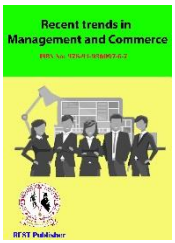
Recent trends in Management and Commerce

Vol: 4(2), 2023

REST Publisher; ISBN: 978-81-936097-6-7

Website: http://restpublisher.com/book-series/rmc/

DOI: https://doi.org/10.46632/rmc/4/2/3



Computer Mediated Interaction in Business

***[1]K. Yeshwanth, [1]Abrar Hussain, [2]M. Ramachandran, [2]Kurinjimalar Ramu**

[1]Acharya institute of graduate studies, Bangalore, Karnataka, India.

[2]REST Labs, Kaveripattinam, Krishnagiri, Tamil Nadu, India.

Corresponding Author Email:* yeshwanthkumar445@445gmail.com

Abstract. The way individuals experience group work can vary from person to person and from one meeting to another. Flow refers to the state of being actively engaged and finding enjoyment in the task at hand. With the growing recognition of the significance of computer-supported collaborative work (CSCW), numerous studies have focused on investigating how CSCW affects group behavior in different fields such as organizational behavior, learning, marketing, sociology, and human-computer interaction. These two characteristics, both combined and separately, have been frequently cited as crucial factors influencing processes and outcomes in group settings. The computer support used in CSCW ranges from electronic mail and bulletin boards to electronic meeting systems and group decision support systems. The group task may involve activities such as problem-solving, open-ended discussions, or brainstorming. Flow refers to a state of complete engagement in a task, were individuals experience concentration and enjoyment. Unlike "participation," which is often measured by the number of exchanges or a member's perception of inclusion, flow is an individual's subjective experience. The measurement of flow typically includes factors such as decision time and quality, while process measures encompass group communication, group satisfaction, and variables related to individual satisfaction. The importance of flow in fostering creativity has been explored in other research on computer-supported collaborative work (CSCW). In the CSCW literature, user satisfaction, along with group performance, has been recognized as a significant dependent variable. Results from Numerous empirical studies have focused on user satisfaction, but there is a need for further investigation into the individual's experience and the mediating variables involved. Previous research has explored the literature on computer-mediated communication (CMC) in organizations has widely acknowledged a significant distinction between CMC and other forms of interaction: the absence of nonverbal cues in CMC. Unlike face-to-face or video-based communication, CMC relies solely on language and typography, lacking the cues conveyed through body language. This distinction has been recognized as a crucial factor differentiating CMC from unmediated communication, telephonic communication, and video-conferencing. The authors express gratitude to Elizabeth Harwood, Steve Goransson, United Airlines employees, and the U.S. Environmental Protection Agency for their participation in the research. Additionally, they extend thanks to Michael Holmes and three anonymous reviewers for their valuable suggestions, which contributed to the development of this work. A previous version of this research was presented at the annual meeting of the Speech Communication Association in November 1994, held in New Orleans.

Keywords: leadership development, retail management, management control, international business competence; Ethnography.

1. INTRODUCTION

CMC applications play a crucial role in facilitating collaboration within organizations and society. They are widely utilized in both business and educational settings, with a high adoption rate of over 90% in businesses. Among CMC applications, electronic mail (email) stands out as the primary tool according to studies conducted in the mid-1990s. Furthermore, a recent survey of 123 large businesses indicates a growing trend of increased investment in CMC applications for various purposes, including communication, management, and collaborative activities. Despite the potential benefits, there is evidence suggesting that ensuring widespread and effective use of these technologies to achieve organizational goals can be challenging. Some studies highlight the difficulties encountered in maximizing the utilization of CMC technologies across organizations Email has become a vital communication tool and is heavily relied upon by various types of organizations. It serves as the foundational communication component for networked organizations, virtual teams, and electronic communities. Researchers

