the issue recognised and funded as a global public health priority" "The WHO Commission on Social Connection (2024-2026) aims to see the issue recognised and resourced as a global public health priority". (Who Commission on Social Connection). Through targeted research on various definitions, scientists can develop policies catered to various circumstances. These rules should solve loneliness among young people as well as the degree of social engagement and the quality of connectivity. Examining social isolation requires us to really delve into how technology is changing relationships and highlight both the opportunities and issues for policy creation. Examining the unique role that digital environments play - think of social media and online communities - allows one to consider how these places could cause both closer links and more extreme alienation. Theories such as the Displacement Hypothesis and Digital Habitus somewhat imply that more conventional ways might fade away when people rely more on digital technologies for hanging out, therefore influencing their emotions. Future policies should advocate a comprehensive strategy

including mental health support and digital literacy initiatives. These are meant to foster good online behaviour and prevent people from straying from offline gatherings (Tamim, 2025.). Good policies should not only reduce the negative effects of digital engagement but also leverage its capacity to create actual social relationships. Talking about where social isolation is headed, it is imperative that any remedies we develop are inclusive and varied right from the beginning. Recent studies reveal that different groups have varied difficulties gaining access to and profiting from digital technologies, hence lack of diversity might result in unjust technology outcomes. Setting guidelines for how algorithms operate, regulations that place genuine connections first and reduce the possibility of exclusion or alienation, especially for underprivileged people, could be among possible governmental initiatives (Sonja M Hyrynsalmi et al., 2025). Policies can provide fair and effective ideas by supporting study on enhancing Software Developer Diversity and Inclusion, as some recent data highlight. Therefore, by addressing social isolation through inclusive research and teamwork, everyone engaged can ensure that policy answers are strong and match the needs of a younger generation with great connectivity.



This bar chart illustrates the impact of various factors on feelings of loneliness among adults, particularly during the COVID-19 pandemic. The highest percentage, 62%, reflects adults feeling less connected to their communities. Additionally, 50% reported loneliness due to social media use, while 33% experienced an increase in loneliness during the pandemic and 30% cited excessive screen time as a contributing factor. This highlights the need for a multifaceted approach to address social isolation in our increasingly digital world.

19.4 Call to Action for Addressing Social Isolation

Particularly among younger people, the increasing use of social media has produced a place that oddly fosters connection but also seems to be driving social isolation. Even if they are technically more connected, the impact of people seeking acceptance through online interactions causes a population that feels subjectively lonely. More recent research reveals alarming connections between rising social media use and poor mental health, where emotions of inadequacy and being left out especially worsen. Fear of Missing Out (FOMO) is blamed for this. Thus, it is quite crucial that legislators, educators, and community leaders create strategies to improve actual relationships and minimise the consequences of depending too much on digital devices. The results of (Magomedova A et al., 2025) indicate that initiatives to raise digital literacy and support positive online interactions can serve as a basis for combating the isolating consequences of current digital culture. Dealing with this complicated problem, stakeholders should consider innovative ideas that close the distance between virtual contacts and actual, in-person meetings. We must first fully grasp the particular problems the Connected Generation experiences if we are to truly address social isolation. Often referred to as digital natives, this demographic spends time on several social media sites that sometimes give likes and shares top priority above real-world personal relationships. Important elements of social capital may suffer from such online exchanges. By separating bonding from bridging capital - bonding refers to deeper, more intimate links, while bridging deals with larger social networks - Social Capital Theory helps to explain this. Particularly in social settings that give relationships top priority, efforts should aim towards designing areas that encourage active participation and authenticity. Given that present systems generally build user experiences to favour quick interactions, adding community-based programs that promote in-person connections and group social events can help offset the impression of algorithmic isolation. Like those depicted in, visual storytelling highlights the true gap between surface-level, online approval and the depth of actual, offline relationships. At last,

the urgent need to address social isolation is demonstrated by mounting evidence linking poor mental health to higher degrees of loneliness and emotional suffering, a matter of worry requiring quick response. Initiatives aimed at raising mental health awareness and knowledge among many spheres of life - including businesses, community centres, and educational institutions - have to be given top priority. Policy reforms that control algorithmic addiction and provide settings that support social connection can help to transform society's perspective of mental health. As noted in (Domenico MD et al., 2025), society may begin to eliminate stigma and promote honest communication about emotional health by supporting thorough mental health resources and educational programs. Collective action is essential not only as a call to personal responsibility but also as a commitment from society to develop resilience and connectivity, which are vital for both personal and communal well-being. As we better grasp the several facets of social isolation,.

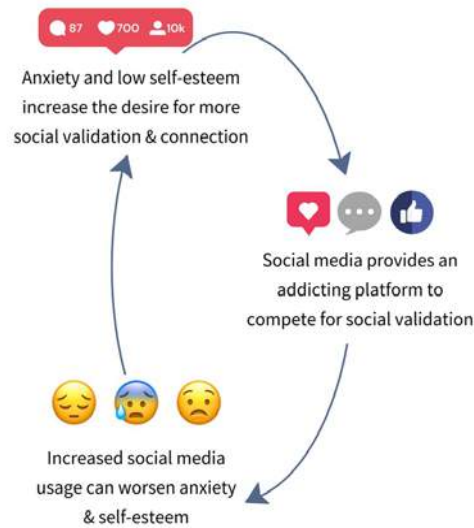


Image 9: The cyclical impact of social media on anxiety and self-esteem

This outline provides a comprehensive structure for the argumentative essay, ensuring a thorough exploration of the topic while adhering to the specified format and requirements. Understanding social isolation in the connected generation calls for a detailed examination of the several layers of the problem, which is rather a conundrum. We must first have a clear definition of what we mean and some theoretical frameworks if we are truly to grasp how social media can be causing emotions of isolation. Clarifying definitions for the "Connected Generation" and "Social Isolation" prepares the ground for a deeper conversation. This should imply separating subjective loneliness, that emotional separation even while you're online, from objective isolation-that lack of real-world, face-to-face interactions. Using theoretical concepts like Media Dependency Theory and Displacement Hypothesis will help us to properly investigate how digital platforms might be substituting real-life social connections. By doing this, we may create a strong conceptual basis for truly considering this unusual paradox: How can we be hyper-connected yet yet be lonely? Including several theoretical points of view helps us to acknowledge the psychological effects as well as the social ones connected to the connected generation (Vidales M et al., 2025). When we discuss how social participation practices have evolved over time-especially in light of technolo-

gical development-historical background is quite crucial. Think about the development from websites like MySpace to today's TikHub; this chronology provides understanding of changes in our communication patterns during the past twenty years. Another factor to consider is the emergence of cellphones and instant messaging as it suggests a concerning trend: young people are more likely to report feeling alienated or lonely the more time they spend on screens. Furthermore, considering how quickly the epidemic accelerated these findings emphasises the need of tackling digital dependency since it has been aggravating mental health problems among youth. This historical perspective does more than just note shifting platforms. It clarifies the changing reasons of users in these digital environments, therefore supporting a rather strong case regarding what all this entails for the linked generation and the social fabric (Heurling et al., 2025). Examining psychological and behavioural indicators-more especially, any current association between social media use and feelings of loneliness-is absolutely vital for building a great argumentative thesis. Studies show somewhat consistently that social media may cause one to retreat from offline contacts and experience more loneliness. Consider behavioural signs; someone's well-being can be affected even by elements like passive engagement versus active involvement. When we're trying to evaluate

mental health, the emotional repercussions-driven by things like the Fear of Missing Out (FOMO) and comparing ourselves to others-become increasingly clear as screen usage rises. These results imply that multidisciplinary interventions targeting both the psychological aspects of social media interaction, and also the actual design components making these feelings of isolation even worse are crucial. All things considered, including these psychological indicators is a cornerstone of the argumentative framework as it clarifies the several aspects of social isolation inside the linked generation (N/A, 2025).

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The paper examines constructivism as a learning theory and its influence on curriculum development in the Philippines, particularly within the framework of the K to 12 Enhanced Basic Education Program. It draws from the foundational contributions of Piaget, Bruner, Dewey and Vygotsky, highlighting learner-centered approaches that emphasize inquiry, collaboration and authentic learning. It also discusses implications for pedagogy, assessment, and teacher training, advocating for a shift from knowledge transmission to knowledge creation in Philippine education. This paper highlights how constructivist principles inform student-centered teaching strategies, authentic assessment practices and the evolving role of teachers as facilitators rather than mere transmitters of knowledge. Furthermore, this paper emphasizes the need for sustained teacher training, authentic assessments, and the cultural adaptation of constructivist practices in order to maximize their impact on Philippine education.

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Author: Saint Joseph College, Maasin, Southern Leyte, Philippines.

I. INTRODUCTION

For centuries, educational systems view learners as empty vessels waiting to be filled in. Teachers are considered experts and the sole source of knowledge and classrooms are a structured space for one-way knowledge transmission. However, with the demands and complexities of the modern era, the education landscape has changed profoundly. Learners are now the architects of knowledge, different from being perceived as mere receivers, while teachers are guides on the

side, facilitating the learning process. The classroom is a dynamic environment that sparks the curiosity and interests of the learners. These shifts are responses to the adaptive nature and evolving role of education and are deeply rooted in the philosophical view on how learners interact with knowledge today (Khalid & Azeem, 2012).

At the core of this transformation lies the theoretical foundation of constructivism-learners construct their knowledge and make sense of it (Phillips, 1995). Historically, revolutionary thinkers formulated the foundation of constructivism as a learning theory. Piaget (1932) focused on how individuals actively build their knowledge through interaction with the environment, while Bruner (1966) emphasized discovery learning upon existing knowledge. Dewey (1974) stresses that education should be grounded in real-life activities and problem-solving. Complementing this, Vygotsky (1978) underscores the crucial role of social interaction, culture, and language in the co-construction of knowledge. Their philosophical and psychological contributions shaped the modern understanding of how learning is acquired and applied in today's classroom.

Building on these groundworks introduces the primary principle of constructivism that their prior knowledge and experience interact with novel concept to create new meaning and understanding (Resnick & Glaser, 2016). Rather than sponge-like absorption of information, learners are engineers of knowledge, actively building meaning through connecting new experience with their pre-existing cognitive frameworks, thereby fostering deep understanding and application. Constructivism views education as learner-centered, placing learners at the heart of the system and emphasizing their value and integral role in the learning process.

The Philippines consistently reforms the educational system to cater the dynamic needs of 21st century Filipino learners. One of the reformations, and perhaps the current one, is the implementation of the K to 12 or Enhanced Basic Education Program grounded in the theoretical lens and practical framework of constructivism. This program endeavors to move beyond traditional methodologies towards more learner-focused and competency-based approaches. For instance, it promotes pedagogies that foster critical thinking, problem-solving, collaboration, and authentic engagement, which are essentials for 21st-century Filipino learners in today's fast-changing world.

This paper argues that constructivism is a transformative lens for curriculum development in the context of Philippine education. It will first explore constructivism's historical and philosophical foundations and present its core principles. Subsequently, it will discuss the characteristics and challenges of the Philippine education system, specifically highlighting the K to 12 Education Program. Significantly, this paper analyzes the implications of the constructivism paradigm towards the Philippine education curriculum and provides practical recommendations for promoting authentic and learner-centered learning, equipping educators and policymakers with the tools they need to implement constructivism effectively.

1.1 Historical and Philosophical Roots of Constructivism

Although constructivism gained popularity in the 20th century, its epistemological principle already exists in older philosophical theories emphasizing the role of the mind in constructing knowledge. As a learning theory, constructivism is a groundbreaking product of the minds of prominent psychologists and educators-Piaget, Vygotsky and Bruner. While each has a distinct focus, their combined perspectives pioneered the foundation of our understanding of how we learn and the thinking process, rather than how a student can memorize information.

Jean Piaget influenced the initial idea of constructivism through his work on educational psychology (Larochelle et al., 1998). Piaget's work focuses on how individuals create meaning through interaction with their environment and personal experiences. He believed that learners bring their prior experiences into the classroom and repeatedly evaluate these to understand the newly received information (Pardjono, 2016). Piaget maintains that individuals' thinking has distinct stages and learning is a gradual process that involves assimilation, accommodation, and equilibration. These stages explain that a person first links their previous cognitive frameworks to a new concept (Assimilation) and adjusts the existing thinking patterns if the new information does not align with them (Accommodation). In this case, cognitive equilibrium between the pre-existing knowledge and new input is achieved, maintaining cognitive stability. Thus, Piaget saw cognitive development as a series of systematic organization, description and adaptation of experiences. Further, learners reorganize and refine what they already know depending on how new ideas connect with them personally.

While Piaget's cognitive theory is described as individualistic, Lev Vygotsky emphasized the influence of social context on learning. Vygotsky argues that social interaction leads to successful cognitive and intellectual development; thus, learners interact with one another for them to learn (America et al., 2021). One of the prominent concepts of Vygotsky is the zone of proximal development, which is "the realm of potential learning that each learner could reach within a given developmental span under optimal circumstances and with the best possible support from the teacher and environment" (Vygotsky, 1978). Learning is built in a social context with peers and teachers, not when learners are isolated (Zhang, 2023). Through collaborating with others and immersing in the environment, learners achieve the zone we referred to as the potential cognitive development.

To complement Piaget's and Vygotsky's view of constructivism, Jerome Bruner emphasized that learners construct their own understanding through discovery and that teachers provide

structured scaffolding to support learners (Bruner, 1978). On one hand, Bruner perceived learning as an active process where learners are encouraged to discover principles rather than through direct instruction. On the other hand, he believed that learning is a social process where the teachers must facilitate social interaction in the classroom. Both perspectives emphasized that students are motivated to discover their own values by fostering active and meaningful dialogic interactions.

1.2 Core Principles of Constructivism

Constructivism is a modern understanding of how learners process information. It is rooted in the belief that learners actively construct their own understanding and knowledge of the world by experiencing things and reflecting on them (Saarsar, 2018). This fundamental principle explains why educational systems replaced traditional, teacher-centered models of education and why student-centered educators should prioritize interactive approaches. This educational philosophy is grounded in several core principles that guide teaching and learning processes.

A key principle of constructivism is that learners are active participants in constructing their own knowledge. They don't merely receive information but they take responsibility for their own learning by setting learning goals and monitor their progress (Ayish & Deveci, 2019). Learners spend more time on doing hands-on activities, giving them the experience where they can apply what they learn. They engaged in problem-solving exercises to synthesize, conceptualize, apply and evaluate information (Chand, 2023). Moreover, they interact and collaborate with their peers to share ideas, verbalize their understanding, refine their thoughts and co-construct knowledge. Learners are encouraged to ask questions, pursue their interests and evaluate their progress. In this sense, constructivism contributes to making learning a deeper, more engaging, meaningful, active and effective process (Ricafort, 2024).

Following the concept that learners are active participants in the learning process leads to the notion that learning itself is an active process. This concept refers to the nature of how learning happens – it is constructed by the learners, not as something done to the learners. Learning is an active process that requires mental effort to process knowledge construction, meaning making continuously and cognitive engagement (Ginsburg, 2010). Learning involves employing cognitive skills through integrating prior knowledge and new information to generate novel understanding (Ku et al., 2015). Learning is no longer simply receiving and memorizing information but involves reflection and evaluation. It can be deduced that learning is making meaningful connections with what they already know and what they will encounter in the learning environment (Tangney, 2013).

Acknowledging the role of social interaction and collaboration, constructivism also highlights the social aspect of knowledge construction (Dewey, 1938) stating that learning is both an individual and a collaborative endeavor. Learning is seen as a collaborative process where individuals engage in social interactions with others to construct shared meanings and understanding (Saarsar, 2018). This view is supported by Durnford et al. (2021) who advocates the role of creating a supportive and collaborative learning environment. The kind of learning environment constructivism not only fosters individual understanding but also promotes a shared learning experience among peers, which is crucial for deeper comprehension and retention of knowledge (Sugrah, 2020). By interacting with others, learners gain new perspective, challenge their assumptions and co-construct knowledge together.

In a constructivist paradigm, the role of the teachers undergoes a significant transformation. The role of the teacher shifts from being a transmitter of knowledge to a facilitator, guide and co-learner (Sharma, 2006). The teacher assists the students in developing new insight and connects them with prior knowledge. Furthermore, the teacher must be flexible to adapt to learners' interests and needs. Singh and

Yaduvanshi (2015) believe that teachers must organize the learning environment to stimulate active inquiry and knowledge construction. This mechanism involves posing thought-provoking questions, providing resources, setting challenging problems and guiding students through complex concepts. Thus, the teacher's primary focus should be guiding students, which will lead them to develop their own understanding.

II. PHILIPPINE EDUCATIONAL CONTEXT: ITS KEY CHARACTERISTICS AND CHALLENGES

The Philippine education system is vast and diverse and is undergoing continuous revision in order to cater the millions of Filipino learners across level. The current and significant reform is the implementation of K to 12 or Enhanced Basic Education Program which basically extends the basic education by two years. The program envisions that every graduate of the K to 12 Program is an empowered individual rooted on sound principles and geared with lifelong learning skills (Mohammad, 2016). Furthermore, this program aims to ensure that every Filipino graduate is recognized across the world because they were able to master the skills and learn the core competencies necessary to meet the demands of the global market (Abragan et al., 2022).

The K to 12 Curriculum is purposefully designed to facilitate a smooth movement from a teacher-centered approach to a learner-centered approach. Learner-centered approach is a pedagogical philosophy that puts the needs and interests of the students at the center of the learning process (Ghafar, 2024). By adopting this approach, learners engage more in the learning activities and allows them to refine their learning capacities and practice (Matmuratova, 2020). In addition, it creates opportunities for learners to apply their knowledge and skills to solve authentic problems, which will lead to the development of critical skills beyond mere recall. Supporting the learner – centered shift, another salient feature of the Enhanced Basic Education Program is the promotion of competency- based

education. This approach require educators to focus on what students should understand and be able to do, rather than merely what content should be covered (Levine & Patrick, 2019). Students are empowered to make learning decisions while they receive timely, differentiated and need-based support. Competency-based education focuses on developing real-world skills such as problem-solving, communication and collaboration (Mamolo & Sugano, 2020). The development of these set of skills is essential for the learners to respond to the national and global community needs and demands.

Another critical aspect of the Philippine curriculum is its emphasis on contextualization and localization, particularly relevant considering the diverse culture and landscape of the country. The K to 12 curriculum framework encourages educators to adapt content to reflect local cultures and histories, thereby making learning more relevant to students (Parisical & Gonzales-Aboy, 2022). This approach not only enhances student engagement but also fosters a sense of identity and belonging, as students see their own cultures and experiences reflected in their education (Aydisheh & Gharibi, 2015). Studies confirm that when students can relate learning to their own lives, they are more likely to retain information and apply it effectively (Newton et al., 2013).

These aforementioned features are continually reinforced though various Department of Education (DepEd) orders and directives .These initiatives represent a genuine effort to move away from purely transmissive teaching towards more engaging and meaningful learning experiences. However, the effective implementation of these endeavors faces significant challenges, ranging from a lack of resources and facilities in many public schools to the urgent need for extensive professional development for teachers to truly understand and apply timely, relevant, and modern pedagogies.

Among the foremost challenges is the pervasive issue of large class sizes, particularly in public schools. Such condition delimits the teacher's effort to facilitate individualized learning or small-group collaborative activities which are

essential to foster active learning (Susulan et al., 2022). Another important and widespread issue facing the education system in the Philippines is the lack of resources and infrastructure in many schools, especially in rural areas (Abragan et al., 2022). Shortage of up-to-date learning materials and technology further hinder the creation of rich, interactive learning environments (Combalicer, 2016).

Perhaps most profoundly, most Filipino teachers may not have received adequate training to fully adopt modern and learner-centered pedagogies. The deficiency often leads to resistance among teachers towards adapting new methods and continued reliance on traditional teaching methods (Hatmanto, 2023). Finally, existing assessment practices pressure teachers to "teach to the test" rather than focusing on deeper conceptual understanding and skill development (Yerdelen-Damar & Elby, 2016; Amin & Greenwood, 2018). This kind of assessment emphasizes rote learning with heavy reliance on multiple-choice tests and standardized examinations which measure factual recall, rather than knowledge application.

III. IMPLICATIONS FOR CONSTRUCTIVISM IN PHILIPPINE CURRICULUM DEVELOPMENT

The adoption of constructivist principles offers profound implications for transforming the Philippine curriculum. It fundamentally calls for a shift towards a more dynamic and learner-centered approach. Further, it will reshape crucial facets of the conventional educational practices that educators typically use. The constructivist paradigm advocates for redesigning curriculum, innovating instructional strategies, redefining assessment methods and strengthening teacher professional development.

A key implication for constructivist curriculum design is a definitive focus on conceptual understanding over rote memorization. Instead of simply requiring students to recall facts, the curriculum would emphasize "deep learning", enabling learners to apply what they learn in novel situations. To achieve this, curricula can

incorporate interdisciplinary and thematic approaches, integrating concepts across discipline. For example, a unit on climate change could integrate concepts from science (ecology, physics), social studies (economics, policy) and even arts (communication campaigns), demonstrating how different areas of knowledge are interconnected and relevant to real-world issues.

The shift to constructivism necessitates a transformation in instructional strategies, placing the learner at the center of the educational process. As such, curriculum must strongly advocate for problem-based and project-based learning where students engage with authentic, real-world problems or undertake extended projects. Inquiry-based learning becomes paramount, encouraging students to ask questions, explore hypotheses, gather evidence, and construct their own answers (Bruner, 1960). Closely related is the emphasis on collaborative learning and group work, featuring frequent peer interaction, group discussions and shared problem-solving activities (Vygotsky, 1978). These activities collectively foster critical thinking, creativity, social, and practical skills.