have observed this dependency in studies conducted on networked organizations, virtual teams, and electronic communities. Educational institutions also heavily rely on email and text-based messaging components of CMC technologies, especially in technology-mediated and distance education settings. Studies have demonstrated the significant role of email in facilitating communication in educational organizations. However, despite the widespread use and apparent success of email as a CMC technology at the organizational level, anecdotal and empirical evidence indicates that its usage can be uneven and problematic. Researchers have observed challenges and inconsistencies in the individual-level adoption and effectiveness of email, as highlighted in anecdotal accounts and research studies. Email has become a vital communication tool and is heavily relied upon by various types of organizations. It serves as the foundational communication component for networked organizations, virtual teams, and electronic communities. Researchers have observed this dependency in studies conducted on networked organizations, virtual teams, and electronic communities. Educational institutions also heavily rely on email and text-based messaging components of CMC technologies, especially in technology-mediated and distance education settings. Studies have demonstrated the significant role of email in facilitating communication in educational organizations. However, despite the widespread use and apparent success of email as a CMC technology at the organizational level, anecdotal and empirical evidence indicates that its usage can be uneven and problematic. Researchers have observed challenges and inconsistencies in the individual-level adoption and effectiveness of email, as highlighted in anecdotal accounts and research studies. Igbaria and Iivari (1995) conducted research that revealed a strong correlation between computer self-efficacy and computer anxiety. Computer anxiety, which refers to the discomfort or tension experienced by individuals when using information technology, has been found to negatively impact the adoption and usage of technology. This negative influence is observed both directly and indirectly. Several studies (Igbaria and Iivari, 1995; Igbaria and Parasuraman, 1989; Maras et al., 1998) have demonstrated the direct impact of computer anxiety on an individual's use of information technology. Additionally, indirect effects have been identified (Agarwal et al., 2000; Venkatesh, 2000), suggesting that computer anxiety can influence technology usage through other factors. Research on computer anxiety indicates that some individuals experience tension when exposed to computers (Chua et al., 1999; Rosen and Maguire, 1990). Similarly, individuals with communication apprehension, which refers to anxiety or stress experienced in certain forms of communication, may also experience difficulties in technology-mediated communication (Patterson and Ritts, 1996; Richmond and Mc Croskey, 1992). The integration of computer and communication technologies, as seen in computer-mediated communication (CMC) applications, can pose significant challenges for individuals with computer anxiety or communication apprehension. Previous research has examined problematic technology use in relation to computer anxiety. However, the lack of consistent and conclusive findings in this area (Chua et al., 1999; Compeau et al., 1999; Kernan and Howard, 1990; Maurer, 1994) may be attributed, at least in part, to the attempt to capture application-specific anxiety using a generalized computer anxiety construct. In line with the notion that computer self-efficacy has both a general and an application-specific component (Marks et al., 1998; Agarwal et al., 2000), we propose that different types of computer applications may evoke distinct forms of anxiety. For the purpose of this study, we focus on CMC applications in general and, more specifically, email. By examining anxiety within the context of CMC applications and email usage, we aim to gain a better understanding of the specific anxiety's individuals may experience in these communication settings.

2. RELATIONSHIP DEVELOPMENT MODALITY

With globalization, traditional classroom teaching methods alone are insufficient to meet the evolving needs of students. Teachers must actively seek out new means of acquiring knowledge and accessing a broader range of learning resources. The advancements in modern science and technology, along with the development of multi-modal theory, have opened up new avenues for presenting learning materials and information. Examples include the creation of online teaching and learning platforms and the development of multi-modal learning courseware. These innovations are transforming teaching methods and paving the way for new instructional approaches, particularly in foreign language education in this context, the adoption of a multi-modal approach has become a necessity in foreign language teaching. Teachers can harness the potential of new educational technologies and resources to create engaging and interactive learning experiences for students. By incorporating various modes of communication, such as visual, auditory, and interactive elements, foreign language instruction can become more effective and engaging. This shift towards multi-modal instruction allows for greater flexibility and adaptation to the diverse learning styles and preferences of students [1]. In the era of information and multi-modal learning, both teachers and students have access to modern science and technology to enhance teaching effectiveness and facilitate independent learning. Students can leverage these resources to search for new information and utilize multimedia platforms for self-directed learning and innovative practice. In the context of foreign language learning, the application of multi-modal approaches enables learners to engage with information through various senses, facilitating perception, understanding, encoding, and storage of the language input. This process enhances

the retention and retrieval of knowledge, providing support for both unconscious and conscious language output. As a result, a virtuous circle is formed in language learning, where the continuous engagement with multi-modal resources and information fosters the development of language skills [2]. However, in the age of information and multi-modal learning, particularly in the knowledge-driven society we live in, it is essential for both teachers and students to adapt and keep up with the latest technologies and learning strategies. By embracing these advancements, educators can design more dynamic and interactive learning experiences, while students can actively explore and utilize diverse resources to enhance their language acquisition and proficiency. With the rapid advancements in knowledge and capabilities, traditional classroom teaching alone is insufficient to meet the educational needs of students. There is an urgent requirement to foster self-directed learning and embrace multi-modal network learning approaches. Teachers need to adapt to the new age and acquire skills to guide and facilitate student learning in these evolving contexts [3].

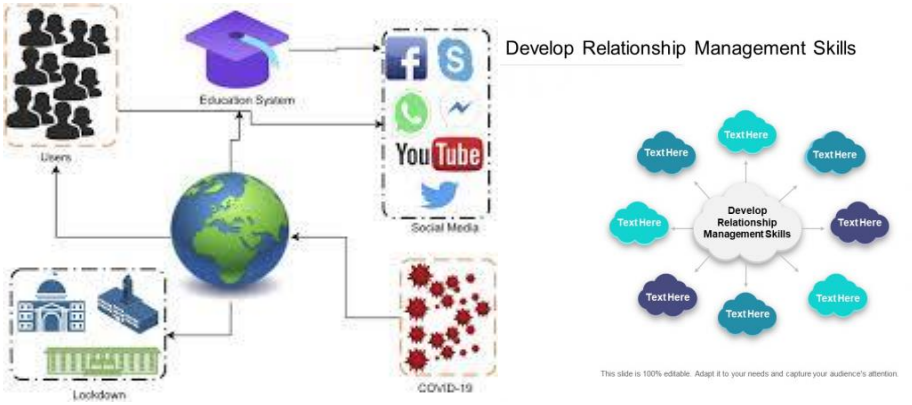


FIGURE 1. Relationship Development Modality

The emergence of Multimodal Discourse theory in the 1990s originated from the research efforts of Western scholars in critical discourse analysis. Drawing upon research findings from social semiotics, functional grammar systems, and traditional discourse analysis, this theory has evolved to explore the interplay of various modes of communication. One influential linguist in the field of multi-modal discourse analysis is R. Barthes, who examined the relationship between pictures and words and delved into their significance in discourse analysis. In today's high-tech and computer-networked society, there is a proliferation of opportunities for multi-modal learning. The integration of technology and communication networks has opened up new avenues for education, enabling the combination of diverse modes of representation, including text, images, audio, and video. This integration offers immersive and interactive learning experiences, engaging students with a wide range of resources and enhancing their understanding and retention of knowledge [4]. Teachers must embrace the potential of multi-modal learning and harness technology to design innovative educational experiences. They should guide students in effectively utilizing these resources, nurturing critical thinking skills, and promoting active engagement with different modes of communication. By incorporating multi-modal learning strategies into their teaching practices, educators can better meet the learning needs of students in this digital era. Indeed, teaching methods should be adapted to the current times. In college English classes, it is crucial to foster an engaging and lively learning environment that captures students' interest and attention. To achieve this, teachers need to possess a diverse range of teaching methods and skills. They should curate an extensive collection of pictures, videos, animations, and other relevant information, and utilize them to design dynamic presentations such as PowerPoint slides. By flexibly integrating multi-modal teaching methods, teachers can inspire students and facilitate interaction across various modes of communication, thereby enhancing students' reading abilities in multi-modal contexts [5]. The use of multi-modal teaching approaches allows for a more comprehensive learning experience. It enables students to engage with content in different formats, such as visual, auditory, and kinesthetic. By incorporating various modes of communication, teachers can cater to different learning preferences and enhance students' understanding and retention of information. For instance, integrating videos or animations can bring concepts to life, while using images can stimulate visual thinking and aid in comprehension. Moreover, multi-modal teaching methods encourage active student participation and interaction. Teachers can design activities that prompt students to respond to different modes of communication, such as analyzing images, discussing videos, or creating their own multi-modal presentations. These activities foster critical thinking skills, creativity, and collaboration among students. In summary, by embracing multi-modal teaching methods and leveraging technology, college English teachers can create dynamic and interactive learning environments. Through the integration of diverse modes of communication, teachers can engage students, promote deeper understanding, and enhance their reading abilities in multi-modal contexts [6]. Each modality contributes unique information and

together they create a more comprehensive and nuanced understanding of our surroundings. As you mentioned, different individuals may rely more heavily on certain modalities depending on their abilities and experiences. For example, a visually impaired person may rely more on auditory and tactile modalities to navigate and communicate, while a deaf person may rely on visual cues and sign language. Moreover, the integration of multiple modalities allows us to coordinate and make sense of the sensory information we receive. Our brain processes and combines inputs from different modalities to create a unified perception of the world. This integration enhances our ability to recognize patterns, make connections, and derive meaning from the information we perceive. In the context of education, understanding the multi-modal nature of perception can inform teaching strategies that engage students through different sensory channels. By incorporating visual, auditory, tactile, and other modalities into instruction, educators can facilitate deeper learning and cater to diverse learning styles. Overall, the integration of multiple sensory modalities is fundamental to our perception, understanding, and communication. Recognizing and leveraging this multi-modal nature can enhance learning experiences and enable a more holistic and comprehensive engagement with the world [7].