Constructivism fundamentally redefines assessment, moving away from traditional, summative testing towards a more comprehensive and continuous evaluation of learning. Authentic assessment becomes the preferred method, where learning is evaluated in real-world contexts that reflect meaningful application of knowledge. This includes using portfolios, presentations, debates, performances, and complex projects, all designed to assess higher-order thinking skills and practical abilities rather than recall (Wiggins & McTighe, 2005). This represents a significant shift from solely relying on summative, standardized tests that often provide a limited snapshot of a student's true understanding and capabilities.

Implementing constructivism effectively in the Philippines hinges on robust teacher professional development. Teachers need extensive training in the theoretical underpinnings of constructivist pedagogies and practical classroom management

strategies for active learning environments. This training includes skills for facilitating discussions, guiding inquiry, managing collaborative groups, and providing effective scaffolding. Crucially, professional development must also focus on training teachers to design constructivist assessments that genuinely measure deep understanding and critical thinking, rather than recall (Brooks & Brooks, 1999). Ultimately, this requires a fundamental shifting of teacher mindset from lecturer to facilitator, helping them embrace their new role as guides and co-learners in the classroom. This gradual process requires ongoing support, mentoring, and opportunities for teachers to practice and reflect on their new approaches.

IV. CONCLUSION

Constructivism is a learning theory that affirms that knowledge is best gained through action, reflection, and construction. Piaget focuses on the interaction of experiences and ideas in creating new knowledge. Vygotsky explores the importance of learning alongside peers and how culture affects the accommodation and assimilation of knowledge. Bruner emphasizes discovery and the integration of real-world and classroom activities. The constructivist framework relies on the learners to be in control of their knowledge acquisition and encourages the instructor to serve as a facilitator.

The journey through constructivism's principles, roots and implications reveals its profound capacity to redefine the education landscape. As this paper has argued, constructivism holds significant potential for transforming curriculum development in the Philippines, from a mere knowledge transmission to genuine knowledge creation. The future of education in the Philippines envisions a classroom as a place of inquiry, collaboration and critical thinking; where students are not just recipients of information but active architects of their understanding; and where learning transcends the confines of the school, empowering individuals to be lifelong learners.

By consciously investing in resources, reorienting teacher training, evolving assessment practices and leveraging the inherent strengths of Filipino culture, the Philippines can harness constructivism to cultivate a generation of empowered, adaptable, and critically thinking citizens, ready to navigate the complexities of their world and contribute meaningfully to national development. This educational paradigm holds the key to unlocking the full potential of every Filipino learner, ensuring they are prepared for life as they actively participate in shaping their future.

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Early Idiomatic Knowledge Acquisition: A Cornerstone for Language Proficiency

Dr. Nomfundo Nondalana-Vuzane

ABSTRACT

Idioms are essential language skills that enhance language proficiency in all languages. Idiomatic knowledge helps individuals to be proficient in communication in both verbal and written language. However, they are not explicitly incorporated in the early years of schooling and this could be the reason there are persisting literacy challenges in South Africa. The literacy reports show that Foundation Phase learners' language skills are not well developed. They reveal that learners have challenges in both reading and writing. The purpose of this paper is to advocate for explicit integration of idioms in Grade 3 curriculum with an aim to increase the learner's language proficiency in their home languages. This paper is grounded in Social constructivism theory to reveal how idioms as scaffolding tools support language proficiency. It is guided by qualitative research, interpretive paradigm and case study research design. Data was collected through semi-structured interviews. Participants were two Grade 3 teachers and a thematic analysis helped in analyzing interview data. The findings showed that the integration of idioms could improve the learners' creative writing skills, they can help them to write meaningful sentences and paragraphs.

Keywords: creative writing, idioms, language proficiency, sounding native like, vocabulary.

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Dr. Nomfundo Nondalana-Vuzane

ABSTRACT

Idioms are essential language skills that enhance language proficiency in all languages. Idiomatic knowledge helps individuals to be proficient in communication in both verbal and written language. However, they are not explicitly incorporated in the early years of schooling and this could be the reason there are persisting literacy challenges in South Africa. The literacy reports show that Foundation Phase learners' language skills are not well developed. They reveal that learners have challenges in both reading and writing. The purpose of this paper is to advocate for explicit integration of idioms in Grade 3 curriculum with an aim to increase the learner's language proficiency in their home languages. This paper is grounded in Social constructivism theory to reveal how idioms as scaffolding tools support language proficiency. It is guided by qualitative research, interpretive paradigm and case study research design. Data was collected through semi-structured interviews. Participants were two Grade 3 teachers and a thematic analysis helped in analyzing interview data. The findings showed that the integration of idioms could improve the learners' creative writing skills, they can help them to write meaningful sentences and paragraphs.

Keywords: creative writing, idioms, language proficiency, sounding native like, vocabulary.

I. BACKGROUND

South Africa is a multilingual and multicultural context, but only 12 languages are recognized as official languages such as Afrikaans, English, IsiZulu, Setswana, Xitsonga, SeSotho, Tshivenda, IsiXhosa, SePedi, SeNdebele, SeTswana and Sign Language. These official languages are not the only languages that are spoken in the country. The

South African Language in Education Policy (LiEP) encourages learners to be taught in their Home languages for the first four years of Schooling (Grade R-3) and shift to English from Grade 4 to 12 (Department of Education, 1997). Learners learn one language as First Additional Language (FAL) from Grade 1-12. All schools that teach Indigenous languages and Afrikaans as Home Language teach English as FAL. However, idioms as language tools that enhance vocabulary and native like language competency are not incorporated in both Home Language (HL) and FAL language curriculum.

The national and international literacy reports indicate that the South African Foundation Phase learners have challenges in both reading and creative writing. For example, the Systemic Evaluation of 2001, conducted in nine provinces of South Africa revealed low literacy performances by Foundation Phase learners, especially in writing (Department of Education, 2003:9). The Systemic Evaluation (SE) results conducted in the Western Cape showed that learners experienced difficulties in writing literacy, even though they were assessed in their home languages (DBE, 2014). These literacy reports could be highlighting that there is a need to find innovative ways by incorporating idioms explicitly from Grade 3. In addition, the idiomatic knowledge which develops native communication is ignored and learners transition to learning in their English from Grade 4 even though their vocabulary is not well developed in their HL. The aim of this paper is to argue for the integration of idioms as they are integral in language learning and develop vocabulary.

Vocabulary and comprehension are language skills that enhance both verbal and written communication. The reading comprehension and creative writing challenges will persist if the

essential knowledge of idioms is not incorporated in the Foundation Phase curriculum. International studies reveal that idioms enhance in helping English Second language students to communicate in native-like (Liontas, Mannion & Karagoz, 2025) and knowledge of mother tongue idioms enhance in learning the target language idioms (Lakshmi, Nadimpalli & Guduru 2025). This indicates that learners who do not have knowledge of their mother tongue idioms could have more challenges in learning English idioms. It is fundamental to find innovative ways that could improve the language skills of learners from early years of schooling. This paper is advocating for the explicit integration of idioms in the Foundation Phase curriculum. It is guided by the following question:

- Why should idioms be incorporated in the Grade 3 curriculum?

The aim of this paper is to justify why idioms should be incorporated in Grade 3 curriculum.

1.1 Idioms

Liontasa (2021) defines Idiomatic as the scientific study of idiomatic language and figurative language. This means that idiomatic means studying both literal and figurative meaning. According to Liontasa (2021) Idiomatic competence is the ability to understand idioms appropriately and accurately in a variety of sociocultural contexts, in a manner similar to that of native speakers, and with the least amount of mental effort. This indicates that when individuals understand idioms, they are able to use them effectively in different social contexts. For second language speakers, idioms help them to sound native like. Therefore, learners who do not know idioms of their home languages, they sound like second language speakers.

1.2 Why it is Important to Teach Idioms from Early Years of Schooling

Children are able to acquire their home languages informally, for example, they are able to acquire vocabulary and simple sentence structure without formal education. However, for them to learn idiomatic knowledge, a more knowledgeable other

like a teacher should teach them idioms and their idiomatic knowledge. This indicates that learning idioms is not a piece of cake because they have a figurative meaning which cannot be estimated from their literal words.

Learners have challenges in learning idioms in all languages, however, they are an integral part of language as they allow individuals to use any language naturally. Idioms had a positive impact in both spoken and written language. The South African literacy reports could indicate that we have these persisting literacy challenges because the learner's language skills are not well developed because the idiomatic knowledge is not incorporated in the Foundation Phase language curriculum.

Idioms are an important part of learning a language (Jbarah, 2025; Mehdi, 2024). Mehdi, (2025) is of the view that idioms offer learners a pathway to language fluency, cultural understanding and natural expression. Idioms knowledge helps learners to write meaningful sentences. Idioms enhance Grade 3 learners to integrate idioms effectively during verbal communication and creative writing (Nondalana-Vuzane, 2025). Nondalana (2021)'s findings show that there are language benefits when learners are exposed to their home language idioms from early grades like Grade 3. In the same vein, research findings show that learning second language idioms have benefits. language.

1.3 What are the Benefits of Teaching and Learning to Second Language Learners?

Teaching and learning English second language idioms are pivotal even though it is challenging (Hinkel, 2017; Lakshmi, Nadimpalli & Guduru, 2025). English second language learners have challenges in learning idioms because their figurative meaning cannot be predicted from their literal words (Jbarah, 2025). Mehdi (2024) examined the role of idioms in language learning. The findings revealed that knowledge of idioms in Second language contributes to language fluency and natural expression. They contribute to sound native like in both communication and written form. Idioms enrich learners' vocabulary and their

ability to engage naturally in conversations. Similarly, Liontas, et al. (2025)'s study revealed that even doctoral-level students enrolled in Second Language Acquisition and Technology in Education Programme face challenges in producing idioms at a level comparable to native or near-native speakers. Therefore, there are language benefits when learners are learning idioms of their second language. These findings align with studies that explored the use of idioms in Home Language speakers. Nondalana (2021)'s study revealed that isiXhosa idioms enriched the Grade 3 learners vocabulary. Learners incorporated isiXhosa effectively in their conversation and creative writing activities. In the same vein, Ramagoshi (2025)' study showed similar results and SeTswana idioms enriched the Grade 3 learner's vocabulary.

In South Africa, English is the second language of many learners, but it is the language of teaching and learning from Grade 4 to 12. Therefore, it is fundamental to develop the Grade 3 learners' knowledge of idioms in their home language, before learning English idioms. Liontasa (2025)'s findings indicate that English idioms are difficult for all levels of education.

1.4 How to Teach Idioms?

Teaching idioms requires teachers to accommodate different learning styles. Mehdi (2024) is of the view that role play is an effective method for contextualizing learning. Nondalana (2021) and Ramagoshi (2015)'s studies revealed that role play is an effective teaching strategy for teaching idioms in Grade 3. For example, in Nondalana's study, learners were taught isiXhosa idioms, while it was iSeTswana idioms in Ramagoshi, the findings of both studies revealed that idioms helped learners to acquire and retain idiomatic knowledge.