3. INFORMATION RICHNESS

communication channels. This process of creating order and reducing uncertainty is essential for organizations to function effectively. To address the external events that intrude upon the organization, managers need to interpret and make sense of the complex and ambiguous information they receive. They must analyze the situation, identify patterns, and extract relevant insights to form a clear understanding of the challenges and opportunities they face. This sense-making process helps managers develop a shared understanding within the organization and align their actions accordingly. Within the organization, the presence of diverse departments with different goals and perspectives can further contribute to confusion and ambiguity. Each department may have its own priorities, values, and ways of operating, leading to potential conflicts and disagreements. It is crucial for managers to reconcile these divergent frames of reference and foster collaboration and coordination among departments. This requires effective communication channels, shared goals, and mechanisms for resolving conflicts [8]. Creating order and reducing uncertainty also involves establishing structure and procedures within the organization. Managers need to define roles, responsibilities, and reporting lines to provide clarity and guidance to employees. They develop systems and processes to ensure smooth operations and decision-making. Clear data and information systems are essential for accurate and timely decision-making, enabling managers to make informed choices and reduce uncertainty. By imposing structure, providing direction, and fostering effective communication, managers strive to create an acceptable level of order and certainty within the organization. This allows employees to understand their roles, align their efforts, and work towards common goals. It also enables the organization to respond to external challenges and adapt to changing circumstances more effectively. In summary, organizations face the challenge of interpreting and making sense of complex external events and managing internal differences. To cope with these challenges, managers must create order and reduce uncertainty by imposing structure, fostering effective communication, and providing clarity and direction. This enables the organization to navigate through ambiguity and work towards its objectives [9]. In order to perform the miracle of creating clarity and order amidst uncertainty and complexity, organizations rely on information processing. Information processing involves the collection, analysis, interpretation, and dissemination of information within the organization. Organizations design their structures and processes in a way that facilitates effective information processing. For example, the choice of organizational form, such as functional or product-based structures, reflects the need to group individuals with similar expertise or focus on specific products or services. This helps to streamline communication and decision-making related to specific areas of the organization's operations. Additionally, organizations may employ teams, task forces, or vertical information systems to enhance information processing. Teams and task forces allow for collaboration and knowledge sharing among members who possess diverse skills and perspectives. Vertical information systems enable the flow of information up and down the organizational hierarchy, ensuring that relevant information reaches decision-makers at different levels. Managers play a critical role in information processing within organizations. They spend a significant amount of their time exchanging information, both within the organization and with external stakeholders. Managers are responsible for gathering relevant data, analyzing it, and disseminating it to the appropriate individuals or teams. They also play a key role in interpreting and making sense of the information, providing guidance and direction based on their understanding of the organization's goals and external environment. Furthermore, technological tools and information systems are utilized to support information processing within organizations. These tools can include data management systems, communication platforms, and analytical software that help in collecting, storing, analyzing, and sharing information effectively and efficiently [10]. with a comprehensive understanding of how these decisions shape the sales function. It emphasizes the importance of strategic alignment between different levels of the organization and the sales activities to drive overall organizational success. With this

knowledge, sales managers can make informed decisions and effectively contribute to the achievement of organizational objectives.

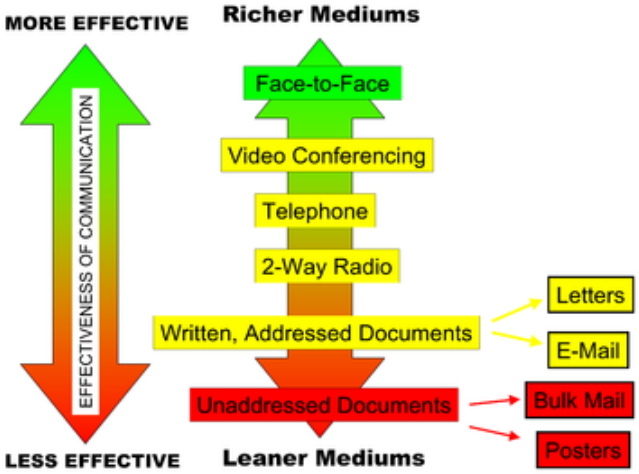


FIGURE 2. Information Richness

By emphasizing information processing, organizations aim to reduce ambiguity, uncertainty, and disorder. They strive to provide participants with a clear conceptual scheme and guidelines for decision-making, enabling individuals to understand their roles and responsibilities within the organization. Effective information processing facilitates better decision-making, coordination, and adaptation to changing circumstances. Overall, organizations perform the miracle of creating order and clarity through strategic design, managerial actions, and the use of technology, all geared towards effective information processing and communication. Commissioned a study to identify potential natural disasters and develop an emergency response plan [11].

4. ONLINE MENTORING

More than just common sense is needed for effective coaching. According to research, successful mentoring partnerships are developed and managed by mentors and mentees that exhibit a variety of distinct, observable qualities that promote learning and transformation. This strategy guide explains these abilities and offers a mechanism for you to formally gauge your proficiency in each one. Two people begin a mentoring relationship in the initiation stage. In informal mentoring, potential mentors and mentees are matched through social or professional interactions. Common sense alone is insufficient for effective coaching. According to research, mentors and mentees who create and maintain successful mentoring relationships have a variety of distinct, observable abilities that promote learning and transformation. This strategy guide outlines these abilities and offers a technique so that you can formally evaluate your own performance in each area [12]. In the initial phase, two people start a mentorship connection. When mentoring is done informally, potential mentors and mentees are matched through business or social connections. More than just common sense is needed for effective coaching. According to research, successful mentoring partnerships are developed and managed by mentors and mentees that exhibit a variety of distinct, observable qualities that promote learning and transformation. This strategy guide explains these abilities and offers a mechanism for you to formally gauge your proficiency in each one. Two people begin a mentoring relationship in the initiation stage. In informal mentoring, potential mentors and mentees are matched through social or professional interactions. Potential mentees look for seasoned, accomplished individuals that they like and regard as positive role models. Mentor candidates look for talented individuals who are "coachable." This phase, according to research on mentoring, is when a prospective mentee establishes. Common sense alone is insufficient for effective coaching. According to research, mentors and mentees who create and maintain successful mentoring relationships have a variety of distinct, observable abilities that promote learning and transformation [13]. This strategy guide outlines these abilities and offers a technique so that you can formally evaluate your own performance in each area.

FIGURE 3. Online Mentoring

In the initial phase, two people start a mentorship connection. When mentoring is done informally, potential mentors and mentees are matched through business or social connections. Potential mentees look for successful, seasoned mentors that they can look up to as positive role models. Prospective mentors look for talented individuals that are "coachable." According to research on mentoring, this phase is when a prospective mentee establishes their suitability Beyond basic sense, mentorship needs to be effective. According to research, successful mentoring partnerships are created and managed by mentors and mentees that exhibit a variety of distinctive, observable talents that promote learning and transformation [14]. This strategy guide explains these abilities and offers you a technique to conduct a loose self-evaluation of each ability. Two persons start a mentoring connection during the initiation stage. Interactions between potential mentors and mentees on the job or in the community serve as the basis for informal mentoring matching. Prospective mentees look for successful, seasoned individuals that they may look up to and who they regard as positive role models. Potential mentees look for talented individuals that are "coachable [15]." This step is when a potential mentee establishes their suitability for mentoring, according to research on mentoring More than just common sense is necessary for effective mentorship. According to research, successful mentoring partnerships are created and managed by mentors and mentees that exhibit a variety of distinct, observable qualities that promote learning and transformation. This strategy guide explains these abilities and offers a technique for you to formally evaluate your own performance in each area. Two people start a mentoring connection during the initiation stage. In informal mentoring, potential mentors and mentees are matched through business or social connections. Potential mentees look for seasoned, accomplished individuals that they like and regard as good role models. Potential mentors look for talented individuals that are "coachable." This stage, according to research on mentoring, is when a potential mentee establishes their suitability for-mentoring [16].

5. ETHNOGRAPHY

One of the most popular techniques in social sciences is the ethnographic approach, which focuses on a particular way of life. It is seen as a means of defining and explaining the viewpoint of a society or a member of the group (Neuman, 2007). By understanding the viewpoint and manner of life of native people and reflecting how they see the world, Malinowski (2005) defines ethnography. When