Jbarah (2025) examined whether Total Physical Response (TPR), a method involving physical actions associated with language learning, is effective in improving idiom comprehension and retention among young learners. The findings suggest that TPR can significantly enhance student's understanding and retention of idioms,

contributing to a more engaging and effective language learning experience. In the context of Grade 3, physical action is one of the learning styles that should be integrated when learners are listening to a story and learning a new vocabulary. For example, there is an isiXhosa idiom "isandla sihlamba esinye" "hand washes each other", the figurative meaning means people help each other. The physical action should be acting out how each hand washes the other hand with an aim to reveal the figurative meaning. Learners could retain both literal and figurative meaning of the idiom. Learning idioms is a scaffolded activity.

It is integral to accommodate visual learners by using visual aids as scaffolding tools. Illustrations and idioms flashcards help to visualize the figurative meaning of idioms (Mehdi, 2024). Lakshmi, Nadimpalli and Guduru (2025) investigated the effectiveness of visual aids and native language equivalences in enhancing students' comprehension and retention of English idioms. The findings indicated that idiomatic equivalents to mother tongue and visual aids representation of the meaning of idioms in the target language can substantially facilitate a better acquisition of English. In this 21st century the integration of technology is essential.

The use of technology scaffolds the students' understanding of idioms. Dibyanti and Wahyuni (2026) explored the students' perceptions of the use of English movies specifically to increase idiomatic expression acquisition. The findings showed that students who have a higher frequency of watching English idioms via movies improved both their spoken and written communication. On the other hand, those who rarely watch movies, only few attempt using idioms in writings. The findings of Dibyanti and Wahyuni (2026) highlight that technology is a scaffolding tool that enhances students to reach their zone of proximal development. Similarly, Liontas, et al. (2025)'s findings showed that doctoral students advocated for several approaches for learning and producing idioms such as using MALL apps, exposure to authentic context, incorporating videos and movies, interacting with native speakers of English and translation, linking Arabic idioms to English and

using similar idioms. Therefore, teachers should use different teaching strategies and resources so that Grade 3 learners can grasp idiomatic knowledge.

1.5 *The Role of a More Knowledgeable Other*

Learning idioms is challenging and requires an individual to get support from a more knowledgeable person. Idioms are challenging in both learning and teaching (Jbarah, 2025). Research findings indicate that learning idioms is a scaffolded process, a more knowledgeable person should use scaffolding models so that learners can grasp idiomatic knowledge. Dibyanti and Wahyuni (2026) investigated how the More Knowledgeable Other (MKO) helps students to increase their English idiomatic expression with English movies. The students revealed that human and technology scaffolding support understanding of idioms acquired from English movies. These findings demonstrate that learning idioms requires a scaffolding. In this study, students watched English movies and when they did not understand an idiom, they asked their peers and professional teachers as MKO. In addition, they used technology, they searched for idiom explanations in educational websites such as A1, online dictionaries and social media platforms. In the context of Foundation Phase, learners could watch the digital story and then the teacher could ask questions that scaffold their understanding of idioms. The digital stories can reveal the figurative meaning of idioms. Nondalana-Vuzane (2025) study revealed that Grade 3 learners are able to infer the figurative meaning of an idiom when it is incorporated in the story. Nondalana-Vuzane (2025)'s findings revealed that that Grade 3 teachers as more knowledgeable people should use teaching aids such as pictures, that represent literal and idiomatic figurative meaning, sentence strips with idioms and their meaning, and incorporate idioms in multimodal stories.

1.6 *Culture and Learning Idiomatic Knowledge*

Idioms are embedded in culture; it is pivotal to integrate it in language curriculum. Knowledge of the target language culture is essential for learning idioms. Mehdi (2024) claims to enhance

learners to understand idioms, teachers must integrate cultural and historical explanations. Idioms are deeply embedded in social context and their usage depends on factors such as register, situation and audience (Mehdi, 2024). Liontas, Mannion and Karagoz (2025)'s study found that context and cultural knowledge helped native Arabic-speaking doctoral students enrolled in a Second Language Acquisition and Technology in Education Programm in understanding and using idioms. The participants believed that learning idiomatic figurative language enhances knowledge of the target language culture. Mvanyashe (2024) assert that isiXhosa idioms help to preserve AmaXhosa history, values and culture. The exclusion of idioms indicates that learners grow up with limited knowledge of their cultural values and are not proficient in their home language.

Liontas, et al. (2025) explored the perspectives and experiences of native Arabic-speaking doctoral students enrolled in a Second Language Acquisition and Technology in Education Programme regarding idiomatics and related instructional approaches. The findings showed that participants had a strong belief that idioms should be integrated in language education for deepening their communication in the target language. Participants favored student-centered approaches with authentic, ample, engaging and multimodal input and output interaction. These findings are consistent with Nondalana (2021)'s study, which uncover that teaching isiXhosa idioms should be learner-centered and integrating multimodal input such as multimodal stories, pictures and sentence strips with idioms and their figurative meaning.

II. RESEARCH METHODOLOGY

A qualitative research approach guided this study. Qualitative research is a type of research that aims to understand human experiences. Both social practices and experiences are important in qualitative research (Silverman, 2020). According to Henning, Van Rensburg and Smit (2004:3), the main aim of qualitative research is to gain depth rather than quantity of understanding. Qualitative research helped the researcher to get in-depth information about the Grade 3 isiXhosa teachers'

experiences and understanding of idioms and their role in developing language skills. This paper followed an interpretive research paradigm which does not confirm hypotheses or a theory, but seeks to understand and interpret how isiXhosa idioms could be used to enhance creative writing. A case study design was followed and According to Merriam (1998), a researcher who uses the case study design seeks insights, discovery and interpretation rather than confirmation of a hypothesis. Purposive sampling helped for selecting the two schools that teach isiXhosa as Home language and two teachers that teach Xhosa in Grade 3. Research ethics were observed throughout the study. Before conducting semi-structures interviews, the researcher obtained ethical clearance from the University of the Western Cape, a permission letter from Western Cape Education Department, the School principals received an information sheet and signed a consent form. Thereafter, both teachers received the information sheet and signed consent forms before conducting the semi-structures interviews. The schools and the participants' details are kept confidential, in this study the schools are referred to as School A and B, and the teachers are teacher ZN and MN. Data was collected through semi-structured interviews which helped in asking follow-up questions during interviews. A thematic analysis helped to analyze data and to find themes that emerge from the interviews.

2.1 The Theory that Underpins this Article

This paper is grounded in Vygotsky's Social constructivism theory. Social constructivist theory has different principles which teachers could use as a guide on how they can support learners in learning idioms. Idiomatic knowledge is challenging in both home language and second language. This paper underpins the zone of proximal development (ZPD), one of the key principles of Social Constructivism (Kiraly, 2013). The purpose of the ZPD is to move the learner's knowledge from a low level to a higher level. According to Hammond and Gibbons (2005), in a ZPD the teacher should maintain high expectations of all learners while supporting them through scaffolding to complete the task. ZPD is

not fixed, but changes as individuals acquire new knowledge (Yuvita, 2018). The ZPD allows the more knowledgeable person to support the less knowledgeable (Tkachenko & Ardichvili, 2017). In the context of teaching and learning idioms, teachers support learners with an aim to help them acquire idiomatic knowledge. Research findings indicated that the use of visual aids and technology support learning of second language idiomatic language. This paper advocates for the integration of idioms in the Foundation Phase, learning idioms is a scaffolded learning journey. Learners come to school with their basic communication skills, but lack knowledge of idioms. Teachers should integrate idioms in language lessons to enrich the learner's vocabulary, using scaffolding tools until they are able to incorporate idioms effectively in verbal and written communication.

III. FINDINGS AND DISCUSSION

The data reveals the teachers' beliefs and understanding of the role of isiXhosa idioms. The teachers' initials are used to protect their identity: MN for the teacher in school A, and ZN for the teacher in school B. Three themes emerge from the interview data such as, idioms could enhance Grade 3 learners writing skills, idioms could help learners to write meaningful sentences and idioms helps learners to acquire language proficiency.

3.1 Idioms could Enhance Grade 3 Learners' Creative Writing Skills

Both the interviewed teachers believed that if Grade 3 learners are taught idioms, their creative writing skills could develop. On the question of whether isiXhosa idioms could enhance Grade 3 learners' writing literacy, the teachers said:

MN5: They can help because when they write they can incorporate them to show that they understand them.

ZN5: They are useful because when you listen to the radio programmes they often speak about idioms. They use these idioms at a later stage. And these idioms enable them to become competent authors when they grow up because their meanings illustrate many things.

You could help a person who does not understand because a Grade 3 child can explain to an adult person.

Both the teachers were of the view that isiXhosa idioms could assist in developing learners' writing literacies. They believed that learners would be able to incorporate idioms into their writing. Their responses indicate that when idioms are taught as indigenous knowledge, they do not enhance the acquisition of oral language only, since learners would concurrently use the idioms in their sentences and stories. ZN5 asserts that isiXhosa idioms could be useful later in life when they become established authors. This indicates that if the learners' literacy skills are well developed in the Foundation Phase, the learners could become better writers up to Grade 12 and beyond. Idiomatic knowledge might even assist them to become isiXhosa authors who use idioms to enrich their writing. ZN5 mentioned that idioms are both discussed and used on the radio, which indicates the widespread knowledge and use of idioms. This finding aligns with the findings of second language scholars who find that idiomatic knowledge enhances writing skills (Dibyanti & Wahyuni, 2026).

3.2 Idioms Enhance in Writing Meaningful Sentences

The teachers had a strong understanding of idioms and their role in language development. Their perspectives on the benefits of learning idioms were also similar. On the question of the benefits of learning isiXhosa idioms, they had this to say:

MN6: They will help them in writing meaningful paragraphs, neh and for portraying what they want to explain in sentences, by using idioms rather than using simple isiXhosa language to show that they understand what they are talking about. They could learn writing by using idioms, the meaning of the sentence can be seen in the idiom without using a simple word of isiXhosa. For example, so-and-so is starving at home, but he/she could say, "The cat is sleeping in the fireplace.

ZN6: They will get rich knowledge. When children use idioms, they get vast knowledge so that, as I mentioned before, a child could be an author and his or her title could be an idiom 'Ah! The cow sleeps while it is being milked.' The child can write about that and explain why the cow sleeps while it is being milked.

Both responses show that isiXhosa idioms play a role in enhancing writing, although the teachers explained the idea in different ways. ZN6 mentioned that isiXhosa idioms develop the learners' cognitive skills. She stated that when learners understand the idiomatic meaning, they could use the idiom as a title. If the idiom forms part of a title, the writer would have to have a thorough understanding of the meaning of the idiom and reflect its meaning in the text.

Moreover, both teachers gave two idioms to support their statements. MN6 cited the proverb *Ikati ilele eziko* ('the cat is sleeping in the fireplace'), incorporating it in a sentence to show how learners could use it. Similarly, ZN6 mentioned *Yalala inkomo isengwa* ('the cow sleeps while it is milked'). These examples also indicate that both proverbs and idioms are an important part of indigenous knowledge, and that it is not easy to differentiate between the two metaphorical uses of language. Both teachers claimed that the statements were idioms, even though, strictly speaking, they are proverbs. According to the Department of Basic Education (DBE) (2011:15), there are five reading components, namely, word recognition, vocabulary, reading comprehension, reading fluency and phonics. MN4's response reveals that isiXhosa idioms could enrich the learners' vocabulary, which in turn could enhance their creative writing. Idioms also play a significant role in developing learners' reading skills.

3.3 Idioms Helps Learners to Acquire Language Proficiency

The teachers felt that isiXhosa idioms are not easy to understand, since their meanings are not literal but metaphorical or figurative. However, they seemed aware of the important role that idioms

could play in helping learners acquire proficiency in isiXhosa:

MN4: It is for expanding the child's language repertoire and for enhancing the child's writing skills that s/he could use when writing.

ZN4: I think children will acquire complicated knowledge that they did not know, knowledge of language they did not know.

According to the teachers, the role of isiXhosa idioms is to enrich learners' language. Idioms could also be a useful resource because learners could learn a fairly complex language form and use it in their writing. ZN4's response indicates that learning isiXhosa idioms develops knowledge and understanding, assisting learners to make meaning of what is being learned. This implies that understanding isiXhosa idioms is complicated. MN4 affirmed that isiXhosa idioms could also enrich their language. The teachers' responses suggest that it could be useful to teach isiXhosa idioms in Grade 3 as indigenous knowledge resources. These responses also indicate that the teaching of isiXhosa idioms in Grade 3 could benefit the learners by increasing their home language proficiency.

IV. CONCLUDING REMARKS

According to Liontas (2021) in his call "Make it Happen" he explains what each letter stands for in the word "idiomatics", m stands for "motivating educational institutions, organizations, ministries of education and school boards to collaboratively develop guidelines, standards and testing protocols for curriculum design, material creation and assessment across all grade levels and educational environment." This paper agrees with this call. It aims to advocate for South African institutions and the Department of Education to integrate idioms explicitly in the student-teachers and Foundation Phase school curriculum. This paper also highlights why it is crucial to integrate idioms from the Foundation Phase. South African literacy reports highlight that, learners have writing challenges, it is time to find innovative teaching strategies with an aim to improve the

language skills from early grades of schooling. There are limited studies in South Africa that investigated the role of idioms in language development. However international studies revealed that idioms develop language proficiency in the target language. The findings of this study reveal that Grade 3 teachers believe that isiXhosa idioms could develop the learners writing skills. Learners could write meaningful sentences and become future established authors who incorporate idioms in their writing. The findings from South African studies Ramagoshi (2015) and Nondalana (2021) are evident that Grade 3 learners are able to grasp idioms in their home languages. Furthermore, International studies uncover that knowledge of idioms helps the second language speakers to sound native like in both communication and written form (Mehdi, 2024). These research findings show that idioms should be integrated explicitly in the school curriculum from the Foundation phase particularly in Grade 3. The reviewed studies also revealed that the teacher as a more knowledgeable person in the class should scaffold idioms learning though the use of role play, integrating technology and visual aids (Dibyanti and Wahyuni (2026). Nondalana-Vuzane' study revealed teaching strategies and teaching aids that could be used by teachers in teaching isiXhosa idioms with an aim to develop the learners' vocabulary. This paper concludes that knowledge of idioms is a cornerstone for language proficiency, therefore, it is significant to introduce them in Grade 3.

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Bangladesh-UK Relations: Strategic Diplomacy, Shared Challenges and Future Partnerships

Md. Zaki Faisal & Md. Shihab Uddin

ABSTRACT

This article presents a critical analysis of the developing bilateral relationship between Bangladesh and the United Kingdom (UK) since 1972, in terms of the evolving historical linkage that has ultimately led to a multidimensional strategic partnership. While the existing literature has overemphasized aid flows and historical diplomacy, this article presents a counterpoint by considering how trade, investment, defense cooperation, climate adaptation and humanitarian engagement combine to characterize these contemporary Bangladesh-UK relations. Through content analysis of policy papers, strategic documents, official speeches and documents, trade reports, and development cooperation frameworks, the study identifies mutual trust and shared strategic interests as the core analytical fulcrums that drive two-way priority alignment. The article demonstrates that the UK's role extends beyond historic aid; it encompasses investment facilitation, capacity-building, climate finance, and support for humanitarian crises, as seen in situations such as the Rohingya refugee crisis. At the same time, Bangladesh exercises agency by taking a leadership role on the climate front, preparing for its post-LDC economic transition through planning and retooling of its diplomatic strategy in the Indo-Pacific arena.

Keywords: bangladesh-uk relations, track-ii diplomacy, economic diplomacy, climate change, strategic partnership, foreign policy, trade and investment, postcolonial diplomacy.

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balanced, multidimensional international engagement.

Keywords: bangladesh-uk relations, track-ii diplomacy, economic diplomacy, climate change, strategic partnership, foreign policy, trade and investment, postcolonial diplomacy.

Author α: Aspire to Innovate (a2i) Programme, ICT Division, Dhaka, Bangladesh.

σ: Centre for Local Governance Discourse-CLGD, Dhaka, Bangladesh.

I. INTRODUCTION

The United Kingdom (UK) officially recognized Bangladesh as a sovereign country on 4 February 1972, making it one of the first Western countries to do so. It facilitated a further wide range of international recognition, particularly within the Commonwealth nations. Not long afterward, Bangladesh officially joined the Commonwealth on 18 April 1972. Through this landmark moment, numerous Commonwealth nations started recognizing Bangladesh as a sovereign nation (Karim, 2022). Additionally, during its formative years, the UK provided shelter and logistical support to Bangladeshi diplomats and refugees, underscoring a commitment to Bangladesh's independence that extended beyond mere legal recognition. However, the history of the Bangladesh-UK bilateral partnership is not only a forthright justification of goodwill; rather, the relationship has been influenced by power imbalances, conflicting interests, and evolving global standards from the beginning. This has led to expanded cooperation in trade, generating investment opportunities, strengthening security measures, and fostering educational exchanges, as well as people-to-people relationships and international collaboration (Karim, 2022). Although the UK's initial assistance had a substantial influence, Bangladesh has endeavored

to manage that legacy by expressing independence in development policy, migration governance and diplomatic orientation. Postcolonial and development diplomacy scholars advocate for farsightedness in representing donor-recipient dynamics, since assistance and collaboration can have implicit conditions that mirror the strategic aims of donors, including conditionalities and the projection of soft power.

In recent times, the UK has been a crucial development partner of Bangladesh. In the last two decades, the bilateral partnership has expanded across various sectors, including trade and investment, defense and security collaboration, educational and cultural exchange, interpersonal connections, poverty alleviation work, research activities, community growth initiatives, life expectancy expansion for women and children, women's empowerment programs, and international cooperation on global issues such as climate change adaptation, healthcare services, and disaster resilience initiatives (UK Government, 2023). These foundations have collectively driven the nation's development over the last half-century (Chowdhury and Kabir, 2023). Moreover, through effective political and governance solutions, Bangladesh has recently established itself as a successful model of positive national transformation. However, Bangladesh is approaching its exit from the Least Developed Country (LDC) classification by 2026, and therefore, the dynamics of this mutual relationship will be challenged (Raihan et al., 2022). Consequently, the LDC graduation will eliminate several preferential trade and development assistance advantages, forcing both nations to renew their relationship on a more equitable basis (Razzaque et al., 2025; Raihan et al., 2022). The substantial economic growth that turned Bangladesh from "one of the poorest countries" into "one of the fastest-growing economies" in the world represents a significant success story that the United Kingdom helped to create. However, the UK's domestic politics—particularly the shifting of its foreign policy after Brexit—and increasing international rivalry in South Asia have engendered new concerns within the bilateral relationship (Oppermann et al., 2019).

Despite facing multiple challenges, numerous collaborative frameworks currently operate between Bangladesh and the UK, specifically in areas such as trade and investment, healthcare services, education, political development, defence engagement, cultural partnerships, and sports like cricket, with British Bangladeshis contributing to all aspects (Islam, 2022; Ahmed, 2021a). An especially underexamined element of this connection is the influence of the British-Bangladeshi diaspora (Ahmed, 2021b). The 2021 census indicated that the Bangladeshi descent group in England and Wales comprised 644,881 individuals, accounting for 1.1 percent of the population (Alexander and Lidher, 2024). This number has functioned as a channel for remittances and economic networks, while also providing social capital, political influence, and soft power in both nations (IOM, n.d.; Mannan, 2004). However, the diaspora's experience is not uniform; instead, it encompasses numerous challenges related to socio-economic marginalization, regulatory limitations such as UK family migration regulations, and disputes over identity and representation (Dickson et al., 2023). More particularly, diaspora involvement in homeland development is often influenced by disparities in access, state capability, and institutional motivations (Tripathi and Parth, 2025). Despite facing challenges, strong historical connections, combined with mutual trust and respect, establish a shared vision for Bangladesh and the United Kingdom's twenty-first-century partnership. The geostrategic placement of Bangladesh within the Bay of Bengal and its recent economic development establish it as a vital British partner for maintaining South Asian stability in the twenty-first century.

In light of this context, specific questions necessitate further examination, including in what ways the Bangladesh-UK partnership has evolved in response to new paradigms of development cooperation and fluctuating geopolitical circumstances, to what degree the diaspora influences or contests this bilateral framework, and what political, structural, and strategic restrictions hinder the establishment of a genuinely fair partnership. Addressing these

questions helps in bridging a gap in the current literature, which primarily offers descriptive narratives and often neglects the interplay between collaboration and contestation. Focusing on these critical issues, this study aims to provide a theoretically well-versed and empirically validated investigation of Bangladesh-UK diplomatic relations. Additionally, the analysis assesses the evolution of the bilateral collaboration through three perspectives, i.e., (1) development diplomacy and assistance frameworks, (2) strategic partnership to address the competitive South Asia and (3) Public Diplomacy, diaspora-state relations, and transnational cooperations. The study argues that the Bangladesh-UK relationship is optimally comprehended as a dynamic negotiation between leverage and agency, influenced by structural restrictions as well as domestic political decisions and transnational entities.

II. DEVELOPMENT DIPLOMACY AND ASSISTANCE FRAMEWORK PARTNERSHIP

Bangladesh receives its second-largest foreign investment from the United Kingdom, benefiting from the country's dependable partnership for economic growth. Trade and investment relations between the two countries have notably intensified in recent years. However, they are accompanied by inherent structural constraints and emerging threats.