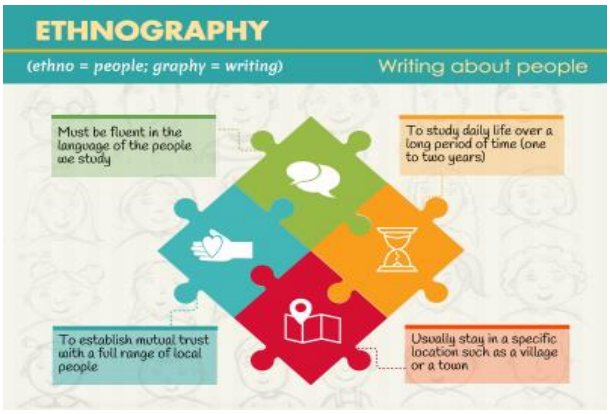


FIGURE 4. Ethnography

Ethnography is incorporated into the culture being studied; it is feasible to reflect the perspective of the native individual. To integrate themselves into the cultures they study, ethnographers have developed a variety of methodologies and strategies [17]. The techniques employed are essential for acquiring the appropriate data for studies. So, according to Mc Niff (2013) and Hammersley and Atkinson (2007), the bulk of ethnographic research are method and technique-focused. While using the ethnographic approach in these studies, there are considerations to make, challenges that may arise, and research examples on these topics (Woods, 2005). It is beyond dispute that these sources provide researchers using the ethnographic technique with useful advantages and recommendations. In other words, researchers can use the observations and experiences of ethnographers as a guide. In this regard, the growth of research methodologies and the increase in diversity will be significantly aided by the study examples that people using the ethnographic approach provide [18]. I describe my ethnographic experiences and relevant expertise in this work. discovered during my research. I spoke about the dynamic structure of the methodologies and procedures I employed in my study, which was founded on an understanding of how pre-school students transition to school in relation to the cultural process. I tried to show how the research altered both the culture and my previously intended techniques [19]. I didn't make an effort to establish a standard for what and how the acceptable and efficient procedure should be during this process. Instead, I explained that my ethnographic study is made up of a three-step natural process, initial, activation, and acceptance, and I provided instances to illustrate how the information in each stage affects the cultural makeup of the community. Consequently, I think that this cultural study will help extending the variety of methodologies. I instruct users of the ethnographic approach by sharing with the readers my own life experiences and the useful information I learned while doing the study [20].

6. CONCLUSION

The use of computers to facilitate communication has had a significant impact on many different aspects of interactions. Many of these problems are being researched. These problems involved how impressions were formed. The development of relationships through computer-mediated communication, as well as dishonest and largish behavior, and group dynamics, have drawn a lot of interest. Through qualities that are thought to be shared by all forms of communication, computer-mediated communication is examined and contrasted with other forms of communication. The qualities previously highlighted are persistence, synchrony, and anonymity. The various communication techniques reveal various associations in the traits given. As an illustration, instant messaging usage naturally promotes high levels of synchrony. On the other hand, since users are unable to store all of the earlier data, it lacks permanence or record ability. not unless the user installed a message log or manually copied and pasted the full conversation when the dialogue boxes are closed. Electronic mails and message boards on the other hand lacks synchronization because there is a wide range in the amount of time between delivering a message and receiving a response. Since electronic mail and message boards allow for the automatic saving of sent and received messages, they thrive in this area where instant messaging fails due to its limited persistence. Computer-mediated communication often varies from other forms of communication because it is temporary and inherently multimodal. The rules of conduct that ought to guide this type of communication are not present in computer-mediated conversations, however (Mc Quail, 2005). The limitations of physical and verbal communication can be broken through by computer-mediated other forms of communication have social restrictions that are also present in communication. Because they are not physically present in the same place, persons who cannot physically connect with each other benefit from computer-mediated communication. Language learners have enormous opportunities to improve their proficiency in the language they desire to learn through computer-mediated communication. The consequences of using electronic mail and discussion boards in language lessons were covered in a study by War Schauer. According to the study's findings, voice and writing are connected by information and communications technology (Wars Hauer, 2006Users' anonymity, privacy, and security when using computer-mediated communication depend on the particular programs they are using or the website they are visiting. Some apps and websites enable communication while giving users complete anonymity, privacy, and security. On the other hand, this is where some other websites and programs fall short. The majority of research papers focus on the importance of taking into account the social and psychological effects of the aforementioned components.

REFERENCES

[1]. Bordia, Prashant. "Face-to-face versus computer-mediated communication: A synthesis of the experimental literature." The Journal of Business Communication (1973) 34, no. 1 (1997): 99-118

[2]. Walther, Joseph B. "Interpersonal effects in computer-mediated interaction: A relational perspective." Communication research 19, no. 1 (1992): 52-90.