2.1 The UK's Foreign Direct Investment (FDI) in Bangladesh

As a developing country, Bangladesh receives a significant amount of Foreign Direct Investment from various nations. Most notably, the UK's investment remains a crucial source of foreign capital for Bangladesh. The Hongkong and Shanghai Banking Corporation (HSBC), a British universal bank and financial services group headquartered in London, and the Federation of Bangladesh Chambers of Commerce and Industry (FBCCI) (2023) report that more than 240 UK firms are active in Bangladesh, with investments primarily focused on textiles and weaving, electricity, banking and food supply sectors. The United Kingdom has been one of the top three most prominent investors in Bangladesh, with significant foreign direct investment in the banking, textile, apparel, and food industry sectors (Gov.UK, 2023). The March 2020 figures show that British corporations invested more than \$2.245 billion in Bangladesh, where they run over 200 separate businesses. Additionally, the United Kingdom is Bangladesh's third-largest export destination, after the United States and Germany. Bangladesh delivered exports worth £2.4 billion during 2021, while making purchases worth £585 million (Chowdhury and Kabir, 2023). The Bangladesh High Commission in London reports that prominent British corporations are actively engaged in the energy, oil and gas, tea and service industries and are highly willing to invest more in various sectors in Bangladesh (Financial Express, 2023).

Table 1: FDI Inflow to Bangladesh from the UK (Million US\$)

Year	Total FDI Flow to Bangladesh	FDI from the UK	FDI from the UK as % of Total
2003	350	116	33.14
2004	460	106.2	23.09
2005	845	111.9	13.24
2006	792	127.6	16.11
2007	666	140.2	21.05
2008	1,086	138.5	12.75

2009	700	207.3	29.61
2010	913	105.68	11.58
2011	1,136	116.32	10.24
2012	990.04	136.94	13.83
2013	1,599	191.35	11.97
2014	1,526.70	180.98	11.85
2015	2,235.39	300.8	13.46
2016	2,332.72	330.32	14.16
2017	2150.00	312.98	14.56

Source: Bangladesh High Commission in London, 2025

The Bangladesh High Commission in London presents 15 years (2003-2017) of FDI reports, focusing on the total FDI flow to Bangladesh, FDI from the UK, and FDI from the UK as a percentage of the total. The table shows that the UK provides a considerable amount of FDI in Bangladesh, ranging from 11% to 33% of the total amount. Nonetheless, obstacles persist in this partnership, as in the post-Brexit exchange rate changes, particularly between GBP and BDT. The UK's Developing Countries Trading Scheme (DCTS) provides duty-free access for several items, contingent upon compliance with requirements related to human rights, environmental standards, provenance and political freedom, which poses a massive obstacle in the partnership. The Centre for Policy Dialogue (CPD) suggests that Bangladesh's impending graduation from the LDC classification in 2026 may impact investor confidence due to changes in tariff preferences and regulatory conditions.

2.2 Export Dynamics of Bangladesh to the United Kingdom

The UK's focus on exporting high-value and high-value-added products has grown exponentially, leading to successful global shipments of pharmaceutical products, shipbuilding services, and electrical and electronic products, as well as computer services. The recent trade figures indicate that the UK remains one of Bangladesh's primary export destinations. In the 2024-25 fiscal

year, exports to the UK totalled \$3.36 billion, representing a 4.14% growth. The average annual growth rate of Bangladesh's apparel exports to the UK over the last decade was 8%. In FY22, Bangladesh exported \$4.8 billion worth of garments to the UK market (TBS, 2023).

Bangladesh's third-largest export destination is the United Kingdom, with which it has maintained a favorable trade balance for a long time. In 2023-2024, items valued at US\$4,477.98 million were shipped to the UK, constituting 10.06% of total exports. The principal exportable commodities are ready-made clothes, frozen food, IT engineering, leather and jute products, and bicycles, among others. Knitwear and woven garments account for 90% of the total (Bangladesh High Commission in London, 2025). The country has been expanding its export portfolio with premium and high-value-added items, achieving notable success in the global exportation of pharmaceuticals, computer services, shipbuilding and electrical and electronic goods. However, exports are predominantly concentrated in traditional industries, with ready-made garments—specifically knitwear and woven garments—comprising around 80% of exports to the UK. Alongside frozen foods and information technology engineering, leather and jute products, and bicycles are also major export products, although to a lesser extent. Non-traditional exports are small but increasing; for

instance, footwear exports to the UK have shown a substantial average annual growth rate of around 27.5% in recent years. Overall, Bangladesh exports around 10% of its total exports yearly. The growth projection for exports to the UK is

approximately 15% starting in 2026, and Bangladesh's total annual apparel exports to the UK could increase to \$11 billion by 2030 (TBS, 2023).

Table 2: Bangladesh Export to the UK (in million US\$)

Year	Actual Export	Growth (%)	Total Export of Bangladesh	UK Export as % of Total Export
2007-08	1,374.03	-	14,110.80	9.73
2008-09	1,501.20	8.47	15,565.19	9.64
2009-10	1,508.54	0.49	16,204.65	9.30
2010-11	2,065.38	26.96	22,928.22	9.00
2011-12	2,444.57	15.51	24,301.90	10.05
2012-13	2,764.90	11.59	27,027.36	10.23
2013-14	2,917.73	5.24	30,176.80	9.66
2014-15	3,205.45	8.98	31,208.94	10.27
2015-16	3,809.70	15.86	34,257.18	11.12
2016-2017	3,569.26	-6.74	34,846.84	10.24
2017-2018	3,989.12	10.53	40,950.00	9.74
2018-2019	4,169.31	4.51	40,535.04	10.28
2019-2020	3,453.88	-17.16	33,674.09	10.25
2020-2021	3,751.27	8.61	38,758.31	9.67
2021-2022	4,828.08	28.70	52,082.66	9.27
2022-2023	4,428.17	-8.28	46,430.71	9.53
2023-2024	4,477.98	1.12	44,469.74	10.06
2024-2025	4,622.70	3.23	48,283.93	9.57

Source: (Bangladesh High Commission in London, 2025)

During the fifth UK-Bangladesh Strategic Dialogue held on 12 September 2023, the United Kingdom declared that it would sustain unrestricted market access through the 2029 framework. The possibility exists for two specific agreements, named Free Trade Agreement (FTA)

and Preferential Trading Agreement (PTA), to replace the current conditions (PTA). The future success depends on the bilateral trade and investment maintenance processes. A wide range of investment opportunities now exists to support development transition initiatives across

infrastructure development and technology assistance, as well as in hundreds of economic zones (Gov.UK, 2023). Bangladesh needs to actively preserve an appropriate investment environment that will optimize every opportunity British investment prospects bring.

However, there remain both structural challenges and risks, as well as forward-looking perspectives and opportunities (Uddin, 2025). Excessive reliance on RMG renders Bangladesh susceptible to external shocks-fluctuations in global demand, trade regulations, competition, or disruptions from Brexit or supply chain challenges may severely impact exports. Additionally, the post-Brexit trade frameworks raise concerns about the loss of preferences. Bangladesh has obtained duty-free access through the UK's Developing Countries Trading Scheme (DCTS), which covers around 98% of its exports; however, stipulations on rules of origin and compliance may introduce additional charges. Additionally, fluctuations in the value of the British Pound influence the competitiveness of Bangladeshi exporters. Moreover, the environmental, labor, human rights and political factors within UK trade policy may intensify, impacting export eligibility for Bangladesh.

On the contrary, under the UK's DCTS, Bangladesh is anticipated to sustain reduced or zero tariffs on a significant proportion of exports post-LDC graduation until at least 23 November 2029, subject to continued eligibility (Razzaque et al., 2023). This offers an opportunity to diversify export portfolios. However, the current duty-free market access in the UK could be replaced by an average tariff of about a considerable percentage for Bangladesh.

III. STRATEGIC PARTNERSHIP BETWEEN BANGLADESH AND THE UK

3.1 Political and Diplomatic Partnership

Bangladesh and the United Kingdom have systematically advanced their bilateral relations from conventional diplomacy to an extensive strategic conversation. During the Fourth UK-Bangladesh Strategic Dialogue, held in London in 2021, both sides explored their entire

bilateral partnership, encompassing political and diplomatic bonds, as well as global and regional matters, economic development, collaboration, and security and defence aspects (FCDO, 2021). Moreover, the fifth Dialogue in 2023 reaffirmed the cooperation in the Bangladesh-UK relationship, including political and diplomatic ties, economic, commercial and development collaborations, as well as global, regional and security concerns. These dialogues illustrate the UK's adjustment of its foreign policy post-Brexit, with South Asia increasingly regarded as a vital element of its Global Britain and Indo-Pacific strategies. For Bangladesh, these discussions offer opportunities to enhance its global prominence, leveraging the UK's permanent position on the UN Security Council to garner support on issues such as the Rohingya refugee crisis (ICG, 2022). Both countries express hopes to work together to evaluate the necessary improvements and develop an action plan through mutual cooperation and support, thereby further strengthening their political and diplomatic ties.

3.2 Cooperation in Defence and Security

The defence and security collaboration between Bangladesh and the UK has been robust and intense, with the UK's ongoing support for defence development and training of the Bangladesh Armed Forces being notably significant. In March 2022, Bangladesh joined forces with the United Kingdom to conduct its first Defence Dialogue in Dhaka, aiming to strengthen bilateral relations into a strategic partnership (TBS, 2022). This marked a significant milestone in this developing collaboration by formalizing military-to-military interaction. This Dialogue marks the first meeting between the two nations and sets the course for expanded bilateral military cooperation on global and regional security matters, as well as improved capabilities across defence technologies, equipment development, disaster response, and peacekeeping activities. Defence collaboration advances through cooperative engagements in training sessions, inspections, joint exercise programs and station installation operation workshops. The UK pledged to enhance cooperation in defense technologies, maritime

security, counterterrorism, and peacekeeping, in accordance with Bangladesh's Forces Goal 2030 modernization initiative (The Daily Star, 2021). The UK's strategic interest in enhancing maritime security in the Bay of Bengal, an increasingly disputed area in the Indo-Pacific, is underscored by the British navy's acquisition, training exchanges and plans for upgraded fighter aircraft.

The government of Bangladesh has selected five United Kingdom ships to strengthen its defence along its vast Bay of Bengal maritime border. This policy choice supports Bangladesh's long-term mission to secure defence shopping from Asian manufacturers by buying from Western companies (Hossain and Rahman, 2020). At the 2019 Third Bangladesh-UK Strategic Dialogue, the United Kingdom announced its "readiness" to help the Bangladesh Air Force acquire European multi-role fighter jets and strengthen airport aviation security measures at Hazrat Shahjalal International Airport. The solution utilizes "Best practices sharing, training, and capacity building." However, collaboration with the UK serves as a strategic equilibrium for Bangladesh. Although China is the predominant defense supplier and India an essential security ally, acquiring resources from Western sources mitigates reliance and enhances negotiating leverage. Nonetheless, dependence on UK defense technologies presents dangers of strategic reliance, constraints on technology transfer and potential conditionalities associated with Western security frameworks.