[3]. Gutu, Birhanu, Genene Legese, Nigussie Fikadu, Birhanu Kumela, Firafan Shuma, Wakgari Mosisa, Zelalem Regassa et al. "Assessment of preventive behavior and associated factors towards COVID-19 in Qellam Wallaga Zone, Oromia, Ethiopia: A community-based cross-sectional study." PloS one 16, no. 4 (2021): e0251062.
[4]. Ramirez Jr, Artemio, Shuangyue Zhang, Cat McGrew, and Shu-Fang Lin. "Relational communication in computer-mediated interaction revisited: A comparison of participant–observer perspectives." Communication Monographs 74, no. 4 (2007): 492-516.
[5]. Eisenberg, Eric M. "Ambiguity as strategy in organizational communication." Communication monographs 51, no. 3 (1984): 227-242.
[6]. Kumar Pandey, Rakesh, Asghar Gandomkar, Behzad Vaferi, Anil Kumar, and Farshid Torabi. "Supervised deep learning-based paradigm to screen the enhanced oil recovery scenarios." Scientific Reports 13, no. 1 (2023): 4892.
[7]. Anand, Gaurav, Sharda Kumari, and Ravi Pulle. "Fractional-Iterative BiLSTM Classifier: A Novel Approach to Predicting Student Attrition in Digital Academia." SSRG International Journal of Computer Science and Engineering 10, no. 5 (2023): 1-9.
[8]. Preethi, R., and M. Sughasiny. "Pbgtr: Price based game theory routing for minimum cost routing path in manet." In 2018 2nd International Conference on I-SMAC (IoT in Social, Mobile, Analytics and Cloud)(I-SMAC) I-SMAC (IoT in Social, Mobile, Analytics and Cloud)(I-SMAC), 2018 2nd International Conference on, pp. 469-474. IEEE, 2018.
[9]. Preethi, R., and M. Sughasiny. "AKCSS: An Asymmetric Key Cryptography Based on Secret Sharing in Mobile Ad Hoc Network." In Intelligent Systems Design and Applications: 18th International Conference on Intelligent Systems Design and Applications (ISDA 2018) held in Vellore, India, December 6-8, 2018, Volume 1, pp. 73-86. Springer International Publishing, 2020.
[10]. Cranford, Christine. "A Generational Approach to Using Emoticons as Nonverbal Communication." Technical Communication 52, no. 2 (2005): 246-247.
[11]. Palanimuthu, Kogila, Eshetu Fikadu Hamba Yigazu, Gemechu Gelalcha, Yirgalem Bekele, Getachew Birhanu, and Birhanu Gutu. "Assessment of Stress, Fear, Anxiety and Depression on COVID-19 Outbreak among Adults in South-Western Ethiopia." Prof.(Dr) RK Sharma 21, no. 1 (2021): 440.
[12]. Manjunath, C. R., Ketan Rathor, Nandini Kulkarni, Prashant Pandurang Patil, Manoj S. Patil, and Jasdeep Singh. "Cloud Based DDOS Attack Detection Using Machine Learning Architectures: Understanding the Potential for Scientific Applications." International Journal of Intelligent Systems and Applications in Engineering 10, no. 2s (2022): 268-271.
[13]. Ghani, Jawaid A., Roberta Supnick, and Pamela Rooney. "The experience of flow in computer-mediated and in face-to-face groups." (1991).
[14]. Baxter, Leslie A., and Earl R. Babbie. The basics of communication research. Cengage Learning, 2003.
[15]. Postmes, Tom, Russell Spears, and Martin Lea. "Intergroup differentiation in computer-mediated communication: Effects of depersonalization." Group Dynamics: Theory, Research, and Practice 6, no. 1 (2002): 3.
[16]. Pulle, Ravi, Gaurav Anand, and Satish Kumar. "MONITORING PERFORMANCE COMPUTING ENVIRONMENTS AND AUTOSCALING USING AI."
[17]. Nautiyal, Radhika, Radhey Shyam Jha, Samta Kathuria, Anita Gehlot, Anil Kumar, and Praveen Kumar Malik. "Design of a Reliable Copyright Management System Based on Blockchain." In 2023 IEEE Devices for Integrated Circuit (DevIC), pp. 199-202. IEEE, 2023.
[18]. Preethi, R., and M. Sughasiny. "AKCSS: An Asymmetric Key Cryptography Based on Secret Sharing in Mobile Ad Hoc Network." In Intelligent Systems Design and Applications: 18th International Conference on Intelligent Systems Design and Applications (ISDA 2018) held in Vellore, India, December 6-8, 2018, Volume 1, pp. 73-86. Springer International Publishing, 2020.
[19]. Androutsopoulos, Jannis. "Polymedia in interaction." Pragmatics and Society 12, no. 5 (2021): 707-724.
[20]. Riva, Giuseppe. "The sociocognitive psychology of computer-mediated communication: The present and future of technology-based interactions." Cyberpsychology & behavior 5, no. 6 (2002): 581-598.
[21]. Tasisa, Yirgalem Bekele, and Kogila Palanimuthu. "Psychosocial Impacts of Imprisonment among Youth Offenders in Correctional Administration Center, Kellem Wollega Zone, Ethiopia." Medico-legal Update 21, no. 2 (2021).
[22]. Ensher, Ellen A., Christian Heun, and Anita Blanchard. "Online mentoring and computer-mediated communication: New directions in research." Journal of Vocational Behavior 63, no. 2 (2003): 264-288.
[23]. Rice, Lindsay, and Patrick M. Markey. "The role of extraversion and neuroticism in influencing anxiety following computer-mediated interactions." Personality and individual differences 46, no. 1 (2009): 35-39.
[24]. Li, Shu-Chu Sarrina. "Computer-mediated communication and group decision making: A functional perspective." Small Group Research 38, no. 5 (2007): 593-614.
[25]. Joshi, Shubham, Radha Krishna Rambola, and Prathamesh Churi. "Evaluating artificial intelligence in education for next generation." In Journal of Physics: Conference Series, vol. 1714, no. 1, p. 012039. IOP Publishing, 2021.

[26]. Kumar, Ashish, Ketan Rathor, Snehit Vaddi, Devanshi Patel, Preethi Vanjarapu, and Manichandra Maddi. "ECG Based Early Heart Attack Prediction Using Neural Networks." In 2022 3rd International Conference on Electronics and Sustainable Communication Systems (ICESC), pp. 1080-1083. IEEE, 2022.
[27]. Walther, Joseph B., and Lisa C. Tidwell. "Nonverbal cues in computer-mediated communication, and the effect of chronemics on relational communication." Journal of Organizational Computing and Electronic Commerce 5, no. 4 (1995): 355-378.
[28]. Rautela, Reeta, Shravan Kumar, Shweta Pandey, Namrata Prakash, Praveen Kumar Malik, and Anil Kumar. "Significance of Emerging Technological Advancements in Transition of Green Economy." In 2023 IEEE Devices for Integrated Circuit (DevIC), pp. 221-224. IEEE, 2023.
[29]. Jeong, Allan. "A guide to analyzing message–response sequences and group interaction patterns in computer-mediated communication." Distance education 26, no. 3 (2005): 367-383.
[30]. Aswini, S., S. Tharaniya, RJ Joey Persul, B. Avinash Lingam, and P. Kogila. "Assessment of Knowledge, Attitude and Practice on Immunization among Primi Mothers of Children." Indian Journal of Public Health Research & Development 11, no. 3 (2020): 583-587.
[31]. Manoharan, Hariprasath, Radha Krishna Rambola, Pravin R. Kshirsagar, Prasun Chakrabarti, Jarallah Alqahtani, Quadri Noorulhasan Naveed, Saiful Islam, and Walelign Dinku Mekuriyaw. "Aerial Separation and Receiver Arrangements on Identifying Lung Syndromes Using the Artificial Neural Network." Computational Intelligence and Neuroscience 2022 (2022).
[32]. Jenks, Christopher, and Alan Firth. "Synchronous voice-based computer-mediated communication." Pragmatics of computer-mediated communication (2013): 217-241.
[33]. Kumari, Sharda, and Gaurav Anand. "AR-Driven Customer Engagement: An Innovative Approach to CRM."
[34]. Preethi, R., and M. Sughasiny. "Pbgtr: Price based game theory routing for minimum cost routing path in manet." In 2018 2nd International Conference on I-SMAC (IoT in Social, Mobile, Analytics and Cloud)(I-SMAC) I-SMAC (IoT in Social, Mobile, Analytics and Cloud)(I-SMAC), 2018 2nd International Conference on, pp. 469-474. IEEE, 2018.
[35]. Rathor, Ketan, Keyur Patil, Mandiga Sahasra Sai Tarun, Shashwat Nikam, Devanshi Patel, and Sasanapuri Ranjit. "A Novel and Efficient Method to Detect the Face Coverings to Ensurethe Safety using Comparison Analysis." In 2022 International Conference on Edge Computing and Applications (ICECAA), pp. 1664-1667. IEEE, 2022.
[36]. Walther, Joseph B., and Lisa C. Tidwell. "Nonverbal cues in computer-mediated communication, and the effect of chronemics on relational communication." Journal of Organizational Computing and Electronic Commerce 5, no. 4 (1995): 355-378.
[37]. Romiszowski, Alexander, and Robin Mason. "Computer-mediated communication." In Handbook of research on educational communications and technology, pp. 402-436. Routledge, 2013.
[38]. Rathor, Ketan, Sushant Lenka, Kartik A. Pandya, B. S. Gokulakrishna, Susheel Sriram Ananthan, and Zoheib Tufail Khan. "A Detailed View on industrial Safety and Health Analytics using Machine Learning Hybrid Ensemble Techniques." In 2022 International Conference on Edge Computing and Applications (ICECAA), pp. 1166-1169. IEEE, 2022.
[39]. Alsubai, Shtwai, Ashit Kumar Dutta, Ahmed Hussein Alkhayyat, Mustafa Musa Jaber, Ali Hashim Abbas, and Anil Kumar. "Hybrid deep learning with improved Salp swarm optimization based multi-class grape disease classification model." Computers and Electrical Engineering 108 (2023): 108733.
[40]. Riegelsberger, Jens, M. Angela Sasse, and John D. McCarthy. "The researcher's dilemma: evaluating trust in computer-mediated communication." International Journal of Human-Computer Studies 58, no. 6 (2003): 759-781.
[41]. Anand, Gaurav, and Bharatwaja Namatherdhal. "AN EFFICIENT FRAUDULENT ACTIVITY RECOGNITION FRAMEWORK USING DECISION TREE ENABLED DEEP ARTIFICIAL NEURAL NETWORK."
[42]. Walther, Joseph B. "Interpersonal effects in computer-mediated interaction: A relational perspective." Communication research 19, no. 1 (1992): 52-90.