Indeed, the UK has historically engaged in capacity-building through military education and training. Institutions like Sandhurst, the Royal College of Defence Studies, and the Joint Defence Command Staff Course have influenced several generations of Bangladeshi officers, instilled professional standards and promoted interoperability (UK MoD, 2022). With significant military and advisory support from the United Kingdom, Bangladesh has received prestigious educational institutions, such as the National Defence College and the Defence Services Command and Staff College, thereby enhancing the nation's indigenous defense capabilities (Bangladesh High Commission London, 2025). For multiple decades, the British Military

Assistance Team has provided critical assistance to strengthen both the Bangladesh Navy and the Royal Navy (Bangladesh-UK Defence Partnership, 2025). Moreover, cybersecurity, climate-related security threats, and counterterrorism are increasingly recognized as collective issues between the two countries. Since Bangladesh ranks among the leading contributors to UN peacekeeping missions, UK training and logistical assistance might uplift Bangladesh's international peacekeeping stature.

The UK underscores its commitment to the Indo-Pacific region, as demonstrated by its participation in the Comprehensive and Progressive Agreement for Trans-Pacific Partnership and its status as an ASEAN Dialogue Partner. At the same time, Bangladesh has emphasized its Indo-Pacific Outlook. Currently, the Bangladesh-UK relationship is transitioning from a defense-focused collaboration to a multifaceted strategic partnership, where the balance of security, diplomacy, and sustainability will shape its future direction. The United Kingdom and Bangladesh agreed to maintain collaboration on global and regional security matters and both countries expected their robust defense collaboration (GOV.UK, 2023).

3.3 UK Assistance to Rohingya Crisis Management

Bangladesh is hosting over one million Rohingya after the Myanmar army perpetrated atrocities in Rakhine State in August 2017. It has been a serious threat to Bangladesh. The UK and Bangladesh have recently reached an agreement to form a Joint Working Group focused on migration, returns, and other matters related to justice and home affairs. The UK acknowledged that the large refugee population imposed a considerable strain on Bangladesh, especially on populations residing near the camps in Cox's Bazar. The UK recognized the need for enhanced livelihood support for the Rohingya to facilitate a more sustainable repatriation to Rakhine State, and therefore declared a further £3 million commitment to the Rohingya response, raising its total contribution since 2017 to £368 million (Gov.UK, 2023). Additionally, the UK announced

an additional £5.2 million (approximately 73.2 crore taka) in humanitarian aid for Rohingya refugees in Bangladesh in March 2024 (Reliefweb, 2024). Moreover, the country committed \$36 million in additional humanitarian assistance to support over half a million Rohingya in Bangladesh, reiterating its enduring commitment to one of the world's most pressing displacement crises (The Daily Star, 2025). The United Kingdom has allocated a cumulative sum of \$596 million since 2017 and has allocated more than \$154 million to assist communities in Rakhine State (GOV.UK, 2025).

The United Kingdom stands ready to facilitate a safe, dignified, voluntary and information-based return to Myanmar at the first opportunity. The British government raises matters to the United Nations Security Council as it continues to apply diplomatic pressure on Myanmar. The two countries require international collaboration to resolve this protracted conflict, including partnerships with ASEAN and the United Nations.

3.4 Bangladesh and the UK in Disaster Management and Climate Change Adaptation

As one of the world's most climate-prone nations, Bangladesh serves as a leading model for climate adaptation and resilience, receiving active support from the United Kingdom. In this situation, collaboration with the United Kingdom serves as both a pragmatic solution to immediate adaptation requirements and a strategic alliance with broader global ramifications. Between 2008 and 2020, the United Kingdom assisted in the installation of 249 solar irrigation pumps across 6,062 farms, thereby protecting 40,000 hectares from flood damage (Hossain and Rahman, 2020). UK funding enabled Bangladesh to establish flood and cyclone warning systems, benefiting 27 million people nationwide. The United Kingdom plays a fundamental role in achieving both the SDG targets and the planned objectives of the Delta Plan 2100. In a regional context, these actions enhance Bangladesh's capacity to exemplify adaptation for other South Asian deltaic nations, while also promoting global climate objectives under the SDGs and the Delta Plan 2100. The fourth Strategic Dialogue reinforced the

two countries' dedication to climate action (Karim, 2022).

Through strategic Dialogue, both the United Kingdom and Bangladesh honour the position of Britain as Bangladesh's first international supporter of independence while anticipating intensified diplomatic connections. Following its comprehensive review of security, defence development and foreign policy, the United Kingdom unveiled a committed strategy to combat terrorism and climate change and prevent conflicts in the Indo-Pacific region. Both Bangladesh and the United Kingdom agreed to collaborate on addressing the universal problem. Bangladesh and the United Kingdom have declared that all nations must immediately implement robust strategies to combat climate change. Furthermore, discrepancies persist between the UK's ambitious international commitments-such as mobilizing \$100 billion annually for global climate financing and achieving net-zero objectives by 2050 - and the actual financial allocations to Bangladesh, which have often been inadequate in both magnitude and timeliness (ADB, 2023). The President-Elect of COP26, the United Kingdom, and the Chair of the Climate Vulnerable Forum, Bangladesh, have pledged their leadership positions to elevate climate action ambition throughout the global community (UNHCR, 2023).

The Bangladesh-UK climate collaboration has become intricately linked to Britain's post-Brexit foreign policy and its orientation towards the Indo-Pacific region. The UK demonstrated climate leadership globally by hosting COP26, while Bangladesh utilized its presidency of the Climate Vulnerable Forum (CVF) to champion enhanced climate justice for disadvantaged states. Moreover, the United Kingdom commended Bangladesh's greenhouse gas reduction strategies while urging stronger leadership toward low-carbon development in the years to come. The United Kingdom supports all nations in achieving zero-emission targets by 2050. International climate funding secured by the United Kingdom earned praise from Bangladesh because this money represents a vital resource for climate-vulnerable nations like Bangladesh (CPD, 2022).

This interaction illustrates that climate diplomacy now encompasses not just environmental issues but also influence, legitimacy, and alignment with larger geopolitical goals in Asia. For Bangladesh, dealing with the UK is a strategic balancing act—diversifying alliances across Western and Asian entities while ensuring its adaptation program is adequately funded and internationally prominent.

Considering future developments, it is anticipated that novel collaborative methods might enhance the alliance between the two nations. The significant contribution of the Bangladeshi diaspora in the UK, including generating national revenue and supporting climate funding initiatives, is enhancing intergovernmental collaboration. Conversely, while the UK has made significant contributions to improving Bangladesh's disaster management and adaptation capabilities, a more comprehensive assessment reveals both successes and deficiencies. Future collaboration must extend beyond project-centric initiatives to address sustainability, financial deficiencies, and the inclusion of unconventional stakeholders, ensuring that bilateral climate diplomacy yields enduring resilience for one of the world's most climate-vulnerable countries.

IV. PUBLIC DIPLOMACY, DIASPORA-STATE RELATIONS, AND TRANSNATIONAL CORPORATIONS

4.1 Accelerating Public Diplomacy

The countries share the vital need for robust social bonds, cultural links, intellectual exchanges, and people-to-people relations that strengthen their joint Diaspora community and Commonwealth partnership (Islam, 2019). The governments agreed to hold free elections, alongside the development of civil society and the promotion of religious freedom, to create accountable democratic systems and institutions. The nations have intensified their bilateral relationship by developing mutual legal support procedures and establishing an extradition treaty (Islam, 2019).

Thousands of Bangladeshi students enroll in UK higher education yearly because they seek

top-notch education, affordable tuition costs, and enhanced job prospects. Bangladeshi students gain a globally significant educational experience through British higher education, which combines both academic rigor and importance (Islam, 2019). British universities work with industry professionals to design most courses, while these same experts serve as full-time academic instructors through visiting positions and career mentoring programs.

British universities offer students from abroad economic, cultural, and social benefits for studying abroad. By taking courses that follow a condensed and demanding format, students can accelerate their career progression and reduce their educational costs simultaneously (Chatham House, 2021). Multiple student programs exist that help students find affordable public transportation options and reasonable study materials.

Through its points-based system, the United Kingdom now grants permanent residency rights to students who have obtained a bachelor's degree or a master's degree, enabling them to participate in the workforce. In the British Isles, the United Kingdom established a new immigration policy dedicated to attracting Bangladesh's and the world's brightest talent for academic pursuits as well as employment opportunities inside its borders (CPD, 2022).

Studies demonstrate that thousands of students from Bangladesh choose to study in the UK annually because their institutions offer excellent academic programs at affordable tuition rates, which in turn lead to better job prospects. Educational opportunities in the United Kingdom provide high-quality, globally applicable education to Bangladeshi students. Major university courses from the UK adopt dual input from professional partners in business and commerce, while instructors, visiting lecturers and professional mentors support real-world employment readiness through workshops. Students from Bangladesh who study in the United Kingdom gain the ability to compete effectively for job opportunities (UNHCR, 2023).

4.2 Labour Party's Envisage its Foreign Policy Outlook towards South Asia, particularly for Bangladesh

The Labour Party pledged to collaborate with frontline climate countries, including Pakistan and Bangladesh, alongside Brazil, as COP30 hosts for climate action (UNHCR, 2023). The party plans to establish a new "Clean Power Alliance," which would expedite climate transition processes, promote more efficient clean energy supply routes and lower utility costs for British consumers. Labor demonstrated its commitment to expanding the UK's global leadership while protecting national identity and promoting liberal values, all while safeguarding its citizens. Under the soft power section of its manifesto, Labour promised to unite creative and cultural institutions with diaspora communities to build international cultural relations (FCDO, 2021).

The party announced plans to establish a right for citizens who experience human rights violations to receive support from their international diplomats. As stated in the manifesto Labour committed to establishing a renewed British identity in international development through authentic partnerships and respect between the UK and nations in the global south. 6 The manifesto declared that regaining UK development leadership was vital to re-establish relations with all partners (FCDO, 2021). Under Labour rule, the FCDO would become Keir Starmer's international mission execution hub (Karim, 2022).

Embassy representatives needed to show through performance how they achieved economic growth and maintained security while supporting the transition to low-carbon systems. Mr Lammy stressed the importance of diplomatic institutions rediscovering successful methods of grand strategy execution and the need for better technological implementation and greater transparency across FCDO operations. Mr Lammy explained that the Diplomatic Academy of the FCDO would evolve into a new, expense-neutral "College of British Diplomacy" to provide educational programming for international diplomatic envoys alongside FCDO personnel.

Climate-change-driven population movement functions as a core connection between geopolitical systems and security issues related to climate. People must abandon their homes when several regions reach an environmental state where continued occupation becomes impossible. People migrate from their homes because of climate change at both domestic and global levels. An increasing number of climate change refugees generate social conflicts and create risk zones of potential disputes. Population flows from Africa's drought-plagued areas, together with Southeast Asian drought zones, have created overwhelming societal stress that worsened national political and ethnic conflicts in close proximity areas (Boas et al., 2019; Rigaud et al., 2018).

Governments across the world encounter geopolitical problems when handling the migration crisis (Karim, 2022). European nations, alongside other developed countries, encounter mounting political resistance from environmental refugees and those displaced by conflict due to demands regarding their migrant policies. Future decisions about national and international policies towards migration because of climate change must wait until time reveals their development.

Dr. Yunus's Nobel-winning initiatives have prompted worldwide pressure on Myanmar to resolve its Rohingya conflict, which has persisted for six years. The International Court of Justice (ICJ) maintains fundamental responsibilities to address this situation. During the fifth Joint Working Group (JWG) session between Bangladesh and Myanmar officials conducted on June 14, 2022, the parties focused on Rohingya repatriation strategies. During the session, Bangladesh officials emphasized the immediate need for Rohingya repatriation procedures to begin (GoB, 2022).

The urgency to verify genuine Rohingya people had two goals: verifying their identities and improving their safety conditions and livelihood prospects. The Rohingyas living in Bangladesh camps coordinated the 'Bari Chalo' event on June 19, 2022, to gain worldwide awareness. The Rohingya movement presented this campaign

with 17 demands to the world, which include: Rohingya should receive official recognition as well as immediate repatriation while the 1982 Citizenship Act needs repeal and the RTP must establish secure conditions in Arakan State and transit camp durations need reduction and major international actors including US and UK along with UN should actively contribute to the return process (Chowdhury and Kabir, 2023).

Climate security and geopolitics partnership requires active international collaboration to achieve meaningful results. Global climate change demands international cooperation, which the United Nations and similar global organizations have produced through their dialogue initiatives (Lewis, 2021). Through international agreements and initiatives like the Paris Agreement, countries unite to fight climate change. The partnership between countries faces numerous hindrances because of current geopolitical disputes. Agreements dealing with international climate change move at a reduced pace because countries prioritize their economies and domestic interests over environmental concerns.

The international support for the crisis started when conflicts began in Myanmar in 2017. The Rohingya and their host communities in Cox's Bazar have received more than \$240 million from Australia, while Japan provided \$140 million and the United States delivered \$1.2 billion in assistance (U.S. Embassy Dhaka, 2024; Anadolu Agency, 2024).

Official task forces and organizations operating within refugee camps have developed new methods to distribute food and vital public health resources that help minimize the virus transmission over the past year. UN Women and UNICEF expanded their operational scale and added new activities throughout the pandemic. The production of personal protective equipment in UN Women's multi-purpose centers serves dual purposes: creating women-led income streams while providing essential PPE to beneficiaries (Haque, 2020).

In addition to running its regular health education activities, UN Women performed educational

sessions about COVID-19. Distance learning education initiatives continue at schools under UNICEF's leadership since most educational centers across the region have closed. Burmese language trainers who volunteer as teachers travel to Rohingya homes multiple times monthly to provide home-based learning using current educational resources (GoB, 2022).

The UK maintains consistent support for Bangladesh's role as host to the Rohingya community. The past year has brought multiple fresh challenges due to COVID worldwide, with Cox's Bazar among them. The stabilization of infection rates and vaccination campaigns do not reduce our urgent mission to support Bangladesh authorities and help humanitarian agencies deliver needed aid to Rohingya refugees and their host communities.

The UK participates in this joint mission to speed up support for Bangladesh's government while enhancing our ties with international and non-governmental organizations. The Japanese commitment extends beyond humanitarian aid in Cox's Bazar to include efforts for the swift displaced persons repatriation from Rakhine State (GoB, 2022). The solution to this crisis is essential for creating a lasting, open, and inclusive Indo-Pacific region. The government expects educational services to restart when the coronavirus crisis passes.

International supporters remain vigilant towards populations who protect refugees, as well as Rohingya refugees, according to UK government reports. The UK government will support international organizations to push Myanmar toward developing an environment that allows voluntary, safe, and dignified permanent refugee repatriation. We fully endorse the call for Myanmar's military to hand authority to a democratic government that will free detained people unfairly imprisoned without harming journalists and activists, along with others (Haque, 2020).

V. STRENGTHENING BANGLADESH-UK RELATIONS: NECESSITY FOR COLLABORATIVE ENDEAVORS

The Bangladesh-UK alliance has developed into a multifaceted collaboration, including security, humanitarian and climate initiatives, each mutually reinforcing and demonstrating the strategic self-sufficiency of both countries. Moreover, both governments need to advance their strategic partnership through joint training, sharing of experiences, technical assistance, and a fundamental analysis of the causes of terrorism (Islam, 2019). Defence cooperation between the UK and Bangladesh will further progress toward the Forces Goal 2030 objectives. Nonetheless, obstacles persist, including resource limitations, procurement requirements, and the equilibrium between Western and Asian defense providers. The UK offers technical and advisory assistance, which Bangladesh strategically utilizes to enhance its regional security, especially in the Bay of Bengal, while preserving autonomy in its defense choices.

Bangladesh received formal praise from the United Kingdom for its continued protection of more than one million Rohingya refugees after the August 2017 attacks by Myanmar's army in Rakhine State. In addition to commendation, the UK assists diplomatic lobbying and modest financial commitments; yet, deficiencies persist in resettlement and sustained humanitarian funding. Bangladesh is proactively trying to control the refugee flows, which illustrates Dhaka's ability to influence international discourse, establishing the country as a responsible regional player and augmenting its diplomatic power with London and other global allies. However, worsening political conditions in Myanmar create an unlikely scenario for safe, dignified returns of the Rohingya refugees. Although there is a slight inflow happening, it is not alarmingly so. The Bangladesh Government is trying its best to ensure the safe and dignified repatriation of the refugees. In this case, the United Kingdom confirms that it will facilitate and assist, by all means, a dignified, voluntary, and informed return to Myanmar whenever appropriate (UNHCR, 2023).

As a leader in climate adaptation strategies, Bangladesh stands as a global pioneer among climate-vulnerable nations while receiving active support from the United Kingdom. The United Kingdom supported 6,062 farmers by helping install 249 solar irrigation pumps for their fields while protecting 40,000 hectares of arable land from flooding between 2008 and 2020. Through financial support from the UK, about 27 million Bangladeshis now receive advanced cyclone and flood alert systems (GOV.UK, 2020). The United Kingdom has been a key partner in achieving the SDG goals and the Delta Plan 2100 targets. Climate action received fresh commitments from both nations at their fourth and fifth Strategic Dialogue (Karim, 2022). Through its comprehensive security and defence review, the United Kingdom established a long-term plan to combat conflict, terrorism, and climate change across the Indo-Pacific region. In addition, the United Kingdom and Bangladesh are committed to collaborating against this global issue. Simultaneously, limitations arise from unfulfilled climate financing commitments and sustainability challenges, necessitating meticulous planning to ensure a lasting impact (GOV.UK, 2020). By proactively influencing climate and environmental initiatives, Bangladesh demonstrates its agency, converting vulnerability into opportunities for leadership. In this regard, the United Kingdom and Bangladesh emphasize the critical need for nations to take immediate action against climate change. The United Kingdom, holding the COP26 presidency, and Bangladesh, serving as chair of the Climate Vulnerable Forum, both demonstrated their commitment to extending international climate action goals with their current leadership positions. The United Kingdom praised Bangladesh's progress in reducing greenhouse gas emissions while supporting the country in taking a leading role in transitioning to low-carbon development in the years to come, facilitating a considerable chance for greater collaboration.

Although the UK's assistance is essential, Bangladesh's assertive diplomacy, strategic leadership, and practical implementation determine the parameters and influence of collaboration. To further cooperation, it is

necessary to address institutional constraints in defense procurement, enhance humanitarian assistance, ensure consistent climate finance, and leverage diaspora contributions. By connecting these elements, Dhaka and London may establish a robust, mutually advantageous partnership that addresses current global and regional concerns while elevating the international stature of both countries. The United Kingdom maintains its commitment to supporting nations in reaching zero emissions by 2050. Bangladesh supported the United Kingdom's overall initiative to attract global climate funding, given its vital importance for countries like Bangladesh that face climate vulnerabilities. Maintaining a balanced relationship might help both Bangladesh and the UK address their adverse issues and benefit from each other mutually.

VI. CONCLUSION

Against the backdrop of global economic shifts, political transitions, and climate challenges, the two nations continued to engage in multifaceted cooperation spanning trade, governance, climate change, migration, and education. As Bangladesh nears its graduation from LDC status in 2026, its relationship with the UK has undergone recalibrations, with a greater focus on trade facilitation, investment and technical collaboration, rather than traditional aid mechanisms. At the same time, the UK's engagement in Bangladesh's political transition and continued support for humanitarian causes, such as the Rohingya crisis, reinforced its long-standing commitment to fostering stability and development in the region. Although preferential trade agreements may require adjustments, the transition promotes an increased emphasis on investment facilitation, high-value exports, and technical collaboration, signifying a move toward a more fair and mutually advantageous economic partnership.

In the domains of security and humanitarian involvement, Bangladesh continues to navigate complex regional dynamics. The UK emphasises its commitment to the Indo-Pacific region, as evidenced by its membership in the Comprehensive and Progressive Agreement for

Trans-Pacific Partnership (CPTPP) and its status as an ASEAN Dialogue Partner. At the same time, Bangladesh highlights its recently published Indo-Pacific Outlook, where the UK and Bangladesh agree to continue cooperation on global and regional security. Collaboration in defense with the UK enhances capabilities and regional stability; nonetheless, it requires meticulous balancing in light of the UK's Indo-Pacific orientation and the conflicting regional interests of China and India. Moreover, the humanitarian assistance in accommodating over one million Rohingya refugees is essential; yet, the durability and sufficiency of UK help underscore the persistent issues of prolonged crises and the need for ongoing international involvement. The UK agrees that this vast population significantly burdens Bangladesh, particularly for communities living adjacent to camps, further necessitating improved livelihood provisions for the Rohingya to ensure a more sustainable return to Rakhine State.

Climate and sustainability are key cornerstones of bilateral collaboration in the present global politics. Bangladesh's role as Chair of the Climate Vulnerable Forum and the UK's presidency at COP26 have strengthened mutual objectives to promote climate action, enhance catastrophe resilience, and facilitate low-carbon development. Both countries express appreciation for the UK-Bangladesh Climate Partnership, launched in January 2020, which facilitated the exchange of expertise and whole-of-society engagement, as well as the UK-Bangladesh Climate Accord, signed in March 2023. Both sides reiterated the urgent need for all countries to take ambitious action to combat climate change. Moreover, future cooperation may enhance the integration of innovation, digital technologies, renewable energy, and diaspora participation, aligning national goals with global concerns such as climate migration, energy transition, and food security. The Bangladesh-UK relationship exemplifies a postcolonial alliance, showcasing Bangladesh's autonomy in shaping its security, economic and climate policies, while demonstrating the UK's commitment to maintaining influence through its global and

regional engagement. Establishing a progressive agenda that integrates trade, defense, humanitarian and environmental concerns, creating a paradigm for fair and adaptable bilateral relationships in the twenty-first century, will be the ultimate apex of bilateral relations.

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